

Contents



Grammar, Usage, and Mechanics

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The Parts of a Sentence

QuickGuide

The Sentence

page 3

A **sentence** expresses a complete thought, but a sentence fragment does not.

Subjects and Predicates

pages 3–8

The **subject** names the person, place, thing, or idea that the sentence is about. The **predicate** tells something about the subject.

Kinds of Sentences

page 9

There are four kinds of sentences: **declarative**, **interrogative**, **imperative**, and **exclamatory**.

The Sentence

A **sentence** is a group of words that expresses a complete thought. It has a **subject** and a **predicate**.

To express a complete thought, a sentence must have a subject and a predicate.

I went shopping downtown yesterday.

Kerri and I want to see that concert.

My friend Mustafa visited Egypt last summer.

A group of words that does not express a complete thought is called a **sentence fragment**.

went shopping downtown yesterday

want to see that concert

visited Egypt last summer

You will learn more about fragments in chapter 10.

Subjects and Predicates

The **subject** of a sentence names the person, place, thing, or idea that the sentence is about.

The **predicate** of a sentence tells something about the subject.

	Subject	Predicate
Person	Pat	swims faster than anyone else in the entire state.
Place	The park	is my favorite place in the world.
Thing	My shoes	fell off while I was riding the Ferris wheel.
Idea	Fairness	requires that we give you another chance at bat.

Complete Subjects

A **complete subject** includes all words used to identify the person, place, thing, or idea that the sentence is about.

As You Write

To find a complete subject, ask yourself one of these questions:

Who or what is doing something? About whom or what is the statement being made?

The birds in our backyard built a nest from my old sweater.

(Who or what did something in this sentence? The birds in our backyard is the complete subject.)



Simple Subjects

The **simple subject** is the main word (or words) of the complete subject.

The birds in our backyard built a nest from my old sweater. *(What is the main word in the complete subject? The simple subject is birds.)*

Grant's Second Chance is a great place to buy used sports equipment. *(Grant's Second Chance is the simple subject. All three words form the name of one place.)*

Katharine is writing a complete novel in her journal. *(A complete subject and a simple subject can be the same.)*

Throughout the rest of this book, the simple subject will be called *the subject*.

Understood Subjects

When the subject of a sentence is not stated, the subject (you) is said to be *understood*. The subject *you* is not stated in a command or a request.

(you) Watch out for that cord on the floor! (command)

(you) Please get me a drink of water. (request)

Complete Predicates

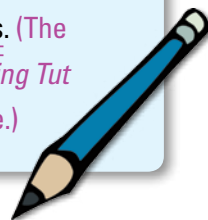
A **complete predicate** includes all the words that tell about the subject or what the subject is doing.

As You Write

To find a complete predicate, first find the subject. Then ask yourself the following questions: *What is the subject doing? What is being said about the subject?*

The San Francisco Giants won the World Series in 2012. (The subject is *The San Francisco Giants*. *What did the San Francisco Giants do? Won the World Series in 2012* is the complete predicate.)

Mario visited the King Tut exhibit despite his dislike of mummies. (The subject is *Mario*. *What is being said about Mario? Visited the King Tut exhibit despite his dislike of mummies* is the complete predicate.)



Simple Predicates, or Verbs

The **simple predicate** is the main word or phrase in the complete predicate. The simple predicate is often referred to as the **verb**.

My older brother takes terrific still photographs. (What is the main word in the complete predicate? What does the subject do? The simple predicate is *takes*.)

Marisa dreamed about returning to the ruins at Machu Pichu. (What did the subject do? The simple predicate is *dreamed*.)

A complete predicate and a simple predicate can be the same.

The computer froze.

Throughout the rest of this book, the simple predicate will be called the *verb*.

Verb Phrases

A **verb phrase** includes the main verb plus any helping, or auxiliary, verbs.

Rhanna will be circulating her petition today in the cafeteria.

Helping verb are often forms of the verbs *be*, *have*, *do*, *may*, *can*, and *shall*. Look at the chart below.

Helping Verbs	
<i>be</i>	am, is, are, was, were, be, being, been
<i>have</i>	has, have, had
<i>do</i>	do, does, did
other verbs	may, might, must, can, could, shall, should, will, would

You can learn more about verbs and verb phrases in chapters 3 and 8.

Interrupted Verb Phrases A verb phrase is often interrupted by one or more words. Negative words such as *not*, *never*, and the contraction *n't* are not part of the verb phrase.

