

PREVIEW

Grammar

and

Writing 6

Workbook

**CURTIS
HAKE**

PREVIEW

This preview includes several selected lessons from the workbook along with the table of contents, introduction, and appendix.

The full workbook contains all 39 lessons (123 pages) organized for incremental development throughout the school year.

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Introduction

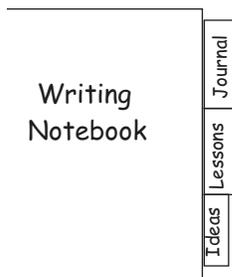
Just as a girl who wants to become a better basketball player shoots free throws every day, and just as a boy who wants to become a better guitar player plays his guitar every day, so a person who wants to become a better writer should write every day.

Further, just as the basketball player enjoys shooting the ball and the guitar player has fun trying new chords, so we should enjoy writing without worrying that what we write is going to be graded or looked at by someone else. We should write for the fun and satisfaction that it brings to us, and because practicing and trying new skills will help us to become better writers, just as practicing specific skills helps the basketball player and guitar player to become better at those activities.

A great way to practice your writing every day is to write in a journal, which can be a notebook with blank paper. When you write in a journal, you should not worry about who will read or “grade” your writing. This is a time for you simply to put your thoughts down on paper.

Of course, you do not want your writing to be so poor that it cannot be understood. It is always a good idea to practice the simple rules of grammar that you already know, such as capitalizing the first letter in a sentence or placing a period at the end of a sentence. However, it is unnecessary for you to write cautiously out of fear about your grade or about what people will think of your words. Writing in your journal is your time to shoot layups or practice scales. You may even experiment with trick shots or new chords. You will be given a suggested topic for journal writing before you start your Grammar Lesson each day.

Writing Notebook



Find a small (one-inch) three-ring binder for storing these daily journals along with your Writing Lessons. Make a divider to separate the daily journals from the Writing Lessons. Create a third section for storing ideas, memories, dreams, favorite words, or catchy phrases that you might want to use someday in an essay, story, or poem. **Plan to keep this Writing Notebook well organized.**

LESSON
3

The Paragraph, Part 2

Logical Order We have learned that a paragraph is a group of sentences that builds on a main idea or topic. A good paragraph presents one main idea and develops it with additional sentences, giving more specific information about that main idea. The supporting sentences are arranged in a **logical order**. The paragraph below tells what happened first, next, and last.

A jazz concert in the park inspired Elle to learn how to play the saxophone. First, she borrowed her grandfather's old saxophone and asked him to teach her some simple songs. He taught her everything he knew about the instrument. Next, Elle joined a jazz band at her school. She practiced with them twice a week for two years. Now, Elle is an accomplished musician.

Sometimes creating a logical order means placing sentences in order of importance, usually ending with the most important point, as in the paragraph below.

Conrad's woodworking skills have proved beneficial in many ways. Conrad has saved money by building his own desk, tables, picture frames, and bookcases. Moreover, he now has furniture and wood pieces in precisely the size, style, and finish that he likes best. Most importantly, woodworking allows Conrad to use his creativity, which gives him pride and satisfaction.

Example Arrange the sentences below in a logical order to create a good paragraph.

- Since no one knew a "Michael," Freddy finally took the jacket to the lost-and-found in the principal's office.
- Then, he began asking boys on the playground if they knew a "Michael."
- Freddy found a boy's jacket on the playground.
- First, he looked inside the collar, where he found the name *Michael* written in black ink.

What happened first? Then what happened? We can number the sentences like this:

- 4 Since no one knew a “Michael,” Freddy finally took the jacket to the lost-and-found in the principal’s office.
- 3 Then, he began asking boys on the playground if they knew a “Michael.”
- 1 Freddy found a boy’s jacket on the playground.
- 2 First, he looked inside the collar, where he found the name *Michael* written in black ink.

