

Name _____

WRITER'S GUIDE

Hour _____

- A** Replace the underlined words with more exact words from the box. Write the paragraph.

delicious

stirs

onions and garlic

dips

beams

bubbles and steams

1. The cook makes the spicy soup. 2. The kitchen smells like food. 3. She puts her finger into the pot for a taste. 4. The soup is hot. 5. The cook smiles and nods. 6. Her meals are always good.

- B** Change each underlined word to a more vivid word of your own. Write the sentences.

7. Jeff and Pooch went through the park.
8. It was a nice autumn day.
9. Then Pooch saw something in the grass.
10. He went across the park.
11. The little squirrel was fast.
12. It went up a tree.
13. Pooch looked sadly at the tree.
14. The squirrel had gone!

- C** Write a description of an animal you have seen. Use strong, vivid words to make your writing come alive.

WRITER'S GUIDE

A Select the more vivid word from each pair to complete the sentence. Write the sentence.

1. The brown bear (smelled, sniffed) the air hungrily.
2. His (odd, shaggy) coat made him look like a tramp.
3. My father (said, murmured) that we should be quiet.
4. I (trembled, moved) under my warm sleeping bag.
5. That beast was certainly (bad, terrifying)!
6. The bear (walked, lumbered) over to the campfire.
7. Suddenly, he (grabbed, took) the bag of marshmallows and disappeared into the darkness.

B Replace the underlined words with more exact words from the box. Rewrite the paragraph.

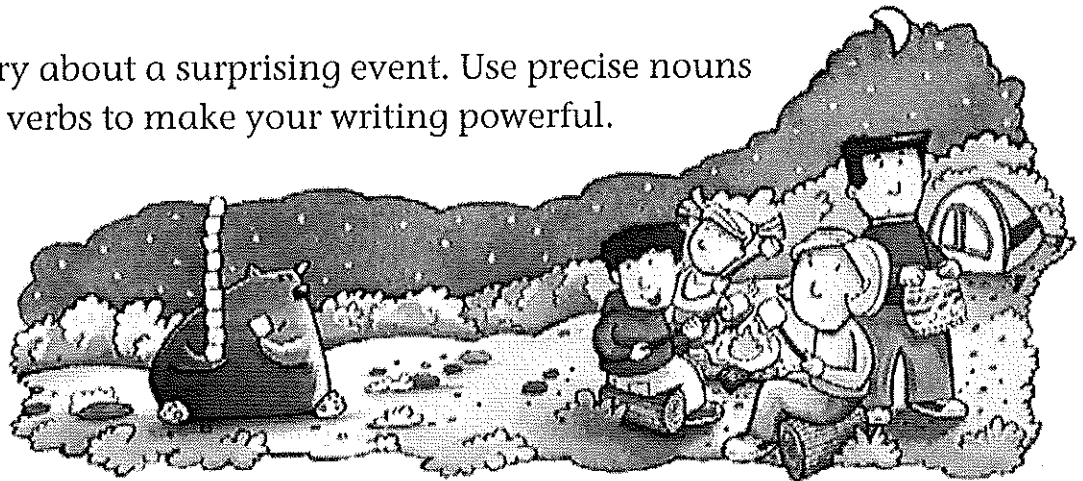
stoop
gold

squeeze
shudders

glitters
whirling

8. Something shines on the sidewalk. 9. I pause and go to pick it up. 10. The pretty charm is cool in my hand. 11. I hold the charm tightly and make a wish. 12. The sky overhead begins turning. 13. The ground moves under my feet.

C Write a story about a surprising event. Use precise nouns and strong verbs to make your writing powerful.



UNIT 2 FOCUS ON WRITING A DESCRIPTION

Writing Vivid Descriptions

Use vivid verbs and other words in your descriptions. Make sure subjects and verbs agree.

A Choose the more vivid verb to complete each sentence. Write the sentences, using correct subject-verb agreement.