Some schools will not allow students to wear T-shirts with words on them. (*Will allow* is the verb phrase—interrupted by the word *not*.)

He should never have tried to take that three-foot drop on skates. (*Should have tried* is the verb phrase—interrupted by the word *never*.)

I didn't want to criticize the way you threw the ball. (*Did want to criticize* is the verb phrase—interrupted by the contraction *n't*.)

Different Positions of Subjects

A sentence is in **natural order** when the subject comes before the verb.

Our camping trip lasted from Friday evening until Sunday afternoon.

The dog scratched at the door until no one could stand it anymore.

When the verb or part of the verb phrase comes before the subject, the sentence is in **inverted order**.

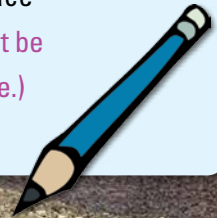
Never would I have believed it.

Roaring out of the dark night is a bullet train destined for New York.

As You Write

Inverted sentences are often questions or sentences that start with *there* or *here*. To find the subject in an inverted sentence, turn the sentence around to its natural order.

Inverted Order	Only once <u>have</u> <u>I</u> <u>broken</u> my vow never to share chewed gum.
Natural Order	<u>I</u> <u>have broken</u> my vow to share chewed gum only once.
Inverted Order	Is <u>it</u> silly for us to wear costumes to that film?
Natural Order	<u>It</u> <u>is</u> silly for us to wear costumes to that film.
Inverted Order	A <u>place</u> to dig up dinosaur fossils <u>is</u> in South Dakota.
Natural Order	<u>You</u> <u>can dig</u> up dinosaur fossils at a place in South Dakota. (Sometimes <i>there</i> must be dropped for the sentence to make sense.)



Compound Subjects and Predicates

A **compound subject** is made of two or more subjects in one sentence that have the same verb and are joined by a word such as *and* or *or*.

One Subject Solar panels can harness the energy of the sun.

Compound Subject Both Solar panels and wind turbines are sources of renewable energy.



A **compound predicate** is two or more verbs that have the same subject and are joined by a word such as *and* or *or*.

Simple Predicate The glaciers at the North and South Poles are melting.
(The predicate has only one verb—*are melting*.)

Compound Predicate The glaciers at the North and South Poles are melting and breaking apart in large chunks. (The predicate has two verbs—*are melting* and *(are) breaking*.)

A sentence can include both a compound subject and a compound verb.

Compound Subject and Compound Predicate George Washington and Abraham Lincoln served our country and became great heroes.

Jack and Sally set up the lighting and the sound equipment and began filming.

Kinds of Sentences

All sentences can be grouped according to their purpose. A sentence can make a statement, ask a question, give a command, or express strong feeling. The punctuation mark that belongs at the end of a sentence is determined by its purpose.

A *declarative sentence* makes a statement or expresses an opinion and ends with a period.

Leonardo da Vinci designed a workable airplane long before anyone could build one. (statement)

Hot, humid weather is worse than the most severe cold wave. (opinion)

An *interrogative sentence* asks a question and ends with a question mark.

How can I convince you I'm mature enough to see that movie?

Can you pat your head and rub your stomach at the same time?

An *imperative sentence* makes a request or gives a command and ends with either a period or an exclamation point.

Go straight for three blocks and then turn left on Elm Street. (This imperative sentence ends with a period because it is a mild request.)

Don't touch that computer! (This sentence ends with an exclamation point because it is a strong command.)

An *exclamatory sentence* expresses strong feelings and ends with an exclamation point.

What an awesome band they are!

They are coming back to play another set!

Using Verbs

QuickGuide

Parts of Verbs

pages 73–78

A verb has four principal parts: the **present**, the **present participle**, the **past**, and the **past participle**.

Tenses of Verbs

pages 78–80

The time expressed by a verb is called its **tense**. The six verb tenses are **present**, **present perfect**, **past**, **past perfect**, **future**, and **future perfect**.

Verb Conjugations

pages 80–84

A **conjugation** lists all the singular and plural forms of a verb in its six tenses.

Active Voice and Passive Voice

pages 85

Active voice indicates that the subject is performing the action. **Passive voice** indicates that the action of the verb is being performed on the subject.

Mood

pages 86–87

The **mood** of a verb indicates how an idea is expressed. There are five moods: **indicative**, **interrogative**, **imperative**, **subjunctive**, and **conditional**.

