

Social Studies:

Sharing a Moment in History

In the following narrative, Dominic shares the moment when two explorers, Lewis and Clark, finally reached the Pacific Ocean. Dominic writes his narrative from the point of view of William Clark.

Lewis and Clark Reach the Pacific

Beginning

The main characters are introduced

I wipe the pouring rain off my face. Most explorers hope to find land, but Meriwether Lewis and I, William Clark, came all the way from St. Louis to reach the Pacific Ocean. I turn around and face the rest of our crew, the Corps of Discovery.

"We did it!" I shout. Everyone cheers as loudly as the sound of the huge waves crashing on the rocky shore. "We've paddled upstream, hiked over snowy mountains, and faced hunger and many other dangers."

Out of the corner of my eye, I see Sacagawea. She is calm, as usual. "Of course, without the help of our Indian friend, Sacagawea, we wouldn't have made it. Thank you, Sacagawea." The men cheer again, and Sacagawea smiles shyly.

Ending

A surprising twist in the story adds interest.

I look back at the Pacific and notice that Meriwether looks unhappy. I truly can understand why. We had hoped to spot Asian trading ships at sea, but there are no ships anywhere. We planned to sail home by sea. Maybe the ships will come soon. If not, we'll have to go back the same way we came.

Prewriting Selecting a Topic

To find a topic, you can skim your social studies book for interesting historical events. Dominic wrote the following list.

Topics List

- Thomas Jefferson writes Declaration of Independence
- George Washington elected first president
- Meriwether Lewis and William Clark reach Pacific*



List topic ideas. Skim your social studies book and list three or four important events and the people involved. Put a star (*) next to the event you would like to write about.

Gathering Details

To gather details about your topic, check your social studies book and the Internet for help. Dominic used the 5 W's to guide him.

5 W's Chart

Who?	Meriwether Lewis, William Clark, Sacagawea, Corps of Discovery
What?	Reached Pacific
Where?	At the mouth of the Columbia River
When?	November 1805
Why?	President Jefferson wanted them to find an easy route to the Pacific.



Gather details. Answer the 5 W's for your topic. Review the names you have listed after "who." Choose one that you would like to be as you write your story.

Prewriting Bringing Your Story to Life

Next, you need to think of details that can help bring to life the people in your story. To do this, Dominic made the following cluster.

Details Cluster



Create a cluster. Follow these instructions:

- 1** Write the main person or people at the center of your paper and circle it.
- 2** Create circles for “their feelings,” “what they saw, felt, and heard,” and “their actions.” Connect the circles.
- 3** List three or four details for each new circle.

Writing Creating Your First Draft

Imagine being one of the people in your story and begin writing. In the first paragraph, introduce the people and the event. In the middle paragraphs, include feelings, sensory details, and actions to make the story interesting. In the last paragraph, include a final thought.



Write your first draft. Use your prewriting as a guide to help you bring the event to life.

Revising Improving Your Writing

Keep the following traits in mind as you revise your narrative.

- **Ideas** Do I focus on one event? Do I include enough details?
- **Organization** Does my story have an effective beginning, middle, and ending?
- **Voice** Does my voice sound like the person who's telling the story?
- **Word Choice** Have I chosen words that fit the event?
- **Sentence Fluency** Do my sentences read smoothly?



Revise your writing. Ask yourself the questions above as you review your story. Make any revisions needed.

Editing Checking for Conventions

When you are done revising, edit for conventions.

- **Conventions** Have I checked for errors in punctuation, capitalization, spelling, and grammar?



Edit your work. Also have someone else check your work. Then make a neat final copy and proofread it.

Math: Sharing a Personal Experience

A math narrative shares an adventure—or a misadventure—you’ve had with math. In the following narrative, Winona writes about a time she used math in her everyday life.

Math Memory

The **beginning** sets the scene.

I use addition and subtraction a lot in my everyday life, but now I’m learning harder things like multiplying fractions. When would I ever use that? Well, last week our school had a bake sale, and I wanted to help my mom bake my favorite cookies. That’s when I found out how important it is to know how to multiply fractions.

The **middle** gives details about the experience.

Mom said we needed to make a double batch of cookies. First, we multiplied the measurements for each ingredient by two. Next, we reduced the measurements to the lowest denominator. For example, $\frac{1}{4}$ multiplied by two equals $\frac{2}{4}$. Then $\frac{2}{4}$ can be reduced to $\frac{1}{2}$. Mom showed me how the $\frac{1}{4}$ cup of brown sugar fit into the $\frac{1}{2}$ cup twice. We knew we did it right. The cookies were delicious.

The **ending** shows what the student has learned.

When I use math in my everyday life, it makes my homework easier to understand. I can remember what I learned and get the right answer. Math can be tough at first, but once I understand it, I don’t forget it.

Writing Tips

Before you write . . .

- **Think of how you use math in everyday life.**
List times outside of school when you've used math.
- **Pick a specific event for your narrative.**
Choose a time that sticks out in your memory. It may be a time when you first understood a math concept. Think about how the experience made you feel.

During your writing . . .

- **Set the scene.**
In the first paragraph, give the important background information to introduce the experience.
- **Focus on the details.**
In the middle part, provide details about how you used math.
- **Share your feelings.**
In the closing, reflect on how the experience changed your thinking.

After you've written a first draft . . .

- **Revise your writing.**
Add any important details that are missing.
- **Check your organization.**
Make sure that you have arranged the details in the best order.
- **Edit for conventions.**
Check for errors in punctuation, capitalization, spelling, and grammar.

Write your math narrative. Focus on a specific time that you used math in your everyday life.



Practical Writing: Creating an E-Mail Message

E-mail is one of the fastest ways to communicate. Kayla sent an e-mail to tell a friend about a class he had missed.

The **heading** gives information about the message.

The **beginning** tells why the writer is writing.

The **middle** tells what happened.

The **ending** closes politely.

Send Mail or Discussion Group Message

Send Quote Address Attach Spelling Save Security Stop

To: jjjohnson@ubermailsite.net

Subject: What happened in science class Priority: Normal

Normal 12

Dear Jeremy:

I'm sorry you got sick before science class today. Mrs. Alderson asked me to write to you so you know what happened. Today, we talked about the planet Mars.

First, Mrs. Alderson handed out fact sheets. They said that Mars is half the size of Earth and is rocky and covered with dust. Since the atmosphere is so thin, the average temperature is -81 degrees F!

Then Mrs. Alderson showed us a video about missions to Mars. The first one landed in 1971 and the last one in 2004. They found signs of water once being there.

Finally, Mrs. Alderson gave us an assignment. Each student must write a story about being the first astronaut to land on Mars. The stories are due Friday.

I hope you feel better soon. See you in class tomorrow!

Kayla
kaylak12@ubermailsite.net

Writing Tips

Before you write . . .

- **Know your goal.**
Think about your reason for writing and what your reader needs to know.

During your writing . . .

- **Fill in the heading.**
Make sure to write a subject line that is clear.
- **Greet the reader.**
Politely say hello and tell why you are writing.
- **Organize your details.**
Make sure your reader can understand the information.
- **Close politely.**
Let the reader know what to do and politely include your name.

After you've written a first draft . . .

- **Read your message carefully.**
Make sure your writing is complete and correct before hitting *Send*.



Write an e-mail message. Write to a friend, telling about the best thing that happened today during school.

Narrative Writing

Writing for Assessment

Some writing tests contain narrative prompts. A narrative prompt asks you to share an experience in your life.

Narrative Prompt

One part of growing up is learning to show responsibility. Think about a time when you showed responsibility. Write a narrative about that experience and include what you learned from it.

Sammy

- Let out
- Feed
- Fill water bowl
- Walk

The **beginning** introduces the focus (underlined).

Last summer I had a golden opportunity when our neighbors, the Hargroves, asked me to be their dog sitter while they were on vacation. I always wanted a dog, so I thought it would be fun. Mrs. Hargrove gave me the house key and instructions for taking care of Sammy, a golden retriever. Taking care of Sammy would be a big responsibility, but I knew I could handle it.

The **middle** paragraphs tell about the experience.

Every morning I let Sammy out into the Hargrove's backyard. After I let him back in, I gave him two cups of dry food just like the instructions said. Then I filled his water bowl, brushed him, patted him on the head, and locked the door. Whenever I could, I went over after lunch to play fetch with Sammy.

The **middle** part is organized by time.

The last thing I did each day was walk Sammy around the neighborhood. He liked to stop and sniff the ground like crazy. Maybe he smelled a rabbit trail. After we got back to his house, I gave him one cup of food and filled his water bowl before I left. I double-checked that the door was locked.

The **ending** tells what the writer learned.

My two weeks with Sammy went quickly, even though it was hard work. It helped that Mrs. Hargrove paid me for my work. I hope I get to take care of Sammy the next time they go on vacation. I learned that being responsible means that people and pets can count on me!



Respond to the reading. Answer the following questions about the student response.

- **Ideas** (1) What is the topic of the response?
(2) What key words in the prompt appear in the essay?
- **Organization** (3) How does the writer organize the details of the narrative?
- **Voice & Word Choice** (4) What words or phrases help make the writer sound responsible?

Writing Tips

Before you write . . .

- **Understand the prompt.**
Make sure you understand the type of experience you are supposed to write about.
- **Use your time wisely.**
Plan your narrative before you begin to write.

During your writing . . .

- **Find key words.**
Use words from the prompt to introduce the experience.
- **Choose carefully.**
Select details that will keep your story focused.
- **Write a strong ending.**
Explain the importance of this experience to you.

After you've written a first draft . . .

- **Check your essay against the prompt.**
Make sure you have done what the prompt asks.
- **Check for conventions.**
Correct any errors you find.

Narrative Prompts

- Write about the most memorable experience you've had with a friend. Tell what happened at the beginning, in the middle, and at the end.
- Think about a time you helped someone. Write a narrative about that experience.



Plan and write a response. Respond to one of the narrative prompts above. Complete your writing within the amount of time that your teacher gives you.

Narrative Writing in Review

In narrative writing, you tell a story about something that has happened. You may write about your own personal experiences.