Now, we can arrange these sentences in order to make the following paragraph:

Freddy found a boy’s jacket on the playground. First, he looked inside the collar, where he found the name *Michael* written in black ink. Then, he began asking boys on the playground if they knew a Michael. Since no one knew a Michael, Freddy finally took the jacket to the lost-and-found in the principal’s office.

Practice and Review

a. Read the sentences below. Then, number them according to what happens first, next, etc. (Place numbers one through four in the boxes.)

- Next, she makes sure the bulb is not broken.
- Finally, Jenna decides that she must buy new batteries for her flashlight.
- On a dark night, Jen discovers that her flashlight does not work.
- First, she checks to see if its batteries are positioned correctly.

b. Finish writing the paragraph below, adding three or more sentences in a logical order.

I am going to plan a birthday party for my friend.

First _____

- c. Underline the topic sentence in the paragraph below.

Traveling across the United States by train gives me an opportunity to see the countryside: the great expanses of desert, farmland, and mountains. The train's comfortable seats, friendly conductors, and classy dining car all contribute to an enjoyable ride. On the train, I can relax, read, or chat with other passengers. I appreciate the many advantages of train travel.

- d. Draw a line through the sentence that does not belong in the paragraph below.

Uncle Will has many interests. As a philatelist, he collects postage stamps. He restores antique cars, makes stained glass windows, and plays the trumpet in a band. His best friend repairs computers. Most of all, Uncle Will enjoys scuba diving off the coast of various islands.

For e and f, combine the two sentences to make one compact sentence.

- e. Linda has pretty eyes. Linda's eyes are brown.

- f. Snakes slither and slide. Snakes hide under rocks.

For g and h, rewrite the sentence in a shorter, more direct way. Use the active voice. (Hint: Put the last part of the sentence first.)

- g.** Maddy's singing is liked by most people.

- h.** The old house can be toured by the public.

LESSON 11

Writing a Complete Essay

In Lesson 10, you brainstormed and created ideas to support the thesis statement “I can do things to make the world a better place.” You also chose the best of those ideas and put them in the order that most strongly supports the thesis statement. Then, you used the ideas to create topic sentences. Now, you are ready to write the complete essay.

Practice Using the topic sentences that you wrote for Lesson 10, follow the steps below to complete the essay.

1. For each topic sentence, write a body paragraph to support the thesis statement. To expand your paragraph, you might ask yourself these questions: *Who? What? When? Where? Why? How?* Your answers to these questions will give you ideas for supporting sentences.
2. Create an introductory paragraph with an introductory sentence (a “hook”) that will grab the reader’s interest, and a sentence that states the thesis.
3. Write a concluding paragraph that includes a restatement of the thesis, a reference to each of the topic sentences, and a clincher statement.
4. Add transitions between body paragraphs to make your ideas easier for the reader to follow. Pay special attention to the transition into the concluding paragraph.
5. Finally, put all the parts together to form a complete essay. As you are working, make any necessary corrections to your previous work. You might add or subtract words, or make any other change that results in a more effective essay. **Keep this essay in your three-ring binder.** You will evaluate it in the next lesson.

**LESSON
15****Preparing to Write a Persuasive
(Argument) Essay****Four
Purposes for
Writing**

Every piece of writing has a purpose. There are four basic purposes for writing: narrative, expository, descriptive, and persuasive.

Narrative writing tells a story or relates a series of events. A composition describing your explorations among rocks and tide pools along the ocean shore would be narrative writing. In a later lesson, you will write a narrative essay telling about a personal experience of your choice.

Expository writing gives information or explains. An article entitled “How the Internet has Changed our Lives” would be an example of expository writing. Another example was your essay explaining things that you can do to make the world a better place.

Descriptive writing describes a person, place, or thing. Examples include a brochure describing the giant redwoods in the Pacific Northwest, a personal composition about your best friend, and a “Lost Kitten” poster describing the appearance of the lost kitten. Later, you will practice this type of writing by describing a person that you see often.

Persuasive (Argument) writing attempts to convince someone to do or believe something. An advertisement for your yard clean-up services, an article about the importance of conserving water during a drought, and a campaign flyer urging voters to elect a certain candidate are all examples of persuasive writing. In this lesson, you will write a persuasive essay.

