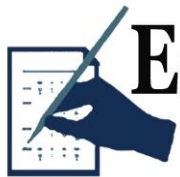


Level 4

Student Text

by
Matthew Stephens



Essentials in Writing

Where Students Learn to Write

417-256-4191

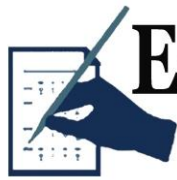
www.essentialsinwriting.com

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Essentials in Writing

Where Students Learn to Write

Dear Parents/Teachers,

Thank you for allowing me the opportunity to partner with you in your child's education. I look forward to our journey together.

Up front, I want you to know that your feedback is valuable to me. Development of Essentials in Writing is ongoing and I encourage you to share positive comments and suggestions.

On the next few pages, you will find the suggested approach, curriculum format, and a syllabus for planning.

For those of you who have opted to print worksheets and/or assignment sheets, I recommend printing them at the beginning of the year rather than waiting to print them each day.

As always, I want to keep the lines of communication open and prayerfully ask that you contact me with any questions or concerns. I like to hear your compliments as well.

You may reach me via email at info@essentialsinwriting.com or by phone at **417-256-4191**.

Sincerely,

Matthew Stephens
Founder, Essentials in Writing

SUGGESTED APPROACH

1. Look at the worksheet/assignment sheet for today's lesson.
2. Watch the video lesson.
3. Complete the assignment.
4. Look at the next lesson.

1. Look at the worksheet/assignment sheet for the day's lesson.

Looking at the assignment will help students be prepared for the content of the lesson. As they watch the video portion of the lesson, they will be listening in terms of what the assignment sheet will require.

2. Watch the video lesson.

Present the new concept to the student. Depending on the student, you may want to watch the lesson with the student, or you may allow the student to watch the lesson alone.

3. Complete the assignment.

Students will complete the worksheet or assignment sheet. During this time, it's very important for students to "think out loud" as they complete the assignment. If this isn't possible due to disturbance of other students, they may wait until they are finished and then explain the new concept to a third party.

Worksheets/assignment sheets are not considered optional.

4. Look at the next lesson.

Again, it's important for students to be aware of what they will be learning.

How long should I spend on one lesson? – This depends on the topic and the student. There are many different variables to consider in such a question. Typically, a good rule to follow is: Don't complete the worksheets/assignment sheets unless the student understands the concepts presented in the video lesson. You may need to watch the video more than once. Then, students will complete the worksheet/assignment sheets after and understanding of the new concept is evident.

CURRICULUM FORMAT

Video lessons and worksheets/assignment sheets are titled to correspond with each other by number. Additionally, written work titled “A” will be completed the first day (after watching the video), “B” the second day, “C” the third day, and so on. If a lesson only has “A” written work, move to the next video lesson the following day. Look at the example below for more details.

Day One

1. Look at Lesson 1A worksheet(s).
2. Watch Video Lesson 1.
3. Complete Lesson 1A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Two

1. Look at Lesson 2A worksheet(s).
2. Watch Video Lesson 2.
3. Complete Lesson 2A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Three

1. Complete Lesson 2B written work.

Day Four

1. Complete Lesson 2C written work.

Day Five

1. Look at Lesson 3A worksheet(s).
2. Watch Video Lesson 3.
3. Complete Lesson 3A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

Day Six

1. Complete Lesson 3B written work

Day Seven

1. Look at Lesson 4A worksheet(s).
2. Watch Video Lesson 4.
3. Complete Lesson 4A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

...AND SO ON

LEVEL 4 SYLLABUS

This course averages 110-120 class periods.

VIDEO – 58 LESSONS

WORKBOOK – 155 PAGES

NOTE: Video lessons are indicated by ALL CAPS bold. Worksheets/assignment sheets are listed below each video lesson.

LESSON 1 - WHAT IS WRITING?

Lesson 1A - What is Writing?

Lesson 1B - What is Writing?