Select a topic from your life that will interest your reader. (See page **80**.)

Gather important details about the people and events in your narrative. Use a graphic organizer. (See pages **81–83**.)

In the beginning part, give background information and introduce your topic. (See page **87**.)

In the middle part, tell your story using dialogue and specific details. (See pages **88–89**.)

In the ending part, tell why the event was important, how it changed you, or how your story might connect with the reader. (See page **90**.)



First, check the ideas, organization, and voice in your writing. Then review for **word choice** and **sentence fluency**. Make changes to improve your first draft. (See pages **92–102**.)



Also check your writing for conventions. Have a trusted classmate edit your writing as well. (See pages **104–106**.)



Make a final copy and proofread it for errors before sharing it. (See page **107**.)



Use the narrative rubric to assess your finished writing. (See pages **108–109**.)

Expository Writing

Expository Paragraph

Think of a favorite game: freeze tag, soccer, thumb wrestling, dodgeball, four-square. . . . Now imagine that a friend from another country wants to learn the rules. Could you explain your game in a single paragraph?

An expository paragraph provides plenty of information in a small space. In the following chapter, you'll write an expository paragraph explaining a favorite game.

Writing Guidelines

Subject: A favorite game

Form: Expository paragraph

Purpose: To explain the rules

Audience: Classmates



Expository Paragraph

An expository paragraph starts with a **topic sentence**, which contains the main idea and explains what the paragraph will be about. The sentences in the **body** support the topic sentence, and the **closing sentence** completes the explanation. In the following paragraph, Marco tells about his favorite game back in Chile.

Topic
Sentence

Hit the Penny

In Chile, kids play a game called “hit the penny.” The game requires just a few pennies and a stick or broom handle with one flat end. First, set up the stick by pushing one end into the ground. Then lay a penny on the flat top end of the stick. Around the stick, draw a circle about six feet wide. Next, have each player stand outside the circle and take turns throwing another penny to knock the penny off the stick. If the knocked-off penny falls in the circle, the player gets one point, and if it falls outside, the player gets two points. Hit the penny takes only a couple minutes to learn but a long time to master!

Body

Closing
Sentence



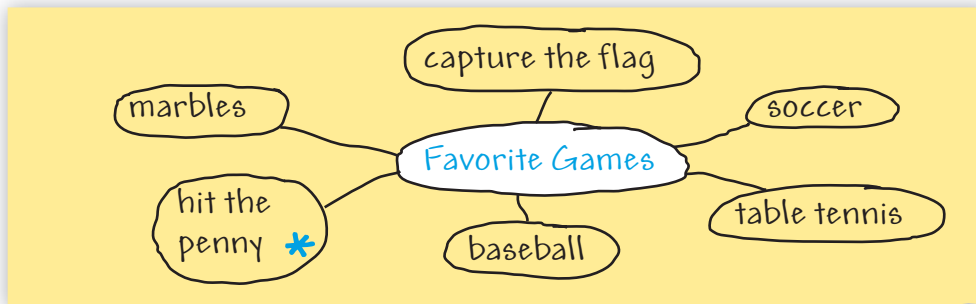
Respond to the reading. On your own paper, answer each of the following questions.

- **Ideas** (1) What things are needed to play the game?
- **Organization** (2) What transition words connect the sentences in the body of the paragraph? List two.
- **Voice & Word Choice** (3) What verbs does the writer use to give instructions? List two.

Prewriting Selecting a Topic

A cluster can help you think about your topic. Marco created the following cluster about his favorite games.

Topic Cluster



Prewrite

Create a cluster. Make a cluster like the one above. In it, list your favorite games. Put a star (*) next to the game you want to write about. Be sure to choose one you can explain completely in a paragraph.

Writing a Topic Sentence

The topic sentence of your paragraph has two jobs. It should name the game you will explain and tell something interesting about it.

**name of
the game**

hit the
penny

+

**something
interesting**

my friends
and I played
it in Chile

=

**a good topic
sentence**

In Chile, kids play
a game called
"hit the penny."



Prewrite

Write your topic sentence. Follow the pattern above to write the topic sentence for your paragraph. Try two or three different versions until the sentence sounds just right.

Writing Creating Your First Draft

Your first draft should sound as if you were explaining the rules of your favorite game to a friend. Start with your topic sentence. Then explain the rules. Include the equipment needed, how to set up the game, the rules to follow, and how to play it. End with an idea or a detail that will make the reader want to try your game.



Write your first draft. Use the suggestions above as you write a paragraph explaining your favorite game.

Revising Improving Your Paragraph

When you revise, consider the *ideas*, *organization*, *voice*, *word choice*, and *sentence fluency* of your paragraph.



Revise your paragraph. Let the questions below guide you.

- 1 Does my topic sentence clearly state my main idea?
- 2 Have I used transitions to connect the details in the body?
- 3 Does my voice show my interest in the topic?
- 4 Have I used specific nouns and verbs?
- 5 Are my sentences clear and complete?

Editing Checking for Conventions

Review your paragraph one last time. Focus on *conventions*.



Edit your work. Answer the following questions.

- 1 Does each sentence begin with a capital letter and include end punctuation?
- 2 Have I checked my spelling?
- 3 Have I used words correctly (*to*, *too*, *two*)?

Expository Writing

Explaining How Something Works

Do you know how a seed grows? How leaves make food for trees? How flowers turn into fruit? When you tell how something works, you are explaining a process.

In this chapter, you will write an expository essay that explains how something works. Your goal is to share interesting information with the reader. And you may just learn something yourself!

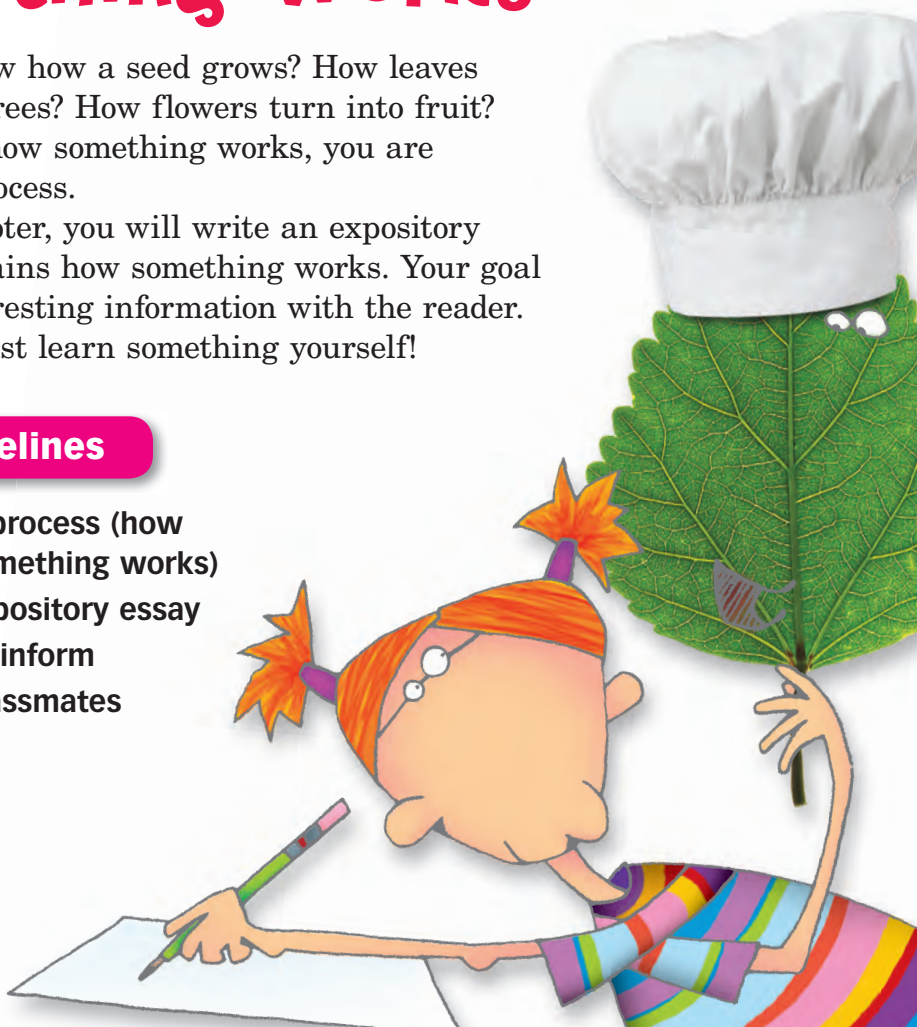
Writing Guidelines

Subject: A process (how something works)

Form: Expository essay

Purpose: To inform

Audience: Classmates



Understanding Your Goal

Your goal in this chapter is to write an essay that clearly explains a process. The traits listed below will help you reach your goal. Look at the rubric on pages **164–165** to keep you on track.



Your goal is to . . .

Ideas

Select an interesting topic, write a clear focus statement, and include supporting details.

Organization

Capture the reader's attention in the beginning. Then, in the middle, explain the process. In your ending, make sure you support your main idea.

Voice

Use a voice that fits your audience and shows that you know your topic well.

Word Choice

Use specialized words to help explain your topic.

Sentence Fluency

Write a variety of short, medium, and long sentences. Make sure each sentence is complete.

Conventions

Create an essay that has correct punctuation, capitalization, spelling, and grammar.



Literature Connections: For an example of expository writing, read *A Drop of Water* by Walter Wick. How does the author use the traits to give information in a way that sounds interesting?

Expository Essay

In the following expository essay, Terrell explains how the process of photosynthesis works.

Food for Everybody

Beginning

The beginning captures the reader's attention and gives the focus statement (underlined).

Kids are always saying "I'm starving!" They probably hope to get some potato chips or oatmeal cookies. Moms may give them apples or oranges. All of these foods come from plants, but where do plants get their food? Plants actually make their own food through a process called photosynthesis.

Photosynthesis begins when a plant takes in water and carbon dioxide. The plant gets water from the ground through its roots. It gets carbon dioxide from the air through its leaves. Carbon dioxide is a gas that animals breathe out but that plants breathe in.

