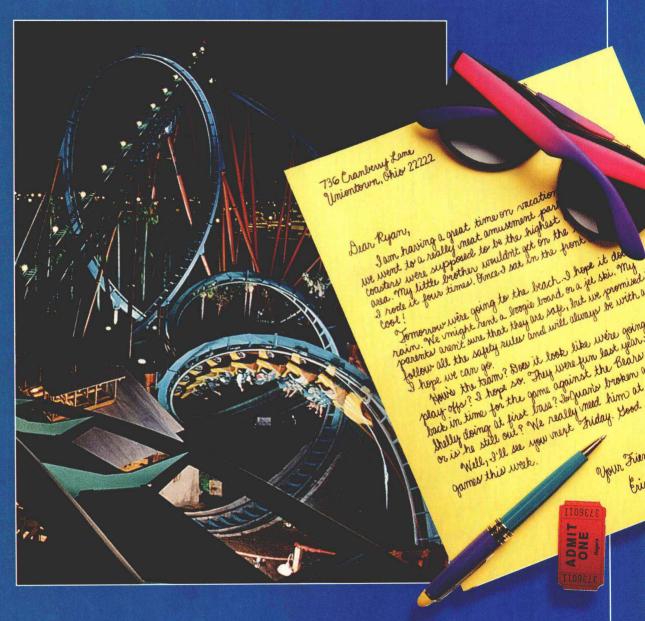
WRITER'S CHOICE

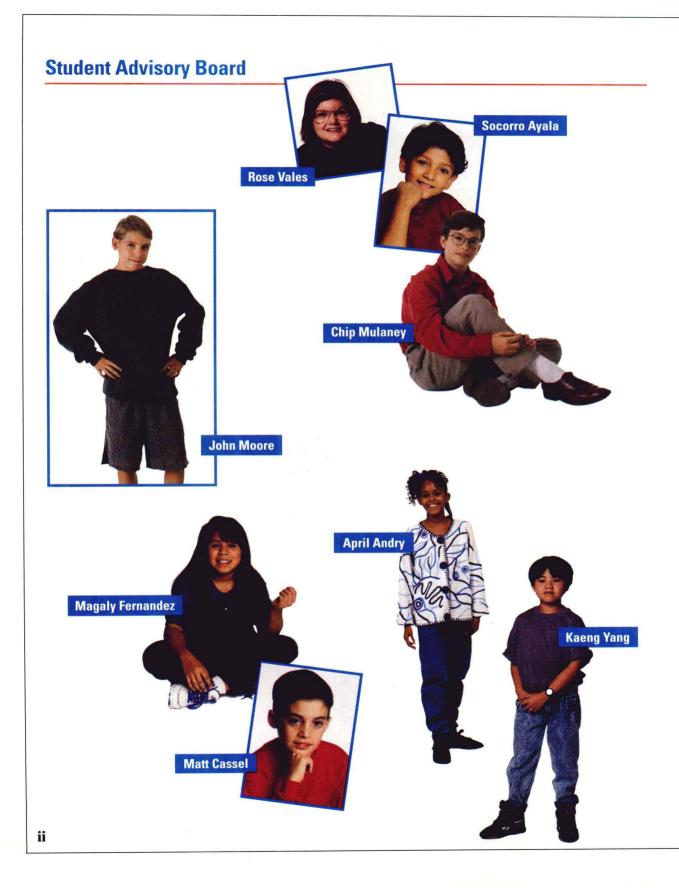
GRAMMAR AND COMPOSITION



WRITER'S CHOICE

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GRAMMAR AND COMPOSITION



Pierre-Auguste Renoir, The Reading, 1892

Consulting Author for Composition Jacqueline Jones Royster

Grammar Specialist
Mark Lester

Visual-Verbal Learning Specialists
Ligature, Inc.



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As Consulting Author, Dr. Royster guided the development of focused, modular lessons to engage middle school students in the writing process. She contributed to the articulation of the contents and objectives across all three levels, 6–8. Dr. Royster also prepared extensive critiques of lessons and features from initial outlines through all stages of development. In addition, Dr. Royster advised on elements of the accompanying teaching material, with special attention to assessment.

