

PREVIEW

Grammar

and

Writing 4

Workbook

**HAKE
CURTIS**

PREVIEW

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

The full workbook contains all 38 lessons (122 pages) organized for incremental development throughout the school year.

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PREVIEW

Introduction

People can share their thoughts, ideas, and feelings with others by signing, speaking, singing, drawing pictures, taking photographs, making faces, or writing. You might think of other ways as well, but one of the most common ways for people to communicate is through writing.

You have much to communicate. No two people are exactly alike. There is not another *you* on earth. Your thoughts and experiences are not exactly the same as anyone else's, so you have unique ideas to share with others. Writing is a good way to do that, for it allows you to record your ideas and memories and save them for the future, maybe even for future generations.

Good writing is a skill; it takes practice just as any other skill does. A masterful musician practices every day, and so does an excellent basketball player. In *Grammar and Writing 4*, you will practice recording your thoughts and ideas on paper to improve your skill.

Writing journal entries will give you daily practice. In addition, the following writing lessons will help you to develop good sentences, strong paragraphs, and well-organized, cohesive essays. You will learn to write clearly and effectively, which is an important lifetime skill.

One of the most important tools you as a writer will need is a **small notebook or card file** for collecting ideas, for jotting down questions or things that you notice, for saving your memories and dreams, and for writing down favorite words, names, and catchy phrases from things you read or hear. You might even keep drawings, photos, or newspaper clippings in your notebook. This is a place to keep bits and pieces that you might someday use in a poem, essay, or story. You will carry this small notebook or card file with you *everywhere* and make notes in it often.

In addition to your small notebook or card file, you will need a **three-ring binder** for keeping your daily journals and your writing assignments from this packet. Your three-ring binder will help you to organize your work so that you can easily refer back to earlier assignments when necessary.

LESSON

1

The Sentence

The Sentence We have learned that a **sentence** expresses a complete thought. Good sentences are the building blocks of effective writing. A good sentence can be long or short. A long sentence is not necessarily better than a short one.

Our writing goal is not to fill up a page with many words. Instead, our goal is to write clearly so that a reader says, “Aha, I see. I understand what you wrote.” Too many words can confuse or bore a reader. A skillful writer makes every word count.

In this lesson, we shall practice writing sentences in which every word adds important information without being repetitive. We can do this two different ways: (1) by combining two or more sentences into one compact sentence and (2) by writing a wordy sentence another way.

Combining Sentences Sometimes, combining the information from two or more sentences can reduce the number of unnecessary words in our writing. Consider the sentences below.

WORDY: Ray has black hair. Ray has brown eyes.

BETTER: Ray has black hair and brown eyes.

WORDY: Ray is my uncle. Ray plays softball.

BETTER: My Uncle Ray plays softball.

WORDY: Ray surfed. Marie surfed. I did too.

BETTER: Ray, Marie, and I surfed.

WORDY: Rex likes balls. He likes birds. He also likes cats.

BETTER: Rex likes balls, birds, and cats.

Example 1 Combine information from the two sentences below to make one sentence.

Ray fixes cars. Ray fixes bicycles.

Instead of repeating “Ray fixes,” we put all the information into one compact sentence:

Ray fixes cars and bicycles.

Example 2 Combine information from the two sentences below to make one sentence.

My parakeet is green. My parakeet lives in a cage.

Instead of repeating “My parakeet,” we put all the information into one compact sentence:

My green parakeet lives in a cage.

Writing it another way Sometimes, there is a shorter, more direct way to write a sentence. Consider the following sentence:

The salad was made by Elena.

In the sentence above, Elena does the action. She makes the salad. Yet, Elena is not the subject of the sentence. We find her at the end of the sentence. Instead, “salad” is the subject, but “salad” does not act. It is only acted upon; it is made by someone. We call this passive voice.

Whenever possible, it is better to write a sentence in which the subject does the action (active voice), as in the sentence below:

Elena made the salad.

Compare the sentence pairs below.

WORDY: A tree was climbed by a bear.

BETTER: A bear climbed a tree.

WORDY: The ball was caught by Rex.

BETTER: Rex caught the ball.

WORDY: They are taught by Miss Ng.

BETTER: Miss Ng teaches them.

WORDY: He was surprised by the happy ending.

BETTER: The happy ending surprised him.

Example 3 Rewrite the sentence below in a shorter, more direct way. Use the active voice.

The field was plowed by Manny.