Middle

Each middle paragraph tells about a different part of the process.

In the next part of the process, the water and carbon dioxide are changed into sugar in the leaves. Each leaf has cells full of a green substance called chlorophyll. Chlorophyll uses sunlight first to break down the water and carbon dioxide. It then combines these two elements into sugar.

Middle

Transitions (in blue) help organize the writer's thoughts by tying them together.

In the end, photosynthesis supports all life on earth. It creates the sugar that lets all green plants live. It also feeds the plant-eating animals, and eventually the animals that eat the plant eaters. When photosynthesis breaks down carbon dioxide, it releases oxygen. Without photosynthesis, humans and animals couldn't even breathe!

Ending

The ending supports the main idea.

Bite into an apple and taste the sweet-ness. That taste comes from photosynthesis. Take a deep breath of fresh air. That freshness comes from photosynthesis, too. Next time you say, "I'm starving," remember that photosynthesis is the process that makes food for everybody.



Respond to the reading. Answer the following questions about the sample essay.

- **Ideas** (1) How does the writer introduce the topic?
- **Organization** (2) What transitions help connect the middle paragraphs?
- **Voice & Word Choice** (3) What words or phrases show that the writer understands and cares about the topic? Find two.



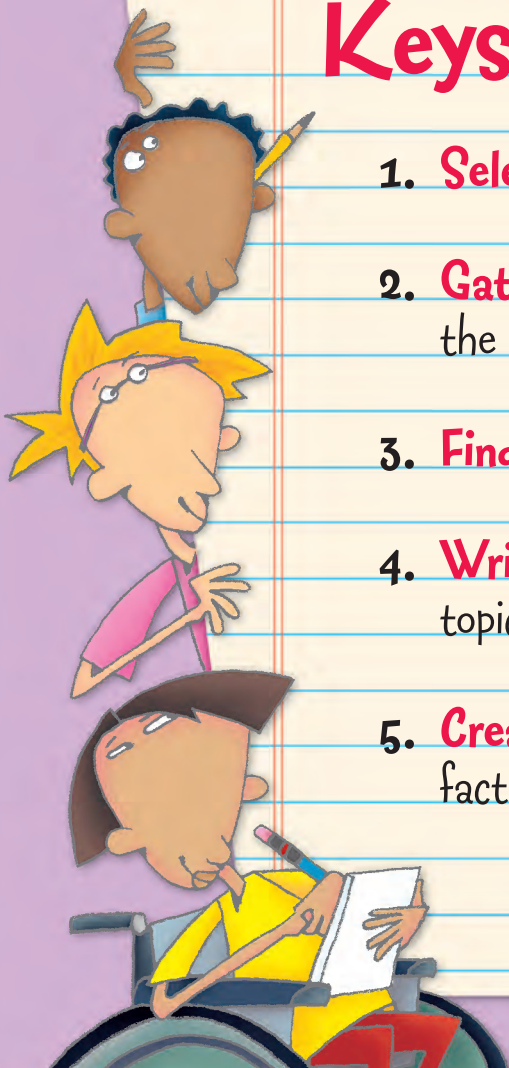
Prewriting



The writing process begins with prewriting. Prewriting starts when you think of possible writing topics and ends when you are ready to write your first draft.

Keys to Prewriting

1. **Select** a topic to write about.
2. **Gather** facts and details about the topic.
3. **Find** a few special details to include.
4. **Write** a focus statement and topic sentences.
5. **Create** an organized list of your facts and details.



Prewriting Using a “Basics-of-Life” List

Latonya was going to write an essay about a process (how something works). She began by checking a “Basics-of-Life” list. From the list, she chose two categories that interested her: food and environment.

“Basics-of-Life” List

agriculture	education	food *	love
animals	energy	freedom	machines
art/music	environment *	friends	money
books	exercise	health	plants
clothing	faith	housing	science/technology
community	family	laws	work/play



Prewrite

Choose two categories. Look at the “Basics-of-Life” list above and choose two general categories that interest you.

Selecting a Topic

Next, Latonya needed a specific topic to explain. She wrote down her two chosen categories and listed possible topics under each of them.

Topic List

Food

popcorn popper
the stomach
an ice-cream maker
the food chain

Environment

global warming
water cycle *
hurricanes
rock cycle



Prewrite

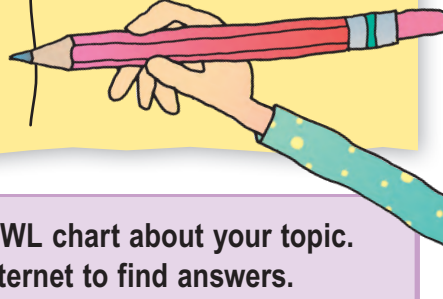
Select a topic. Write down the two categories you have chosen. Under each, list specific topics (things you can explain by telling how they work). Put a star (*) next to the topic you like the best.

Gathering Details

Latonya continued her prewriting by gathering details about her chosen topic. She created a KWL chart, which lists what a person **K**nows, **W**onders, and **L**earns about a topic. Latonya's science book and the Internet helped her fill in the last column.

KWL Chart

How the Water Cycle Works		
K - What do I know?	W - What do I wonder about?	L - What did I learn?
1. Water can be solid ice or a cloud.	1. Does Earth lose any water?	1. Earth just recycles water.
2. Temperature makes the form of water change.	2. What words describe how water changes?	2. "evaporation," "condensation," and "precipitation"
3. Water is in lakes, rivers, and oceans, under the ground, and in the air.	3. How much of the earth's water is in the oceans?	3. Oceans contain 97% of earth's water.



Prewrite

Create a KWL chart. Make a KWL chart about your topic. Check books, magazines, or the Internet to find answers.

- 1** In the first column, list what you already **know**.
- 2** In the second column, list what you **wonder** about.
- 3** In the third column, write new information you **learn**.

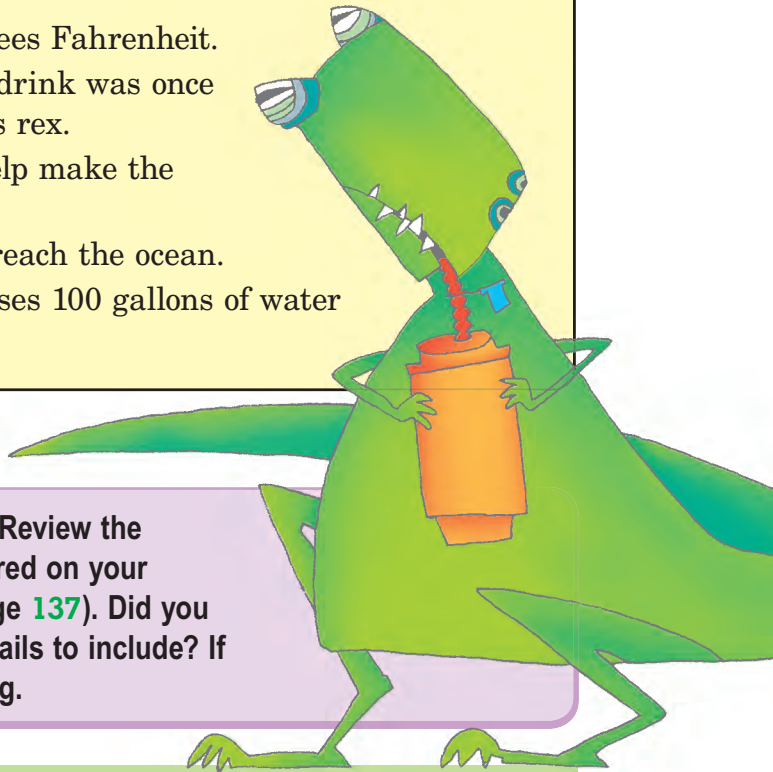
Prewriting Including Amazing Details

Every *reader* would like to tell every *writer*, “Tell me something I don’t already know!” One way to keep the reader interested in your essay is to include amazing details.

Practice

Choose the most amazing detail below and tell why you like it.

1. Clouds hold water.
2. Water freezes at 32 degrees Fahrenheit.
3. The water that humans drink was once drunk by Tyrannosaurus rex.
4. Underwater volcanoes help make the sea salty.
5. Water runs downhill to reach the ocean.
6. The average American uses 100 gallons of water per day.



Prewrite

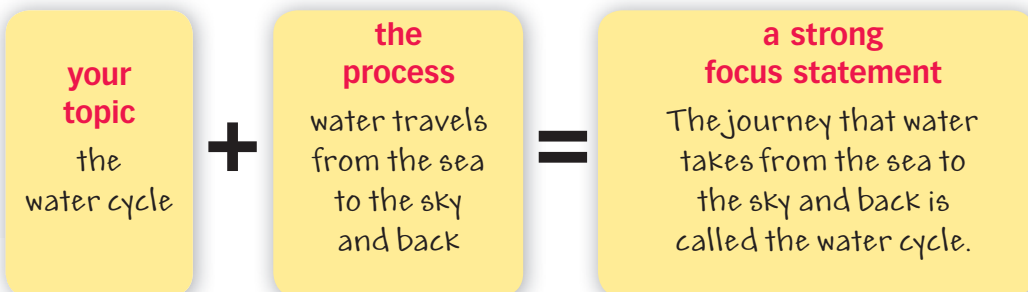
Check your details. Review the details you have gathered on your “KWL Chart” (from page 137). Did you find some amazing details to include? If you didn’t, keep looking.

Focus on the Traits

Ideas Amazing details show that you are excited about your topic and want the reader to be excited about it, too.

Writing Your Focus Statement

Your focus statement appears at the end of your first paragraph. The focus statement names your topic and focuses on one part of it.



Write your focus statement. Use the pattern above and try different versions until you are satisfied.

Writing Topic Sentences

Once you have a clear focus statement, you are ready to write topic sentences for your essay. Each topic sentence covers a specific part of the process. Here are some sentence starters to help you write your topic sentences.

