

Through writing, you can record your thoughts, feelings, and ideas for yourself alone or you can choose to communicate them to an audience.



Included in this handbook:
TEKS 14, 14A–E, 15A, 16, 17, 17A–B,
18, 18A–C

1 The Writing Process

The writing process consists of the following stages: prewriting, drafting, revising and editing, proofreading, and publishing. You may return to an earlier stage at any time to improve your writing.

1.1 PREWRITING

In the prewriting stage, you explore what you want to write about, what your purpose for writing is, whom you are writing for, and what form you will use to express your ideas. Ask yourself the following questions to get started.

Topic	<ul style="list-style-type: none"> • Is my topic assigned, or can I choose it? • What would I be interested in writing about?
Purpose	<ul style="list-style-type: none"> • Am I writing to entertain, to inform, to persuade, or for some combination of these purposes? • What effect do I want to have on my readers?
Audience	<ul style="list-style-type: none"> • Who is the audience? • What might the audience members already know about my topic? • What about the topic might interest them?
Format	<ul style="list-style-type: none"> • Which format will work best? Letter? Essay? Poem? Speech? Memoir? Short story? Article? Editorial? Review? Research paper? Instructions?

Find Ideas for Writing

- Look at magazines, newspapers, and Web sites.
- Start a log of articles you want to save for future reference.
- With a group, brainstorm as many ideas as you can. Compile your ideas into a list.
- Write down anything that comes into your head.

- Interview someone who is an expert on a particular topic.
- Use a graphic organizer, such as a cluster map, to explore secondary ideas related to a topic.

Organize Ideas

Once you've chosen a topic, you will need to compile and organize your ideas. If you are writing a description, you may need to gather sensory details. For an essay or a research paper, you may need to record information from different sources. To record notes from sources you read or view, use any or all of these methods:

- **Summarize**—Briefly retell the main ideas of a piece of writing in your own words.
- **Paraphrase**—Restate all or almost all of the information in your own words.
- **Quote**—Record the author's exact words.

Depending on what form your writing takes, you may also need to arrange your ideas in a certain pattern.

For more information, see the *Writing Handbook*, pages R34–R41.

1.2 DRAFTING

In the drafting stage, you put your ideas on paper and allow them to develop as you write. You don't need to worry about correct grammar and spelling at this stage. There are two ways to draft:

Discovery drafting is a good approach when you are not sure what you think about your subject. Start writing and let your feelings and ideas lead you in developing the topic.

Planned drafting may work better if you know your ideas have to be arranged in a certain way, as in a research paper. Try making a writing plan or an informal outline before you begin drafting.

1.3 REVISING AND EDITING

The revising and editing stage allows you to polish your draft and make changes in its content, organization, and style. Ask yourself:

- Does my writing have a **main idea** or central focus? Is my thesis clear?
- Have I used **precise** nouns, verbs, and modifiers?
- Have I included **adequate details** and **evidence**? Where might I add a vivid detail or example?
- Is my writing **unified**? Are all ideas and supporting details relevant to my main idea or controlling impression?
- Have I used a consistent **point of view**?
- Is my writing clear and **coherent**? Do sentences connect to one another smoothly and logically?
- Do I need to add **transitional words, phrases, or sentences** to explain relationships among ideas and improve **coherence**?
- Have I used a **variety of sentence types and sentence openings**? Are they well constructed? What sentences might I combine to improve the rhythm of my writing?
- Have I used a **tone** appropriate for my audience and purpose? Would informal or formal English be more appropriate?

1.4 PROOFREADING

After revising your paper, proofread it for mistakes. Ask the following questions:

- Have I corrected any errors in **subject-verb agreement** and **pronoun-antecedent agreement**?
- Have I checked for errors in **possessive forms** and in the **comparative and superlative forms** of adjectives and adverbs?
- Have I checked for errors in **confusing word pairs**, such as *it's/its*, *than/then*, and *too/to*?
- Have I corrected any **run-on sentences** and **sentence fragments**?
- Have I followed rules for **correct capitalization** and **punctuation marks**?
- Have I checked the dictionary for the **spellings of unfamiliar words**?

TIP If possible, don't begin proofreading right after you finish writing. Put your work away for at least a few hours. When you return to it, you will find it easier to identify and correct mistakes.

Use the proofreading symbols in the chart to mark changes on your draft.

For more information, see the *Grammar Handbook* and the *Vocabulary and Spelling Handbook*, pages R46–R77.

Proofreading Symbols	
^ Add letters or words.	/ Make a capital letter lowercase.
⊙ Add a period.	¶ Begin a new paragraph.
≡ Capitalize a letter.	↪ Delete letters or words.
⊂ Close up space.	↻ Switch the positions of letters or words.
⤴ Add a comma.	

1.5 PUBLISHING AND REFLECTING

Always consider sharing your finished writing with a wider audience. Reflecting on your writing is another good way to finish a project.

Publishing Ideas

- Post your writing on a Weblog.
- Create a multimedia presentation and share it with classmates.
- Publish your writing in a school newspaper, local newspaper, or literary magazine.
- Present your work orally in a report, speech, reading, or dramatic performance.