If we turn the sentence around, putting the last part first, we can make a more compact sentence in which the subject does the action:

Manny plowed the field.

Example 4 Rewrite the sentence below in a shorter, more direct way. Use the active voice.

Ian is admired by his buddies.

If we turn the sentence around, putting the last part first, we can make a more compact and direct sentence:

Ian's buddies admire him.

Practice For a–c, combine sentences to make one compact sentence.

a. Tina is my friend. Tina has a bulldog.

b. Flo buys shoes. Flo buys socks. Flo buys pants.

c. The car is new. The car should run well.

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

d. The band was directed by the conductor.

e. Ward was startled by a loud boom.

f. A loud boom was made by thunder.

LESSON 5

The Essay: Three Main Parts

We have learned that a paragraph is a group of sentences that builds on a main idea, or topic.

The Essay An **essay** is a group of paragraphs that builds on one main idea. In this lesson, we shall learn about the structure of an essay.

An essay has three main parts:

1. Introductory Paragraph
2. Body or Support Paragraphs
3. Concluding Paragraph

Below is a chart that shows the structure of the typical five-paragraph essay. Each box represents one paragraph.

Introductory Paragraph

Body Paragraph

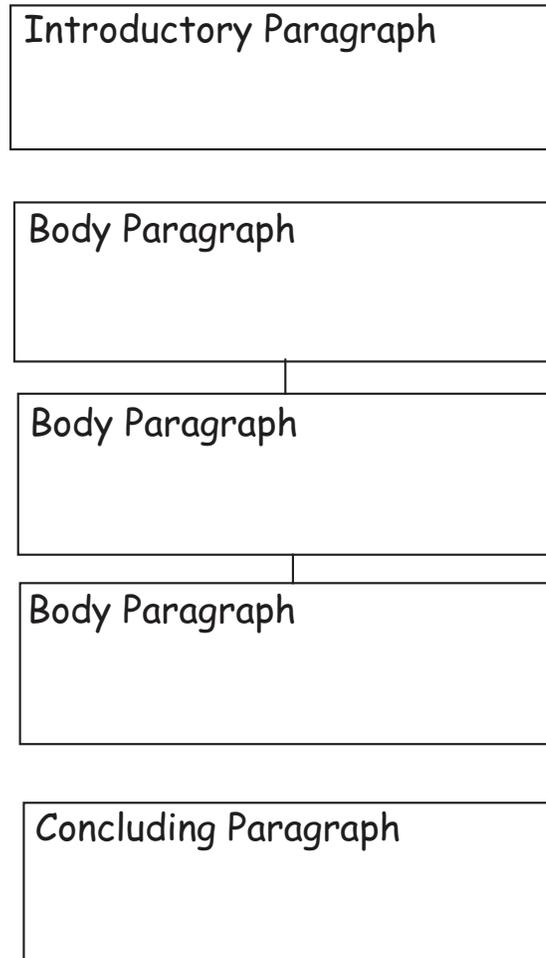
Body Paragraph

Body Paragraph

Concluding Paragraph

Example From memory, reproduce the chart that shows the structure of a typical five-paragraph essay.

We can reproduce the chart like this:



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.)

- Sergio must do his chores before school.
- Finally, Sergio is ready for school.
- Then, he empties the trash cans.
- First, he makes his bed.

b. In your mind, answer some *who*, *what*, *when*, *where*, *why*, and *how* questions about this topic sentence: I would like to learn some new skills. Then, write three or more supporting sentences to complete the paragraph.

I would like to learn some new skills. _____

c. Underline the topic sentence in the paragraph below.

Abraham Lincoln was one of the Nation's greatest leaders. His genius was to surround himself with people who could argue with him and question his motives. He learned from his mistakes, and he took responsibility for the mistakes of others.

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

Some historians believe that Lincoln's superb leadership came from his ability to admit his errors and learn from his mistakes. Lincoln put his past hurts behind him, and he did not hold grudges. George McClellan was head of the Union Army for a time. Lincoln's greatest flaw was his desire to give people a second or even a third chance.

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

e. Carlos owns a shiny bicycle. It is red.