To start,
Next,
Finally,

In the first stage,
During the next stage,
In the last stage,

The process begins when . . .
The next step in the process . . .
The end of the process comes when . . .

You may also use Latonya's topic sentences as models.

The water cycle begins with evaporation.

The next step in the water cycle is condensation.

When droplets in a cloud get big enough, precipitation begins.



Write topic sentences. Complete three of the sentence starters above. You can use Latonya's sentences as models, or try your own strategy.

Prewriting Organizing Your Ideas

Now that you have written a focus statement and topic sentences, you can organize your essay. Latonya followed the directions below to create an organized list.

Directions

Organized List

Focus statement

The journey that water takes from the sea to the sky and back is called the water cycle.

First topic sentence

1. The water cycle begins with evaporation.

List of details

- One trillion tons each day
- Gets rid of salt
- No water lost

Second topic sentence

2. The next step in the water cycle is condensation.

List of details

- Cools off/sticks to dust
- Cloud, fog, dew, frost
- Lemonade glass, mirror

Third topic sentence

3. When droplets in a cloud get big enough, precipitation begins.

List of details

- Rain, sleet, snow
- Falls in ocean or flows to ocean
- Oceans contain 97 percent



Prewrite

Make an organized list. Follow the model above to create your own organized list of topic sentences and details.

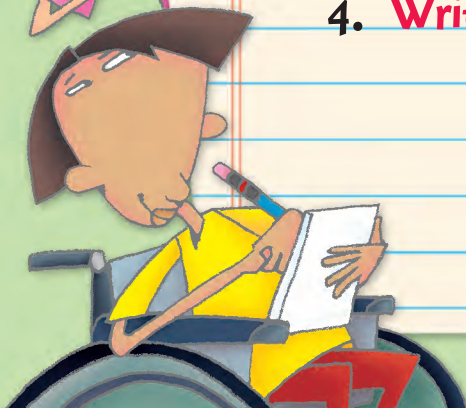
Writing



Once you have gathered and organized your details, you are ready to write your first draft. When you write your first draft, you put all your ideas on paper or on the computer.

Keys to Writing

1. **Write** a strong beginning paragraph that ends with a focus statement.
2. **Begin** each middle paragraph with a clear topic sentence.
3. **Organize** the supporting details in each middle paragraph.
4. **Write** a thoughtful ending paragraph.



Writing Getting the Big Picture

The chart below shows how the parts of an expository essay fit together. (The examples are from the sample essay on pages 143–146.) You are ready to begin writing your essay when you have . . .

- gathered enough details,
- written your focus statement and topic sentences, and
- created an organized list or outline.

Beginning

The **beginning** introduces the topic and gives the focus statement.

Focus Statement

The journey that water takes from the sea to the sky and back is called the water cycle.

Middle

Each **middle** paragraph explains one part of the process.

Topic Sentences

- The water cycle begins with evaporation.
- The next step in the water cycle is condensation.
- When droplets in a cloud get big enough, precipitation begins.

Ending

The **ending** summarizes your thoughts and supports the main idea.

Closing Sentence

Better yet, just take a sip from a drinking fountain and think of the journey that this water has taken!

Starting Your Essay

The first thing you want to do in your essay is catch your reader's attention. Here are some strategies.

- **Ask a question.**
How many gallons of water do you use each day?
- **Give a surprising fact.**
People drink the same water dinosaurs once drank.
- **Create a picture in the reader's mind.**
The world is like a giant terrarium.
- **Tell a one- or two-sentence anecdote.**
Once I went sledding on a mountain and swimming in the ocean—during the same week.

Beginning

Middle

Ending

Beginning Paragraph

The first sentence catches the reader's attention.

The focus statement (underlined) is stated clearly.

Once I went sledding on a mountain and swimming in the ocean—during the same week. That was an amazing journey, but water makes that journey all the time. After all, the snow that fell on the mountain once was in the sea!

The journey that water takes from the sea to the sky and back is called the water cycle.

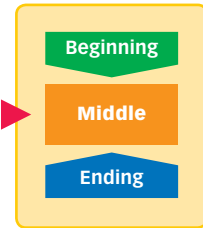
Write

Write your beginning paragraph. Use one of the four strategies above to write a sentence that grabs the reader's attention. Then write sentences that lead up to your focus statement.



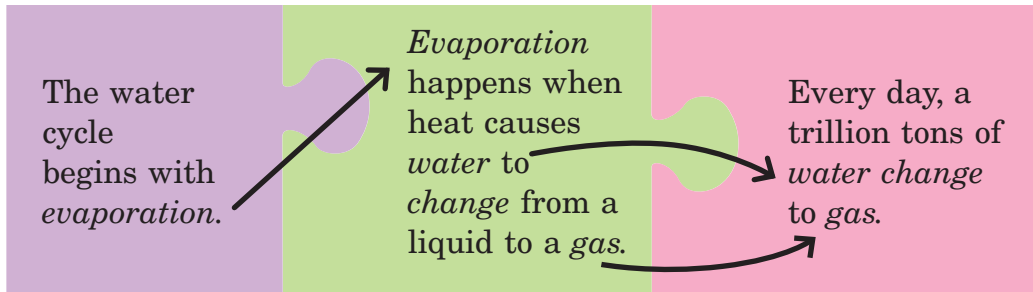
Writing Developing the Middle Part

The middle paragraphs of your expository essay explain how your topic works. Each paragraph should cover a different part of the process.



Connecting Your Sentences

One way to connect ideas is to use transition words or phrases. Another way is to fit sentences together like the pieces of a puzzle. Notice how the words in italics connect the sentences.



Middle Paragraphs

Topic Sentence 1

The water cycle begins with evaporation.

Evaporation happens when heat causes water to change from a liquid to a gas. Every day, a trillion tons of water change to gas. When water evaporates, it leaves its salt behind, so evaporation gives the world its freshwater. If water only evaporated, though, the oceans would eventually dry up, as they did on Mars. But Earth's water cycle doesn't end with evaporation.

Sentences are connected with repeated words.

Topic Sentence 2

Details from the organized list are included.

Topic Sentence 3

A different part of the cycle is covered in each paragraph.

The next step in the water cycle is **condensation**. Condensation is water vapor (evaporated water) turning back into drops of liquid. This happens if water vapor cools or water molecules stick to dust particles in the air. When water condenses in the air, it forms clouds or fog. When it condenses on the ground, it forms dew or frost. Water can also condense onto a cold lemonade glass or a cool bathroom mirror.

When droplets in a cloud get big enough, **precipitation begins**. Precipitation is just falling water. Different temperatures create different kinds of precipitation. Rain, sleet, and snow are forms of precipitation. Most precipitation ends up back in the ocean. That's where 97 percent of Earth's water is. Then the water cycle is ready to begin again!

**Write****Write your middle paragraphs.**

Use the organized list you created on page 140 as you write your middle paragraphs. Try connecting some of your sentences with repeated words.



Writing Ending Your Essay

Now it's time to wrap up your explanation and give your reader something to think about. Here are four strategies for creating a strong ending.

- **Connect with the reader.**

Better yet, just take a sip from a drinking fountain and think of the journey that this water has taken!

- **Add a final surprising detail.**

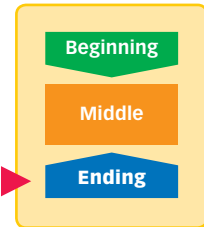
Water makes up 60 percent of the human body, so everyone is part of the water cycle.

- **Tell why the topic is important.**

Without the water cycle, nothing could live on land—and that means all of us.

- **Use the strategy you used in your beginning.**

So, get out and enjoy the water cycle. Try sledding on a mountain or swimming in the sea.



Ending Paragraph

The writer used two of the strategies above.

Get out and enjoy the water cycle. Try sledding on a mountain or swimming in the sea. Better yet, just take a sip from a drinking fountain and think of the journey that this water has taken!

Write

Write your ending. Create a strong ending for your essay. Use one or more of the strategies above, or invent your own!

Form a complete first draft. Write your first draft on every other line so you have room to revise.

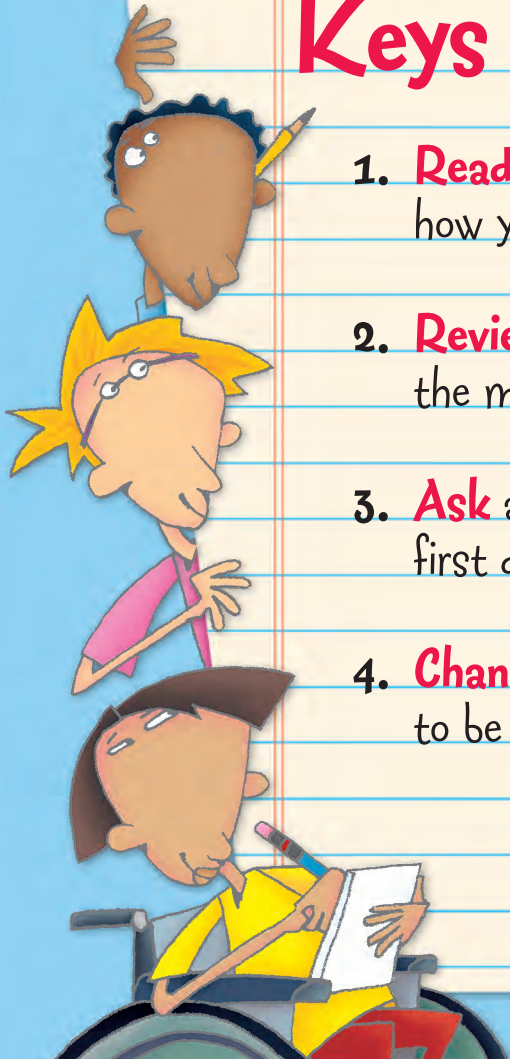
Revising



Revising may be the most important step in the writing process. When you revise, you check your essay for *ideas*, *organization*, *voice*, *word choice*, and *sentence fluency*.

Keys to Revising

1. **Read** your essay once to see how you feel about it.
2. **Review** each part: the beginning, the middle, and the ending.
3. **Ask** a classmate to read your first draft, too.
4. **Change** any parts that need to be improved.