Reflecting on Your Writing

Think about your writing process and whether you will add what you have written to your portfolio. You might ask yourself questions like these:

- Which parts of the process did I find easiest?
- What problems did I face during the writing process? How did I solve the problems?
- What changes have occurred in my writing style?
- What features in the writing of published authors or my peers can I apply to my own work?

1.6 PEER RESPONSE

Peer response consists of the suggestions and comments you make about the writing of your peers and also the comments and suggestions they make about your writing. You can ask a peer reader for help at any time in the writing process.

Using Peer Response as a Writer

- Indicate whether you are more interested in feedback about your ideas or about your presentation of them.
- Ask questions that require more than yes-or-no answers. These are more likely to give you specific information you can use as you revise.
- Encourage your readers to be honest, and give them plenty of time to respond thoughtfully to your writing.

Being a Peer Reader

- Respect the writer's feelings. Offer positive reactions first.
- Make sure you understand what kind of feedback the writer is looking for, and then respond accordingly.

For more information on the writing process, see the Introductory Unit, pages 20–23.

2 Building Blocks of Good Writing

Whatever your purpose in writing, you need to capture your reader's interest and organize your thoughts clearly.

2.1 INTRODUCTIONS

An introduction should capture your reader's attention. It may also include a thesis statement or introduce a main idea.

Kinds of Introductions

There are many different ways to write an introduction. You should choose one based on who the audience is and on your purpose for writing.

Make a Surprising Statement Beginning with a startling statement or an interesting fact can arouse your reader's curiosity about a subject, as in this model.

MODEL

Imagine something only 15 to 20 inches long dropping out of the sky at 200 miles an hour! It would be nothing but a blur. That's exactly what makes the peregrine falcon such an effective bird of prey.

Provide a Description A vivid description sets a mood and brings a scene to life for your reader. Here, details about how a hot air balloon works set the tone for a narrative about a balloon ride.

MODEL

Whoosh! The red and yellow flame shot up into the great nylon cone. The warm air filled the balloon so that the cooler air below held the apparatus aloft. A soft breeze helped to push the balloon and basket along. The four passengers hardly noticed the noise or the heat as they stared in awe at the hilly farmland below.

Ask a Question Beginning with a question can make your reader want to read on to find out the answer. The following introduction asks about the reader's interest in exploring new places.

MODEL

Have you ever wanted to explore uncharted territory? The participants of the Lewis and Clark expedition of 1804–1806 did just that. Their purpose was to map a good water route from St. Louis and the Mississippi River to the Pacific Ocean.

Relate an Anecdote Beginning with an anecdote, or brief story, can hook your reader and help you make a point in a dramatic way. The following anecdote introduces a story about a family trip.

MODEL

When I was in fifth grade, a local bank held a competition with a grand prize of a trip to the Cayman Islands. My parents entered the contest, never dreaming they would win. They also never dreamed that entering a contest would put us all smack in the middle of a hurricane.

Address the Reader Speaking directly to your reader establishes a friendly, informal tone and involves the reader in your topic.

MODEL

Show your concern for our community by supporting the campaign of Jonas Wright. Come to our next meeting at the Community Center Wednesday evening at 6:30—and bring your friends!

Begin with a Thesis Statement A thesis statement expressing a main idea may be woven into both the beginning and the end of a piece of nonfiction writing. The model shown here starts off with a thesis statement comparing two famous leaders and provides some facts to support the statement.

MODEL

There are many similarities between Mahatma Gandhi and Martin Luther King Jr. Both believed in nonviolent resistance to laws they felt were unfair. Both drew millions of people to support their causes and met tragic ends.

TIP To write the best introduction for your paper, you may want to try more than one of the methods and then decide which is the most effective for your purpose and audience.

2.2 PARAGRAPHS

A paragraph is made up of sentences that work together to develop an idea or accomplish a purpose. Whether or not it contains a topic sentence stating the main idea, a good paragraph must have unity and coherence.

Unity

A paragraph has unity when all the sentences support and develop one stated or implied idea. Use the following technique to create unity in your writing:

Write a Topic Sentence A topic sentence states the main idea of the paragraph; all other sentences in the paragraph provide supporting details. A topic sentence is often the first sentence in a paragraph, as shown in the model that follows. However, it may also appear later in a paragraph to reinforce or summarize the main idea.

MODEL

The ability to assemble complex social structures is one of the dolphin's most remarkable qualities. Dolphins live and travel in groupings called pods. These pods often show cooperative behavior and strong social bonding—separated pod-mates will still recognize one another six months later.

TIP Paying attention to topic sentences when you read literature can help you craft your own topic sentences. Notice the use of topic sentences in “Kabul’s Singing Sensation” on pages 926–930. For example, the first paragraph on page 928 begins, “The soulful melancholy in Mirwais’s voice is the product of hard times.” The rest of the paragraph then describes some of those hard times in detail.

Coherence

A paragraph is coherent when all its sentences are related to one another and each flows logically to the next. The following techniques will help you achieve coherence in your writing:

- Present your ideas in the most logical order.
- Use pronouns, synonyms, and repeated words to connect ideas.
- Use transitional words to show relationships among ideas.

In the model shown here, the writer used several techniques to create a coherent paragraph.

