


Writer's Choice
Grammar and Composition

Composition Enrichment

Grade 6



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

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1.2 Writing with Confidence

By writing in your journal, you can gain confidence in expressing your thoughts and ideas. Brainstorming is one way to gather ideas to write about in your journal. When you brainstorm, you jot down ideas without stopping to ask whether they are good or bad. You may brainstorm by yourself or with a partner or a group.

1. Brainstorm to come up with as many journal writing topics as you can.

2. Pick one of the topics from your list and think of related subtopics.

3. Now write a journal entry using the topic you selected. Use some of the subtopics.

On Your Own

You can practice expressing yourself to other people through your journal entries. From the brainstorming list above, choose a topic you would like to share with someone else. Write a journal entry in the form of a letter to a friend, classmate, or family member. Later, if you wish, you can copy it over and mail it.

Composition Enrichment

Name Class Date

WRITING ABOUT LITERATURE

1.4 Responding to a Poem

■ Writing About a Poem

Select one of the following topics or one of your own choosing, perhaps from your journal. Find and read a poem about this topic. You may ask your teacher or a librarian to help you.

- sports a city a friend
- nature your pet a holiday

1. On the lines below, freewrite about your topic. Include personal responses to the poem you found. _____

2. Now use your freewriting notes and ideas to create a poem of your own on the same topic. _____

On Your Own

Trade a poem you have written for one a classmate has written. Read each other's poems aloud, and then list the images or pictures the poems bring to mind.

Name Class Date

1 Writing Process in Action

■ Writing to a Friend in Another Country

Imagine that, as a class project, you have been given the name of a pen pal. You have received only a little information about your pen pal. He or she lives in Italy, enjoys playing soccer and taking bicycle rides, and knows English. You are to write to your pen pal and tell him or her about yourself.

1. List or freewrite about interesting things in your life that you might want to include in your letter. _____

2. Decide how to open your letter. Introduce yourself to your new pen pal.

3. Reread what you have written. Is your writing clear? Do you provide enough details so that your pen pal can understand what you are describing? Do you have a heading, greeting, and closing? Are your spelling and grammar correct? Go back and make any changes that you think will improve your draft.

4. When all of the corrections have been made, rewrite the letter. Use additional paper if necessary. _____

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On Your Own

Imagine that your pen pal comes to visit you. Think of all the activities the two of you might enjoy. Choose a day or an activity that you might share, and write a journal entry that tells about that special time.

2.1 Exploring the Writing Process

■ Getting to Know Your School

Imagine you have been asked to contribute to a newsletter given to new students as an introduction to school.

1. Think of a school activity you enjoy. In the space provided, jot down any thoughts, ideas, and feelings that come to mind about your topic.

2. Read your notes, and draft a paragraph about your topic. Your purpose is to introduce this activity to a new classmate.

3. Read your draft, and ask yourself some questions about it. Can your readers understand what you intended? Have you included details? Have you used words your readers will understand? Make additions. Cross out anything that is unimportant.

4. Rewrite your paragraph so it is ready to present to a teacher or a classmate.

On Your Own

Find a magazine picture of a place you would like to visit. Using the picture, jot down ideas and feelings about this place. In your journal draft a paragraph about why you would like to visit this place. Use the notes about the picture to help you draft the paragraph.

2.2 Prewriting: Finding a Topic

■ A Picture Is Worth a Thousand Words

Listing, questioning, and clustering all are effective techniques to help you explore writing ideas and focus these ideas into suitable topics for writing. Another method you might find helpful is making sketches of pictures you imagine. Choose a topic or subject that can be drawn or mapped in some way. A hobby, a skill, your school, and your community are possible topics. Write your topic in the space provided. Think about the feelings or ideas that come to mind, or remember experiences you have enjoyed. Then sketch your “mental pictures” in the picture frames below. Finally, in the space at the right, jot down specific words, ideas, and feelings related to each picture.