Revising for Ideas

6 My topic, focus, and supporting details make my essay truly memorable.



5 My essay is informative with a clear focus. I include enough supporting details.



4 My essay is informative with a clear focus. I need a few more supporting details.



When you revise for *ideas*, you check each of your details. The rubric strip above can help guide your revision.

How do I know if I included enough details?

You know you have included enough details if your essay answers all the main questions. Here is a list of those questions.

1. What process am I explaining?
2. How does the process begin?
3. How does the process continue?
4. How does the process end?
5. Why do I think the process is interesting?

Practice


Read the paragraph below and then answer the five questions above.

1 Snails have a one-of-a-kind way to get around. First, a gland on
 2 the snail's stomach releases slime. It makes the ground slick and
 3 also protects the snail's soft body. Then the motion begins. Rows of
 4 muscles on the snail's stomach start to flex. These ripples push the
 5 snail over the slimy ground. The snail's stomach is actually a foot,
 6 and the snail's scientific name, gastropod, means "stomach foot."
 7 After the snail moves on, the slime trail dries. Often snails leave
 8 trails in gardens. A snail can move only two or three inches in a
 9 minute—but during a year, it could go 17 miles!




Check your details. Read your essay and then answer the five questions above. If you can't find an answer to a question, add supporting details to your essay to provide an answer.

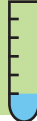
3 My focus needs to be clearer, and I need more supporting details.



2 I need a focus, and I need many more supporting details.



1 My topic is unclear.



How do I know if my details are interesting?

One way to find out whether your details are interesting is to ask a classmate or another reader.

Partner Conference Sheet

My favorite detail is gastropod means "stomach foot."
 An amazing detail is snails can travel 17 miles a year!
 What I wonder is how do snails crawl up walls?



Revise

Hold a partner conference. Trade essays with a partner and read each other's work. Then, on a piece of your own paper, write your favorite detail, an amazing detail, and what you wonder. Discuss your answers.

Revising in Action

Notice in the sample below that an unneeded detail is taken out and an important detail is added.

Most precipitation ends up back in the ocean.
 That's where 97 percent of the earth's water is.
~~Only 1 percent of all water on earth is drinkable...~~

Revising for Organization

6 My essay is clear and easy to read, with every detail in just the right place.



5 I have a strong beginning, a middle that supports the focus, and a thoughtful ending.



4 My essay has a clear beginning, a middle, and an ending.



When you revise for *organization*, you check to make sure your beginning and ending work well. The rubric strip above can guide you.

How do I know if my beginning works well?

You know your beginning works well if it captures the reader's attention. Remember the strategies below. (Also see page 143.)

- Ask a question.
- Give a surprising fact.
- Create a picture in the reader's mind.
- Tell a short story or anecdote.

Practice

Replace each beginning sentence below with a new sentence that grabs the reader's attention. Use a different strategy for each sentence beginning.

1. A hurricane is a storm that goes in a circle.
2. One process that people care about is how a volcano works.
3. If cream is churned, it will turn into butter.
4. Sometimes snow on a mountainside comes loose.



Review your beginning. Does your first sentence capture the reader's attention? If not, rewrite it using one of the strategies above.

3 Most details are in order. My beginning and/or ending is weak.



2 Many details are not in any order. My beginning, middle, and ending run together.



1 I need to organize my essay better.



How do I know if my ending works well?

You know your ending works well if it's interesting to read or gives the reader something to think about.

On Earth, 95 percent of all animal species are insects, and all of them go through metamorphosis. You might not want to be born as a worm, but wouldn't it be great to grow wings and fly?

Did you connect with the reader, add a surprising detail, or tell why the topic is important?



Revise

Check your ending. Do you leave your reader with something to think about? If not, try one of the strategies on page 146.


Revising in Action

In the sample below, a weak ending is revised.


Get out and enjoy the water cycle. ~~There's not much else to say.~~ **Try sledding on a mountain or swimming in the sea. Better yet, Just take a sip from a drinking fountain and think of the ~~water.~~ journey that this water has taken.**

Revising for Voice


6 My voice is strong and lively. I sound confident, enthusiastic, and knowledgeable.



5 I sound well informed and confident. My voice fits my topic and audience.



4 I sound well informed, and my voice fits my topic and audience most of the time.



When you revise for *voice*, you make sure your writing voice fits your audience. The rubric strip above can help you.

Does my writing voice fit my audience?

Your writing voice works best if it sounds lively and interesting. However, be sure your voice is also suitable for the classroom.

Too Casual for an Essay

C'mon. Don't you know what double dribbling is? You can't just dribble and stop and dribble again. It's our ball. Give it here.

More Formal for an Essay

The rules of basketball don't allow "double dribbling." Double dribbling happens when a player dribbles the ball, holds it, and then begins dribbling again. A player who double dribbles gets called for a foul, and the ball is given to the other team.

When you talk to friends, you sound very casual. An expository essay should have a more formal voice.



3 Sometimes I sound unsure. My voice needs to fit my topic and audience consistently.

2 I sound unsure. My voice needs to fit my topic and audience.

1 I need to organize my essay better.

How can I make my voice suitable for an essay?

You can make your voice suitable for an essay by changing words or phrases that sound too casual.

Practice

The paragraph below is too casual for an expository essay. Find three words, phrases, or clauses that make the voice too casual.

The baler goes rolling over a bunch of hay and gobbles up the stuff and squeezes it into a block. Some balers make wimpy little bales, but others make these huge ones that could crush a guy! The baler wraps the hay up, and you have got yourself a bale.

Revise

Review your voice. Read your essay. Replace overly casual words, phrases, or clauses with more suitable language.

Revising in Action

Casual words, phrases, and clauses are replaced in the sample below. The changes make the writing more informative.

When droplets in a cloud get big enough, ~~they go~~ ^{precipitation begins.}
~~Precipitation is just falling water.~~
~~"Hasta la vista!"~~ Different temperatures create . . .

Revising for

6 The words I use make my essay very clear, informative, and fun to read.



5 I avoid wordiness and use specialized words in my essay.



4 I avoid wordiness but could use a few more specialized words.



When you revise for *word choice*, you fix wordy sentences and add specialized words that fit your subject. The rubric strip above will help you revise for word choice.

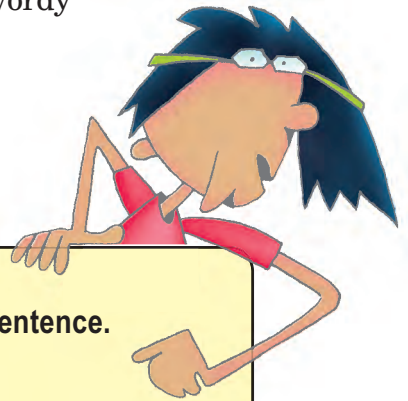
How can I remove wordiness from my essay?

You can fix wordiness by taking out words that don't mean much and just take up space. Here are some wordy words and phrases.

kind of
sort of
a little bit

really
very
totally

There is ...
There are ...
It is ...



Practice

On your own paper, remove the wordiness from each sentence.

1. It is true that the human heart is really really important.
2. When blood needs a little bit of oxygen, it turns sort of a little dark red.
3. Blood that is totally full of oxygen is really very bright red.
4. It is interesting that the heart and the lungs sort of work as a kind of team.



Remove wordiness. Read your writing and watch for the wordy words and phrases above. Remove any you find.



3 I need to fix the wordiness in spots and add more specialized words.

2 My essay is wordy, and I need to use specialized words.

1 I need to improve the word choice in my essay.

How can specialized words improve my writing?

Specialized words can improve your writing by making it more exact. Notice how the specialized words relate to each subject below.

Subject	Specialized Words
The human heart	arteries, veins, pulse, valves, atrium, ventricle
Basketball	dribble, foul, tip-off, jump shot, traveling
The sun	hydrogen, helium, fusion, mantle, sunspots



Use specialized words. Review your prewriting (pages 136–140). Circle any specialized words you discovered as you gathered information. Then look for places where such words could make your essay clearer or more exact.

Revising in Action

Notice how specialized words in the following paragraph make the meaning of the writing more exact.

condensation. Condensation is

The next step in the water cycle is water

vapor (evaporated water)

turning back into drops of liquid. This happens if water

water molecules particles

vapor cools or it sticks to dust in the air.

Revising for Sentence Fluency

6 My sentences are well crafted and flow smoothly. People will enjoy reading them.

5 My sentences flow smoothly and have a variety of lengths.

4 Most of my sentences flow smoothly, but I need to include more variety of lengths.

When you revise for *sentence fluency*, you check for complete sentences and different sentence lengths to make your writing flow smoothly. The rubric strip above can help you revise.

How can I fix fragments in my writing?

You can fix fragments by making sure each sentence has a subject and a predicate and expresses a complete thought. If a group of words is missing a subject, a predicate, or both, it is not a complete sentence. It is a fragment. (See also page [424](#).)

Grammar Practice

Read the following fragments. On your own paper, write the part or parts that are missing: subject, predicate, or both subject and predicate. Then choose three of the fragments and add words to make them into complete sentences.

1. Old-fashioned push lawn mowers.
2. Quieter than power mowers.
3. A whirling set of blades.
4. Spins and cuts the grass.
5. Grass clippings.
6. Is a good way to earn extra cash.



Revise any fragments. Check your essay for fragments. Fix any fragments you find by adding a subject, a predicate, or both so that each sentence expresses a complete thought.

3 A few sentences aren't complete. I need to include different sentence lengths.

2 My sentences are all about the same length, and I have a number of sentence fragments.

1 I need to check for complete sentences.

How can I check the lengths of my sentences?

You can check sentence lengths by counting words in each sentence.

Practice

Count the words in each sentence below. How many sentences are short (up to 8 words), medium (8 to 12 words), and long (more than 12)?

(1) The team unrolls the hot-air balloon on the ground. (2) The burner and the basket are attached. (3) A big fan starts blowing air into the balloon. (4) Once it is partly full, the pilot uses the burner to heat up the air. (5) After the balloon is upright, the crew climbs aboard.