MODEL

According to the English colonist John Smith, Pocahontas saved his life. A few years later, she was kidnapped by other colonists. While living with them, she fell in love with John Rolfe, and they were married. Later, Pocahontas, her husband, and their infant son traveled to England, where Pocahontas was introduced to the king.

2.3 TRANSITIONS

Transitions are words and phrases that show connections between paragraphs, passages, and ideas.

Kinds of Transitions

The types of transitions you choose depend on the ideas you want to convey.

Time or Sequence Some transitions help to clarify the sequence of events over time. When you are telling a story or describing a process, you can connect ideas with such transitional words as *first*, *second*, *always*, *then*, *next*, *later*, *soon*, *before*, *finally*, *after*, *earlier*, *afterward*, and *tomorrow*.

MODEL

The **first** thing I did was make sure I wasn't dreaming. That was easy, because I knew my messy room wouldn't appear in anybody's dream. **Before** I got out of bed, though, I turned on the light and put on my glasses. Only **then** did I scream.

Spatial Order Transitional words and phrases such as *in front*, *behind*, *next to*, *along*, *nearest*, *lowest*, *above*, *below*, *underneath*, *on the left*, and *in the middle* can help your reader visualize a scene.

MODEL

On my mother's dresser, you can read the history of our family. **On the left**, a picture shows my parents' wedding. The picture **in the middle** is of my older brother as a baby, still toothless.

Degree of Importance Transitional words such as *mainly*, *strongest*, *weakest*, *first*, *second*, *worst*, and *best* may be used to rank ideas or to show degrees of importance. This example uses parallel structure to help make ideas clear.

MODEL

The **most important** quality I look for in a friend is whether he or she has interests similar to mine. **Second**, I want someone who can keep a secret. **Least important**, my new friend should get along with all my other friends.

Compare and Contrast Words and phrases such as *similarly*, *likewise*, *also*, *like*, *as*, *neither . . . nor*, and *either . . . or* show similarity between details. *However*, *by contrast*, *yet*, *but*, *unlike*, *instead*, *whereas*, and *while* show difference. Note how transitions show contrast in the model.

MODEL

Like the lawyer in "The Bet," Jerry in "A Mother in Mannville" spends much of his time alone. **Both** characters experience loneliness. As an orphan, **however**, Jerry never chooses to be alone, **whereas** the lawyer agrees to his solitary confinement.

TIP Both *but* and *however* can be used to join two independent clauses. When *but* is used as a coordinating conjunction, it is preceded by a comma. When *however* is used as a conjunctive adverb, it is preceded by a semicolon and followed by a comma.

EXAMPLE

Water is the best thirst quencher, **but** it should be cold.

Iced water can be very refreshing; **however**, drinking it too fast is not good for you and can cause stomach cramps.

Cause-Effect When you are writing about a cause-effect relationship, use transitional words and phrases such as *since*, *because*, *thus*, *therefore*, *so*, *due to*, *for this reason*, and *as a result* to help explain the relationship and make your writing coherent.

MODEL

My notebook might look tattered, but I treasure it **because** Silvio gave it to me. He was my best friend, and he moved to Texas. **Since** the notebook is all I have to remember him by, I will never throw it out.

2.4 CONCLUSIONS

A conclusion should be clear and well-supported. It should leave readers with a strong final impression.

Kinds of Conclusions

Good conclusions sum up ideas in a variety of ways. Here are some techniques you might try.

Restate Your Thesis A good way to conclude an essay is by restating your thesis, or main idea, in different words. The following conclusion restates the thesis introduced on page R31.

MODEL

It is ironic and tragic that the two similar leaders Mahatma Gandhi and Martin Luther King Jr. both inspired the world by preaching and practicing nonviolence, yet both died violent deaths.

Ask a Question Try asking a question that sums up what you have said and gives your reader something new to think about. This question concludes a piece of persuasive writing.

MODEL

So, if you care about your health and want to get in shape, shouldn't you talk to your doctor and begin a fitness program today?

Make a Recommendation When you are persuading your audience to take a position on an issue, you can conclude by recommending a specific course of action.

MODEL

Shawn, Maria, and Katie are real children. The next time you see a homeless person, remember these children and think about what you can do to help.

Offer an Opinion Leave your reader with something to think about by offering your personal opinion on the topic. The following model offers an opinion about homelessness.

MODEL

Any one of us could become homeless at any moment due to events we can't control. Remembering this frightening fact can help us take the problem of homelessness more seriously.

End with the Last Event If you're telling a story, you may end with the last thing that happens. Here, the ending includes the narrator's important realization.

MODEL

By the time the firefighters finally arrived, I had managed to get everyone out of the house and away from danger. Although we all were frightened and in shock, no one was badly hurt. As I watched the flames turn our home into ashes, I knew this was a night I'd never forget.

2.5 ELABORATION

Elaboration is the process of developing an idea by providing specific supporting details that are relevant and appropriate to the purpose and form of your writing.

Facts and Statistics A fact is a statement that can be verified, and a statistic is a fact expressed as a number. Make sure the facts and statistics you supply are from reliable, up-to-date sources.

MODEL

The heat wave this July broke all records. Temperatures rose above 100°F for 11 days in a row, and the scorching 113°F recorded at the airport on Wednesday was the highest reading ever measured here.

