All Write

A Student Handbook
for WRITING and LEARNING



For teachers' inspection ONLY

Table of Contents

The Process of Writing
The Forms of Writing
The Tools of Learning
Proofreader's Guide
Student Almanac

For teachers' inspection ONLY

The Process of Writing

Meeting Your Language Needs 1

Learning About the Writing Process 2

All About Writing 3
One Writer's Process 11
Traits of Effective Writing 17
Writing with a Computer 23
Developing a Portfolio 27
Publishing Your Writing 31

Using the Writing Process 34

Choosing a Subject 35
Gathering Details 43
Writing and Revising 51
Group Advising 57
Editing and Proofreading 61

Basic Elements of Writing 64

Writing Basic Sentences 65
Combining Sentences 73
Writing Paragraphs 77
Writing Essays 89

The Art of Writing 104

Writing with Style 105
Writing Techniques and Terms 113

For teachers' inspection ONLY

The Forms of Writing

Personal Writing 124

- Journal Writing 125
- Writing Personal Narratives 129
- Writing Friendly Letters 137

Subject Writing 142

- Biographical Writing 143
- Writing About Literature 149
- Writing Explanations 155
- News Writing 161

Creative Writing 168

- Writing Poems 169
- Story Writing 179

Report Writing 186

- Writing Observation Reports 187
- Writing Summaries 191
- Writing Classroom Reports 195

Workplace Writing 208

- Writing in the Workplace 209
- Writing Business Letters 211
- Writing E-Mail and Proposals 217

For teachers' Inspection ONLY

The Tools of Learning

Searching to Learn 222

- Types of Information 223
- Using the Internet 227
- Using the Library 233

Thinking to Learn 242

- Thinking and Writing 243
- Thinking Clearly 251
- Thinking Creatively 257

Reading to Learn 260

- Study-Reading Skills 261
- Reading Symbols and Charts 277
- Improving Your Vocabulary 285
- Understanding Literature 301

Learning to Learn 306

- Viewing Skills 307
- Classroom Skills 313
- Group Skills 319
- Speaking and Listening Skills 323
- Taking Tests 331
- Planning Skills 339

For teachers' inspection ONLY

Proofreader's Guide

Marking Punctuation 345

Editing for Mechanics 362

- Capitalization 362
- Plurals 367
- Abbreviations 369
- Numbers 371

Improving Your Spelling 372

Commonly Misused Words 379

Understanding Idioms 395

Understanding Sentences 402

- Parts of a Sentence 402
- Types of Sentences 406
- Kinds of Sentences 407

The Parts of Speech 408

- Nouns 409
- Pronouns 413
- Verbs 417
- Adjectives 427
- Adverbs 430
- Interjections 431
- Prepositions 432
- Conjunctions 433

For teachers' inspection ONLY

Student Almanac

Language 435

- Manual Alphabet 435
- Language Families 436
- Manuscript Alphabet 438
- Cursive Alphabet 439
- Traffic Signs 440

Science 441

- Animal Facts 441
- Periodic Table of the Elements 442
- The Metric System 443
- American to Metric Table 444
- Conversion Table 445
- Our Solar System 446
- Additional Units of Measure 448

Mathematics 449

- Math Symbols and Tables 449
- Word Problems 451
- Math Terms 454

Computers 459

- Computer Keyboard 460
- Computer Terms 462

For teachers' inspection ONLY

Geography 465

Using Maps 465
World Maps 467
Index to World Maps 477
World Time Zones 480

Government 481

Branches of Government 481
President's Cabinet 482
Individual Rights and Responsibilities 483
U.S. Presidents and Vice Presidents 484
The U.S. Constitution 486

History 489

Historical Time Line 489



Credits 501

Index 502

For teachers' inspection ONLY

How to Become a Good Writer

"Writing helps me think and understand better."
—Kevin Williams, student writer

Write Every Day Write in a journal, write letters, write stories, take notes, and so on. (Each of these forms is listed in the handbook index.) As you become better as a writer, you will begin to see how important it is to write every day.



Practice is especially important if English is your second language.

Write About Important Things In a journal, write about your thoughts and memories. Also write about things you see, hear, or read. In your notebooks, write about the different subjects you are studying. (See page 318.) For writing assignments, try to write about subjects that really interest you.

Write Freely . . . and Write More Carefully In most cases, you should write as freely as you can in a journal or notebook, with little concern about making mistakes. The purpose of this type of writing is to explore your thoughts and feelings about different things that are important to you.

For writing assignments, however, you should work with more care. The purpose of this type of writing is to share information clearly and effectively. Be sure to follow the steps in the writing process for your assignments. (See the next page.)