Lesson 1B Simple Sentences

LESSON 2 - COMPLETE SUBJECTS AND PREDICATES

Lesson 2A - Complete Subjects and Predicates

Lesson 2B - Complete Subjects and Predicates

LESSON 3 - SIMPLE SUBJECTS AND PREDICATES

Lesson 3A Simple Subjects and Predicates

Lesson 3B Simple Subjects and Predicates

Lesson 3C Simple Subjects and Predicates

Lesson 3D Simple Subjects and Predicates

LESSON 4 - INTRODUCE COMPOUND SUBJECTS

Lesson 4A Introduce Compound Subjects

Lesson 4B Introduce Compound Subjects

LESSON 5 - INTRODUCE COMPOUND PREDICATES

Lesson 5A Introduce Compound Predicates

Lesson 5B Introduce Compound Predicates

LESSON 6 - SENTENCE ERROR: FRAGMENT

Lesson 6A Sentence Error: Fragment

Lesson 6B Sentence Error: Fragments

LESSON 7 - SENTENCE ERROR: RUN-ON

Lesson 7A Sentence Error: Run-on

Lesson 7B Sentence Error: Run-on

LESSON 8 - SENTENCE ERROR: RAMBLING

Lesson 8A Sentence Error: Rambling

Lesson 8B – Sentence Error: Rambling

LESSON 9 – INTRODUCING INDEPENDENT CLAUSE

Lesson 9A – Introducing Independent Clause

Lesson 9B – Introducing Independent Clause

LESSON 10 – INTRODUCING DEPENDENT CLAUSE

Lesson 10A – Introducing Dependent Clause

Lesson 10B – Introducing Dependent Clause

Lesson 10C – Independent and Dependent Clause

REVIEW

Lesson 10D – Independent and Dependent Clause
REVIEW

LESSON 11 – SIMPLE AND COMPOUND SENTENCES

Lesson 11A – Simple and Compound Sentences

Lesson 11B – Simple and Compound Sentences

Lesson 11C – Simple and Compound Sentences

LESSON 12 – COMPLEX SENTENCES PART 1

Lesson 12A – Complex Sentences Part 1

Lesson 12B – Complex Sentences Part 1

LESSON 13 – COMPLEX SENTENCES PART 2

Lesson 13A – Complex Sentences Part 2

Lesson 13B – Complex Sentences Part 2

LESSON 14 – COMMON NOUNS

Lesson 14A – Common Nouns

LESSON 15 - PROPER NOUNS

Lesson 15A - Proper Nouns

Lesson 15B - Proper Nouns

Lesson 15C – Common and Proper Nouns

LESSON 16 – IDENTIFYING SINGULAR AND PLURAL NOUNS

Lesson 16A – Identifying Singular and Plural Nouns

Lesson 16B – Identifying Singular and Plural Nouns

LESSON 17 – SPELLING PLURAL NOUNS

Lesson 17A – Spelling Plural Nouns

Lesson 17B – Spelling Plural Nouns

LESSON 18 - IDENTIFYING PRONOUNS

Lesson 18A Identifying Pronouns

Lesson 18B Identifying Pronouns

LESSON 19 – PRONOUNS AND THEIR ANTECEDENTS

Lesson 19A – Pronouns and their Antecedents

Lesson 19B – Pronouns and their Antecedents

LESSON 20 – ACTION VERBS

Lesson 20A – Action Verbs

Lesson 20B – Action Verbs

Lesson 20C – Action Verbs

LESSON 21 – LINKING VERBS

Lesson 21A – Linking Verbs

Lesson 21B – Linking Verbs

LESSON 22 –ADJECTIVES

Lesson 22A –Adjectives

Lesson 22B – Adjectives

Lesson 22C - Adjectives

Lesson 22D –Adjectives

LESSON 23 – IDENTIFYING ADVERBS

Lesson 23A – Identifying Adverbs

Lesson 23B – Using Adverbs

Lesson 23C – Using Adjectives and Adverbs in Writing

LESSON 24 - SUBJECT/VERB AGREEMENT

Lesson 24A - Subject/Verb Agreement

Lesson 24B - Subject/Verb Agreement

LESSON 25 - DON'T & DOESN'T PROBLEM

Lesson 25A - Don't & Doesn't Problem

Lesson 25B - Don't & Doesn't Problem

LESSON 26 – POSSESSIVE NOUNS (SINGULAR)

Lesson 26A – Possessive Nouns (Singular)

Lesson 26A – Possessive Nouns (Singular)

Lesson 26B – Combining Sentences Using Singular

Possessive Nouns

Lesson 26C – Possessive Nouns (Plural ending in -s)

Lesson 26D – Possessive Nouns (Plural ending in -s)

Lesson 26E – Combining Sentences Using Plural

Possessive Nouns (ending in –s)