**The
Persuasive
(Argument)
Essay**

Keeping in mind the structure of a complete essay, we shall prepare to write a persuasive (opinion) essay using the following sentence as our thesis statement:

Middle-grade students should be required to take a cooking class.

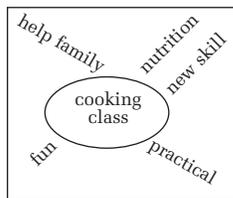
The goal of this essay will be to convince or *persuade* the reader that middle-grade students should be required to take a cooking class.

Persuasive essays usually deal with controversial topics, subjects that have two sides. If you prefer, you may argue the opposite side and rewrite the thesis statement to read, “Middle-grade students *should not* be required to take a cooking class.”

As you do your brainstorming for this exercise, you will discover whether or not there are enough strong arguments to support your thesis. This is why brainstorming before you write is such an important exercise. It saves you a great deal of time by convincing you that your thesis statement can or cannot be supported as well as giving you the main ideas for all of your topic sentences.

Your essay will prove that your thesis statement is correct. You will use several arguments to convince the reader of this.

Brainstorming



Brainstorming is always our first step in writing an essay. Recall that we draw a circle in the middle of a blank sheet of paper. Inside the circle, write the thesis statement. Then quickly begin to write in the area outside the circle any and all words that come into your mind as soon as they come into your mind.

- Write quickly, and do not worry about spelling or neatness.
- Write for about three minutes or until your paper is covered with words, whichever comes first.
- As you write, continue to read your thesis statement in the middle of the circle. This will keep you focused.

Organizing your Ideas

After you have brainstormed, look at the ideas that you have generated and identify the ones that best support your thesis statement. Follow these steps to organize your ideas:

1. Take a moment to look at the words or groups of words you wrote. Some of them will begin to stand out as relating very well to the thesis; they will firmly argue your point and convince the reader. Others will begin to look as though they do not belong or are not as strong.
2. Choose at least three different words or groups of words that best support the thesis. Circle them. If you cannot decide on just three, you may circle four or five. If you circle more than three words or groups of words, you have more than enough support for your thesis statement. You can write several body paragraphs of support, or you might

later decide to combine one or more arguments. You might even decide to eliminate the weaker ones.

3. These circled word groups will become your *body paragraph ideas*. Write these ideas on a separate piece of paper, leaving space underneath each idea to add more notes later for expanding the paragraphs.
4. Look at your body paragraph ideas and try to determine the order in which they should be arranged in the body of your essay to best support your thesis. Number the ideas. You can rearrange the order or even eliminate or add body paragraphs at any time as ideas come to you.

Forming Topic Sentences

Once you have selected the best ideas from your brainstorming and placed them on a separate page, take those ideas and form them into topic sentences. Each topic sentence will become a main idea for your essay's body paragraphs.

Practice

Write at least three topic sentences that clearly support your thesis statement. In Lesson 16, we shall develop these topic sentences into body paragraphs and then complete the persuasive (opinion) essay.

Topic sentence: _____

LESSON 20

Writing the Expository (Informative) Essay

In Lesson 19, you prepared to write your expository essay about how to plan a birthday party. By brainstorming, you gathered ideas and wrote a thesis statement. You chose the best of those ideas and put them into clusters. Then, you used the main ideas to create at least three topic sentences. Now, you are ready to write the complete essay.

Practice Using the topic sentences that you wrote for Lesson 19, follow the steps below to complete the expository (informative) essay.