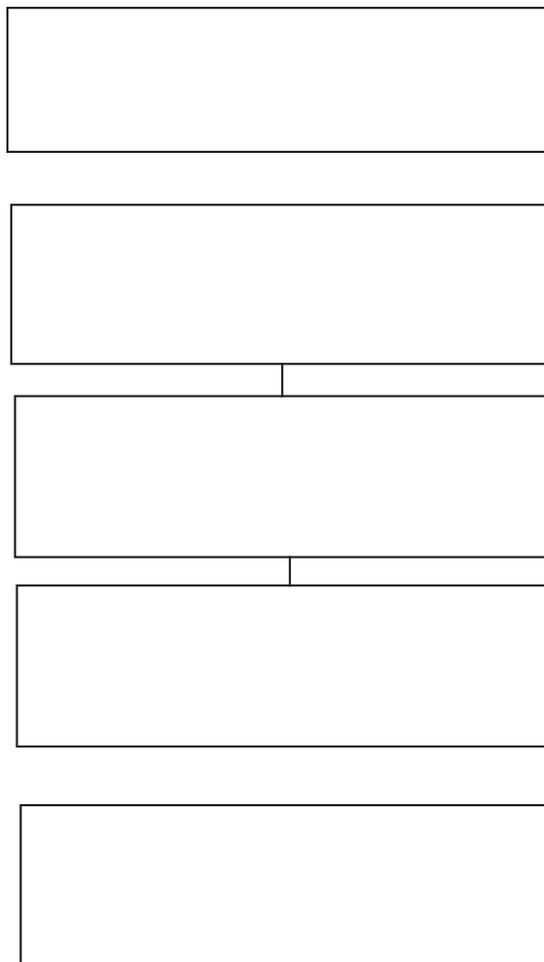
f. Miss Ng has taught in South Dakota. She has taught in Oregon. She has taught in New York.

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

g. The horse might have been startled by the thunder.

h. That waltz was composed by Brahms.

i. From memory, reproduce the chart showing the structure of a typical five-paragraph essay.



LESSON
13

Supporting a Topic Sentence with Experiences, Examples, Facts, and Opinions

We remember that supporting sentences support, prove, or explain the topic sentence of that paragraph. We have learned to use *who*, *what*, *when*, *where*, *why*, and *how* questions to come up with sentences to support a topic sentence. In this lesson, we shall discover additional ways to create supporting sentences.

Experiences Your **experiences**, or the experiences of other people, can strongly support a topic sentence. An experience sentence explains or illustrates an event that supports the topic sentence. Consider the experience sentences below:

We students created a fact-filled bulletin board to help us remember the different classes of animals.

Examples Like experiences, **examples** can explain or illustrate events that help to prove, support, or explain your topic sentence. Consider the following example sentence:

For example, birds have feathers and hatch from hard-shelled eggs.

Facts A **fact** is a piece of information that can be proven to be true. You can use a fact from research to support or prove your topic sentence. Consider the fact sentence below:

Without feathers, bats cannot be classified as birds.

Experiences, examples, and facts are always the strongest arguments to prove a point, so they should immediately follow the topic sentence to build a strong paragraph.

Opinions Your **opinions** are your thoughts or feelings about a particular subject. Although a fact is something that can be proven true, an opinion is something that cannot be proven true or false. For example, it is a fact that cats are mammals. It is opinion to say that cats make better pets than dogs.

Opinion sentences, communicating thoughts and feelings that are directly related to the topic sentence, may follow experience, example, and fact sentences to further develop the body paragraph. Consider the opinion sentences below:

Hammerhead sharks are the funniest-looking fish in the whole world.

No skill is more important than listening.

Bats are the most amazing creatures on the planet.

Example Use experience, example, fact, and opinion sentences to support the following topic sentence:

The ant is a hard-working insect.

We can write the following sentences to support the topic sentence above:

Experience sentence: Last summer, ants got into our kitchen, and some were carrying bread crumbs twice their size.

Example sentence: For example, each ant in the colony has its own job to do.

Fact sentence: Scientists say that an ant can lift twenty times its own weight.

Opinion sentence: I think people can learn much from ants.

Practice and Review

a. Write experience, example, fact, and opinion sentences to support this topic sentence:

With practice, people can improve their skills.

Experience sentence: _____

Example sentence: _____

Fact sentence: _____

Opinion sentence: _____

Underline the transitional words in sentences b–d.

- b.** First, Sam gathered all that he needed to bathe the dog.
- c.** His clothes, towels, and hair were soaked with water as a result.
- d.** Therefore, Ana wondered who really got the bath.
- e.** Underline the topic sentence in the paragraph below.