Sensory Details Details that show how something looks, sounds, tastes, smells, or feels can enliven a description. Which senses does the writer appeal to in the following model?

MODEL

Opening the cabin door, she felt transported back to her childhood halfway across the country. The crisp air held the promise of frost, and the pine needles on the path were beginning to turn brown and curl up at the edges as if trying to stay warm.

Incidents From our earliest years, we are interested in hearing “stories.” One way to illustrate a point powerfully is to relate an incident or tell a story, as shown in the example.

MODEL

Pedestrians, like drivers, should look both ways before crossing the street. I learned how dangerous it can be to break that rule when I was almost hit by a driver who was going the wrong way down a one-way street.

Examples An example can help make an abstract idea concrete or can serve to clarify a complex point for your reader.

MODEL

Narrative poetry tells a story in poetic form. “Paul Revere’s Ride” by Henry Wadsworth Longfellow, for example, describes the dramatic events that took place in Massachusetts on April 18, 1775, the night before the battles of Lexington and Concord.

Quotations Choose quotations that clearly support your point, and be sure to copy each quotation word for word. Remember always to credit the source.

MODEL

In his short story “The Tell-Tale Heart,” Edgar Allan Poe uses bizarre and frightening details to grip the reader with a sense of horror. “I saw it [the eye] with perfect distinctness—all a dull blue, with a hideous veil over it that chilled the very marrow in my bones . . .”

3 Descriptive Writing

Descriptive writing allows you to paint word pictures about anything, from events of global importance to the most personal feelings. It is an essential part of almost every piece of writing.

CRITERIA: Standards for Writing

Successful descriptive writing should

- have a controlling impression and sense of purpose
- use details and precise words to create a vivid image, establish a mood, or express emotion
- present details in a logical order

For more information, see *Writing Workshop: Descriptive Essay*, pages 300–309.

3.1 KEY TECHNIQUES

Consider Your Goals What do you want to accomplish with your description? Do you want to show why something is important to you? Do you want to make a person or scene more memorable? Do you want to explain an event?

Identify Your Audience Who will read your description? How familiar are they with your subject? What background information will they need? Which details will they find most interesting?

Think Figuratively What figures of speech might help make your description vivid and interesting? What simile or metaphor comes to mind? What imaginative comparisons can you make? What living thing does an inanimate object remind you of?

Gather Well-Chosen Details Which sights, smells, tastes, sounds, and textures make your subject come alive? Which details stick in your mind when you observe or recall your subject? Which senses does your subject most strongly affect?

You might want to use a chart like the one shown here to collect details about your subject.

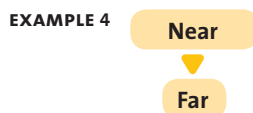
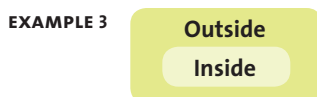
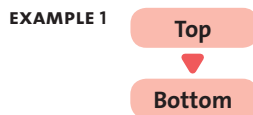
Sights	Sounds	Textures	Smells	Tastes

Organize Your Details Details that are presented in a logical order help the reader form a mental picture of the subject. Descriptive details may be organized chronologically, spatially, by order of impression, or by order of importance.

3.2 OPTIONS FOR ORGANIZATION

Option 1: Spatial Order Choose one of these options to show the spatial order of elements in a scene you are describing.

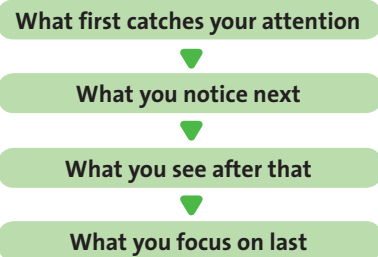
For more information, see *Transitions*, page R32.



MODEL

Thunder's nostrils quivered as he was led into the barn. How would this be as a place to spend nights from now on? In the stall to the left, the straw smelled fresh. Beyond that stall, a saddle hung from the rough boards. To the right of his stall was another from which a mare looked at him curiously. So far, so good. To the far right, beyond two empty stalls, a cat lay on its side.

Option 2: Order of Impression Order of impression is the order in which you notice details.

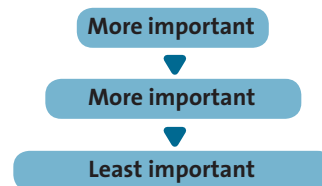


TIP Use transitions that help readers understand the order of the impressions you are describing. Some useful transitions are *after*, *next*, *during*, *first*, *before*, *finally*, and *then*.

MODEL

As I walked into the planetarium, I was struck by the total darkness. Gradually, my eyes adjusted, and I could see the rows of seats. Finally, daring to raise my eyes from the ground, I gasped in awe at the domed ceiling. Spangled with hundreds of glittering stars, it created the sensation of standing outside on a clear summer night.

Option 3: Order of Importance You can use order of importance as the organizing structure for a description.



For more information, see *Transitions*, page R32.

Option 4: Chronological Order You can use chronological order as the organizing structure for a description. See section 4.2 on this page for an example of how this is done.

4 Narrative Writing

Narrative writing tells a story. If you write a story from your imagination, it is a fictional narrative. A true story about actual events is a nonfictional narrative. Narrative writing can be found in short stories, novels, news articles, personal narratives, and biographies.