1. For each topic sentence, write a body paragraph to support the thesis statement. Refer to your notes and use your ideas to write body sentences that further explain, or expand, each topic sentence. Remember that your tone should be objective.
2. Create an introductory paragraph. Remember that the introductory sentence (“hook”) should grab the reader’s interest. Your thesis statement will clearly tell what the essay is about.
3. Create a concluding paragraph that refers to each topic sentence in your body paragraphs. Remember that the “last words” of your conclusion will leave a lasting impression.
4. Add transitions between body paragraphs to make your ideas easier for the reader to follow. Transitions that indicate order, such as “the first step...” or “the second step...,” are appropriate in a how-to essay. Pay special attention to the transition into the concluding paragraph. Look back at Lesson 9 for help with transitions. Use appropriate links to join connected ideas within your essay.
5. Finally, put all the parts together to form a complete essay. As you are working, make any necessary corrections to your previous work. You might add things, delete things, or make any other change that results in a clearer, easier-to-follow expository essay. Maintain a formal style. Consider using multimedia, illustrations, or graphics if these will help reader understanding.

Additional Practice (Optional) After you have evaluated your expository essay using the guidelines in Lesson 21, you might try writing another expository essay on a topic of your choice or on one of these topics:

1. Explain how to play a game, any game that you know how to play.
2. Write an essay giving at least three reasons why you are thankful to be living in the United States of America.
3. Give instructions for making a meal that you like.
4. Explain in detail how you would like to redecorate the room in which you are sitting, or another room of your school or home.
5. Compare and contrast the duck and the goose.
6. Tell how to construct a book marker, a necklace, a kite, a paper airplane, or some other craft of your choice.
7. Compare and contrast a typical day in the life of a veterinarian versus an elementary school teacher.
8. Explain at least three ways that one person has positively affected your life.

LESSON 24

Evaluating the Personal Narrative

All of our writing is “work in progress.” The knowledge that *writing is a process* guides our thinking throughout the construction of our personal narrative. From the first steps in selecting an experience to share, to organizing our thoughts, to creating body paragraphs, to adding transitions, we constantly make changes to improve our work.

Evaluating Your Writing

In Lesson 23, you completed your personal narrative. Now that some time has passed, you are ready to evaluate it using the following guidelines.

Ask yourself these questions:

- Is my introductory sentence interesting? *If it is not interesting to you, it certainly will not be interesting to the reader.*
- Does the beginning of the narrative clearly tell how I feel about the experience or event?
- Does each body paragraph have a clear topic sentence at the beginning that tells the reader exactly what the paragraph will be about? *Read each topic sentence without the rest of the paragraph to see if it can stand alone as a strong idea.*
- Is the first-person point of view consistently maintained throughout the narrative?
- Are there other details, descriptions, emotions, or dialogue I could add to make a more interesting narrative?
- Are my sentences in a logical or chronological order?
- Have I used a variety of time-related terms (transitions) to sequence (order) the events?
- Have I paced my essay appropriately?
- Does each paragraph (except for the first) begin with an effective transition?
- Are there other details that I can add as additional body paragraphs to create a fuller or more complete narrative?

- Are some of my sentences weak or confusing? Should they be removed because they do not relate to the story?
- Do my body paragraphs appear in the best possible order? Could I place them in a different order that is more logical or effective?
- Is each sentence constructed as well as it should be? *Read each sentence in each paragraph as if it were the only sentence on the page. This helps you to catch sentence fragments, run-on sentences, misspellings, and grammatical errors.*
- Does my concluding paragraph contain a summary or commentary about how the experience affected me?

Practice Use the Evaluation Form on the page following this lesson to evaluate the personal narrative that you wrote for Lesson 23. Read your narrative carefully as you check for the items listed on the Evaluation Form. Write YES or NO in the blank next to each question.

When you are finished, you will either be confident that you have a strong personal narrative, or you will know where it needs to be improved.

If you answered NO to one or more of the questions on the Evaluation Form, rewrite to improve those areas.

When you can answer YES to every question on the Evaluation Form, you will have completed this assignment.

