

# BEGINNING WRITING

TARGETING THE COMMON CORE ANCHOR STANDARDS FOR WRITING

## Beginning Writing 2



### **Topics Include:**

Word Choice, Writing Sentences, Improving Sentences,  
Writing Paragraphs, Getting Started, Writing for Daily Life,  
Writing a Report, Writing a Story, and more

# CONTENTS

## **CORRELATED TO THE TRAITS OF WRITING**

Conventions: The Mechanical Correctness (Table of Contents abbreviation: C)

Ideas: The Meaning and Development of the Message (Table of Contents abbreviation: I)

Organization: The Internal Structure (Table of Contents abbreviation: O)

Sentence Fluency: The Rhythm and Flow of Words and Phrases (Table of Contents abbreviation: S)

Presentation: The Overall Appearance (Table of Contents abbreviation: P)

Voice: The Personal Stamp of the Writer (Table of Contents abbreviation: V)

Word Choice: The Specific Vocabulary (Table of Contents abbreviation: W)

### **WORD CHOICE**

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- |   |                                  |    |   |
|---|----------------------------------|----|---|
| 1 | Common and Proper Nouns (C)      | 27 | Using Synonyms and Antonyms to Suggest Meaning (W, I) |
| 2 | Using Pronouns (C)               | 28 | Word Connotations (W)                                 |
| 3 | Accent on Adverbs (W)            | 29 | Figures of Speech I (S, W)                            |
| 4 | Accent on Adjectives (S, W)      | 30 | Figures of Speech II (I, W)                           |
| 5 | Comparative Adjectives (C)       | 31 | Avoiding Common Pitfalls (S)                          |
| 6 | A Parts of Speech Sampler (I, W) | 32 | Proofreading and Repairing Errors (S, C, P)           |
| 7 | A Cloze Activity (W)             | 33 | Review Mystery (S, C)                                 |
| 8 | Review                           | 34 | Quiz Yourself on Sentences II (S, W)                  |
| 9 | Quiz (I, W)                      |    |   |

### **WRITING SENTENCES**

---

- |    |                                     |
|----|-------------------------------------|
| 10 | Recognizing a Sentence (I, S)       |
| 11 | Writing a Simple Sentence (S)       |
| 12 | Prepositional Phrases (I, S)        |
| 13 | Using Descriptive Phrases (S)       |
| 14 | Writing Compound Sentences (S, C)   |
| 15 | Clauses I (W, V)                    |
| 16 | Clauses II (C)                      |
| 17 | Review Puzzle                       |
| 18 | Quiz Yourself on Sentences I (S, C) |

### **IMPROVING SENTENCES**

---

- |    |  |
|----|--|
| 19 | Repairing Fragments (S)                    |
| 20 | Repairing Run-Ons (S)                      |
| 21 | Making Connections/Combining Sentences (S) |
| 22 | Repairing Pronoun Problems (C)             |
| 23 | Details, Details! (S, W)                   |
| 24 | Avoiding Clichés (I, W, S)                 |
| 25 | Expanding Vocabulary (W)                   |
| 26 | Using a Thesaurus (W)                      |

### **WRITING PARAGRAPHS**

---

- |    |                                    |
|----|------------------------------------|
| 35 | Expressing the Main Idea (I)       |
| 36 | Developing the Main Idea I (I)     |
| 37 | Developing the Main Idea II (I, O) |
| 38 | Writing to Compare (I, W)          |
| 39 | Writing to Contrast (I, W)         |
| 40 | The Narrative Paragraph (I, V)     |
| 41 | Using Transitions I (W)            |
| 42 | Concluding a Paragraph (I)         |
| 43 | Using Transitions II (W, S)        |
| 44 | Review Mystery (I, W)              |
| 45 | Paragraphs Quiz                    |

### **GETTING STARTED (PREWRITING)**

---

- |    |  |
|----|--|
| 46 | Selecting Topics (I)                               |
| 47 | Recognizing Your Audience (V)                      |
| 48 | Recognizing Your Purpose (I, V)                    |
| 49 | Generating Writing Topics (I, V)                   |
| 50 | Plan Ahead: Diagramming and Outlining Ideas (I, O) |

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## WRITING FOR DAILY LIFE

---

- 51 Letters of Invitation (O)
- 52 A Letter to the Editor (I, V, O)
- 53 A Letter of Request (I, V, O)
- 54 A Letter of Complaint (I, V, O)
- 55 Answering Questions (O)
- 56 Review Puzzle
- 57 Quiz Yourself on Practical Writing