CRITERIA: Standards for Writing

A successful narrative should

- begin with an attention-getting introduction
- present a clear incident, event, or situation
- include vivid, well-chosen details in describing characters, setting, and action
- use strategies such as dialogue and comparison/contrast to support descriptions
- explain the significance of the event for the writer
- have a logical organization with a clear beginning, middle, and end
- use language suited to the audience and purpose
- keep a consistent tone and point of view

For more information, see *Writing Workshop: Personal Narrative*, pages 148–157, and *Writing Workshop: Short Story*, pages 582–591.

4.1 KEY TECHNIQUES

Identify the Main Events What are the most important events in your narrative? Is each event needed to tell the story?

Describe the Setting When do the events occur? Where do they take place? How can you use setting to create mood and suspense, and to set the stage for the characters and their actions?

Depict Characters Vividly What do your characters look like? What do they think and say? How do they act? What details can show what they are like?

TIP Dialogue is an effective means of developing characters in a narrative. As you write dialogue, choose words that express your characters' personalities and that show how the characters feel about one another and about the events in the plot.

4.2 OPTIONS FOR ORGANIZATION

Option 1: Chronological Order One way to organize a narrative is to arrange the events in chronological order, as shown.

EXAMPLE

Yukiko's alarm doesn't go off, and she wakes up late on the day of an important English test.

Panic-stricken, she leaps out of bed, throws on her clothes, and grabs her books, ignoring her mother's pleas to eat breakfast.

She dashes into the classroom just as the final bell rings. She feels light-headed from running and not having eaten anything.

Her mind goes blank, and she can't answer any of the questions. She takes a few minutes to calm down and tells herself she'll just do the best she can.

Introduction
Characters and setting



Event 1

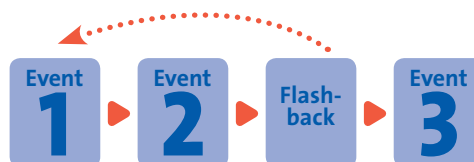


Event 2



End
Perhaps showing the significance of the events

Option 2: Flashback In narrative writing, it is also possible to introduce events that happened before the beginning of the story. You may want to hook your reader's interest by opening a story with an exciting event. After your introduction, you can use a flashback to show how past events led up to the present situation or to provide background about a character or event. Use clue words such as *last summer, as a young girl, the previous school year, and his earliest memories* to let your reader know that you are interrupting the main action to describe earlier events.



Notice how the flashback interrupts the action in the model.

MODEL

As Yukiko fidgeted in her chair, she remembered a story she once read about a woman with amnesia. The woman wandered around for weeks, not remembering that she had a husband and children. The fact that the woman eventually regained her memory gave Yukiko hope that the material she'd studied so hard eventually would come back to her.

Option 3: Focus on Conflict When a fictional narrative focuses on a central conflict, the story's plot may be organized as in the following example.

EXAMPLE

Yukiko is worried about an important English test and stays up late studying. When she finally goes to bed, she forgets to set her alarm. In the morning, she wakes up in a panic, realizing that school starts in only 20 minutes.

She wonders whether she should try to get to class on time or pretend she is sick and take a make-up test later.

- She tells her mother the situation and asks her advice.
- She decides to race to school and take the test, since she's already studied so hard.
- She begins to feel dizzy and weak.

Yukiko gets to class just as the test is beginning. She's nervous and doesn't do as well as she could have, but she is proud of having made the right decision.

Describe
main
characters and
setting.



Present
conflict.



Relate events
that make
conflict
complex
and cause
characters to
change.



Present
resolution or
outcome of
conflict.

5 Expository Writing

Expository writing informs and explains. You can use it to explain how to cook spaghetti, to explore the origins of the universe, or to compare two pieces of literature. There are many types of expository writing. Think about your topic and select the type that will present the information most clearly.

5.1 COMPARISON AND CONTRAST

Compare-and-contrast writing examines the similarities and differences between two or more subjects. You might, for example, compare and contrast two short stories, the main characters in a novel, or two movies.

CRITERIA: Standards for Writing

Successful compare-and-contrast writing should

- hook the reader's attention with a strong introduction
- clearly identify the subjects that are being compared
- include specific, relevant details
- follow a clear plan of organization
- use language and details appropriate to the audience
- use transitional words and phrases to clarify similarities and differences

For more information, see *Writing Workshop: Comparison-Contrast Essay*, pages 438–447.

Options for Organization

Compare-and-contrast writing can be organized in different ways. The examples that follow demonstrate point-by-point organization and subject-by-subject organization.

Option 1: Point-by-Point Organization

EXAMPLE

- I. Similarities between older and newer children's books

Point 1

Subject A. Older books feature children as characters.

Subject B. Today's books also often include children.

- II. Differences between older and newer children's books

Point 2

Subject A. Older books tend to avoid racial and social conflicts.

Subject B. Today's books are likely to describe realistic racial and social conflicts.

Option 2: Subject-by-Subject Organization

EXAMPLE

I. Older children's books

Subject A

Point 1. They focus on children as main characters.

Point 2. They avoid discussing racial or social conflicts.

II. Today's children's books

Subject B

Point 1. They focus on children and young people.