Write to Learn Always try your best to learn something new when you write. For example, when you write in a journal, try to explore *all* of your thoughts and feelings about a subject.

And when you are working on a writing assignment, try to make your writing as interesting and informative as you can make it. If you approach writing in this way, you will begin to appreciate it as a powerful learning tool.

For teachers' inspection ONLY

The Steps in the Writing Process

Experienced writers use the writing process to help them do their best work. (*Process* means "the steps or actions it takes to do something.") The steps in the writing process are described below.

PREWRITING At the start of the writing process, a writer chooses a subject to write about. A subject can be a person, a place, a thing, an event, a strong feeling, and so on. Next, a writer collects details about the subject and plans how to use these details in the writing.

WRITING A writer then does the actual writing, using the planning as a general guide. This writing is called the first draft.

REVISING After reviewing the writing, a writer will change any parts that are not clear and complete.

EDITING A writer then checks the revised writing for spelling, punctuation, and grammar errors and prepares a neat final copy for publication.

PUBLISHING This is the final step in the writing process. It simply means sharing a finished piece of writing. Forms of publishing for student writers include reading the work out loud, posting it in your class or on-line, submitting it to a school magazine, etc.

Points to Remember . . .

- **A writer may repeat some of the steps of the writing process.** For example, a writer may decide to gather more details about the subject after doing some of the writing.
- **Each writer works a little differently.** Some writers do a lot of their early work (prewriting) in their heads, while others need to put everything on paper. Some writers find it helps to talk about their writing in these early stages.
- **Even the best writers use the writing process.** It takes a lot of planning, writing, and rewriting to create good stories, essays, and reports.

For teachers' inspection ONLY

The Writing Process in Action

"Writing and rewriting is a constant search for what one is trying to say."

—John Updike

These two pages provide a closer look at the writing process. Use this information as a general writing guide. *Remember:* The writing process will help you do your best writing.

PREWRITING Choosing a Subject



1. Think of possible subjects to write about. If you need help, use one of the selecting activities listed on pages 35-39 in this handbook. You could also study the list of writing ideas on page 40.
2. Choose a subject that really interests you, and make sure that it meets the requirements for your assignment.

Gathering Details



1. Collect details about your subject using one of the collecting activities listed on pages 43-48. If you already know a lot about your subject, you may not need to do much collecting.
2. You can also collect details by reading or talking about your subject.
3. Think of an interesting way to write about your subject.
4. Decide which details you will include in your writing. Also decide on the best method or way to organize these details. (See page 50 for help.)

For teachers' inspection ONLY

WRITING Writing the First Draft



1. Complete the first copy of your writing. This copy is called the *first draft*. Don't worry about making mistakes. Just get all of your ideas on paper.
2. Use your collecting and planning as a general guide. Also feel free to add new ideas as you go along.
3. Keep going until you get all of your ideas on paper. (Remember that your writing should have a beginning, a middle, and an ending.)

REVISING Improving Your Writing



1. Read the first draft. Ask someone else to read it, too.
2. Decide which parts need to be revised or changed. For example, look for parts that seem confusing or out of order.
3. Improve your writing by rewriting, reordering, adding, or cutting different parts.

EDITING Checking for Errors



1. Check your revised writing for capitalization, punctuation, spelling, and grammar errors. (See pages 61-63 for help.)
2. Also ask someone else to check your writing for errors.
3. Prepare a neat final copy of your writing. Check it for any additional errors. This last check is called *proofreading*.

PUBLISHING Sharing Your Work

Share your writing with classmates, friends, and family.

For teachers' inspection ONLY

A Basic Writing Guide

On the next three pages, you can find answers to seven very important questions about the writing process.

1. What should I write about ?

Repeat this line: ***I will write about a subject that really interests or excites me.*** Say it again. Let this point be your guide each time you start a new writing project. Writing about something that interests you can make all the difference! It's what writing is all about.

When you can't think of anything to write about, complete one of the selecting activities listed on pages 35-39.

"I wrote about Selena's life because it was interesting, and she was my favorite singer."

—Lorena Ibaney, student writer

2. Do I have to gather a lot of details before I write ?

That depends on the type of writing you are doing. If you are writing about a personal experience (like your first day in a new school), most of the important facts and details will be very clear to you. So you may have to do very little collecting.

But let's say you are writing a classroom report about a specific medical career (veterinary medicine). You would have to gather a lot of information before you could begin writing about this subject.

You can start gathering details by talking to someone about your subject. You can also write down what you already know about it. Then you can go on from there, reading and trying other collecting activities.

See pages 43-48 for basic guidelines and strategies to help you gather details for your writing.