

Welcome to studySMART!

Writing Skills Builder lets provides opportunities for the systematic development of your child's writing skills as he progresses from word to sentence to paragraph.

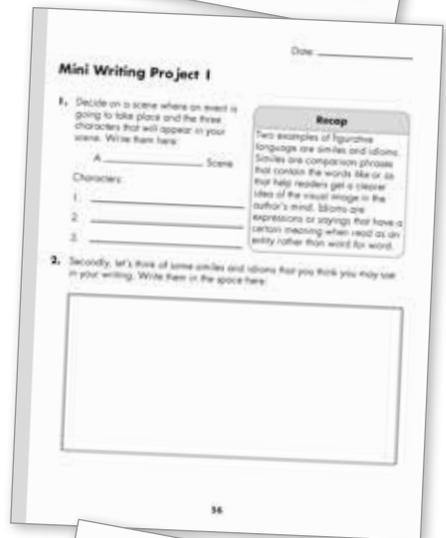
It is often a challenge to help children develop their writing skills. The high-interest topics and engaging exercises in this book will both stimulate and encourage your child to develop the necessary skills to become an independent writer. As your child encounters a variety of texts and language features, he will learn to select the appropriate language structures and plan, write and proofread his writing.

Every section targets a specific skill and there are two mini-projects that are appropriately placed to ensure that your child uses the skills he has picked up in previous sections.

How to use this book?

1. Introduce the target writing skill at the top of the page to your child.
2. Direct his attention to the Note, where there is one, and go through the skills tip with your child.
3. Let your child complete the writing exercises.
4. Reinforce your child's learning with an extension activity at the end of each activity. These activities provide additional practice, and extend your child's learning of the particular writing skill.

Note: To avoid the awkward 'he or she' construction, the pronouns on this page and in the parents' notes will refer to the male gender.



Contents

Capitalizing	6
Using Quotation Marks	7
Punctuating Dialogue.....	8–9
Using Commas in a Series	10
Using Commas in Sentences.....	11
Writing Complete Sentences	12–13
Identifying and Writing Four Kinds of Sentences	14–15
Identifying Order in Sentences.....	16–17
Writing Questions from Statements.....	18–19
Varying the Lengths of Sentences	20–21
Expanding Simple Sentences.....	22–24
Adding Details to Simple Sentences.....	25–26
Writing Compound Sentences	27–28
Combining Details from Several Sentences.....	29–32
Avoiding Run-on Sentences	33–35
Writing with More Exact Verbs.....	36–38
Writing with Specific Details.....	39–40
Writing to Set the Tone	41–43
Using Words Other Than <i>Said</i>	44–47
Identifying Overused Words.....	48–49
Using Figurative Language: Similes	50
Using Figurative Language: Idioms.....	51
Using Onomatopoeia	52–53
Using Pronouns in Writing.....	54–55
Mini Writing Project I	56–57
Completing a Sequenced Paragraph	58–59
Identifying Parts of a Paragraph.....	60–63
Writing Topic Sentences	64–65
Building a Paragraph: Identifying Supporting Sentences ...	66

Building a Paragraph: Sequencing Supporting Sentences	67
Building a Paragraph: Writing Supporting Sentences	68–69
Writing Topic Sentences and Supporting Sentences..	70–71
Writing a Descriptive Paragraph.....	72
Writing Introductions: Using a Quotation	73–74
Writing Introductions: Using Descriptive Vocabulary.....	75
Writing Introductions: Restating the Prompt.....	76
Writing Topic Sentences and Supporting Details	77
Writing Closing Sentences	78
Writing a Descriptive Paragraph.....	79–81
Expanding Paragraphs	82–85
Planning and Writing a Persuasive Paragraph	86–87
Planning and Writing an Expository Paragraph	88–91
Writing Expository Paragraphs	92–93
Writing More Expository Paragraphs.....	94–95
Using an Outline to Organize Ideas	96–97
Keeping a Journal	98–99
Planning and Writing a Letter	100
Writing a Friendly Letter.....	101
Planning a Story	102–103
Writing a Story.....	104–106
Writing Instructions	107–109
Proofreading	110–114
Mini Writing Project 2	115–116
Writing Tips	117–120
Answers.....	121–127

Capitalizing

Note

You know that the first word of a sentence is always capitalized. Here are other rules to remember when you write. Capitalize

- the names of people and pets.
- titles of respect such as *Dr*, *Mrs*, *Mr*, *Miss* and *Ms*.
- the names of days, months, and holidays but not the seasons.
- titles of relatives when they are used as a name.
- names of places, buildings and monuments.