Point 2. They describe realistic racial and social conflicts.

5.2 CAUSE AND EFFECT

Cause-effect writing explains why something happened, why certain conditions exist, or what resulted from an action or a condition. You might use cause-effect writing to explain a character's actions, the progress of a disease, or the outcome of a war.

CRITERIA: Standards for Writing

Successful cause-effect writing should

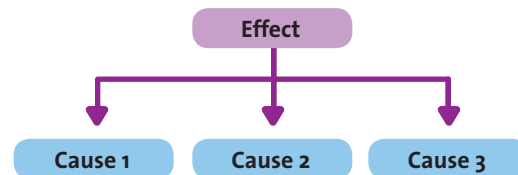
- identify a true cause-and-effect relationship
- show clear connections between causes and effects
- present causes and effects in a logical order, using parallel structure and transitions
- use facts, examples, and other evidence to illustrate each cause and effect
- differentiate between facts and opinions
- use language and details appropriate to the audience
- be well-balanced, with an introduction, body, and conclusion

For more information, see *Writing Workshop: Cause-and-Effect Essay*, pages 862–871.

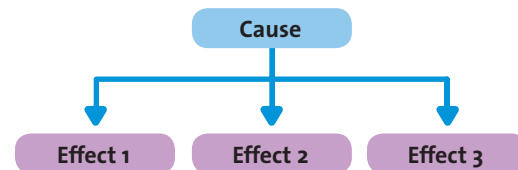
Options for Organization

Your organization will depend on your topic and your purpose for writing.

Option 1: Effect-to-Cause Organization If you want to explain the causes of an event, such as the risk of not having enough energy to take a test, you might first state the effect and then examine its causes.

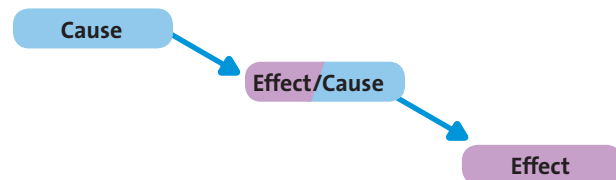


Option 2: Cause-to-Effect Organization If your focus is on explaining the effects of an event, such as the importance of eating a healthy breakfast, you might first state the cause and then explain the effects.



Option 3: Cause-Effect Chain Organization

Sometimes you'll want to describe a chain of cause-and-effect relationships to explore a topic such as how to do well on a test.



TIP Don't assume that a cause-effect relationship exists just because one event follows another. Look for evidence that the later event could not have happened if the first event had not caused it.

5.3 PROBLEM-SOLUTION

Problem-solution writing clearly states a problem, analyzes the problem, and proposes a solution to the problem. It can be used to identify and solve a conflict between characters, investigate global warming, or tell why the home team keeps losing.

CRITERIA: Standards for Writing

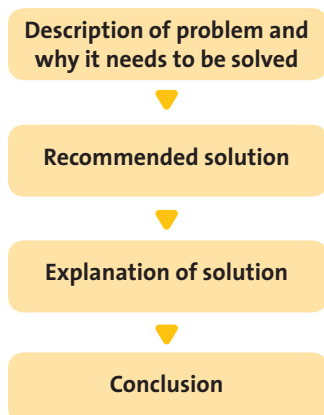
Successful problem-solution writing should

- hook the reader's attention with a strong introduction
- identify the problem and help the reader understand the issues involved
- analyze the causes and effects of the problem
- include anecdotes, quotations, facts, statistics, and other evidence
- explore possible solutions to the problem and recommend the best one(s)
- use language, details, and a tone appropriate to the audience

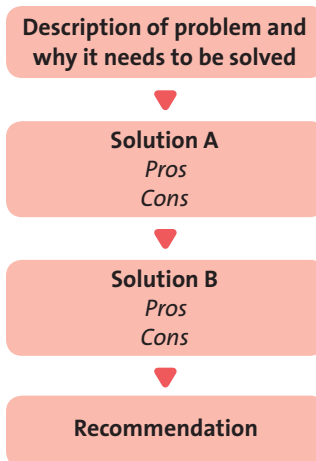
Options for Organization

Your organization will depend on the goal of your problem-solution piece, your intended audience, and the specific problem you have chosen to address. The organizational methods that follow are effective for different kinds of problem-solution writing.

Option 1: Simple Problem-Solution



Option 2: Deciding Between Solutions



5.4 ANALYSIS

In writing an analysis, you explain how something works, how it is defined, or what its parts are.

CRITERIA: Standards for Writing

A successful analysis should

- hook the reader's attention with a strong introduction
- clearly define the subject and its parts
- use a specific organizing structure to provide a logical flow of information
- show connections among facts and ideas through transitional words and phrases
- use language and details appropriate for the audience

Options for Organization

Organize your details in a logical order appropriate to the kind of analysis you're writing. Use one of the following options: process analysis, definition analysis, or parts analysis.

Option 1: Process Analysis A process analysis is usually organized chronologically, with steps or stages in the order in which they occur. You might use a process analysis to explain how to program a cell phone or prepare for a test.

MODEL

Preparing for a test

Doing well on a test requires careful preparation.

Step 1: Reread the material that will be covered on the test and your class notes.