Personal Narrative Evaluation Form

Title: _____

_____ Is my Introductory Sentence interesting? *If it is not interesting to you, it certainly won't be interesting to the reader.*

_____ Does the beginning of the narrative clearly tell how I feel about the experience or event?

_____ Is the first-person point of view consistently maintained throughout the narrative?

_____ Does each body paragraph have a clear topic sentence at the beginning that tells the reader exactly what the paragraph will be about? *Read each topic sentence without the rest of the paragraph to see if it can stand alone as a strong idea.*

_____ Do the details all contribute to the reader's understanding of my personal experience?

_____ Within each paragraph, are my sentences in a logical or practical order?

_____ Does each paragraph (except for the first paragraph) begin with an effective transition?

_____ Are there no other details that I can add as additional body paragraphs to create a fuller or more complete narrative?

_____ Are all of my sentences strong and clear? Do they all directly relate to the story?

_____ Do my body paragraphs appear in the best possible order? Is their order logical and effective?

_____ Is each sentence structured as well as it could be? *Read each sentence in each paragraph as if it were the only sentence on the page. This helps you to identify fragments, run-on sentences, and the overall strength or weakness of each sentence.*

_____ Does my concluding paragraph contain a personal summary or commentary about how the experience affected me or taught me something?

LESSON
32Preparing to Write a Research
Paper: Notes, Thesis, Outline

In Lesson 31, you chose a subject for a research paper and created a working bibliography, at least three sources of information that you will use for your paper. In this lesson, you will take notes from these sources, organize your notes, create a thesis statement, and develop an outline for your paper.

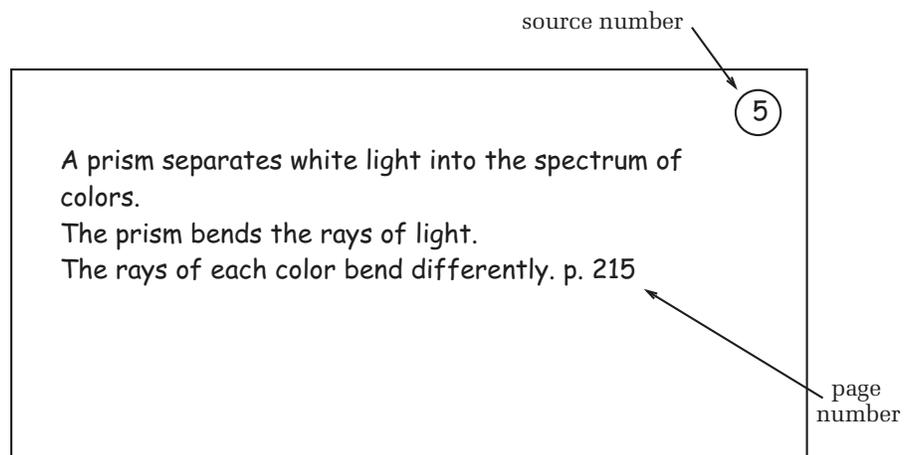
Taking Notes It is helpful to use four-by-six inch index cards for taking notes. As you read through your sources, write down information that applies to your subject. Write most of your notes in your own words. You may summarize the author's main ideas, or you may record specific facts or details in your own words. If you quote the author, you must enclose the author's exact words in quotation marks.

Whenever you take notes from a source, you must credit that source whether you quote an author or use your own words. Do not *plagiarize*, or use another person's words or ideas, without acknowledging the source.

In the upper right corner of your note card, you will enter the source number from your working bibliography.

At the end of each note, write the page or pages on which you found the information.

Below is a sample note card.



- Organizing Your Information** After you have taken notes on all your sources and gathered sufficient information for your research paper, take some time to organize your note cards and arrange them in a logical order.
- Thesis Statement** Now look over your organized notes and write a thesis statement that clearly explains the main idea of your research paper.
- Outline** In Lesson 30, you learned to develop an outline. Use your organized note cards to help you create an informal topic outline for your research paper. This outline will guide you as you begin to write the first draft of your paper in the next lesson.
- Practice** Follow the instructions in this lesson for taking notes from your sources. Then organize your notes, write a thesis statement, and develop an outline for your research paper.