Another class of animals is fish. Scientists believe that there are more than 24,000 kinds of fish. Fish live in the water and come in many shapes and sizes. They have scales, fins, and gills. Most are cold-blooded.

(practice continued on next page)

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

Reptiles are another class of animals. They are cold-blooded and scaly. Unlike fish, reptiles live on land. Turtles, alligators, crocodiles, lizards, and snakes all belong to the reptile family. Some fish catch passing bugs by shooting a stream of water. Reptile scales can be hard or soft, large or small.

For g and h, combine sentences to make one compact sentence.

- g. Kim held a snake. The snake was long and yellow.

- h. Amphibians have lungs. Amphibians can live on land.

- i. Write the sentence below in a shorter, more direct way. Use active voice. Hint: Put the last part of the sentence first.

The lizard was warmed by the sun.

(practice continued on next page)

- j. From memory, complete the chart showing the structure of a typical five-paragraph essay.

_____ Paragraph
1. _____
2. _____

_____ Paragraph
_____ sentence
1. _____ sentence
2. _____ sentence
3. _____ sentence

_____ Paragraph
_____ sentence
1. _____ sentence
2. _____ sentence
3. _____ sentence

_____ Paragraph
_____ sentence
1. _____ sentence
2. _____ sentence
3. _____ sentence

_____ Paragraph
1. Restatement of _____
2. Reference to each _____

3. _____

LESSON 21

Evaluating the Expository (Informative) Essay

We remember that all of our writing is “work in progress.” The knowledge that *writing is a process* guides our thinking throughout the construction of an essay. Throughout the steps of brainstorming, organizing our thoughts, creating body paragraphs, and adding transitions, we constantly make changes to improve our work.

Evaluating Your Writing

In Lesson 20, you completed your expository essay. Now that some time has passed, you are ready to evaluate your essay using the following guidelines.

Ask yourself these questions:

- Is my introductory sentence (“hook”) interesting? *If it is not interesting to you, it certainly will not be interesting to the reader.*
- Does my thesis statement clearly state the subject of my essay?
- Does each body paragraph have a clear topic sentence that provides the subject of the paragraph? *Read each topic sentence without the rest of the paragraph to see if it can stand alone as a strong idea.*
- Does each of my topic sentences strongly support my thesis statement?
- Are there other concrete details, facts, examples, or steps, that I can add to help improve my explanation or help the reader to better follow my instructions?
- Have I defined all technical terms and subject-specific vocabulary in my essay?
- Are my sentences in a logical or practical order?
- 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 clearer explanation?

- Are some of my sentences weak or confusing? Should they be removed because they do not help me to explain my topic?
- 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 summarize and reinforce the ideas expressed in the essay? Have I written a powerful clincher?

Practice Use the Evaluation Form on the page following this lesson to evaluate the expository essay you wrote for Lesson 12. Read your essay 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 essay, 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.

Expository Essay Evaluation Form

Thesis: _____

_____ Is my introductory sentence interesting? *If it is not interesting to you, it certainly will not be interesting to the reader.*

_____ Do I have a thesis statement that clearly explains the subject of this essay?

_____ Does my thesis statement clearly state my method of presentation?

_____ Does each body paragraph have a clear topic sentence that states the subject of the paragraph? *Read each topic sentence without the rest of the paragraph to see if it can stand alone as a strong idea.*

_____ Have I included every detail, fact, or example that I can to help improve my explanation and help the reader to better understand my point?

_____ 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 ideas that I can add as additional body paragraphs to create a fuller or clearer explanation?

_____ Are all of my sentences strong and clear? Do they all help me to explain?

_____ 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 catch sentence fragments and run-on sentences.*

_____ Does my concluding paragraph summarize and reinforce each main idea expressed in the essay?

LESSON
25Preparing to Write a Descriptive
Essay

Descriptive writing describes a person, place, object, or event. With language that appeals to the senses, descriptive writing creates pictures in the reader's mind. Strong, vivid, and precise words are essential in creating clear descriptions.

In this lesson, we shall discuss the use of modifiers, comparisons, and sensory expressions to create accurate and complete descriptions. Then, you will prepare to write a descriptive essay about a person whom you can observe as you are writing.

Modifiers To add detail, we can use modifiers—adjectives and adverbs; phrases and clauses. Modifiers supply additional information, making nouns and verbs more specific and precise.

Firmly but kindly, my teacher made many red marks on my long, wordy essay.