---

## WRITING A REPORT

---

- 58 What Is a Report? (I)
- 59 The Report Introduction (I)
- 60 The Body of the Report I (I, O)
- 61 The Body of the Report II (I, O)
- 62 The Report Conclusion (I, O)
- 63 Finding Information: Using Encyclopedias
- 64 Finding Information: Using an Almanac
- 65 Finding Information: The Library Catalog
- 66 Taking Notes
- 67 Getting Organized/Writing an Outline (O)
- 68 Paraphrasing (S)
- 69 Quoting Others (S, C)
- 70 Writing a Bibliography (C)
- 71 Research the Mysteries
- 72 Test Your Report-Writing Skills

---

## WRITING A STORY

---

- 73 What Is a Story?
- 74 The Conflict (V)
- 75 Resolving the Conflict (V)
- 76 The Setting (W)
- 77 Creating the Mood (W, V)
- 78 Creating Characters (W, V)

- 79 Dialogue in Stories (W, V)
- 80 Point of View (V)
- 81 Plot Events (O)
- 82 Review Puzzle
- 83 A Quiz-Yourself Mystery (O, V)

---

## SPELLING

---

- 84 Challenge Words I (C)
- 85 Challenge Words II (C)
- 86 Contractions (C, S)
- 87 Plurals (C)
- 88 Possessives (C, S)
- 89 Same Sound/Different Meaning (C, S)
- 90 Capitalization I (C)
- 91 Capitalization II: Proper Adjectives (C, S)
- 92 Review Puzzle (C)
- 93 Quiz Yourself on Spelling (C, S)

---

## UNDERSTANDING PUNCTUATION

---

- 94 Commas I (C)
- 95 Commas II (C)
- 96 Dashes and Parentheses (C, S)
- 97 Quotation Marks (C, S)
- 98 The Colon (C, S)
- 99 Mystery Idioms (W)
- 100 Quiz Yourself on Punctuation

## WORD CHOICE: *Common and Proper Nouns*

A *common noun* names *any* person, place, thing, or idea. Writers do not capitalize the first letter of a common noun. A *proper noun* names a specific person, place, or thing. The first letter of a proper noun is always capitalized.

**EXAMPLES:** *librarian / notebook / democracy / Mark McNichols / Boston*

**A.** Circle one item in each group that does NOT belong.

- |                  |                  |                         |                         |
|------------------|------------------|-------------------------|-------------------------|
| 1. <b>NOUNS:</b> | 2. <b>NOUNS:</b> | 3. <b>COMMON NOUNS:</b> | 4. <b>PROPER NOUNS:</b> |
| govern           | rodent           | factory                 | Mississippi             |
| governor         | mice             | General Motors          | plantation              |
| government       | Mickey Mouse     | automobile              | Robert E. Lee           |
| politics         | scampers         | drivers                 | Civil War               |

**B.** First find and underline all common and proper nouns in each sentence. Notice that none of the proper nouns have been capitalized. Then write each noun after the correct heading. Be sure to capitalize the first letter of each proper noun.

1. More than 200 years ago, the first occupant walked into the white house in washington, d.c.

**COMMON NOUNS:** \_\_\_\_\_

**PROPER NOUNS:** \_\_\_\_\_

2. The presidential home had been the idea of george washington, but he never lived there.

**COMMON NOUNS:** \_\_\_\_\_

**PROPER NOUNS:** \_\_\_\_\_

3. Actually, president john adams first made the beautiful mansion his home.

**COMMON NOUNS:** \_\_\_\_\_

**PROPER NOUNS:** \_\_\_\_\_

4. Entering the front door, president adams declared, "May none but honest and wise men ever rule under this roof."

**COMMON NOUNS:** \_\_\_\_\_

**PROPER NOUNS:** \_\_\_\_\_

**CHALLENGE:** On the back of this sheet, write three sentences about an American president. Be sure to capitalize all proper nouns.



## WORD CHOICE: *Using Pronouns*

To avoid writing the same nouns again and again, writers use *pronouns* as substitutes for nouns. Each pronoun must agree in *gender* and *number* with the noun it replaces.

### EXAMPLES:

INCORRECT: What is wrong with those *rose bushes*? *It* seems to be turning brown.

CORRECT: What is wrong with those *rose bushes*? *They* seem to be turning brown.

The plural noun, *bushes*, is replaced by the plural pronoun, *they*.