Parts of Verbs

A verb has four *principal parts*: present, present participle, past, and past participle.

A verb shows action or tells something about its subject. A verb also tells when something happened (or is happening).

The principal parts of the verb *jog* are used in the following examples. Notice that the present participle and the past participle include helping verbs.

Present	I jog two miles every day.
Present Participle	I am jogging to the lake and back.
Past	Yesterday I jogged to the park.
Past Participle	I have jogged every day this week.

Regular Verbs

A **regular verb** forms its past and past participle by adding *-ed* or *-d* to the present form of the verb.

Present	Present Participle	Past	Past Participle
lift	(is) lifting	lifted	(have) lifted
wonder	(is) wondering	wondered	(have) wondered
hire	(is) hiring	hired	(have) hired
skip	(is) skipping	skipped	(have) skipped
cry	(is) crying	cried	(have) cried

Notice that when you add *-ed* or *-ing* to some verbs, the spelling changes slightly, as in *hire*, *skip*, and *cry*.

Irregular Verbs

An **irregular verb** does not form the past and past participle by adding *-ed* or *-d* to the present. Look at the following verb groups.

Group 1 These irregular verbs have the same form for the present, the past, and the past participle.

Present, Past, and Past Participle Use the Same Form			
Present	Present Participle	Past	Past Participle
burst	(is) bursting	burst	(have) burst
cost	(is) costing	cost	(have) cost
hit	(is) hitting	hit	(have) hit
let	(is) letting	let	(have) let
put	(is) putting	put	(have) put

Group 2 Some irregular verbs change entirely to form the past tense but have the same form for the past and the past participle.

Past and Past Participle Use the Same Form			
Present	Present Participle	Past	Past Participle
bring	(is) bringing	brought	(have) brought
buy	(is) buying	bought	(have) bought
catch	(is) catching	caught	(have) caught
leave	(is) leaving	left	(have) left
lose	(is) losing	lost	(have) lost
make	(is) making	made	(have) made
say	(is) saying	said	(have) said
teach	(is) teaching	taught	(have) taught

Group 3 These irregular verbs form their past participle by adding *-n* to past tense.

Past Participle Formed by Adding <i>-n</i> to the Past Tense			
Present	Present Participle	Past	Past Participle
break	(is) breaking	broke	(have) broken
choose	(is) choosing	chose	(have) chosen
freeze	(is) freezing	froze	(have) frozen
speak	(is) speaking	spoke	(have) spoken
steal	(is) stealing	stole	(have) stolen
tear	(is) tearing	tore	(have) torn

Group 4 These verbs form their past participle by adding *-n* to the present tense.

Past Participle Formed by Adding <i>-n</i> to the Present Tense			
Present	Present Participle	Past	Past Participle
blow	(is) blowing	blew	(have) blown
draw	(is) drawing	drew	(have) drawn
drive	(is) driving	drove	(have) driven
give	(is) giving	gave	(have) given
grow	(is) growing	grew	(have) grown
know	(is) knowing	knew	(have) known
see	(is) seeing	saw	(have) seen
take	(is) taking	took	(have) taken
throw	(is) throwing	threw	(have) thrown

Group 5 These irregular verbs form their past and past participle by changing a vowel. In these verbs the *i* in the present changes to an *a* in the past and to a *u* in the past participle.

Past and Past Participle Formed by Changing a Vowel			
Present	Present Participle	Past	Past Participle
begin	(is) beginning	began	(have) begun
drink	(is) drinking	drank	(have) drunk
ring	(is) ringing	rang	(have) rung
sing	(is) singing	sang	(have) sung
sink	(is) sinking	sank	(have) sunk
swim	(is) swimming	swam	(have) swum

Group 6 These irregular verbs form the past and the past participle in other ways.

Past and Past Participle Formed in Other Ways			
Present	Present Participle	Past	Past Participle
come	(is) coming	came	(have) come
do	(is) doing	did	(have) done
eat	(is) eating	ate	(have) eaten
fall	(is) falling	fell	(have) fallen
go	(is) going	went	(have) gone
ride	(is) riding	rode	(have) ridden
run	(is) running	ran	(have) run
write	(is) writing	wrote	(have) written

Six Problem Verbs

The following common verbs are often misused.

Bring and Take

Bring indicates motion toward the speaker. *Take* indicates motion away from the speaker.