Topic: _____

On Your Own
Imagine that you have been invited to go on a field trip to Washington, D.C. Freewrite or brainstorm about the people, places, and things you could see on your trip. Then organize your ideas into a cluster diagram.

2.3 Prewriting: Ordering Ideas

■ Identifying Your Purpose and Audience

Choose one of the following topics:

A newly proposed state law to require seatbelts in all school buses

The most embarrassing moment in my life

1. List two possible purposes for writing about the topic you selected.

2. For each purpose, describe an audience for whom you might write a paper. How much do your readers already know about the topic? What additional information will you need to supply?

Purpose a: _____

Purpose b: _____

3. Keeping in mind the two purposes and audiences you selected, jot down a couple of details you would use in each report.

a. _____

b. _____

On Your Own

Prepare a survey to learn what kinds of music your classmates enjoy. On a sheet of paper, list several music groups that are popular where you live. Survey your classmates to find out which groups they like the most and why. Then write a paragraph about your classmates' musical preferences. Which groups do they like and why? Which kinds of music are the most popular?

Name Class Date

2.4 Drafting: Getting It Down on Paper

■ Getting a Good Start

Imagine you have been asked to write a paragraph on safety for a display in your school lobby.

1. Use a prewriting technique such as questioning, listing, or clustering to gather ideas and details about safety. Use additional paper if necessary.

2. From your prewriting, select one aspect of safety as the focus for your paragraph. Draft the paragraph in the space provided. Use details from your prewriting.

On Your Own
Every writer sometimes gets stuck during the writing process and doesn't know how to get started again. What advice would you give a classmate who was stuck during a writing project? Draft a paragraph telling how you solve this problem when you are writing.

2.6 Revising: Getting Paragraphs into Shape

■ What's the Point?

Many writers use topic sentences to get them started on a draft. Writing good topic sentences, however, is not always easy. You want a sentence that is specific but not so short that it limits what you can say in your paragraph. On the other hand, a too-general topic sentence may allow your writing to wander from the focus of your paragraph.

Some of these sentences are too general to be topic sentences; others are too specific. Rewrite each of the sentences to make it a useful topic sentence.

1. Everybody loves Chinese food. _____

2. In *lo mein* dishes, the noodles are cooked until soft. _____

3. Laquetis likes water sports. _____

4. All rock music sounds the same. _____

5. I worry about my friends. _____

6. Step forward with your right foot, touching your toes to the ground first. _____

7. Sema is so serious that I worry about whether she ever has any fun. _____

8. The dance was held at school. _____

On Your Own

Find a story or a short book that was written especially for young children. Choose a short chapter or section and rewrite it, combining sentences and changing or adding words as necessary to make it appropriate for readers who are your age.

2.7 Revising: Writing Sentences That Flow

■ Combining Sentences for Variety

When you are revising to improve your paragraphs, you may find that short, choppy sentences about the same idea can be combined into one smooth, flowing sentence. Combine each of the following pairs of sentences into one well-formed sentence. Change or add words as necessary to make effective sentences.

1. Cartoons often are created for children. Cartoons amuse almost everyone. _____

2. The dog bit the trainer. The dog scratched the trainer. _____

3. The recipe sounded good. The soup tasted awful. _____

4. Michael bought the Thanksgiving turkey. Charles cooked it. Eileen, Erica, and Marla ate it.

5. The detectives spent hours investigating. They did not uncover a single clue. _____

6. The play had great reviews. Sue still did not want to go. _____

7. Ted's cousins moved to Venezuela. Ted may visit them soon. _____

8. The first one hundred fans arrived at the ball park. They received free ball caps. _____

On Your Own

Draft several sentences about something funny or silly that happened to you. Revise your sentences to make them more interesting by using a variety of sentence lengths. Share your experience with friends or family members, and see if you can make them laugh, too.







2.8 Editing/Proofreading: Checking Details

■ Proofreading for Errors

Sometimes you are so busy keeping track of such things as topic sentences, main ideas, and smooth sentence flow that you overlook smaller details such as spelling and mechanics. Preparing and using a checklist can help you catch many errors.