A. Circle the pronoun that correctly completes each item.

1. The spider in the attic has spun ( *their* / *its* ) web across the stairwell.
2. Many spiders spin only at night when ( *they* / *he* ) can't be observed.
3. Although Lucy is afraid of spiders, ( *she* / *it* ) wrote a report about them.
4. Mr. Vargas, Lucy's science teacher, not only gave ( *him* / *her* ) an A on the report, but ( *he* / *she* ) also put Lucy in charge of the classroom spider cage.

The words below are called *indefinite pronouns*. Most are singular in number.

SINGULAR: anyone / everyone / everybody /  
somebody / someone / nobody /  
no one / each / either / neither

MAY BE SINGULAR OR PLURAL:  
any / some / most / more / all

B. First underline the indefinite pronoun in each sentence. Then complete the sentence with a pronoun from the box. Make sure to choose a pronoun that matches the indefinite pronoun.

he	his	she	her	their	they
----	-----	-----	-----	-------	------

1. Neither of the girls brought \_\_\_\_\_ mitt to softball practice.
2. All of the guests thanked \_\_\_\_\_ hostess for the delicious meal.
3. Most of the students have studied harder than \_\_\_\_\_ needed to.
4. Nobody in the boys' P.E. class would admit that \_\_\_\_\_ had put the frogs in the girls' locker room.
5. Each of the female candidates hopes that \_\_\_\_\_ will be the first woman president.

**CHALLENGE:** The following sentence contains a pronoun error: *Neither the Chinese Crested Dog nor the Mexican Xolo has much fur on their body*. Rewrite the sentence on the back of this sheet, making sure to replace the incorrect pronoun with one that is correct.

## WORD CHOICE: *Accent on Adverbs*

*Adverbs* are words that add meaning to verbs, adjectives, and other adverbs.

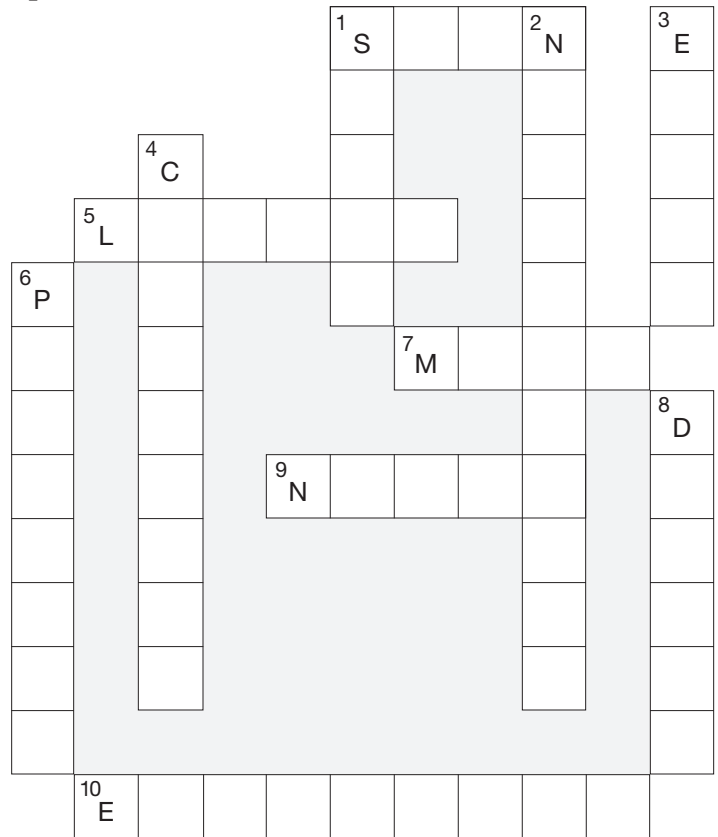
- A.** First underline the adverb in each sentence clue.  
Then write the adverb in its place on the puzzle.

### ACROSS

1. The crew expects to finish the job soon.
5. Nicole watched lazily while the others worked.
7. The cold September weather was most unusual.
9. The lazy cooks never clean up the oily stove.
10. The weather forecast had predicted extremely icy weather.

### DOWN

1. Paolo stared sadly at the dented bumper.
2. Many cooks do not necessarily spoil the broth.
3. The guests surprised us by arriving early.
4. Robin drove carefully through the snowstorm.