Present	Present Participle	Past	Past Participle
bring	(is) bringing	brought	(have) brought
take	(is) taking	took	(have) taken

Bring Our dog **brings** us the newspaper every morning.
Grandma **is bringing** us her famous lemon shortbread.
Dan **brought** a friend from college home with him.
That tourist **must have brought** his entire wardrobe with him!

Take **Take** this misdirected mail to the Smith family.
Ryan **is taking** his sister across town to visit her best friend.
“**Take** me with you,” I begged.
Sometimes I think I’ve **taken** every stray in town to the shelter.

Learn and Teach

Learn means “to gain knowledge.” *Teach* means “to instruct” or to “show how.”

Present	Present Participle	Past	Past Participle
learn	(is) learning	learned	(have) learned
teach	(is) teaching	taught	(have) taught

Learn I **learn** best on a full stomach.
He **is learning** to toss a bone in the air and catch it in his jaws.
I **learned** never to fall asleep with bubble gum in my mouth.
I **have** already **learned** the six most basic guitar chords.

Teach **Teach** me to play the new song you wrote.
 He's an old dog, but I'm **teaching** him new tricks anyway.
 I **taught** my baby sister to put her foot in her mouth.
 I've **taught** this technique to klutzier people than you!

Leave and Let

Leave means “to depart” or “to go away.” *Let* means “to allow” or “to permit.”

Present	Present Participle	Past	Past Participle
leave	(is) leaving	left	(have) left
let	(is) letting	let	(have) let

Leave You'd better **leave** now before it starts raining.
 We're **leaving** for the theater in five minutes.
 Shaq **left** his watch in the locker room .
 Emily **had** never **left** for school so early before.

Let **Let** the dog out before you leave for the day.
 I'm **letting** you borrow this shirt because you're my best friend.
Let me concentrate on this putt.
 She **has let** me borrow her car every Friday since the year began.

Tenses of Verbs

The time expressed by a verb is called its *tense*.

There are six verb tenses: **present**, **present perfect**, **past**, **past perfect**, **future**, and **future perfect**. The examples on the next page show how the verb *walk* is used in all six tenses.

Writing Well-Structured Paragraphs

QuickGuide

Paragraph Writing

pages 219–221

A **paragraph** is a group of related sentences that present and develop one main idea.

Building Your Paragraph

pages 221–224

The structure of a paragraph helps you present and support your ideas through appropriate use of topic, supporting, and concluding sentences.

Developing and Polishing Your Paragraph

pages 225–227

Make certain your paragraph really says what you want it to say by—

- checking for paragraph development
- checking for unity and coherence
- using the Six Traits of Good Writing.

Paragraph Writing

A *paragraph* is a group of related sentences that present and develop one main idea.

Developing Your Paragraph Writing Skills

A paragraph is a unit of thought. It can be part of a long composition, or it can stand alone as a short composition, complete within itself. However it is used, a paragraph always sticks to one main point or focus.

Each time you write a paragraph that stands alone, you will be going through the whole writing process—prewriting, drafting, and revising. The result—a well-structured paragraph with vivid words and smooth sentences—should be as satisfying to read as it is to write.

Paragraph Structure

Most paragraphs that stand alone consist of three main types of sentences. These are the topic sentence, the supporting sentences, and the concluding sentence. Each type of sentence performs a special function in a paragraph, as shown in the chart below.

Structure of a Paragraph	
Topic Sentence	states the main idea
Supporting Sentences	expand on the main idea with specific facts, examples, details, or reasons
Concluding Sentence	provides a strong ending

In the paragraph on the following page, all the other sentences relate directly to the main idea stated in the topic sentence. (Note that the topic and concluding sentences are in blue type.)



The Man Who Rode the Thunder

Topic

Sentence

Marine pilot William Rankin made history in 1959 when he survived a nine-mile fall from the sky. Over Norfolk, Virginia, Rankin had engine trouble and had to eject himself from his plane. After he had fallen for about eight minutes, his parachute opened perfectly. To his dismay, however, he found himself in the middle of a thunderstorm. The strong winds kept driving him up instead of down toward the earth. For forty minutes Rankin was tossed by fierce winds and surrounded by blasts of thunder and sheets of lightning. Finally he reached the ground, frostbitten and injured, but alive.

Supporting Sentences

Concluding Sentence

Soon after, newspapers all around the world honored “the man who rode the thunder.”