Step 2: Outline the material.

Step 3: Answer any questions in the text and make up and answer your own.

Step 4: Get plenty of sleep the night before.

Introduce process

Give background

Explain steps

Option 2: Definition Analysis You can organize the details of a definition analysis in order of importance or impression. Use a definition analysis to explain the characteristics of a limerick, the characteristics of insects, or a quality (such as excellence).

MODEL

What is excellence?

Excellence is the quality of being first-rate, exceeding all others, and setting a standard of performance.

Feature 1: being first-rate

Feature 2: exceeding all others

Feature 3: setting a standard of performance

Introduce term and definition

Explain features

Option 3: Parts Analysis A parts analysis explains a subject by breaking it down into its main pieces.

MODEL

Test preparation consists of three main parts.

Part 1: Getting to know the material

Part 2: Practicing the material

Part 3: Resting and being healthy for the test

Introduce subject

Explain parts

6 Persuasive Writing

Persuasive writing allows you to use the power of language to inform and influence others. It includes speeches, persuasive essays, newspaper editorials, advertisements, and critical reviews.

CRITERIA: Standards for Writing

Successful persuasive writing should

- grab the reader's attention with a strong introduction
- present a well-defined thesis that states the issue and the writer's position
- support arguments with detailed evidence, examples, and reasons
- clearly distinguish between fact and opinion
- anticipate and answer counterarguments, or opposing views, with solid facts and reasons
- use sound logic and persuasive language
- conclude with a summary of points or a call to action

For more information, see *Writing Workshop: Persuasive Essay*, pages 1038–1047.

6.1 KEY TECHNIQUES

Clarify Your Position What do you believe about the issue? How can you express your opinion most clearly?

Know Your Audience Who will read your writing? What do they already know and believe about the issue? What objections to your position might they have? What additional information might they need? What tone and approach would be most effective?

Support Your Opinion Why do you feel the way you do about the issue? What facts, statistics, examples, quotations, paraphrases, anecdotes, or expert opinions support your view? What reasons, analogies, and comparisons will convince your readers? What evidence can answer their objections?

Ways to Support Your Argument	
Statistics	facts that are stated in numbers
Examples	specific instances that explain points
Observations	events or situations you have seen firsthand
Anecdotes	brief stories that illustrate points
Quotations	direct statements from authorities

For more information, see *Identifying Faulty Reasoning*, page R24.

Begin and End with a Bang How can you hook your readers and make a lasting impression? What memorable quotation, anecdote, or statistic will catch their attention at the beginning or stick in their minds at the end? What strong summary or call to action can you conclude with?

MODEL

Beginning

Have you ever enjoyed the antics of the orangutans or watched the polar bears swim at Green Park Zoo? Unless we make sure that public funding for the zoo continues, those experiences will be just memories.

End

In addition to being a place for relaxation and fun, Green Park Zoo is a scientific laboratory where professionals work to create educational programs and ensure the survival of endangered species. Don't let the zoo become an endangered species itself. Support public funding today.

6.2 OPTIONS FOR ORGANIZATION

In a two-sided persuasive essay, you want to show the weaknesses of other opinions as you explain the strengths of your own.

Option 1: Reasons for Your Opinion



Option 2: Point-by-Point Basis



7 Workplace Writing

You might use business writing to ask for information, to complain about a product or service, or as part of a future job or career. Three of the most important and useful kinds of business writing are the business letter, the memo (sometimes called a memorandum), and the job application.

CRITERIA: Standards for Writing

Successful business writing should

- clearly state the purpose of the communication in the opening paragraph
- follow a standard format
- use language that is precise and appropriate to the audience
- have a formal, respectful tone
- be succinct (include only necessary information)
- present information in a logical order
- conclude with a summary of important points

MODEL: LETTER OF INQUIRY

1138 Beacon St.
Boston, MA 02118
March 13, 2010

John E. Cook, Regional Director
Intermountain Area, National Park Service
P.O. Box 25287
12795 West Alameda Parkway
Denver, CO 80225-0287

Dear Mr. Cook:

I am a middle school student doing a report on America's national parks. I was hoping to get some information from you about Yellowstone's geological history. I'm interested in exploring why it is so important that we preserve places like Yellowstone, in terms of both national heritage and scientific value.

Any materials you could send me would be greatly appreciated.

Sincerely,
Carla Rudy
Carla Rudy

Heading

Where the letter comes from and when

Inside address

To whom the letter is being sent

Salutation

Greeting

Body

Text of the message

Closing

MODEL: MEMO

To: Joellen Snipes
 From: John Cook
 Subject: Informational brochures
 Date: March 16, 2010

Joellen, please read the attached letter and send Carla our brochure packet. It's encouraging to receive inquiries from concerned young people, so please add a personal note of thanks for her interest.

Heading
 Receiver's name
 Sender's name
 Topic of memo
 Complete date

Body

MODEL: JOB APPLICATION

**JIFFY JEANS
 EMPLOYMENT APPLICATION**

Print clearly in black or blue ink. Answer all questions. Sign and date the form.