LESSON 36

Writing an Imaginative Story

In Lesson 35, you prepared to write your imaginative story. By brainstorming, you gathered ideas and details. You chose a conflict, you decided on the tone and point of view, you invented characters, you described your setting, and you roughly planned the plot. Now, you are ready to write the imaginative story.

Keep this plan in front of you as you write:

BEGINNING OF STORY

Present your characters.

Establish the setting and tone.

Introduce the conflict.

MIDDLE OF STORY

List a series of actions that build to a climax.

END OF STORY

Resolve the conflict.

Practice Using your notes from Lesson 35 and the plan above, follow the steps below to write your story.

1. Write an introductory sentence (“hook”) that will grab the reader’s attention.
2. At the beginning of the story, in whatever order you think is best, establish the setting and tone, present your characters, and introduce the conflict.
3. Add dialogue to reveal more about your characters’ personalities, thoughts, and motivations.
4. Keep the point of view consistent throughout the story.
5. Write a series of actions that build to a climax.
6. Resolve the conflict at the end of your story.

Appendix

Example Answers for Lesson 38

1. Mrs. March describes the Hummel Family in such detail because she wants her daughters to joyfully sacrifice their breakfast to someone truly in need. This act demonstrates the real meaning of Christmas. Here are some of the details:

- Mrs. Hummel is a poor woman.
- She has a newborn baby.
- There are six other children.
- These children are cold.
- There is no fire.
- The Hummel Family has nothing to eat.
- The oldest boy comes to Mrs. March for help.
- The whole family needs relief from hunger and cold.

2. No one speaks for a minute because it is a struggle for the girls to decide to share their holiday meal with another family less fortunate than they. However, once the decision is made, the girls joyfully give their favorite food to this needy family.

3. Possibly, one reason that the Hummel boy comes to Mrs. March for help might be because she has helped them or their neighbors some time in the past. The reader learns that Mrs. March reaches out to her neighbors. Mrs. March's compassionate heart is revealed when she gives Mrs. Hummel tea and gruel and dresses the little baby.

4. Jo's exclamatory sentence reveals her impetuous and enthusiastic personality: "I am so glad you came before we began!" We also know that Jo has a good sense of humor. She calls herself and her sisters angels with mittens and hoods. Also, Jo admits that she has been labeled as a "Sancha."

5. The reader notices that Meg quickly packs up the Christmas breakfast. She sacrifices the meal with no regrets. Also, she has a generous heart: "That's loving our neighbors better than ourselves, and I like it."

6. The reader knows that Amy "heroically" gives up the cream and the muffins, specific items that she enjoys. "Heroic" implies gallant sacrifice.

7. The reader learns that Beth is helpful and generous. She wants to carry the food, and she “eagerly” expresses her enthusiasm for this expression of Christmas giving.

8. The reader knows that the March girls enjoy giving more than receiving because of this comment: “I think there were not in all the city four merrier people than the hungry little girls who gave away their breakfasts and contented themselves with bread and milk on Christmas morning.”

9. The author uses a simile, “The girls...fed them *like so many hungry birds...*” to convey how eagerly the hungry children ate.

10. Answers will vary.

**Example
Answers for
Lesson 39**

1. John Adams wrote this informational excerpt. Because he is later elected to be the second President of the United States, the reader knows that he is very popular.

2. John Adams has a high opinion of Thomas Jefferson. He compliments Thomas Jefferson in many ways. He says that Thomas Jefferson is so “prompt, frank, explicit, and decisive upon committees and in conversation” that Thomas Jefferson “seized upon my heart.” This means that Adams really respects Jefferson. Also, Adams encourages Jefferson to write the draft because he is ten times the better writer.

3. Thomas Jefferson shows his respect for John Adams when he agrees to write the document at Adams’s insistence.

4. Both Thomas Jefferson and John Adams are highly respected men. Congress voted for Thomas Jefferson to head the committee. John Adams had one less vote.

5. The reader knows that Thomas Jefferson is a willing leader because he readily accepts the leadership of the committee. He shows his humility when he first offers the leadership position to John Adams.

PREVIEW

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