The main idea in this paragraph is that William Rankin survived a nine-mile fall. The rest of the paragraph backs up that main idea by providing the startling details.

Varied Paragraph Structures While the model paragraph on the previous page begins with a topic sentence and ends with a concluding sentence, you may construct a paragraph differently. For example, you may express your main idea in the middle of the paragraph or at the end. Your paragraph may not need a concluding sentence if you end with your topic sentence or if your paragraph is part of a longer composition. In a one-paragraph composition, however, you must make the main idea clear, no matter what paragraph structure you choose.

Guidelines for a One-Paragraph Composition

- Make your main idea clear.
- Develop your main idea fully.
- Provide a strong ending.

You may accomplish these three goals by including a clear topic sentence, a body of supporting sentences, and an effective concluding (or transition) sentence.

Building Your Paragraph

Even though a paragraph is a unit of thought, the three types of sentences that make it up need to be thought of separately.

Topic Sentence

No matter where in the paragraph you choose to put your topic sentence, it serves the same purpose—to focus the reader’s attention on the main idea. The topic sentence is usually, but not always, more general than the other sentences in a paragraph.

Features of a Topic Sentence

A topic sentence—

- states the main idea.
- focuses the limited subject to one main point that can be adequately covered in the paragraph.
- is more general than the sentences that develop it.

The following paragraph begins with a very general sentence. The second sentence, which is the topic sentence, limits the broad subject to one specific aspect.

The Emperor's Feet

**Topic
Sentence**

The bitterly cold climate of Antarctica is hostile to many forms of life. **Even the emperor penguin, which thrives in the cold, has had to develop unusual behaviors to hatch a chick.** If an egg were allowed to touch the frozen ground, the developing chick inside would not survive. To protect the chick, the male penguin carries the egg on his feet, tucking it under the feathers on his body. For two months, while the female penguin is away storing food in her belly, the male goes nowhere without the egg. Cuddled securely in the male's warmth, the chick can survive until hatching. At that time the mother returns and takes over the care of her newborn chick. Even then the down-covered chick needs its mother's feet and feathers to shield it from the frigid weather of Antarctica.





Targeting the Six Traits: Ideas

To a large extent, the success of your paragraph depends on having a focused subject. You also have to have enough detailed information to support your subject. Be specific, be detailed, think about your audience and your purpose. Do not skimp on the prewriting process just because you are writing “only” a paragraph. A paragraph is a powerful unit of communication that can stand alone, but it is also the building block of longer writing.

Supporting Sentences

Supporting sentences make up the body of a paragraph. Their purpose is to back up the main idea in the topic sentence with specific information. They explain or prove a topic sentence with specific details, facts, examples, or reasons.

Supporting sentences also provide answers to questions that readers might have. Read the following topic sentence. Think of questions that you would expect the supporting sentences to answer.

Topic Sentence

People who lived in pioneer days would never have believed that world news could be received as quickly as it is today.

Most readers would probably want to know how news traveled during pioneer days and how news travels today. Look at the paragraph on the next page. The supporting sentences answer these questions. They provide facts and examples that relate to the main idea.



From 1860 to 1861, the Pony Express was the fastest way to send mail across the country.

Changes in News Communication

Topic Sentence

People who lived in pioneer days would never have believed that world news could be received as quickly as it is today. In earlier times newspapers were often several months old by the time they reached a settlement. Letters were carried by travelers who happened to be going in the right direction and often were received months after they were written. Today by radio, television, newspapers, and the Internet, we get world news almost at once. Letters arrive in distant countries overnight. It is hard to believe that such changes have taken place in less than 100 years.

Supporting Sentences

Concluding Sentence

Concluding Sentence

Every good composition has a clear beginning, middle, and end. In a single paragraph, the concluding sentence serves as the ending.

Strategies for Ending a Paragraph

- Restate the main idea using different words.
- Summarize the paragraph.
- Add an insight about the main idea.
- Express how you feel about the subject.

Medic Alert Saves Lives

Topic Sentence

The Medic Alert bracelet was designed to help people with medical problems in emergency situations. If the wearer of the bracelet is unconscious or otherwise unable to talk, the bracelet can tell medical workers what they need to know about the patient. On the back of the Medic Alert bracelet are listed the patient's medical problem, an identification number, and an emergency number. By dialing this telephone number, the medical workers can find out about the patient's special condition from a computer. In an emergency, a Medic Alert bracelet can become a lifesaver.