Revise

Check your sentence lengths. Count the number of words in each sentence of one paragraph in your essay. Make changes as needed to create a variety of sentence lengths.

Revising in Action

In the sample below, three short sentences are combined.

Once I went sledding on a mountain. ⁷ Then I went ^{and} swimming in the ocean. ⁷ This happened ⁹ during the same ⁶ week. That was an amazing journey, but water . . .

Revising Using a Checklist



Check your revising. Number a piece of paper from 1 to 10. If you can answer “yes” to a question, put a check mark after that number. If not, continue to work with that part of your essay.

Ideas

- ___ 1. Do I focus on an interesting topic?
- ___ 2. Have I included enough details?
- ___ 3. Are my details interesting?

Organization

- ___ 4. Does my beginning capture the reader’s attention?
- ___ 5. Does the ending make the reader think?

Voice

- ___ 6. Does my voice fit my audience?

Word Choice

- ___ 7. Have I avoided wordiness in my essay?
- ___ 8. Have I used specialized words?

Sentence Fluency

- ___ 9. Are all my sentences complete?
- ___ 10. Do I use a variety of sentence lengths?



Make a clean copy. When you’ve finished revising your essay, make a clean copy if necessary before you begin to edit.

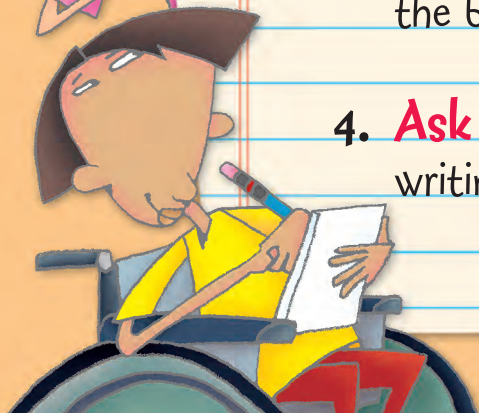
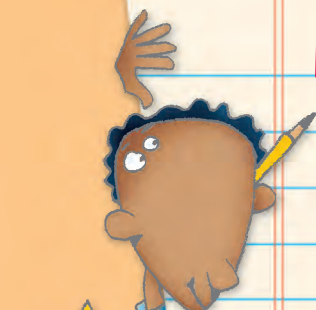
Editing



Editing becomes important after you've revised your first draft. When you edit, you make sure you have followed the rules for using punctuation, capitalization, spelling, and grammar.

Keys to Editing

1. **Use** a dictionary, a thesaurus, and the "Proofreader's Guide" in the back of this book for help.
2. **Edit** on a printed copy if you use a computer. Then make your changes on the computer.
3. **Use** the editing marks shown inside the back cover of this book.
4. **Ask** someone else to check your writing for errors, too.



Editing for Conventions

6 I accurately use conventions that add style to my writing.



5 I may have a few minor errors in punctuation, spelling, or grammar



4 I need to correct a few errors in punctuation, spelling, or grammar.



When you edit for *conventions*, you check for errors in spelling, punctuation, and grammar. The rubric strip above can help you.

Am I using the right words?

To use the *right* words listed below, you must pay attention to the apostrophe. If the word has an apostrophe, it is a contraction. Otherwise, it shows possession. (See pages 536–559.)

Misused Words

What They Mean

it's/its

It's means “it is.” *Its* means “belonging to it.”

you're/your

You're means “you are.” *Your* means “belonging to you.”

they're/their

They're means “they are.” *Their* means “belonging to them.”

Grammar Practice


For each of the sentences below, two words are shown in parentheses. Choose the correct one for each sentence.

1. A submarine floats when (*it's, its*) lighter than water.
2. To dive, the submarine takes water into (*it's, its*) tanks.
3. (*They're, Their*) pumped out when it's time to surface.
4. Submarines carry compressed air in (*they're, their*) tanks.
5. Maybe (*you're, your*) wondering if fish do the same.
6. (*You're, Your*) guess is right: Fish use swim bladders to dive.




Use the right word. Read your essay. Look for commonly misused words. Make sure you have used the right word.


3 My errors may confuse the reader. I need to fix them.



2 Many errors make my essay hard to read. I need to carefully correct them.



1 I need to correct numerous errors in my writing.



Do my pronouns agree with their antecedents?

Pronouns agree with their antecedents if they agree in number. Number agreement means that a singular antecedent needs a singular pronoun, and a plural antecedent needs a plural pronoun.

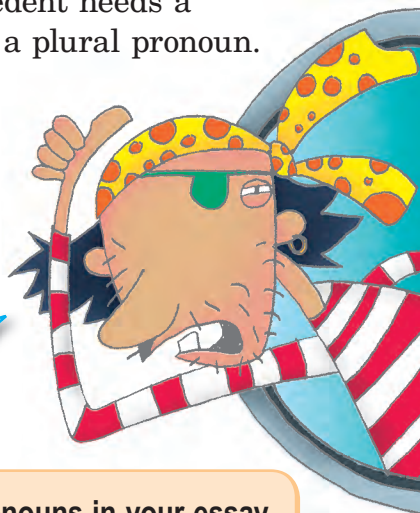
Singular Antecedent Singular Pronoun

The ship's **captain** always keeps **his** cabin in order.

Plural Antecedent Plural Pronoun

The crew **members** must keep **their** lockers clean.

Don't use the word **they** or **their** to refer to a singular noun!



Check for agreement. Make sure the pronouns in your essay agree with the nouns they refer to.

Editing in Action

A pronoun-agreement problem is fixed in the sample below.

Every day, a trillion tons of water change to gas.
 When water evaporates, ~~it leaves its~~ ~~they leave their~~ salt behind, so
 evaporation gives the world its freshwater. If . . .

Editing Using a Checklist



Check your editing. Number a piece of paper from 1 to 10. If you can answer “yes” to a question, put a check mark after that number. If not, continue to edit for that convention.

Conventions

PUNCTUATION

- 1. Do I use end punctuation after all my sentences?
- 2. Do I use commas after introductory word groups?
- 3. Do I use commas in all my compound sentences?

CAPITALIZATION

- 4. Do I start all my sentences with capital letters?
- 5. Do I capitalize all names (proper nouns)?

SPELLING

- 6. Have I spelled all my words correctly?
- 7. Have I looked for words my spell-checker might miss?

GRAMMAR

- 8. Do I use correct forms of verbs (*had gone*, not *had went*)?
- 9. Do my pronouns agree with their antecedents?
- 10. Have I watched for commonly misused words such as *our* and *you're*?

Creating a Title

Here are some ideas for writing a title.

- Repeat a sound: **Wet, Wild, and Wonderful**
- Use a common expression: **Water, Water, Everywhere**
- Find a phrase from your essay: **From the Sea to the Sky**

Publishing



It's time to proofread your essay and make a neat copy to share. You could also turn your writing into a diagram, a speech, or a Web page. (See the suggestions below.)

Presentation

- Use blue or black ink and write neatly.
- Write your name in the upper left corner of page 1.
- Skip a line and center your title; skip another line and start writing.
- Indent every paragraph and leave a one-inch margin on all sides.
- Write your last name and the page number in the upper right corner of every page after the first one.

Create a Diagram

Make an illustration to show how your process works. You might model your diagram on one you find in a book, in a magazine, or on a Web site.

Give a Speech

Present your essay to the class as a speech. (See pages [361–366](#) for more about giving a speech.)

Design a Web Page

Create a Web page. Provide links to other sites where you found information about your topic.

Publish

Make a final copy. Follow your teacher's instructions or use the presentation guidelines above. (If you are using a computer, see pages [44–46](#).) Create a clean final copy of your essay.



Rubric for Expository Writing

Use this rubric for writing and assessing expository essays.



6 The topic, focus, and details make the essay truly memorable.

5 The essay is informative, with a clear focus and supporting details.

4 The essay is informative, with a clear focus. More supporting details are needed.

Organization

6 The organization makes the essay easy to read.

5 The beginning, middle, and ending work well. Transitions are used.

4 The essay's beginning, middle, and ending use some transitions.

Voice

6 The writer's voice sounds confident, knowledgeable, and enthusiastic.

5 The writer's voice sounds informative and confident. It fits the audience.

4 The writer's voice sounds well-informed most of the time and fits the audience.

Word Choice

6 The word choice makes the essay clear, informative, and interesting.

5 Specific nouns and action verbs make the essay clear and informative.

4 Some nouns and verbs could be more specific.

Sentence Fluency

6 The sentences flow smoothly and will hold the reader's interest.

5 The sentences flow smoothly and read well aloud.

4 Most of the sentences read smoothly, but some are short and choppy.

Conventions

6 Mastery of conventions adds style to the essay.

5 The essay has few errors in punctuation, spelling, or grammar.

4 The essay has several errors in punctuation, spelling, or grammar.



Literature Connections: For an example of an expository essay, read “The Florida Everglades” by Kelly Strykul. Notice how the author uses the traits of writing to inform the reader.

3 The focus of the essay needs to be clearer, and more supporting details are needed.

2 The topic needs to be narrowed or expanded. Many more supporting details are needed.

1 The topic is unclear.

3 The middle needs transitions and a paragraph for each main point.

2 The beginning, middle, and ending all run together. Paragraphs are needed.

1 The lack of organization is confusing.

3 The writer sometimes sounds unsure, and the voice needs to fit the audience better.

2 The writer sounds unsure. The voice needs to fit the audience.

1 The writer needs to be aware of the audience.

3 Too many general words are used. Specific nouns and verbs are needed.

2 General or missing words make this essay hard to understand.

1 The writer needs help finding specific words.

3 Many short, choppy sentences need to be rewritten to make the essay read smoothly.

2 Many sentences are choppy or incomplete and need to be rewritten.

1 Most sentences are difficult to follow.

3 Some errors confuse the reader.

2 Many errors make the essay confusing and hard to read.

1 Numerous errors need to be corrected.

Evaluating an Expository Essay

As you read through Miranda's essay below, focus on the strengths and weaknesses in the writing. (The essay contains several errors.)

