



## The Beach Party



My friend John had a beach party last year. We played beach volleyball. We also swam in the ocean. We ate hamburgers.

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## Digging Up Information



Sometimes, your paper may need more information. Where do you find it? Sometimes you have to be a detective. When gathering information, check your sources ...

YOU - Recall facts and ideas on your topic

FRIENDS, FAMILY, and TEACHERS - Talk with others about what they know about your topic.

EXPERTS - Find experts and ask them specific questions about your topic.

BOOKS, MAGAZINES, INTERNET - Find resources at home or in the library with information on your topic.

# ORGANIZATION:

## WHAT DOES IT MEAN?



**Definition:** There is a logical order or sequence within the paragraphs and across the composition. A good introduction and conclusion are developed. Finally, words or phrases are used to create a smooth flow.

*How do you know if your writing is organized?*

- There is a logical order or sequence.
  - Paragraphs have one subject.
- A smooth flow exists within sentences and between paragraphs.
- Introduction and conclusion are well developed.

## Transition Words



Transition words create a smooth flow in a paragraph.  
Below are the different categories of transition words.  
Use them in your writing as much as you can.

*"Here's some more. Add me in."*

and      moreover      furthermore      also      likewise  
further      in addition      again      besides      too      in  
another way

***"Now I'm going to give you the other side of the argument."***

but nevertheless on the other hand conversely  
however yet on the contrary still otherwise

***When something happened.***

then now at the same time presently thereupon  
immediately eventually later meanwhile in those  
days after that sometime thereafter next

***"Here's the order of the process."***

next in the second place finally  
secondly first afterwards to begin with  
in conclusion earlier

***The writer is going to give an example to demonstrate  
the point being made.***

for instance for example to illustrate

***"Now I'm going to summarize what I said."***

hence   consequently   it follows that   so  
for this reason   therefore   as a result  
because of this   accordingly   thus

***"I'm going to say it again, but in a different way."***

briefly   in fact   in other words   indeed  
that is to say

***"I'm showing you that these things are alike."***

similarly   in the same way   likewise  
in like manner   similar to   compared to  
by comparison

## Organizing With Transition

The sentences below can be put together to form a paragraph; however, they are out of order. Number the sentences from 1 to 8 to show the correct sequence. Remember to look at the transition words for clues.

### The Football Game



When the third quarter ended, we were down by 3 points. \_\_\_

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First, we met in the locker room to put on our equipment. \_\_\_

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Because of this, we had to come out hard in the 4<sup>th</sup> quarter. \_\_\_

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Here's what happened during the championship game last year. \_\_\_

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During the first couple of plays, we were able to take the lead. \_\_\_

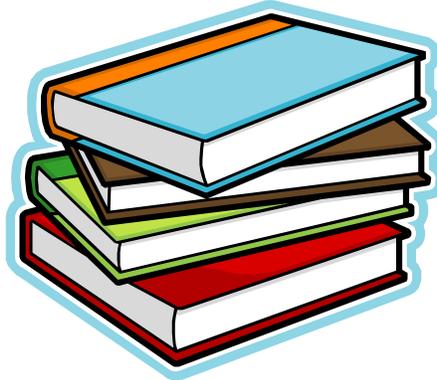
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However, in the second quarter the other team caught up. \_\_\_

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In the end, I won the game with a last minute touchdown! \_\_\_

## Writing Attention Grabbers - Good Beginnings



A good introduction is a way to grab your reader's attention. Look at some of the examples below:

**Narrative Writing** - I'm glad I didn't cry when my teacher led me to the office.  
Instead, I shook like a leaf!

**Informational Writing** - Contrary to what some people think, most of our learning takes place out of school.

**Persuasive Writing** - Why can't Americans drill for oil in their own country?  
Many other countries can drill for oil, but we can't.

On the next page, you will be asked to come up with opening paragraphs for different topics.

Remember - GRAB the reader's attention with something exciting!

Create a beginning paragraph for a *narrative* composition about a day at an amusement park.



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Create a beginning paragraph for an informational composition about your favorite animal.



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## Good Endings - Zingers



Your ending is just as important as your opening. It leaves the reader with one last thought. Here are some examples of ways to end your writing ...

***Close with a question that involves the reader:***

Alfred decided that was the last time he'd ever go on a roundup. And who can blame him?