Use the checklist and proofreading marks to edit the paragraph below. Then, on another sheet of paper, write the final copy of the corrected paragraph. (You should find seven errors.)

Proofreading

Symbols	Checklist
 insert	1. Are all my sentences complete sentences?
 delete	2. Are all the words spelled correctly?
 period	3. Did I use capital letters as needed?
 comma	4. Are pronouns, possessives, and contractions correct?
 capital letter	5. Are my verb tenses correct?
 lower-case letter	

The llama is a domesticated animal common in many part's of south America. It stands about four feet high at the shoulder? and is used to carry loads in the Andes. Although it is a member of the cammel family. The llama has no hump. Because it does not require much water and can feed on many kinds of plants, it is well-suited for life in the rugged Andes. If it feels it is being overuse or abused, the llama will lie down and spit at people.

On Your Own

Reread several pieces of your finished writing. Find any errors you missed. Divide these errors into categories, such as spelling, capitalization, punctuation, and sentence structure. Then prepare a thorough checklist that you can use to catch errors you often miss. Use this personal checklist to try to avoid these errors in the future.

2.9 Publishing/Presenting: Sharing Your Work

■ Discovering Ways to Publish and Present

Here is a list of ways to present your writing.

- | | |
|---------------------------------------|----------------------------------|
| a bulletin board display | a speech for a class |
| a letter to a friend or family member | a national magazine for students |
| a school newspaper | a school assembly |
| a club newsletter | a book of student writings |

1. Make a list of topics that interest you. Write down at least five topics. _____

2. Choose three topics from your list. Think of two ways to present writing on each topic. Choose methods listed above, or think of other ways to present writing on each topic.

Topic 1: _____

Topic 2: _____

Topic 3: _____

On Your Own

Choose a piece of writing from your journal or portfolio to present to a partner or small group. Rewrite the piece, and present it to a classmate, a friend, or a family member. Remember that each way of presenting has its own rules. You may need to make some changes in the writing in order to present it.

2 Writing in the Real World: Travel Guide

■ Imagining a Journey

Descriptive writing enables the reader to see and experience what the writer experienced. When Curtis Katz writes about the *Empire Builder*, he carefully selects the words, taking special care that each word contributes to a vivid picture in the mind of the reader.

1. Close your eyes and imagine that you are traveling to a place you have already visited or a place you would like to visit. List what you see along your way. _____

2. You are trying to help someone else see what you see. Make a list of descriptive words you can use to make your journey come alive for your reader. _____

3. Write a paragraph that describes one part of your journey. Use as many of your descriptive words as possible. Use details to explain what you see. _____

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On Your Own

Look out the window. Find something to observe. Make a list of descriptive words to tell about what you see so your readers can experience and see what you do. Write one or two paragraphs about your observation as a special article for your local or school newspaper.

Name Class Date

2 Literature: from *Coast to Coast*, Betsy Byars

■ Writing to Persuade

In the excerpt from *Coast to Coast* by Betsy Byars, Birch tries to persuade her grandfather to take her for a ride in his antique airplane.

1. Imagine you are the grandfather in *Coast to Coast*. You need to convince Birch that you cannot fly the plane today. Write notes about some things you can say to Birch to convince her. _____

2. Now you are Birch. How will you respond to your grandfather? Try to persuade him to take you up in the plane. What reasons will you present to your grandfather? _____

3. Write a short paragraph that summarizes the reasons of both sides. Tell who you think would win this argument. Why do you think so? _____

On Your Own
Think of a place you like to visit or an event you like to attend. Write a letter to a friend. Try to persuade him or her to visit the place or to attend the event. Include your reasons.

Name Class Date

2 Writing Process in Action

■ Writing About Someone You Know

1. Here is a list of people you may know. Choose one and freewrite to come up with as many details about the person as you can.

parent _____

someone you see every day _____

grandparent _____

brother or sister _____

teacher _____

friend _____

neighbor _____

cousin _____

2. Decide on a purpose and audience for writing about the person you chose. Organize the details from your freewriting. What do you want readers to learn about the person?