Blowing Its Top!

In 1980, Mount Saint Helens in Washington State erupted with the force of a nuclear bomb. An explosion like that doesn't just happen. An eruption of Mount Saint Helens results from a long process.

The process begins out at sea. That's where the Pacific plate gets shoved under the North American plate. This movement is called subduction. The plate that is pushed down melts in the mantle and bubbles up as magma.







Next, the magma pushes up through cracks, trying to escape. The magma under Mount Saint Helens has a lot of air trapped in it. Its like soda in a bottle. As long as the pressure is on. The air is dissolved, and the magma stays put.

The last step in the process is removing the pressure. In 1980, an earthquake caused a huge landslide on one side of the mountain. With all that weight gone. The magma underneath shot out like soda out of a bottle. It totally rocked!

When Mount Saint Helens blew it's top, it destroyed lakes and forests. However, volcanoes can also make new land. They created one of the 50 states—Hawaii.

Student Self-Assessment

Miranda first writes a positive comment under each trait and then something she could improve on. (She used the rubric and the number scale on pages 164–165.)

 Ideas	5 Ideas <ol style="list-style-type: none">1. I have a specific focus for my essay.2. A few more details would make this essay even better.
 Organization	3 Organization <ol style="list-style-type: none">1. I have a pretty good beginning, middle, and ending.2. I should have used more transitions.
 Voice	5 Voice <ol style="list-style-type: none">1. My voice is about right for an essay.2. I should have cut out "It totally rocked."
 Word Choice	4 Word Choice <ol style="list-style-type: none">1. I used specialized words like magma and <u>mantle</u>.2. I didn't explain my specialized words.
 Sentence Fluency	4 Sentence Fluency <ol style="list-style-type: none">1. I have different lengths of sentences.2. I'm still having trouble with fragments.
 Conventions	4 Conventions <ol style="list-style-type: none">1. I checked spelling closely.2. I have a couple of misused words.

 5
4
3

Use the rubric. Rate your essay using the rubric shown on pages 164–165. On your own paper, list the six traits. Leave room after each trait to write one strength and one weakness. Then choose a number (from 1 to 6) that shows how well you used each trait.

Reflecting on Your Writing

You're done! If you can, set your essay aside for a few days. Then, on your own paper, complete each sentence starter below.

Come back to your essay and take a moment to reflect on your experience of writing an expository essay.



My Expository Essay

1. The best part of my essay is ...
2. The part that still needs work is ...
3. The main thing I learned about writing an expository essay is ...
4. The next time I write an expository essay, I would like to ...

Expository Writing

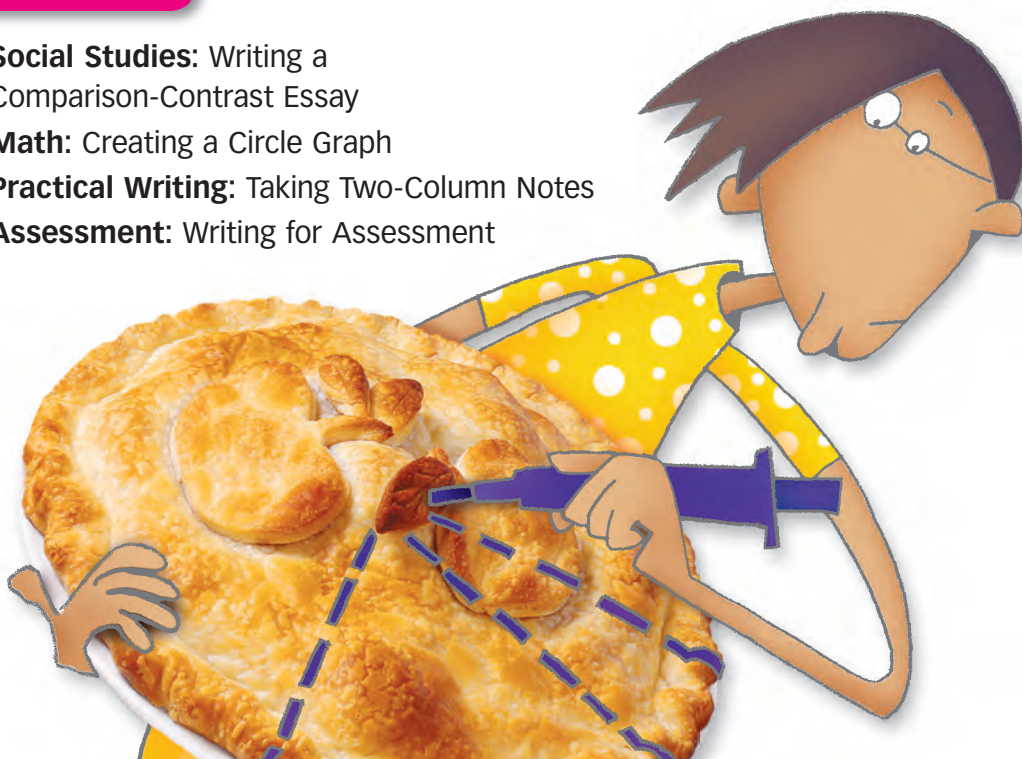
Across the Curriculum

Expository writing is useful in all your classes. For example, the expository writing in your math book explains how a pie chart or circle graph is divided up, and the expository writing in your history book helps you understand actual events. Expository writing could even help you on a writing test!

On the following pages, you'll get the chance to try four different types of expository writing.

What's Ahead

- **Social Studies:** Writing a Comparison-Contrast Essay
- **Math:** Creating a Circle Graph
- **Practical Writing:** Taking Two-Column Notes
- **Assessment:** Writing for Assessment



Social Studies:

Writing a Comparison-Contrast Essay

In the following essay, Anna showed how George Washington and King George III were alike and different.

Worlds Apart

Beginning

The beginning introduces the two leaders and gives a focus statement (underlined).

During the American Revolutionary War, King George III led Great Britain, while George Washington led the 13 colonies. Could these enemies have anything in common besides their first names? Though the two Georges private lives were very similar, they disagreed about governing the colonies.

At home, the Georges could have been friends. Both were the oldest sons in their families and were young when their fathers died. They each were tutored and worked hard on their schoolwork. As they got older, they enjoyed math, science, and farming. King George III was nicknamed “Farmer George,” and Washington loved to work at his farm called Mount Vernon.

When it came to politics, these leaders were very different. Washington wanted freedom for the colonies, but King George III wanted them to be taxed and ruled by Great Britain. George III turned out to be unpopular after losing the war. Washington’s victory led to his becoming one of the most popular presidents ever.

Middle

One paragraph explains how the two men were alike.

The other paragraph explains how the two men were different.

Ending

The ending gives the reader something to think about.

George Washington and King George III grew up in different worlds, but if they could have talked, they might have become good friends. Maybe if they had been neighbors, they could have given each other farming tips.

Prewriting Selecting a Topic

First, you need to find two people from history to compare and contrast. Anna began by listing historical leaders she knew about.

Topic List

<u>Leaders</u>		
Clara Barton	Thomas Jefferson	John Adams
George Washington	Abraham Lincoln	King George III



Prewrite

List historical people. Choose a type of historical person (explorers, inventors, artists) and list names. Then choose two people who have some similarities and some differences.

Gathering Details

You can gather information about your subjects from your history book, on the Internet, and at the library. Anna used a T-chart to write down what she learned.

T-Chart

George Washington	King George III
Voted first president	Oldest son *
Was young when father died *	Called "Farmer George" *
Liked math and science *	Liked math, agriculture, science *
Liked farming *	Was young when father died *
Wanted independence for colonies	Inherited throne
Popular president	Wanted British rule of colonies
Defeated Great Britain	Lost against colonies
Oldest son *	Unpopular king after the war

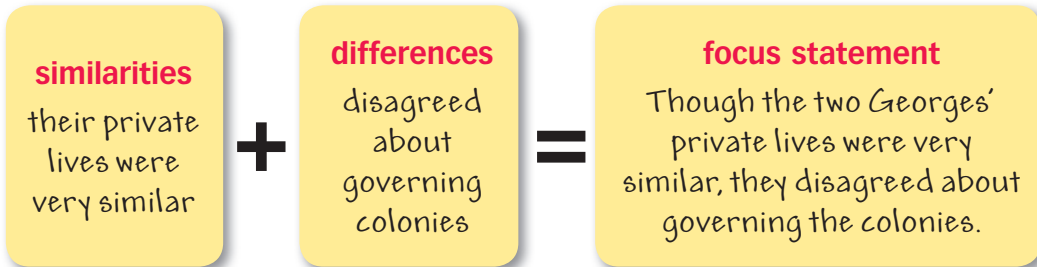


Prewrite

Create a T-chart. Under each name, write things you find out. Put a star (*) next to the similarities.

Prewriting Writing a Focus Statement

In a comparison-contrast essay, your focus statement should tell how the subjects are alike and different. Anna used this formula.



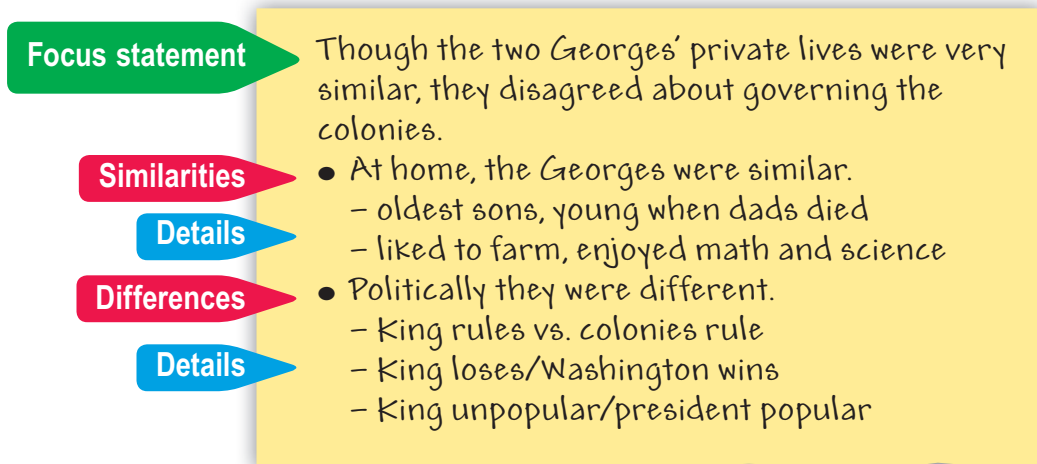
Prewrite

Write your focus statement. Sum up the similarities and differences. Then write a focus statement like the one above.