In the English language, writers often use more than one adjective before a noun. For example, one might write, “The girl owned the *little brown* dog.” When there is more than one adjective, the adjectives must be listed in the right order. Here is the proper order for adjectives:

1. descriptor: *a, an, the*
2. opinion: what you think about something (*foul* smell)
3. size: how big or small something is (*enormous* beast)
4. age: how old or young something is (*ancient* statue)
5. shape: the shape of something (*round* apple)
6. color: what the color of something is (*yellow* flower)
7. origin: where something came from (*Italian* shoes)
8. material: what something is made of (*wooden* doll)
9. purpose: what purpose something serves (*sleeping* bag)
10. noun

Example an (descriptor) ugly (opinion), huge (size),
 antique (age), rectangle (shape), blond (color),
 French (origin), oak (material), dining (purpose) table

On the lines provided, practice placing adjectives in the correct order:

a. Use the following adjectives to describe a book: a, English, thick, large

_____ book

b. Use the following adjectives to describe a pan: an, roasting, aluminum, old

_____ pan

c. Use the following adjectives to describe a towel: an, grey, beach, ugly

_____ towel

Check your answers with those in the Appendix.

Comparisons In addition to modifiers, we can use comparisons to make a description more vivid. *Simile* and *metaphor* are two kinds of comparisons. A **simile** expresses similarity between two things by using the word *like* or *as*:

Like a hen gathering her chicks, the mother collected her adventurous children.

A **metaphor**, on the other hand, describes one thing as though it were another thing:

Instinctively protecting, the mother *was a hen* with her children.

Both comparisons, simile and metaphor, help the reader to see a fuller picture of the mother collecting her children.

Sensory Expressions To create a more vivid image, we can appeal to the reader’s five senses by detailing things that one can see, hear, smell, taste, and touch. For example, we can hear a donkey *bray*, see a star *twinkle*, smell the *fragrance* of a flower, feel the *roughness* of a brick wall, and taste the *sweetness* of a ripe orange.

Below, Frances Hodgson Burnett uses details, modifiers, and comparisons to describe Mary Lennox in her novel *A Secret Garden*.

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle, everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression.... She was a sickly fretful, ugly little baby ... and a sickly, fretful toddling thing By the time she was six years old she was a tyrannical and selfish a little pig as ever lived.

Frances Hodgson Burnett uses a metaphor to describe how Mary Lennox behaved when she arrived at her uncle’s home:

she was a tyrannical and selfish a little pig as ever lived.

In *The Wonderful Wizard of Oz*, Frank L. Baum creates a simile, comparing a house to the grayness all around Dorothy:

And now the house was as dull and gray as everything else.

In his poem, “Fireflies,” Paul Fleishman uses similes and metaphors to describe fireflies and their surroundings:

Light is the ink we use [metaphor].

Signing the June nights as if they were paintings [simile].

The examples above show how authors can create vivid pictures using details, modifiers, comparisons, and sensory expressions.

Correlative Conjunctions

Correlative conjunctions connect elements of a sentence that are equal in form, or parallel. Always used in pairs, they join similar words to words, phrases to phrases, or clauses to clauses. Here we list the most common ones:

both—and

either—or

neither—nor

not only—but also

When used correctly, correlative conjunctions can enhance our descriptions. Equal parts, or parallel elements, are italicized in the sentences below.

Josh likes **not only** *hiking and sports* **but also** *books and music*.

Both *cheerful and kind*, Vanna made friends easily.

Adolf the dog has **neither** *a shiny coat* **nor** *a docile personality*.

Either *Van is fast asleep* **or** *he is not home*.

Correlative conjunctions must join similar parts:

No: Julin is **both** clever, **and** she plays the piano well.
[joins an adjective and a clause]

Yes: Julin is **both** clever **and** musical.
[joins two adjectives]

No: **Either** she hid it **or** lost it.
[joins a clause and a phrase]

Yes: **Either** she hid it, **or** she lost it.
[joins two clauses]

Yes: She **either** hid it **or** lost it.
[joins two phrases]

No: Jerry enjoys **neither** swimming **nor** to color.
[joins a noun and a phrase]

Yes: Jerry enjoys **neither** swimming **nor** coloring.
[joins two nouns]

Consider using correlative conjunctions to create a more interesting descriptive essay.

Brainstorming After choosing one person whom you can observe as you write, you are ready to begin brainstorming in order to gather precise and concrete details that will appeal to the reader's senses and fully describe that person.