6. It's a wise idea to pay bills promptly.
8. He smiled a darkly evil grin.

- B.** Complete each sentence with an adverb that makes sense. The first one has been done for you. When you are finished, compare sentences with a classmate. Which of you used the more interesting adverbs?

1. The stranger walked shyly into the crowded room.
2. The patient waited \_\_\_\_\_ for the nurse to call his name.
3. Students are \_\_\_\_\_ late for Mr. Kirby's math class.
4. Yesterday's rain left the ball field \_\_\_\_\_ wet.
5. She \_\_\_\_\_ agreed to join the clean-up committee.

## WORD CHOICE: *Accent on Adjectives*

*Adjectives* are words that add meaning and interest to nouns and pronouns.

- A. First underline the adjective in each sentence. Then find and circle that word in the puzzle. The hidden words may go up, down, across, backward, or diagonally.

1. Tyrone “Mugsy” Bogues was short.
2. Bogues had surprising speed.
3. Nobody expected Mugsy to become a star on the basketball court.
4. Mugsy was the smallest player in the NBA.
5. His awesome moves helped to score points for the team.
6. Before long, reporters stopped calling Bogues “Little Mugsy.”
7. Reporters began calling him “Amazing Mugsy.”

C	B	S	T	I	A	T	R	O	B
S	S	H	O	R	T	S	P	L	A
A	U	A	Y	O	G	E	Z	L	S
M	P	R	I	J	M	L	F	I	K
A	E	C	P	V	A	L	A	T	E
Z	M	O	W	R	S	A	V	T	T
I	O	A	I	N	I	M	O	L	B
N	S	H	G	T	A	S	R	E	A
G	E	N	A	M	Y	O	I	L	L
S	W	L	D	R	C	H	T	N	L
L	A	Y	O	L	D	O	E	O	G

8. Loyal fans cheered when Mugsy came onto the court.
9. He became a favorite player.
10. Mugsy was an example of all that spirit and hard work could accomplish.

- B. Rewrite each item below as one sentence. Try to express the idea (shown in boldface type) with just one adjective. The first one has been done for you.

1. My brother walks with a swagger. **My brother thinks he is great.**

*My conceited brother walks with a swagger.*

2. Few of the tickets were sold. **The unsold tickets cost a lot.**

3. The weather forecaster predicts 10 inches of rain. **That would be a disaster.**

4. The social studies teacher gave a quiz. **The quiz came as a surprise to the students.**

5. The guest speaker talked about computer careers. **The speaker had interesting things to say.**

## WORD CHOICE: *Comparative Adjectives*

Add *-er* to most adjectives when you are comparing two things. To compare more than two things, you will usually add *-est* to an adjective.

**EXAMPLES:** The Taipei 101 is *taller* than the Empire State Building.

The Sears Tower is the *tallest* building in Chicago.

When an adjective has three or more syllables, comparisons are made differently. Often, you will use the words *more* and *most* or *less* and *least* instead of *-er* or *-est*.

**EXAMPLES:** I found Professor Smith's second lecture *more interesting* than his first.

In my opinion, Professor Smith is the *most interesting* teacher on staff.

He is also the *least likely* to fail a student.

Never use *-er* or *-est* and *more* or *most* to compare the same word.

**INCORRECT:** The diner opens *more earlier* than that fancy restaurant.

**CORRECT:** The diner opens *earlier* than that fancy restaurant.

**A.** In each sentence below, circle the correct form of the adjective.

1. A day on Venus is much ( longer / longest ) than a day on Earth.
2. A day on Jupiter, the ( largest / most large ) planet, lasts 9 hours and 55 minutes.
3. Martin Martinson is the ( most mischievous / more mischievous ) 10-year-old in the neighborhood.
4. Of the three Martinson boys, Martin is my ( less favorite / least favorite ).

**B.** There are a few *irregular* comparisons. Study the chart below. Then complete the sentences by writing the correct form of the adjective.

ADJECTIVE:	good	bad	many
TO COMPARE TWO THINGS:	better	worse	more
TO COMPARE MORE THAN TWO THINGS:	best	worst	most

1. The seashore is a (good) \_\_\_\_\_ vacation spot than the mountains.
2. Anne thinks skiing is the (bad) \_\_\_\_\_ sport in the world!
3. I always spend (many) \_\_\_\_\_ money on the ski slopes than I do at the beach.
4. A weekend ski trip takes (many) \_\_\_\_\_ of my paycheck.

## WORD CHOICE: A *Parts of Speech* Sampler

- A.** Study each group of words in the first column.  
Then write a letter to show the matching part of speech.