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The advisers helped develop the tables of contents and determine pacing, emphasis, and activities appropriate for middle school students. They reviewed and commented on the manuscript for complete units.

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Ronne Hartfield is Executive Director of Museum Education at the Art Institute of Chicago. Dr. Hartfield consults widely and is a nationally known expert in the areas of urban arts and multicultural education.

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Visual-Verbal Learning Specialists

Ligature, Inc., is an educational research and development company with offices in Chicago and Boston. Ligature is committed to developing educational materials that bring visual-verbal learning to the tradition of the written word.

As visual-verbal and curriculum specialists, Ligature collaborated on conceiving and implementing the pedagogy of *Writer's Choice*.

Educational Reviewers

The reviewers read and commented upon manuscripts during the writing process. They also critiqued early drafts of graphic organizers and page layouts.

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Student Advisory Board

The Student Advisory Board was formed in an effort to ensure student involvement in the development of *Writer's Choice*. The editors wish to thank members of the board for their enthusiasm and dedication to the project.

The editors also wish to thank the many student writers whose models appear in this book.

Thanks are also due to *Merlyn's Pen* and *Cricket* for cooperation in providing student models.

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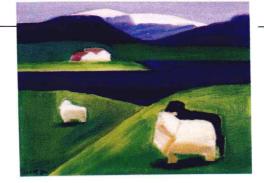




The Writing Process

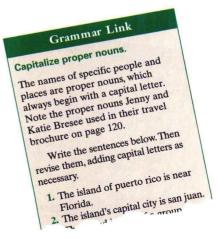
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mar Link
Grammar Link
Use correct punctuation at the
et punctuation
use correct pages.
use correct particles. ends of sentences. ends of sentences. ends of sentences.
ends of hicken and substantiess
a mard put chicket there a medical
ends of sentences. ends of sentences. Bernard put chicken and sausage Bernard put chicken a meatless Bernard put chicken are a meatless Bernard put chicken and sausage
Bernard put chicken and satisfy Into the gumbo. Is there a meatless into the gumbo. Is there a meatless into the gumbo. It is the gumbo. It is the gumbo. It is the gumbo. It is the gumbo.
version? · · · 1
write each sentence below, ending Write each sentence below, ending
smell he santence below, mark.
Write each sentence below, ending write each sentence punctuation mark. it with the correct punctuation the book The
it with the correct puncture it with the correct puncture. 1. Have you read the book The Lion King to of it are
it with the book I'm
To you is
1 Have Je
Lion King ports of it ale
Lion King How scary parts of it are How scary parts of it after the
2. How book came out
1 1110
mor



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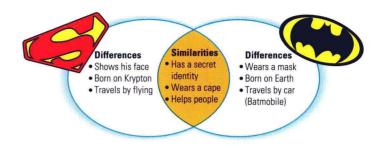




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Use consistent verb tenses when you write.

Notice the verbs in this sentence from the model (all are in the past tense):
Fishing rods were sticking..., my bike was hanging..., and the roof rack was piled...

Rewrite each sentence below to make the verb tenses consistent.

1. Last year my family and I visited Denver, and we see the capitol.

2. At camp I will learn to canoe; it

X

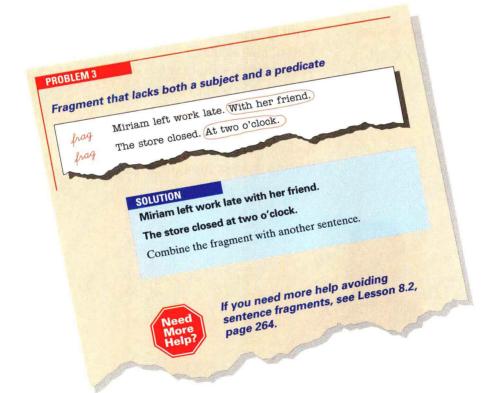


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