Lesson 26F– Possessive Nouns (REVIEW) Singular

Possessive and Plural (ending in –s) Possessive

Lesson 26G– Possessive Nouns Plural (NOT ending in –s)

Lesson 26H– Identifying Possessive Nouns

(Singular/Plural)

Lesson 26I–Possessive Nouns

Lesson 26J– Using Possessive Nouns in Writing

LESSON 27 – REVIEWING PUNCTUATION (COMMA)

Lesson 27A – Reviewing Punctuation (Comma)

Lesson 27B – Reviewing Punctuation (Comma)

LESSON 28 – ABC ORDER

Lesson 28A – ABC Order

LESSON 29 - PARTS OF A FRIENDLY LETTER

Lesson 29A - Parts of a Friendly Letter

Lesson 29A - Parts of a Friendly Letter

LESSON 30 – WRITING A FRIENDLY LETTER

Lesson 30A – Writing a Friendly Letter

LESSON 31 – THE WRITING PROCESS – PREWRITE

Lesson 31A – The Writing Process – PREWRITE

LESSON 32 – THE WRITING PROCESS DRAFT, REVISE, EDIT/SHARE

Lesson 32A – The Writing Process DRAFT, REVISE, EDIT/SHARE

Lesson 32A – The Writing Process DRAFT, REVISE, EDIT/SHARE

LESSON 33 – WRITING A NARRATIVE (ORGANIZING THOUGHTS)

Lesson 33A – Writing a Narrative (Organizing Thoughts)

Lesson 33B – Writing a Narrative (Organizing Thoughts)

LESSON 34 – WRITING A NARRATIVE (DRAFTING)

Lesson 34A – Writing a Narrative (Drafting)

Lesson 34A – Writing a Narrative (Drafting)

Continue drafting your narrative on the lines below. If you need more space, you may use an additional sheet of notebook paper.

LESSON 35 – WRITING A NARRATIVE (REVISING FOR SENSORY DETAILS)

Lesson 35A – Writing a Narrative (Revising for Sensory Details)

LESSON 36 – WRITING A NARRATIVE (REVISING FOR WORD CHOICE)

Lesson 36A – Writing a Narrative (Revising for Word Choice)

LESSON 37 – WRITING A NARRATIVE (EDIT/PUBLISH)

Lesson 37A – Writing a Narrative (Edit/Publish)

Lesson 37B – Writing a Narrative (Edit/Publish)

Lesson 37B – Writing a Narrative GRADING CHECKLIST

LESSON 38 – THE PARTS OF A PARAGRAPH

Lesson 38A – The Parts of a Paragraph

Lesson 38A – The Parts of a Paragraph (Opening Sentence)

Lesson 38B – The Parts of a Paragraph (Body/Details)

Lesson 38B – The Parts of a paragraph (Closing Sentence)

LESSON 39 – WRITING A DESCRIPTIVE PARAGRAPH

Lesson 39A – Writing a Descriptive Paragraph (Graphic Organizer)

Lesson 39A –Descriptive Writing (Organizing Thoughts)

LESSON 40 – DESCRIPTIVE WRITING (DRAFTING)

Lesson 40A – Descriptive Writing (Drafting)

Lesson 40A – Descriptive Writing (Drafting)

CONTINUED

LESSON 41 - DESCRIPTIVE WRITING (REVISION PART 1)

Lesson 41A - Descriptive Writing (Revision Part 1)

LESSON 42 - DESCRIPTIVE WRITING (REVISION PART 2)

Lesson 42A - Descriptive Writing (Revision Part 2)

LESSON 43 - DESCRIPTIVE WRITING (REVISING FOR SENTENCE)

Lesson 43A - Descriptive Writing (Revising for Sentence Structure and Word Choice)

LESSON 44 – DESCRIPTIVE WRITING (EDIT/PUBLISH)

Lesson 44A – Descriptive Writing (Edit/Publish)

Lesson 44A – Descriptive Writing (Edit/Publish)

Lesson 44A –Descriptive Writing CHECKLIST

LESSON 45 – INTRODUCING PERSUASIVE WRITING

Lesson 45A – Introducing Persuasive Writing

LESSON 46 – PERSUASIVE WRITING (ORGANIZING THOUGHTS)

Lesson 46A – Persuasive Writing (Organizing Thoughts)

Lesson 46A – Persuasive Writing (Organizing Thoughts)