You might want to consider these aspects of the person:

1. Physical appearance—size, age, gender; colors, shapes, hair texture, eyes, skin, and clothing; peculiar features or facial expressions; movements and gestures
2. Personality traits—mannerisms, habits, usual disposition. By their actions, people may demonstrate that they are intense or relaxed, hyperactive or plodding, outgoing or shy, humble or proud, etc.
3. How the person affects others and the world around him or her—Where does the person live? What does the person do? What are his or her passions or interests? How does he

or she relate to others? How does this person make you or other people feel?

On a blank piece of paper, quickly write everything that comes to your mind concerning the person that you wish to describe. Without regard for spelling or grammar, write all the nouns, verbs, adjectives, adverbs, phrases, clauses, comparisons, and sensory expressions that occur to you.

**Organizing
your
Information**

Once you have gathered your thoughts and observations, begin to plan your descriptive essay by grouping the words and phrases into clusters. You might have one cluster of words and phrases that describe the person’s physical appearance, another cluster focusing on the person’s personality, and another telling about what the person does and/or how the person affects others and the world around him or her.

You can use each idea cluster to develop a topic sentence for each body paragraph in your essay.

**Thesis
Statement**

In your essay, you will be describing many different aspects of one person. What is the main impression you want your reader to receive concerning this person? Your thesis statement will sum up that which is most important.

Practice

For your descriptive essay, write a thesis statement and three or more topic sentences about the person that you wish to describe. In the next lesson, you will develop each topic sentence into a body paragraph by adding more detail. Keep your brainstorming paper and this assignment in your three-ring binder so that you will be ready to complete your essay.

THESIS STATEMENT: _____

Topic sentence: _____

Topic sentence: _____

Topic sentence: _____

LESSON
32**Writing about Literature**

We read books and magazines for pleasure; however, there are times when we are expected to think and write about what we read.

In this lesson, we will examine the characters in a fictional story, *M. C. Higgins, the Great*.

Read the following excerpt from Chapter 1 of *M. C. Higgins, the Great*. This book is published by Simon and Schuster (New York, 1993) and written by Virginia M. Hamilton.

Mayo Cornelius Higgins raised his arms high to the sky and spread them wide. He glanced furtively around. It was all right. There was no one to see him greeting the coming sunrise. But the motion of his arms caused a flutter of lettuce leaves he had bound to his wrists with rubber bands. Like bracelets of green feathers, the leaves commenced to wave.

M. C., as he was called, felt warm, moist air surround him. Humidity trapped in the hills clung to the mountainside as the night passed on. In seconds, his skin grew clammy. But he paid no attention to the oppressive heat with its odors of summer growth and decay. For he was staring out over a grand sweep of hill, whose rolling outlines grew clearer by the minute. As he stood on the gallery of his home, the outcropping on which he lived on the mountainside seemed to fade out from under him.

I'm standing in mid-air, he thought.

He saw dim light touch clouds clustered behind the eastern hills.

Bounce the sun beside me if I want.

All others in his family were still asleep in the house. To be by himself in the perfect quiet was reason enough for him to wake up way early. Alone for half an hour, he could believe he had been chosen to remain forever suspended, facing the hills. He could pretend there was nothing terrible behind him, above his head. Arms outstretched, picture-framed by pine uprights supporting the gallery roof, he was M. C. Higgins, higher than everything.

Practice Referring to the excerpt above, answer the following questions, which examine the character's appreciation of the stillness and beauty of sunrise. You may work alone, with your teacher, or with other students. Remember to use the present tense of verbs.

1. In the passage, what actions show the character's appreciation for the sunrise?
2. Why does M. C. Higgins rise early?
3. Give an example of M. C. Higgins's vivid imagination.
4. Describe the weather.
5. How does M. C. Higgins describe the sun?
6. In the second paragraph, a weather condition is personified. What is personified? How is this weather condition described?
7. Would you call M. C. Higgins eccentric? Why or why not?

*After answering the questions above, compare your answers to the "example answers" on the last few pages of your Writing Packet.

LESSON 37

Evaluating the Research Paper

The knowledge that *writing is a process* guides our thinking throughout the construction of our research paper. From the first steps in choosing our subject, to gathering information and organizing our thoughts, to creating body paragraphs, to adding transitions, we constantly make changes to improve our work.

Evaluating Your Writing

In the last lesson, you completed the first draft of your research paper. Now that some time has passed, you are ready to evaluate it using the following guidelines.