3. On a separate sheet, draft a short paper about the person. Reread your draft, and add any information that will make your writing clearer.
4. Rewrite the paper making any necessary changes.
5. Read your paper to the class.

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On Your Own

Use the details from your prewriting above to revise the draft for a new audience and purpose. Do the details need to be organized differently? Do you need to add any details?

Name Class Date

3.2 Observing and Taking Notes

■ Observing an Event

You can write a description of an event that takes place at your school or in your community.

1. Think of an event you have attended at your school or in your community. Freewrite about the event.

2. Imagine that you have been asked to describe the above event for someone who has never attended it. Using ideas and details in your freewriting, write at least three descriptive sentences about the event.

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On Your Own

Look out your window at home or at school. Choose a certain window pane or square section, and imagine that your picture is framed by that section. Write detailed notes on exactly what you see. Then, using your notes, paint a word picture of what you see in your special "picture frame."

3.4 Ordering Descriptive Details

■ Getting a Clue

Your class is having a treasure hunt, and you are in charge of writing the clues. Decide where the treasure will be hidden. Then write at least five clues that will lead a player to the prize. Plan your set of clues to follow a specific order—such as from outdoors to indoors—and use helpful transition words.

Hiding Place: _____

Clue 1 _____

Clue 2 _____

Clue 3 _____

Clue 4 _____

Clue 5 _____

On Your Own

Imagine that you have grown up to become a famous person. A student is interviewing you and has asked you to describe your childhood bedroom. You can describe a real room or an imaginary one. Decide what order would be best for your description. Use transition words to make your description clearer. Write one or two paragraphs that would answer your young interviewer's question.

Name Class Date

3 Literature: from *Morning Girl*, Michael Dorris

■ Describing Characters

1. As you reread the selection from *Morning Girl* by Michael Dorris, make a list of the main characters in the story. Using information in the selection, freewrite descriptive details about each character.

2. You are keeping a file on the characters from the stories and books you read. Write a description of two characters from *Morning Girl*. Use the details you listed above.

On Your Own

Morning Girl thinks her chin is like a starfish. Without looking in a mirror, write a description of your own face. Try comparing each feature to some other object in order to describe yourself more clearly.

Name Class Date

4.1 Developing a Real-Life Story

■ Every Picture Tells a Story

Photographs are one source of real-life stories. Look at the photographs in a news magazine such as *Newsweek*, *U.S. News & World Report*, or *Time*. Choose one photograph that has several people in it.

1. Examine the photograph carefully. What story does it tell? Where was it taken? What is the expression on each face? What do you think was happening before the camera shutter clicked? For five minutes, freewrite about the story depicted in the photograph.

2. Draft a one- or two-paragraph story based on the photograph. Tell what might have been going on just before the picture was taken.

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On Your Own

Imagine you are watching two people having a conversation that you cannot hear. Describe their age, their appearance, and the setting. Then tell the story of their conversation.

Name Class Date

4.2 Keeping a Story on Track

■ Ordering Details

1. The sentences of this paragraph are not in the correct order. Practice using time order by rearranging them. In the space provided, number the sentences in the order in which the events happened.

- _____ Finally we stood at the bottom of the cliff.
- _____ We waited for the sky to grow light; then we began the hike down the cliff.
- _____ One hour after we started, our guide pointed out the natural caves near the bottom of the canyon.
- _____ First we arrived at the rim of the canyon just at dawn.
- _____ The natural caves were formed by gases trapped in the rock.
- _____ After we had walked for half an hour, the path became steep.

2. Make a list of the words and phrases showing time order in the sentences above.

On Your Own

Plan to tell a story at your school library. Decide on a topic. You may either tell a favorite story or make one up. Then choose an audience of your classmates or another grade level. Write the story, and practice reading it aloud.