- |   |                        |
|---|------------------------|
| 1. _____ interesting, yellow, different, wise | a. <b>noun</b>         |
| 2. _____ Hey! Help! Oh! Yes!                  | b. <b>verb</b>         |
| 3. _____ quickly, very, stupidly, now         | c. <b>pronoun</b>      |
| 4. _____ school, job, woman, dinosaur         | d. <b>adjective</b>    |
| 5. _____ over, under, upon, within            | e. <b>adverb</b>       |
| 6. _____ carry, walk, is, had                 | f. <b>preposition</b>  |
| 7. _____ and, but, or, so, for                | g. <b>conjunction</b>  |
| 8. _____ him, it, they, herself               | h. <b>interjection</b> |



- B.** Write the part of speech of the **boldface** word on the line.

- |          |  |
|----------|--|
| 1. _____ | “ <b>Wow!</b> So this is the Florida Everglades!” I exclaimed.     |
| 2. _____ | I’d never seen anything like this <b>spectacular</b> region.       |
| 3. _____ | Actually, the Everglades is a shallow, slow-flowing <b>river</b> . |
| 4. _____ | <b>We</b> found the best way to explore it was by canoe.           |
| 5. _____ | Crocodiles and alligators stretch out <b>lazily</b> in the sun.    |
| 6. _____ | Migrating birds <b>flock</b> to the Everglades.                    |
| 7. _____ | I got lucky <b>and</b> spotted a rare sea turtle.                  |
| 8. _____ | A vacation <b>in</b> the Everglades is a true adventure.           |

- C.** Think of two example words for each part of speech. Write your examples under the headings.

<b>NOUN</b>	<b>VERB</b>	<b>PRONOUN</b>	<b>ADJECTIVE</b>
_____	_____	_____	_____
_____	_____	_____	_____
<b>ADVERB</b>	<b>PREPOSITION</b>	<b>CONJUNCTION</b>	<b>INTERJECTION</b>
_____	_____	_____	_____
_____	_____	_____	_____



## WORD CHOICE: A Cloze Activity

**A.** Fill in the blanks below by writing a word for each category.

1. adjective: \_\_\_\_\_

8. adverb: \_\_\_\_\_

2. proper noun (name of a specific place): \_\_\_\_\_

9. present-tense action verb: \_\_\_\_\_

3. plural common noun: \_\_\_\_\_

10. present-tense action verb: \_\_\_\_\_

4. adverb: \_\_\_\_\_

11. present-tense action verb: \_\_\_\_\_

5. adjective: \_\_\_\_\_

12. interjection: \_\_\_\_\_

6. singular common noun: \_\_\_\_\_

13. adjective: \_\_\_\_\_

7. interjection: \_\_\_\_\_

14. adverb: \_\_\_\_\_

**B.** Now create a wacky story by filling in the blanks with the words you wrote above. Write each word in the space that matches the number. When you're finished, read your story to a classmate.

### MONGO AND MCGEE'S (1) \_\_\_\_\_ ADVENTURE

Mongo and McGee drove away from their home in

(2) \_\_\_\_\_.

"Just our luck!" McGee groaned as he realized there were

(3) \_\_\_\_\_ falling from the sky. "What a way to start a camping trip!"

"Don't worry," Mongo said (4) \_\_\_\_\_. "I'm sure this will be a

(5) \_\_\_\_\_ trip!"

"Mongo, you're such a (6) \_\_\_\_\_!" McGee said.

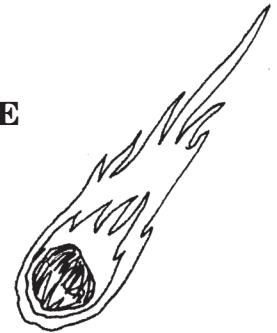
"(7) \_\_\_\_\_!" he cried (8) \_\_\_\_\_. "What's going on?"

The car had started to (9) \_\_\_\_\_ and (10) \_\_\_\_\_.

McGee decided the only thing to do was to (11) \_\_\_\_\_.

"(12) \_\_\_\_\_, McGee!" exclaimed Mongo. "I'd call this a

(13) \_\_\_\_\_ adventure! Let's go home (14) \_\_\_\_\_."



# BEGINNING WRITING

TARGETING THE COMMON CORE ANCHOR STANDARDS FOR WRITING

Beginning Writing 1

Beginning Writing 2