Ask yourself these questions:

- Are my sources reliable, objective, and current?
- Is my introductory sentence interesting? *If it is not interesting to you, it certainly will not be interesting to the reader.*
- Does my thesis clearly state the purpose of my paper?
- Does the beginning of the research paper clearly establish a formal, serious tone?
- Does each body paragraph have a clear topic sentence that states the subject of the paragraph? *Read each topic sentence without the rest of the paragraph to see if it can stand alone as a strong idea.*
- Does each paragraph include specific details and examples from my research?
- Have I correctly documented each piece of borrowed information?
- Are my sentences in a logical order?
- 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 paper?
- Are some of my sentences weak or confusing? Should they be removed because they do not relate to my thesis?

- 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 ending paragraph obviously conclude my presentation? Does it reinforce my thesis statement?

Practice Use the Evaluation Form on the page following this lesson to evaluate the research paper you wrote for Lesson 16. Read your research paper 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 research paper, 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.

Research Paper Evaluation Form

Subject: _____

_____ 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 research paper clearly establish a formal, serious tone?

_____ Does the thesis clearly state the purpose of the paper?

_____ Does each body paragraph have a clear topic sentence that tells the subject of the paragraph? *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 the thesis?

_____ 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?

_____ Is each piece of borrowed material given proper credit?

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

_____ 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 catch sentence fragments, run-on sentences, and other errors.*

_____ Does my concluding paragraph summarize my research and reinforce my thesis statement?

_____ Are my sources reliable, objective, and current?

Appendix

Example Outline for Lesson 18

- I. Fresh Produce
 - A. Fruits
 1. Plums
 2. Watermelons
 3. Cherries
 4. Apples
 5. Grapes
 - B. Vegetables
 1. Corn
 2. Squash
 3. Peas
 4. Green beans

Answers for Lesson 25

- a. a large, thick English book
- b. an old aluminum roasting pan
- c. an ugly grey beach towel

Example Answers for Lesson 32

1. Mayo Cornelius Higgins raises his arms and opens them wide to welcome the sun. He speaks about the beauty of nature around him in artistic terms. M. C. Higgins describes himself as “framed” by pine trees and standing in mid-air.
2. M. C. Higgins rises early to view the sunrise and to be by himself. The author suggests that he is part of a busy, noisy family and wants to be alone to appreciate the beauty of his surroundings.
3. As mentioned in the answer to the first question, M. C. Higgins’s vivid imagination is expressed in the way that he describes himself as standing in the middle of a picture in the gallery of nature.
4. The weather is hot and damp. The humidity is oppressive.
5. M. C. Higgins describes the sun as “touch[ing] the clouds and bounc[ing] beside him.”
6. “Humidity ... clung to the mountainside.”
7. M. C. Higgins might have been eccentric because he had lettuce leaves attached to the sleeves of his shirt.

Example Answers for Lesson 33

1. Stuart Little and his parents are fictional.

2. The author asks the readers if they wish that they had a pouch. The author claims that kangaroos are the most famous marsupials, but he does not support this statement with facts.
3. A marsupial is a special kind of mammal that bears babies that are so small that they must live in the mother's pouch.
4. European explorers believed this because they saw baby marsupials pop their heads out of the mothers' pouches. These explorers thought that marsupials had a head on their necks and a head on their bellies.
5. This statement is an example of an opinion.

**Example
Answers for
Lesson 38**

Idioms

1. A blessing in disguise: a good thing that you do not realize at first.
2. A chip on your shoulder: being angry about something that happened in the past.
3. A doubting Thomas: someone who will not easily believe something unless there is lots of evidence.
4. A house divided against itself cannot stand: unity means strength; dissension means weakness.
5. A piece of cake: a task that can be done easily.
6. A slap on the wrist: to receive a slight punishment.

Proverbs

1. A chain is only as strong as its weakest link: If the weakest person fails, the whole project fails. A team is only as strong as its weakest player.
2. A dog is man's best friend: A dog is more faithful than most friends.
3. A fool and his money are soon parted: A fool either wastes his money or is tricked out of it.
4. A good man is hard to find: Good spouses, good friends, good workers, and good people are hard to find.
5. A person is known by the company that he keeps: People who are alike hang around each other.
6. A poor workman always blames his tools: This is a person who blames other things or other people for his or her mistakes.

PREVIEW

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