Name Class Date

4.3 Writing Dialogue

■ He Said, She Said

1. Select a cartoon with at least four frames, or boxes, in which the characters speak. Write out the dialogue between the characters. Practice putting in quotation marks and using words such as *he said* in order to show which character is speaking. You may refer to page 157 of your textbook for tips.

2. Write a short narrative about an incident that happened recently. It may have been a small event, such as someone dropping a stack of books accidentally. Include dialogue in your story. Try to use words that show something about the personalities of the people in the story.

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On Your Own

Find a magazine advertisement that pictures two or more people. Create a dialogue for the scene. Let the dialogue show the personalities of the people involved. You may want to make up names for them also. Remember to use quotation marks and phrases such as *she asked*.

Name Class Date

4 Writing in the Real World: Biography

■ Collecting Information

When Virginia Hamilton began the biography of W. E. B. Du Bois, she collected information about his life.

1. Think of a person you want to write about—a family member, community leader, coach, or friend. Collect information about this person. Information can come from photographs, newspaper clippings, or possessions. It may also come from interviews with the person or with others who know the person. List details about the person's life.

2. Organize the details you have listed. Write a one-page biography of the person, based on the information you have collected. Use additional paper if necessary.

On Your Own
Choose a famous fictional character from a short story or book you have read. Write a short biography about the life of this character. Be creative.

4 Writing Process in Action

■ An Event to Remember

We remember the events in our lives that have made us feel very happy, sad, angry, or excited. Imagine that your school newspaper is sponsoring a writing contest on stories of memorable events. Write a one-page story about an event that you will always remember.

1. Freewrite about the event. You might make a list of the details you can remember. Organize the details in time order.

2. Write your story using the list of details. You may include dialogue to make the story more interesting. Use transition words such as *then* or *next* to help the reader follow your story.

On Your Own

Select a story you have written for your journal or portfolio or for a class assignment. Revise the story with a new audience and purpose in mind. You may need to add or reorganize details, write dialogue, and use transition words. Present the story to the audience you have chosen.

Name Class Date

5.2 Comparing and Contrasting Two Things

■ Using a Venn Diagram

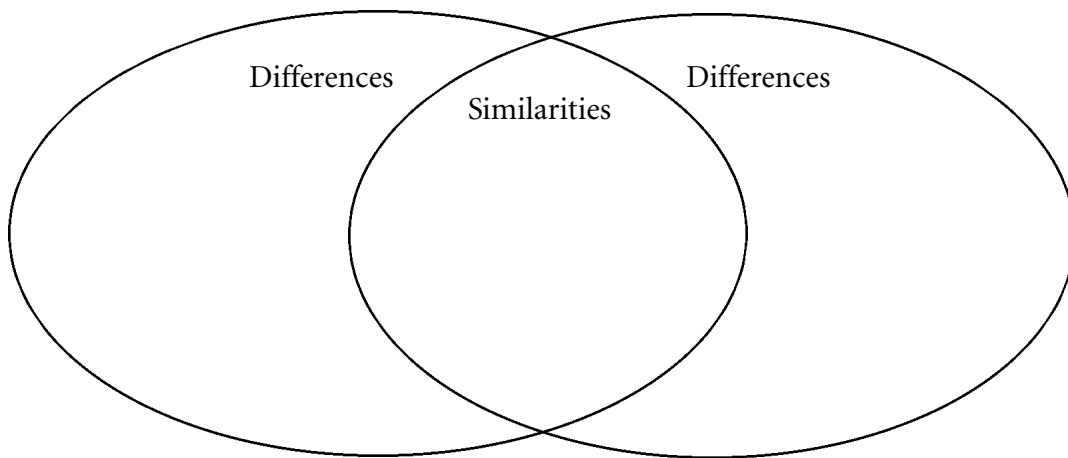
1. For a school newspaper article titled “Celebrating Differences,” you have been asked to contribute two paragraphs. From the pairs of subjects listed here, choose one pair to compare and contrast. Fill in the Venn diagram with similarities and differences. List the similarities where the two ovals intersect, and list the differences outside of the intersection.

a zoo and a museum

two adults you admire

taking the bus and riding in a car

roller skating and jogging



2. Using the details listed above, write two paragraphs comparing and contrasting the pair of subjects. Organize the paragraphs subject by subject. Use additional paper if necessary.