Organizing Your Ideas

An organized list can help you put your details in order. Anna created the organized list below.

Directions Organized List



Prewrite

Create an organized list. Refer to the sample above as you write an organized list for your comparison-contrast essay.

Writing Creating Your First Draft

Now you are ready to write your first draft. First, introduce your topic and give your focus statement. Then focus on similarities in one paragraph and differences in another. Start each paragraph with a topic sentence. In the end, sum up the similarities and differences.



Write your first draft. Use your organized list from page 172 as a guide as you create your first draft.

Revising Improving Your Writing

Next, you need to revise your work using the following traits.

- **Ideas** Do I have a clear focus and supporting details?
- **Organization** Do I have one middle paragraph for similarities and one for differences?
- **Voice** Does my voice show my interest in the topic?
- **Word Choice** Do I use specific nouns and active verbs?
- **Sentence Fluency** Do my sentences flow well?



Revise your work. Use the checklist above to revise your first draft. Then make a clean copy for editing.

Editing Checking for Conventions

Check to make sure you have followed the rules of English.

- **Conventions** Have I checked for punctuation, capitalization, spelling, and grammar errors?



Edit your work. Edit your essay using the questions above. Have someone else check your work, too. Then make a final copy and proofread it.

Math: Creating a Circle Graph

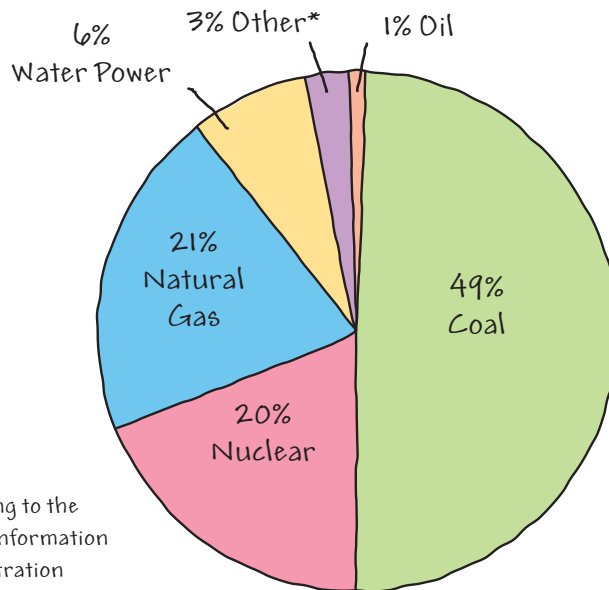
A circle graph can make writing about percentages much easier. Tamika created the circle graph below to show the different sources used to make electricity.

A paragraph introduces and explains the topic.

Making Electricity

Turning on a light or a TV is easy because of electricity. But where does all that electricity come from? Most power plants produce electricity by using energy sources like coal, oil, natural gas, and nuclear energy. Other plants make electricity by using sources such as sunlight, wind, water, or even heat from underground! That means there are eight different sources of electricity in use today.

Sources of Electricity in the U.S. in 2008



According to the Energy Information Administration

*Sunlight, wind, and heat from the earth

A circle graph "shows" the percentages for each source of electricity.



Writing Tips

Before you write . . .

- **Select a topic.**
Choose a topic that focuses on different percentages of a whole, such as surveys or statistics.
- **Research your topic carefully.**
Add up your percentages to make sure they equal 100%.
- **Do the math.**
Figure out the right size for each piece of the pie. Multiply 360 (the number of degrees in a circle) by the percentage. For example, to draw a piece of pie to show 20 percent, your equation would be $360^\circ \times .20 = 72^\circ$.

During your writing . . .

- **Introduce your topic.**
Write a paragraph to explain your topic.
- **Draw your circle using a compass.**
Create each segment using a protractor to measure the number of degrees.
- **Color-code your graph.**
Use colors to make your graph clear.
- **List your source.**
Tell where you got your information.

After you've written a first draft . . .

- **Check your layout.**
Make sure that your numbers are correct.
- **Make a final version of your graph.**
Remember to proofread your work.

Create a circle graph. Follow the directions above and look at the sample graph on page 174 as you make your own circle graph.






Practical Writing: Taking Two-Column Notes

Two-column notes can help you remember what you've learned. In the following example, a student takes notes about water molecules.

Len Hankavara February 19

Water Molecules

Made of three atoms	- 2 hydrogen atoms - 1 oxygen atom
Always moving	- atoms move faster when heated
Solid	- vibrate but can't move around ● Ice 
Liquid	- vibrate and can move around ● Water 
Gas	- vibrate and move very fast - particles escape - free to move anywhere ● Steam 

Why do the particles escape?

Main ideas appear on the left and details on the right.

Drawings help to explain the details.

A question is added.

Writing Tips

Before you write . . .

- **Create a heading.**
Write your name, the date, and a topic heading at the top of your paper.
- **Divide your paper into two columns.**
Create a narrower column on the left.

During your writing . . .

- **Write the main ideas on the left side.**
Leave room between each main idea so that you have plenty of room to fit the details on the right side.
- **Write the details on the right side.**
Use words and phrases instead of complete sentences.
- **Use drawings.**
Illustrate your notes to make information clear.

After you've written . . .

- **Review for completeness and correctness.**
Be sure important facts are correctly written down.
- **Write any questions you still have.**
Jot down questions in your notes. Then check your book or ask your teacher for help to find answers.
- **Use your notes to help you study.**
Read over your notes before a test. Have a friend or family member ask you questions from your notes.



Take notes. Use the tips above as you take notes in one of your classes. Afterward, review your notes.

Expository Writing

Writing for Assessment

The next time you take a writing test, you may be asked to respond to an expository prompt. That means that you'll need to explain something or share information based on the prompt. A graphic organizer like the one below can help you plan your response.

Expository Prompt

Most people have a favorite place to be. Perhaps you enjoy a park in your town or a quiet room in your home. Maybe you love the downtown zoo or a faraway place you have visited. Write an essay about your favorite place and explain why it is your favorite.

Favorite Place: Holiday Camp

Activities

swim
climb ropes
campfires
store, games

People

counselors
new friends
Tanya

The **beginning** introduces the topic and the focus (underlined).

Most kids have a favorite spot. Some people like a quiet place to be alone. Others like a loud place to be with friends. For me, the best place of all is Holiday Camp.

Each **middle** paragraph focuses on a different part of the topic.

One of the best parts about Holiday Camp is that there's always something to do. Swimming in Potter Pond, rock climbing on Old Crag, or doing the ropes course challenge are just a few of the daytime activities. At night we have campfires, or the camp store is open so we can buy snacks while we play games.

The other great thing about Holiday Camp is the people. The counselors are all college students, and they are like big brothers and sisters. They keep us in line, but they let us have a lot of fun. I also make new friends with the other girls in my cabin. In fact, one of my best friends is Tanya, a girl that I met at camp three years ago.

The **ending** sums up the topic and restates the main idea.

Holiday Camp is set up to give city kids a break. We get to meet new people and have fun in the fresh outdoors. I wish I could stay all summer. Maybe someday I will be a camp counselor so my wish will come true.



Respond to the reading. Answer the questions below to learn more about the response you just read.

- **Ideas** (1) What is the focus of the writer's response? (2) What details support the focus?
- **Organization** (3) How does the writer introduce the topic? (4) How does she restate the topic in the ending?
- **Voice & Word Choice** (5) What sentences show the writer's strong feelings? (6) What key words from the prompt also appear in the essay?

Writing Tips

Planning your response . . .

- **Understand the prompt.**
Read the prompt carefully and look for key words that will help keep you on track.
- **Gather your ideas.**
Make a list or simple graphic organizer.
- **Form a focus statement.**
Write your main point in a single sentence.
- **Use your time wisely.**
Plan time at the end to check your work.

Writing your response . . .

- **Begin with a strong opening paragraph.**
Clearly state your main idea.
- **Organize your details.**
Put your details into well-organized paragraphs.
- **End effectively.**
Leave the reader with something to think about.

Checking your response . . .

- **Check for clarity and conventions.**
Rewrite any confusing ideas and correct any errors.

Expository Prompts

- **Your class has been asked to choose a classroom pet. What pet would you recommend? Explain why your choice would be a good one.**
- **What is your favorite time of the year? Write an essay explaining why it is your favorite.**



Respond to an expository prompt. Using the writing tips, write a response to one of the two prompts above. Finish writing within the amount of time that your teacher gives you.

Expository Writing in Review

In expository writing, you explain something to readers.



Prewrite

Select a topic that truly interests you and will also interest your reader. (See page **136**.)

Gather and organize details about your topic using a graphic organizer. (See pages **137–138**.)

Write a focus (thesis) statement, identifying an important part of the topic that you plan to cover. (See page **139**.)



Write

In the beginning part, introduce your topic and state your focus. (See page **143**.)

In the middle part, give the details that explain or support the focus. (See pages **144–145**.)

In the ending part, summarize your main points and make a final comment about the topic. (See page **146**.)



Revise

Review the ideas, organization, and voice of your writing first. Then review for **word choice** and **sentence fluency**. Make changes to improve your first draft. (See pages **148–158**.)



Edit

Check your writing for conventions. Also have a trusted classmate edit your writing. (See pages **160–162**.)



Publish

Make a final copy and proofread it for errors before sharing it. (See page **163**.)



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Use the expository rubric to assess your finished writing. (See pages **164–165**.)