Supporting Sentences

Concluding Sentence

Developing and Polishing Your Paragraph

A topic sentence is like a baseball score. It gives the general idea without the specifics of how the game developed. Readers, like sports fans, want more information. There are a variety of ways to develop the idea introduced in the topic sentence.

Strategies for Developing a Paragraph

- Give descriptive details.
- Give facts, examples, or reasons.
- Relate an incident.
- Make a comparison or draw a contrast.
- Give directions or explain the steps in a process.

Insufficiently developed writing makes readers quickly lose interest. Even an interesting idea loses merit if not backed up with sufficient information. With adequate development, the main idea is supported with specific details. These specific details can take the form of facts or examples, reasons, incidents, or descriptive images. Regardless of the form, supporting details must be numerous and specific enough to make the main idea clear, convincing, and interesting.

The following paragraph provides specific details that develop the subject.

Childhood Treasures

Aunt Sally's cabinet of art supplies was like a toy chest to me. The top shelf, beyond my reach, had an endless supply of paper. There was stiff, brilliant-white paper for watercolors, blank newsprint for charcoals, glossy paper, dull paper, and tracing paper. On the second shelf sat oozing tubes of bright-colored oil paints, bottles of the blackest ink, and cartons of chalk in sunrise shades of pastels. The third shelf—my favorite—held the damp lumps of gray clay, waiting to be shaped into creatures only my aunt and I would recognize. On the bottom shelves were brushes and rags for cleaning up. Despite the thorough cleanups Aunt Sally insisted on, that cabinet was a paradise of play for me on countless Sunday afternoons.

Unity A paragraph has **unity** when all of the supporting sentences relate directly to the main idea. Paragraphs without unity include unrelated ideas that distract readers from the main point. Suppose you are writing a paragraph about tricks your dog can do. In the process of writing, you can sometimes lose your focus. You may be led to include other details about your dog, such as where and when you got him, or what his favorite foods are. Although these relate to your dog generally, they probably do not belong in a paragraph about the tricks your dog can do.

Coherence **Coherence** in a paragraph is the quality that makes each sentence seem connected to all the others. One way to achieve coherence is to present ideas in a logical order. Another way is to use transitions. **Transitions** are words and phrases that show how ideas are related. The following chart shows some common types of logical order and the transitions often used with them.

Transitions for Different Types of Order		
Types of Order	Definition	Transitions
Chronological	The order in which events occur	first, second, third, before, after, next, on Tuesday, later, finally
Spatial	Location or physical arrangement	left, right, in front of, behind, next to, south of
Order of Importance	Degree of importance, size, or interest	first, finally, in addition, smallest, largest, more/most important
Compare/Contrast	Similarity and/or differences between objects or ideas	similarly, in contrast, on the other hand

Chronological order is used with events or stories to tell what happened first, next, and so on. It is also used when giving directions or the steps in a process. **Spatial order** is used in descriptions to show how objects are related in location. **Order of importance** is often used in paragraphs that explain or persuade. **Compare/Contrast** is used in paragraphs that explain.

For more about transitions, review Chapter 20.

Using the Six Traits of Good Writing

Use the Six Traits of Good Writing checklist to revise your paragraph and ensure that your work is as good as you can make it.

Six Traits of Good Writing Checklist

Ideas

- ✓ Is the subject focused enough to be covered in one paragraph?
- ✓ Do your details demonstrate what you want to say?
- ✓ Did you present your ideas in logical order?
- ✓ Do any of your sentences stray from the main idea?

Organization

- ✓ Does your topic sentence introduce the subject and suggest your overall impression of it?
- ✓ Do your supporting sentences supply specific details and sensory words?
- ✓ Does your conclusion wrap up the ideas in your paragraph?

Voice

- ✓ Can a reader detect your interest in your subject while reading your paragraph?
- ✓ Is your personality reflected in your writing?

Word Choice

- ✓ Did you pick precise nouns and verbs to express your ideas?
- ✓ Will the adjectives you used help the reader understand your ideas?

Sentence Fluency

- ✓ Are your sentences varied in length and structure?
- ✓ Do you use adverbs to create smoother flowing sentences?

Conventions

- ✓ Are your sentences free of errors in grammar and usage?
- ✓ Did you spell each word correctly?
- ✓ Did you use capital letters where needed?
- ✓ Did you punctuate sentences correctly?
- ✓ Did you indent each paragraph?