LESSON 47 – PERSUASIVE WRITING (DRAFTING)

Lesson 47A – Persuasive Writing (Drafting)

Lesson 47A – Persuasive Writing (Drafting)

CONTINUED

LESSON 48 - PERSUASIVE WRITING (REVISING)

Lesson 48A - Persuasive Writing (Revising)

LESSON 49 – PERSUASIVE WRITING (EDIT/PUBLISH)

Lesson 49A – Persuasive Writing (Edit/Publish)

Lesson 49A – Persuasive Writing (Edit/Publish)

Lesson 49A –Persuasive Writing CHECKLIST

LESSON 50 – INTRODUCING THE INFORMATIONAL REPORT PROCESS

Lesson 50A – Introducing the Informational Report Process

LESSON 51 – INFORMATIONAL REPORT PROCESS - BRAINSTORMING

LESSON 52 – INFORMATIONAL REPORT PROCESS – DOCUMENTING SOURCES

Lesson 51A – Informational Report Process - Step 1: Prewriting - Brainstorm

Lesson 51A – Informational Report Process - Step 2: Gathering Information (3X)

Lesson 52A – Informational Report Process – Documenting Sources

LESSON 53 – INFORMATIONAL REPORT PROCESS - DRAFTING

Lesson 53A – Informational Report Process - Step 3: Drafting

Lesson 53B – Informational Report Process - Step 3: Drafting

Lesson 53C – Informational Report Process - Step 3: Drafting

Lesson 53D – Informational Report Process - Step 3: Drafting

Lesson 53E – Informational Report Process - Step 3: Drafting

LESSON 54 – INFORMATIONAL REPORT PROCESS - REVISION

Lesson 54A – Informational Report Process - Step 4: Revise

Lesson 54B – Informational Report Process - Step 4: Revise

Lesson 54C – Informational Report Process - Step 4: Revise

Lesson 54D – Informational Report Process - Step 4: Revise

Lesson 54E – Informational Report Process - Step 4: Revise

LESSON 55 – INFORMATIONAL REPORT PROCESS – EDIT/PUBLISH

Lesson 55A – Informational Report Process - Step 5 & 6: Edit/Publish

Lesson 55B – Informational Report Process - Step 5 & 6: Edit/Publish

LESSON 56 – INFORMATIONAL REPORT PROCESS –BIBLIOGRAPHY

Lesson 56A – Informational Report Process - WRITING A BIBLIOGRAPHY

Lesson 56A - Informational Report Process CHECKLIST

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Lesson 57A – Other Forms of Written Communication - Journal Entry

Lesson 57B - Written Forms of Communication - Thank You Note

Lesson 57C – Written Forms of Communication - Invitations

Lesson 57C – Written Forms of Communication - Invitations

Lesson 57D - Written Forms of Communication - Lists

Lesson 57D - Written Forms of Communication - Lists

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Lesson 58A – Text Features of Poetry STANZAS & RHYMING

Lesson 58A – Text Features of Poetry STANZAS & RHYMING

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Lesson 1A - What is Writing?

Name: _____

Sometimes you may have something you want to say to someone, but you are not able to speak to him in person. The only option you have is to tell him in writing.

There are rules that you must follow when you write. This helps the reader communicate with you easily when they read what you have written.

Look at the sentences below. Each sentence contains a problem that makes it difficult to read. Write the number of each sentence on the lines next to the error that was made in each sentence.

ERRORS

____ Words spelled incorrectly

____ No spacing between words

____ No capitalization

____ No punctuation



SENTENCES

1. i like to visit my grandfather, harold, in the summer.
2. The ice cream flavors were out of this world
3. Trytokeepthedoorclosedbecausetheairconditioningison.
4. Mi ankl iz hurting becoz I twistd it trying to jump akros thuh rivr.

Lesson 1B - What is Writing?

There are rules that you must follow when you write. This helps the reader communicate with you easily when they read what you have written.

A. The paragraph below has many errors. These errors make it difficult to read. Read the paragraph as best you can.

my friend jack has won + Her Ace he
Came in first place i wish that i could
Run like him he has won first place
for 3 years since now and i am sure that he
will win again next year too

B. On the lines below, give two reasons that the paragraph was difficult to read. Then, explain how to correct the errors.

1. The paragraph was difficult to read because _____

If the writer would have _____
the paragraph would have been easier to read.