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On Your Own

Your science teacher has asked you to create a bulletin board display on the similarities and differences between fish and marine mammals. Make a large Venn diagram as the display. You may use your science book or an encyclopedia to help you.

5.3 Explaining How to Do Something

■ The Steps in a Process

1. Imagine you have been asked to teach a group of younger children, such as a Brownie or Cub Scout troop or a third-grade class, how to perform a task. For example, you may teach them how to sort materials for recycling. Writing out the process will help you prepare for the lesson. In the space provided, list as many steps as you can. After you have listed the steps, number them in the order they should be performed.

2. Write one or two paragraphs explaining how to perform the task. Use the steps listed above. Remember to use words your audience will understand. Pay attention to transition words between the steps.

On Your Own

Use the directions you have written to create a sign to help another audience perform the task. You may post a sign above the recycling bins at school, for example. You may change the directions by using numbers to identify steps, printing major points in larger letters, and drawing pictures to make the steps clearer. Does the change of audience and purpose suggest different words? If so, how does the wording differ for the two audiences?

Name Class Date

5.4 Writing a Report

■ Finding Information

Reports use facts, statistics, and examples to provide information. You have been assigned a one-page report on the nutrition provided by one of the four major food groups for your health class. Choose one of the food groups. Then find information about it in at least two different sources: an encyclopedia, your textbook or another book, or a magazine article. Record the source information and your notes on the cards provided here. Remember to write the notes in your own words.

<p>Subject: _____</p> <p>Source: _____</p> <p>_____</p> <p>Notes: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

<p>Subject: _____</p> <p>Source: _____</p> <p>_____</p> <p>Notes: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

On Your Own

Use the notes you wrote to draft one or two paragraphs about the food group. Remember to refer to the sources you used. Present your information in a sensible order. Your draft should include an introduction, a body, and a conclusion.

Name Class Date

WRITING ABOUT LITERATURE

5.5 Writing a Book Report

■ Writing About Your Favorite Books

1. Prepare to write a report about a book that is important to you. Freewrite for five minutes, making a list of your favorite books.

2. Choose one of the books you listed above. Plan and write a one-page book report for your English class. You may need to skim through the book again to refresh your memory. Include the parts listed below. Use additional paper if necessary.

Title: _____

Author: _____

Main Characters: _____

Setting: _____

Summary: _____

What I Thought: _____

On Your Own

You can use the skills you have learned for writing book reports to report on other forms of entertainment and education. Choose a movie you have seen lately, either on television or at a theater. Use the parts of a book report to report on the movie, but change the word "author" to "director."

Name Class Date

5 Writing in the Real World: Expository Graphic

■ Combining Words and Pictures

The editorial team at the *Chicago Tribune* used a graphic—drawings and words combined—to explain how Michael Jordan stays in the air so long when he shoots baskets. Imagine you are entering the science fair at your school. Create an expository graphic to explain the subject of your display.

1. Choose from these topics, or use one of your own. You may need to research the topic as Julie Sheer and Dennis Odom researched Michael Jordan's leaps.

photosynthesis

ocean currents

the formation of oil or coal

classification of animals

the human circulatory system

development of hurricanes

types of rocks and minerals

an electric circuit

Topic: _____

2. On a separate sheet of paper, brainstorm about your topic. List important words and phrases to be included in the expository graphic. Then find pictures from magazines, or draw your own pictures, to help explain the topic.
3. In the space provided, draw or paste the final version of your expository graphic. Include any words, phrases, or sentences needed to explain your topic.