1. Sea lions _____ on the warm rocks by the shore. (lie, bask)
2. One big creature _____ on its back and roars. (turn, flop)
3. A sea lion pup _____ its mother. (nuzzle, touch)
4. The sleek, round bodies _____ (shine, glisten) in the sunlight.
5. Suddenly, they all _____ into the sea. (go, slither)
6. Their brown heads _____ above the waves. (move, bob)

B Correct any errors in subject-verb agreement. Then add words of your own to describe the nouns. Write the sentences.

7. Animal rescue organizations helps _____ animals.
8. Wild animals and _____ pets often needs our aid.
9. Lost dogs and _____ cats roams the streets without food or shelter.
10. Stranded whales and _____ birds often perishes.
11. Rescue society members provides _____ assistance.
12. Other people supports their _____ efforts with money and volunteered hours.



C Write a brief news report describing an event that affects our planet's health and safety. Check your writing for correct subject-verb agreement.

UNIT 3 WRITING A COMPARISON/CONTRAST PARAGRAPH

Using Vivid Verbs in Your Writing

Strong verbs make your writing come alive. See how vivid verbs make the new sentences more exciting.

- Our cat walks around my room. He is on my lap.
- Our cat slinks around my room. He purrs on my lap.

- A** Replace each underlined verb with a verb from the list. Write the new paragraph.

pop grab cheer play zoom stare

1. When I get a book off the shelf, I am ready to use my imagination.
2. Exciting ideas come into my head.
3. But when I am in a game outdoors, I use my whole body.
4. My feet go along the playground like rockets.
5. My friends look at me.
6. They speak when I race by!

- B** Write four sentences that compare and contrast what you do at home and what you do at school. Choose verbs from the list below or use verbs of your own.

Home: read, wash, nap, cook, dig, dream

School: write, read, paint, race, laugh, sing

- C** Write a short letter to a friend that compares and contrasts two kinds of work that you do around your home. Use vivid verbs to make your letter come alive.

UNIT 3 FOCUS ON WRITING A COMPARISON/CONTRAST ESSAY

Using Powerful Verbs in Your Writing

Choosing the right verb can be as important as using the right verb form. A powerful verb can express your ideas accurately and vividly.

- Wilma Rudolph was good at basketball and track. (dull)
- Wilma Rudolph excelled at basketball and track. (lively)

A Write the stronger verb in () for each sentence.

1. Because of her physical handicaps, teachers (tutored, helped) Wilma Rudolph at home.
2. Her brothers and sisters (told, encouraged) her to do all her exercises.
3. Wilma (grew, thrived) and became a strong young woman.
4. When she (ran, sprinted) to victory at the Olympics, she was thrilled!
5. At a hometown victory parade, Wilma (asked, insisted) that everyone—black and white—be allowed to attend.

B Choose a vivid verb from the box that best completes each sentence. Change the form if necessary. Write the paragraph.

discard	deter	propel	suffer
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6. Early in her life, Wilma Rudolph _____ from scarlet fever and polio.
7. Her disabilities did not _____ her, even at a young age.
8. When she finally learned to walk normally, Wilma gladly _____ her leg brace.
9. This determination _____ her beyond her dreams.

C Compare and contrast two athletes that you know about or admire. Use strong verbs to add power to your writing.

Vivid Writing Skills

Choosing vivid words for sentences

Choose the best word for your sentences. This means choose a vivid word or exact word to express what you want to say. For example, do not say *rain* when you can say *poured*. Always check your nouns. Do they say exactly what you want them to say? If not, then choose a noun that does. The same principle applies to verbs and adjectives. Do not say *walk* when you mean *stroll*. Do not say *walk* when you mean *crawl*. Again choose your words carefully. When you use adjectives, choose words that describe vividly. Do not say walk *slowly* when you mean walked *deliberately*. Get the picture? Be precise!

Identifying vivid words

Directions: Can you identify the vivid words in each sentence? Underline them.

1. Cold, soothing fruit drinks were on the table.
2. The puffy, white clouds sailed across the sky.
3. It was crunchy, chewy and good.
4. Sharp, cold spears of ice dripped slowly onto the steps.
5. Tangy, lemon tastes came in every bite.
6. Smooth, silky sips of shake were good.
7. Dusty and dry air flew across the desolate plains.