***Close with a personal comment or response:***

Seeing a drop of water under a microscope makes a person look at a river with new eyes.

***Close with a strong statement suggesting the final conclusion you hope your reader will draw:***

How teachers see their students makes all the difference in how students see themselves.

***Close with a forceful argument, nudging the reader in a particular direction:***

Cruelty to animals must be stopped now.



# STYLE:

## WHAT DOES IT MEAN?



**Definition:** The writer uses clear language and a variety of sentence structures for originality.

*How do you know if your writing has style?*

- Language is clearly stated
- Word choice is effective
- The writer uses original wording to express feelings
- A variety of sentence structures, types, and lengths are included

## Creating a Thesaurus



Throughout the school year, you will create your own thesaurus. You will group words in categories, such as *happy words, sad words, strong words, angry words, etc.* You will then be able to refer back to your thesaurus when writing papers. Here is an example of what one of your pages might look like:

### Happy Words

Glad

Cheerful

Joyous

Thrilled

Excited

## Combining Sentences



Sometimes short sentences can be combined to make your writing more organized. Combine the sentences below:

Sarah is tall. Sarah is a good basketball player.

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I like dogs. I have a Golden Retriever. His name is Mack.

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Pizza is delicious. Pizza is not healthy.

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The neighbors are quiet. The neighbors stay inside.

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The students got in trouble. The students went to the office.

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# Revising Writing to Show Not Tell



Using specific nouns, action verbs, and sensory details will make your writing more vivid. Below, look at the original draft and the revised draft. Notice the difference that is made by changing some of the nouns and verbs.

**Original** - My favorite part of swimming in the ocean is riding the waves. I wait for the exact moment and then I dive forward. Sometimes I catch on, but most of the times, I miss the wave.

**Revised** - Riding the waves gives me the feeling of riding a roller coaster. I anticipate the stomach lurching drop with fear and excitement.

Now, see if you can revise this one by yourself ...

**Original** - When I got called to the Principal's office I was worried. I had never gone before. I didn't remember doing anything wrong.

**Revised** - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Using Stronger Verbs



Changing the verbs in a writing piece can help create a mental picture for the reader. Use your highlighter to highlight ALL of the VERBS in the paragraph below. Then, try to go back and find different verbs that are more exciting.

*My first day of biking this summer was a nightmare. My bike was missing a rubber guard on one of the spokes so every time I got off the bike, I scratched my leg. The first time it was not too bad. After I jumped off several times, my legs looked like a set of railroad tracks. Rounding the last turn, one of my friends suggested, "Why don't you take the rubber guard from the back wheel and put it on the front wheel!" Now, why didn't I think of that?*

## Using Different Voices



It is important to be aware of your voice when writing.  
This is how you sound when you write. Here are some  
examples ...

**Mad Talk** - Think about a person or thing that makes you MAD! Don't say it out loud or write it down. On the lines below, list the angry things you feel about these people or things.

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**Soft Talk** - Now, do the same thing for someone or something that is in need of comforting. For example, think about a pet that is hurt or a person who is very ill.

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## Using Different Voices (continued)

**Fast Talk** - Now try to write a persuasive argument. Pretend that you are persuading someone to do or believe something.

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### Partner Activity



Work with a partner to share your examples of mad talk, soft talk, and fast talk. Then, answer the questions below...

1. What differences did you notice in the types of "talk?"

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2. How do you think voice affects a person's writing?

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3. What will you do in the future to express your voice in your writing?

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# CONVENTIONS:

## WHAT DOES IT MEAN?



**Definition:** The writer uses appropriate grammar, mechanics, spelling, usage, and sentence formation.

*How do you know if your writing has good mechanics?*

- Mechanics are appropriate. (spelling, capitalization, punctuation)
- Usage is appropriate. (pronoun references, subject-verb agreement)
  - Sentences are complete.

## The Daily Edit



Each day you will complete an editing page. This will give you practice in finding mistakes. These could include mistakes in spelling, grammar, capitalization, punctuation, etc. Below is an example of a daily edit. See if you can find all of the mistakes...

*My brother and I went to the curcus in Friday and saw many funny acts. Because I like the clowns on motor cycles best.*

Re-write the sentences below:

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