On Your Own

From your journal or portfolio entries, choose a piece of writing to illustrate with an expository graphic. Select illustrations from magazines, or draw your own. Design the page so the reader can understand the graphic clearly.

Name Class Date

5 Literature: "Bathing Elephants," Peggy Thomson

■ Steps in Bathing Elephants

Reread the description in your textbook of how Kathy Wallace bathes Ambika and Shanthi, the elephants in her care. Imagine you have been asked to write a brief explanation of the process to be posted on the wall by the elephants' yard. The title will be "How to Bathe an Elephant," and visitors will be able to read about the care of elephants as they watch Kathy and the animals.

1. List as many of the steps in the bathing process as you find in the selection.

2. Write a brief explanation of how to bathe an elephant. Remember to define any words that your audience may not understand.

On Your Own
Add illustrations to the explanation you wrote above to create a graphic. You may find pictures in magazines or draw your own. Revise your explanation so that it corresponds to the graphic.

5 Writing Process in Action

■ Remembering Challenging Situations

When Henri Matisse became unable to paint, he faced a new situation: how to continue making art though physically challenged. Often a written explanation can help you learn to do something new. Have you ever been in a situation where a written explanation would have helped you face a new challenge?

1. Freewrite for five to ten minutes about situations where explanations or instructions are helpful.

2. Choose one of the situations from your freewriting. Identify an audience, someone who may face the same situation. Draft one or two paragraphs providing an explanation or instructions for your audience.

3. Ask a friend to read your draft and make suggestions for revision. Revise and edit the paragraphs. Write the final version on another sheet of paper.

On Your Own

Find an explanation of an ordinary activity, such as microwaving a pizza or opening a food container. What makes the explanation effective? Could it be improved? How can you use similar methods in your own writing? Write a paragraph about the explanation in your journal.

6.1 Taking a Stand

■ Thinking and Acting

Imagine you are manager for the Big Time Circus. Besides having extraordinary performers, funny clowns, talented animals, and daredevil stunts, your circus donates its profits to a charity in every town it visits. The next performance will benefit the local foodbank, providing food for the poor and homeless.

1. In the space provided, list reasons why people in this town should come to the circus.

2. You have been asked to provide a brief article about the circus for the local newspaper. Using the ideas you listed, write two paragraphs persuading the residents of your town to come to the circus.

On Your Own

Create a small version of a billboard advertising the circus. Combine writing and pictures to create an attention-getting poster. Your writing should be brief, highlighting the most inviting parts of the circus. It should also be persuasive. You might use an illustration from a magazine, or you may create your own artwork.

6.2 Stating a Position

■ Choosing a Topic for Persuasion

1. For each of these topics, answer the three questions listed below:

- a. Do I know enough about this topic?
- b. Do I care about this topic?
- c. Do people disagree about this topic?

beginning a computer club at school

a. _____ b. _____ c. _____

forming a student-exchange program with a school in Austria

a. _____ b. _____ c. _____

inviting a local artist or musician to give a demonstration

a. _____ b. _____ c. _____

a topic of your choice: _____

a. _____ b. _____ c. _____

2. Choose one of the above topics, and list at least three different audiences for it.

3. Write a main-idea statement about your topic for each audience you listed.

Statement 1 _____

Statement 2 _____

Statement 3 _____

On Your Own

List four details you would use to support one of the main-idea statements you wrote. Use the details to write one or two paragraphs persuading your audience to think or act in a particular way.

6.3 Using Facts and Opinions

■ Gathering and Using Evidence

Facts are statements that can be proved; opinions are expressions of personal belief or feeling. Imagine that you have been asked to write a persuasive paper as part of a social studies project. The title of the paper is “The Greatest Invention Ever.”