Directions: Look at each sentence. Can you choose another noun that gives the reader a clearer picture?

1. The girls raced quickly. _____
2. The boys ran quickly. _____
3. The dog barked loudly. _____
4. The hat fell strangely _____
5. The students laughed loudly. _____

Creating vivid sentences

A key to good sentence writing is to be able to identify vivid, sharp words in sentences that you read and write. Write the vivid words in the following sentences. For example: The brisk, cold air whisked through the trees.
brisk, cold, whisked

Underline the vivid words.

1. The soft, gentle rain seeped into the ground.
2. Heavy snows drifted into the doorways.
3. Dusty air swirled the leaves.
4. Icy, icicle spears dripped onto the pavement.
5. Roaring rivers rolled over the banks.
6. Sharp comments fell upon our ears.
7. Soft, cuddly puffs of cotton fell from the box.

Write three sentences using vivid words. Underline the vivid words you chose to use.

1. _____
2. _____
3. _____

Choosing strong words is a good skill to know. Find a stronger, more vivid word for each of the boldfaced words in these sentences.

1. The **person** argues loudly with the sales clerk.

2. The group of people **moved** slowly.

3. The wind **blew** through the trees.

4. The baby **cried** loudly.

5. The door **closed** loudly.

6. The rain **fell** softly.

7. The **child** cried loudly.

Write sentences using vivid words. I have given you the subject of each sentence.

1. tree

2. snow

3. wind

4. ground

5. person

Write a more vivid noun in each sentence.

1. The food smelled bad.

2. The wind blew through the trees.

3. The bird sang the song.

4. The ice evaporated from the window.

Write two sentences using vivid nouns.

1. _____

2. _____

Write a more vivid verb in each sentence.

1. They worked. _____
2. The birds sang. _____
3. They walked. _____
4. The small dog barked. _____

Revise this example: Select verbs that will strengthen your writing. Have I used action words? Did I stretch to get a better word—*scurry* rather than *run*? Do my verbs give my writing punch and pizzazz? Did I avoid *is*, *am*, *are*, *was*, *were*, *be*, *being*, and *been* whenever I could?

The tornado was very close to my house. It was windy and loud. It made me nervous. I was scared.

Read the paragraph about baseball player Mark McGwire. The writing is not as clear or as interesting as it could be. Your job: replace each italicized verb with a strong verb that helps the reader visualize the action and fits the mood of the story. Then rewrite the paragraph on the lines below using your word choices.

Mighty Mark McGwire *stood* over home plate. In the grip of his thick hands, the bat *looked* like a twig. He *looked* at the pitcher. The pitcher *threw* the ball a little low. Bam! McGwire *hit* the ball with all his 250 pounds. He *ran* towards first base. He *watched* the ball fly 458 feet, over the left center field fence. "It's a home run," *said* the umpire. The crowd *stood* up and *clapped* as he *went* toward home.

Show! Don't Tell!

Directions: Examine the following passages. Note that the second story “shows” rather “tells.” Passage B should serve as your model for writing your own “showing” passages below and on the next page.

Passage A

My mornings are crazy. I am rushing all the time. Sometimes I miss my bus and arrive late to school.

Passage B

I awaken to the annoying buzz of my alarm clock at 6:30 a.m. I am anything but ready to face the day ahead of me. I drag myself to the bathroom, where I brush my teeth, take a quick shower, and wash and dry my hair. After changing outfits three or four times, I run down the stairs, let my dog out, and inhale my breakfast. I scramble for my books and jacket, then race out the front door. I barely make it to my bus on time. Once in the seat, I heave a sigh of relief because I will not be late to school today.

Directions: Write a passage that “shows” rather than “tells” for each of the sentences below and on the next page.

The mall is crowded in December.

Show! Don't Tell! *(cont.)*

I live on a very busy street.

My birthday party is going to be the best ever.

I have a fun hobby.