PERSONAL INFORMATION:
 Name: Marquell Janek Social Security Number: 555-77-5656
 Address: 7218 University Place City: Woodland State: CA Zip: 95659
 Phone Number: (530) 667-7814

If you are under age 18, do you have an employment/age certificate? Yes No

POSITION/AVAILABILITY:
 Position Applied for: Stockroom helper
 Days/Hours Available: Monday Tuesday Wednesday 6-8 PM Thursday
 Friday , Saturday 8 AM-6 PM, Sunday 1 PM-6 PM
 What date are you available to start work? June 19, 2010

EDUCATION:
 School: Westleigh Middle School Highest Grade Completed: 8

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Signature: Marquell Janek Date: 5/31/2010

Directions
 Read carefully

Information
 Fill out accurately and completely

Authorization and signature
 Your promise to the employer

PRACTICE AND APPLY

1. Draft a response to the letter of inquiry. Then revise your response as necessary according to the criteria on page R42. Make sure you have included the necessary information and have written in an appropriate tone. Follow the format and spacing shown in the model.
2. Write a memo in response to the memo shown here. Tell the receiver what actions you have taken. Follow the format of the model.
3. Visit a local business and ask for a copy of its job application. Fill it out, then trade with a partner and check each other's work. Which features in your application are also in the model? Which are not?

8 Technical Writing

If you have ever followed a recipe or used a computer manual, you have read a technical document. Technical writing explains rules or gives instructions, and it's important for many jobs and careers. The technical writing shown on this page is a set of **bylaws** (rules about how to run a group or organization). On the opposite page, you'll see an example of instructions on how to design a system. Other technical writing, such as the example on pages 945–952, tells how to use a device.

CRITERIA: Standards for Writing

Successful technical writing should

- serve a definite purpose, such as designing a system, operating a device, or listing the bylaws of an organization
- clearly identify a sequence of activities
- provide all essential information, such as definitions of unfamiliar terms
- include all factors and variables that need to be considered
- use formatting techniques, such as headings and different fonts, that make the document easier to understand

MODEL: BYLAWS

Bylaws of the Sociedad Honoraria Hispánica

Revised April 14, 2010

Article I: Name, Purpose, and Sponsorship

Section 1: This organization is called the Sociedad Honoraria Hispánica, also known as the Spanish Honor Society. In this document, it shall be referred to as “the Society.”

Section 2: The Society's purpose is to recognize high achievement in the Spanish language by students at Lukins Intermediate School.

Section 3: The Society's sponsor is the National Association of Teachers of Spanish (NATS). NATS will designate a teacher of Spanish at Lukins Intermediate to serve as the Chapter Sponsor for the Society.

Article II: Qualifications for Membership

Section 1: A regularly enrolled student at Lukins Intermediate School who has maintained an honor average in the study of Spanish for at least two semesters may apply for membership in the Society. The Chapter Sponsor should also consider these criteria when deciding whether a student should be selected: good character, leadership ability, honesty, cooperation, and service.

Section 2: Each student selected must pay a membership fee of \$15 before initiation. Each member will receive a Certificate of Membership.

Section 3: The Chapter Sponsor reserves the right to remove members from the Society for failure to maintain an honor average, insubordination, misconduct, or another serious infraction.

Formatting

Uses headings and different fonts to aid comprehension

Style

Is formal and has proper capitalization

Level of detail

Includes all factors and variables that need to be considered

MODEL: SYSTEM DESIGN

Recycling System for Lukins Intermediate School**Introduction: Why Recycle?**

Recycling saves trees and reduces waste. According to the Environmental Protection Agency, up to 80 percent of what a typical school throws away can be recycled.

Recycling Paper

- Members of the Recycling Club will set up and maintain sturdy cardboard boxes in the main office, teachers' lounge, library, and south exit.
- Each box will have a label that says "PAPER RECYCLING. No staples, no magazines, no food wrappers."
- When the boxes are almost full, the club president will e-mail Mr. Balderston, the recycling coordinator at the county's Department of Public Works. He will arrange for a pickup.
- Members of the Recycling Club should encourage teachers to photocopy on both sides of the page when possible and to give homework assignments by e-mail instead of on paper.

Recycling Bottles and Cans

- The club members will maintain large plastic bins in the cafeteria, next to the vending machines, and near the north exit.
- Each bin will have a label that says "BOTTLE AND CAN RECYCLING. Glass and plastic only."
- When the bins are more than half full, the club vice-president will call Ms. Fett at Holub Recycling to arrange for a pickup.
- After each pickup, club members should wipe out the bins in case there is spilled soda or juice in them.

Publicity and Motivation

- At the beginning of each school year, club officers will lead a brainstorming session on how to monitor recycling rates and encourage students and staff members to recycle more often.

Formatting

Uses headings and bulleted lists to aid comprehension

Sequence

Identifies a sequence of activities

Style

Is clear and direct; uses proper grammar and spelling

PRACTICE AND APPLY

1. Create a set of bylaws for a club that you are in or one that you would like to start. Consult the "Standards for Writing" checklist to make sure that you have met all the requirements of technical writing. Use a format and spacing similar to the one shown in the model.
2. Show your knowledge of system design by writing a set of instructions. For example, you might explain how to hold student elections, host a sporting event on your school grounds, create a class podcast, or evacuate your home in case of fire. Use the model on this page and the "Standards for Writing" checklist on page R44 as your guides.

Writing
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