1. Write one fact about four of the inventions listed below. You may have to research the inventions using an encyclopedia. Then write one opinion about each of them.

camera	electric guitar	stapler	automobile
zipper	space shuttle	eyeglasses	personal computer

Invention 1: _____

Fact: _____

Opinion: _____

Invention 2: _____

Fact: _____

Opinion: _____

Invention 3: _____

Fact: _____

Opinion: _____

Invention 4: _____

Fact: _____

Opinion: _____

2. Choose one of the inventions listed above or another invention as a topic for your paper. Gather more facts and opinions. Draft a one- or two-page paper about this invention.

On Your Own

Read three letters to the editor from a newspaper. List the facts used in the letters. Then list the opinions. Which type of evidence is used more often? Which do you find more persuasive? In your journal, write a paragraph about your findings.

Name Class Date

WRITING ABOUT LITERATURE

6.4 Writing a TV Review

■ Reviewing a Program for Your Peers

Your local newspaper has decided to add a special section for young adults in every Thursday edition. You have been asked to contribute a television review.

1. Select a program you think will interest other students your age, and watch it. During or after the show, fill out this chart.

Name of show and network _____

Subject of show _____

Character (if appropriate) _____

Comments

Strengths	
Weaknesses	
My Responses	

2. On another sheet of paper, write a one-page review of the television show based on the information gathered in the chart. Decide whether you will recommend the program to other students.

On Your Own

Read three reviews of TV programs from magazines or newspapers. What techniques do the writers use to persuade the readers to watch or not to watch these programs? Are their opinions clearly stated? Write a paragraph in your journal about the three reviews.

Name Class Date

6 Writing in the Real World: Television Program

■ Writing for Television

Imagine that as part of a campaign for community awareness, the local cable-access channel is donating studio time and equipment to your school. Your grade will produce a 10-minute show on a local place, event, or community-service program. Your purpose will be to persuade residents to visit the place or to participate in the event or program. For example, you could produce a show about a local blood drive, asking for volunteers. Follow these steps in thinking about the television show.

1. Select a topic for the show and research it. Read about it in the newspaper, look for brochures or informational flyers, or interview people involved. List the topic and notes about it in the space provided.

Topic: _____

Notes: _____

2. Create a title for your program. List the major points that your show will cover. Organize the points in a logical order. You may refer to Douglas Anderson’s three points for “The Popular Little Planet” on page 219 of your textbook. Use additional paper if necessary.

On Your Own

Write the script for one scene of the television program from the outline you have written. Where will you set the scene? Who will appear in it? What point will it convey? What will the character(s) say? How will you make it dramatic?

Name Class Date

6 Literature: from “Thanking the Birds,” Joseph Bruchac

■ Teaching Through Writing

In the selection from “Thanking the Birds,” Swift Eagle teaches the boys a lesson without scolding them. Have you ever learned a lesson without being lectured or scolded but by another method?

1. Freewrite for several minutes about lessons you have learned in this manner.

2. Write one or two paragraphs about the best way to teach or learn a lesson. Choose an experience listed in your freewriting. Persuade a parent or another adult to try this method.

On Your Own

Some of the television networks show one-minute “advertisements” just for children on Sunday mornings or after school. These mini-programs do not sell products; they help children make decisions about problems they may really face someday. Revise your paragraph about teaching a lesson to create a script for one of these 60-second presentations. Consider the change in audience as you revise. Include a description of characters, setting, and a dramatic situation.

Composition Enrichment

Name Class Date

6 Writing Process in Action

Imagine that your school is planning to invite an artist to attend your school's arts festival. Students may nominate a painter, sculptor, book illustrator, cartoonist, or craftsman.

1. On a separate sheet of paper, use a prewriting technique such as clustering or listing to think of artists who interest you. Choose one. In the space provided, list reasons for inviting the artist of your choice. Use both facts and opinions.

2. Draft a persuasive paragraph using the evidence listed above. Organize the details you use. Make sure your main-idea statement will appeal to the audience.

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On Your Own

Imagine the artist you suggested is among the top three nominees. You have been asked to make a presentation to the student council to help it make the final selection. Write a review of one example of the artist's work, persuading others to see the value you see. Use evidence to support your opinion. Your review should be one paragraph in length.