Find and correct 14 errors in capitalization in the paragraph below. Some words should be capitalized and some should not. Mark three lines under each letter that needs to be capitalized. Draw a line through each letter that should not be capitalized.

A Capital Adventure

The best time to visit Washington, D.c., is in the early Spring. the weather is just right in april, not too hot or cold. The cherry blossoms were in bloom while we were there, so that made my Mom happy! We got to the Capital early monday morning after a ten-hour drive from the midwest. After checking into our hotel, we decided to visit the national Air and space Museum first. I could have spent all week there, although the Washington monument, the Lincoln Memorial and the White house were really cool. I was hoping to see the president, but he was in europe.

To parents

Ask your child to address a letter to someone in your family. Ensure that names and addresses are correctly capitalized.

Using Quotation Marks

Note

Some stories may include dialogue. Use quotation marks around a speaker's exact words and commas to set off quotations.

"Get away from my bowl!" yelled Little Miss Muffet when she saw the approaching spider.

"Please don't get so excited," replied the startled spider. **"I just wanted to try some curds and whey."**

Use your imagination to complete the dialogue between the fairy tale or nursery rhyme characters. Include quotation marks and commas where they belong and the correct end punctuation.

What Did You Say?

1. When Baby Bear saw the strange girl asleep in his bed, he asked his parents,

His mother replied, _____

2. Humpty Dumpty was sitting on the wall when he suddenly fell off. On the way down he shouted, _____

Two of the king's men approached. One whispered nervously to the other,

3. When Jack realized he was about to fall down the hill with a pail of water, he yelled, _____

_____ cried Jill,
as she went tumbling down the hill after Jack.

To parents

Use a story your child knows well. Ask him to include some dialogue for the characters.

Mini Writing Project I

1. Decide on a scene where an event is going to take place and the three characters that will appear in your scene. Write them here:

A _____ Scene

Characters:

1. _____
2. _____
3. _____

Recap

Two examples of figurative language are similes and idioms. Similes are comparison phrases that contain the words *like* or *as* that help readers get a clearer idea of the visual image in the author's mind. Idioms are expressions or sayings that have a certain meaning when read as an entity rather than word for word.

2. Secondly, let's think of some similes and idioms that you think you may use in your writing. Write them in the space here:

3. Next, let's decide on your topic sentence to start the scene.

Topic sentence: _____

4. Now let's put the topic sentence properly at the beginning of your paragraph and continue with the supporting sentences and closing sentence. Remember to use the idioms and similes you have thought up to make your writing better.

Tip: As you write, keep the picture of the scene and what the characters are doing in your mind. That will keep your writing on track.

5. Check your work.

To parents

Read your child's description of the scene and suggest ways to improve the writing.

Writing Tips

Writing Tip 1: Set the tone of your writing by using alternatives to the word *said*.

The word **said** is often overused and does not tell how a character is feeling. You can replace **said** with other telling verbs to set the tone.

There are many alternatives to the word **said**. Set the tone of your writing by using other words that convey different emotions such as happiness, sadness, anger, fear, humor or suspense.

Compare the two paragraphs below.

Paragraph 1:

"I'm tired," **said** Benny.
"Are we almost there?" **said** Lisa.
"It'll be another hour," Dad **said**.
"Okay," **said** Benny and Lisa.

Paragraph 2:

"I'm tired," **whined** Benny.
"Are we almost there?" **grumbled** Lisa.
"It'll be another hour," Dad **promised**.
"Okay," **sighed** Benny and Lisa.

The telling verbs in the second paragraph indicate the feelings and tone of voice of the characters in the story and make the dialogue more interesting to read.