2. The paragraph was difficult to read because _____

If the writer would have _____
the paragraph would have been easier to read.

Lesson 1B Simple Sentences

Name: _____

A *simple sentence* contains a subject, a verb, and expresses a complete thought.

A. Underline the sentences that are complete.

1. Lauren loves to swim.
2. The flowers bloomed after the rain.
3. Is going to jump on the trampoline.
4. The cat played with the yarn.
5. The happy and excited dog that plays with me.
6. Children who need plenty of sleep.
7. The sun is shining through the window.
8. I can't swim until I take my glasses off.



Simple sentences always begin with a capital letter and end with an end mark. An end mark can be a period (.), a question mark (?), or an exclamation point (!).

B. The following paragraph has mistakes in it. Insert end marks and underline the letters that need to be capitalized. Hint: There are six mistakes.

Caitlin loves to play with her dog the dog's name is Kyla yesterday Caitlin found a kitten lost in the woods, and since it was only a baby her mom let her keep it Caitlin named the kitten Princess

Lesson 8A Sentence Error: Rambling

Name: _____

A *rambling sentence* is a sentence that is extremely long and contains too many complete thoughts within one sentence. A *rambling sentence* may contain too many conjunctions or commas, and it often leaves the reader breathless.

Example: The man in the trench coat looked suspicious, so we followed him through the dark alley, and he turned and saw us coming so he ducked into an open door, but we saw him sneak away and started chasing him.

Look closely at the sentence pairs below. Look at the sentences that are rambling. Underline the sentences that are rambling sentences.

1. While baking cookies with my grandmother, I asked her questions about her childhood that she was thrilled to answer. She started talking about her years on the farm in Iowa.

While baking cookies with my grandmother, I asked her questions about her childhood, and she was thrilled to answer them, so she started talking about her years on the farm in Iowa.

2. At the park yesterday, Joey saw a lost puppy, but the pup took off in the trees, so Joey chased after it and caught it under the bushes.

At the park yesterday, Joey saw a lost puppy, but the pup took off in the trees. Joey chased after it and caught it under the bushes.

3. Maddie was cleaning her room and discovered a necklace that she had been looking for since last year, but it was broken and dirty, so she took it downstairs to see if her father could fix it.

Maddie was cleaning her room and discovered a necklace that she had been looking for since last year. It was broken and dirty, so she took it downstairs to see if her father could fix it.



Lesson 8B – Sentence Error: Rambling

Name: _____

A *rambling sentence* is a sentence that is extremely long and contains too many complete thoughts within one sentence. A *rambling sentence* may contain too many conjunctions or commas, and it often leaves the reader breathless.

Example: The man in the trench coat looked suspicious, so we followed him through the dark alley, and he turned and saw us coming so he ducked into an open door, but we saw him sneak away and started chasing him.

A. Underline the rambling sentence in the paragraph below.

My uncle is coming to visit us tomorrow from Nevada. He comes for a visit every summer. When he gets here, we're going to go to the races, and then we're going to go out for ice cream and we're also going to sleep outside in the tent in the back yard that my dad put up for us. He usually stays for about two weeks, so I'm hoping that we get to do a lot of great things together.

B. A rambling sentence states many ideas, many of which have nothing to do with each other. Rewrite the paragraph above to fix the rambling sentence.

Lesson 45 – Introducing Persuasive Writing

Name: _____

Use *persuasive writing* to convince the reader to agree with your point of view. In *persuasive writing*, you must state your opinion and use examples or facts to sway your reader's opinion.

It's also important to consider:

1. audience – who will be reading your persuasive writing
2. purpose – why you are writing

Read the persuasive writing sample below:

Adopting a dog from a pound is one of the best things you can do for the dog and your family. First, you will feel good about rescuing an abandoned animal and giving it a new life. If you don't adopt, the dog may be put to sleep.

Next, it doesn't cost very much to adopt a dog. You will spend very little money for a cute, cuddly puppy dog. If you bought the dog from a kennel, you might pay tons of money.

Finally, everyone knows a child loves a dog. They bring happiness to a child and a smile to his face. Dogs can help kids cope with difficult times in their lives. Plus, they can help teach them responsibility because they have to care for and feed the dog.

Please consider adopting a precious dog from the pound. If you think about how much better you and your child will feel and how much better the doggy will feel, you're sure to go today and change the life of a dog.

Lesson 46 – Persuasive Writing (Organizing Thoughts)

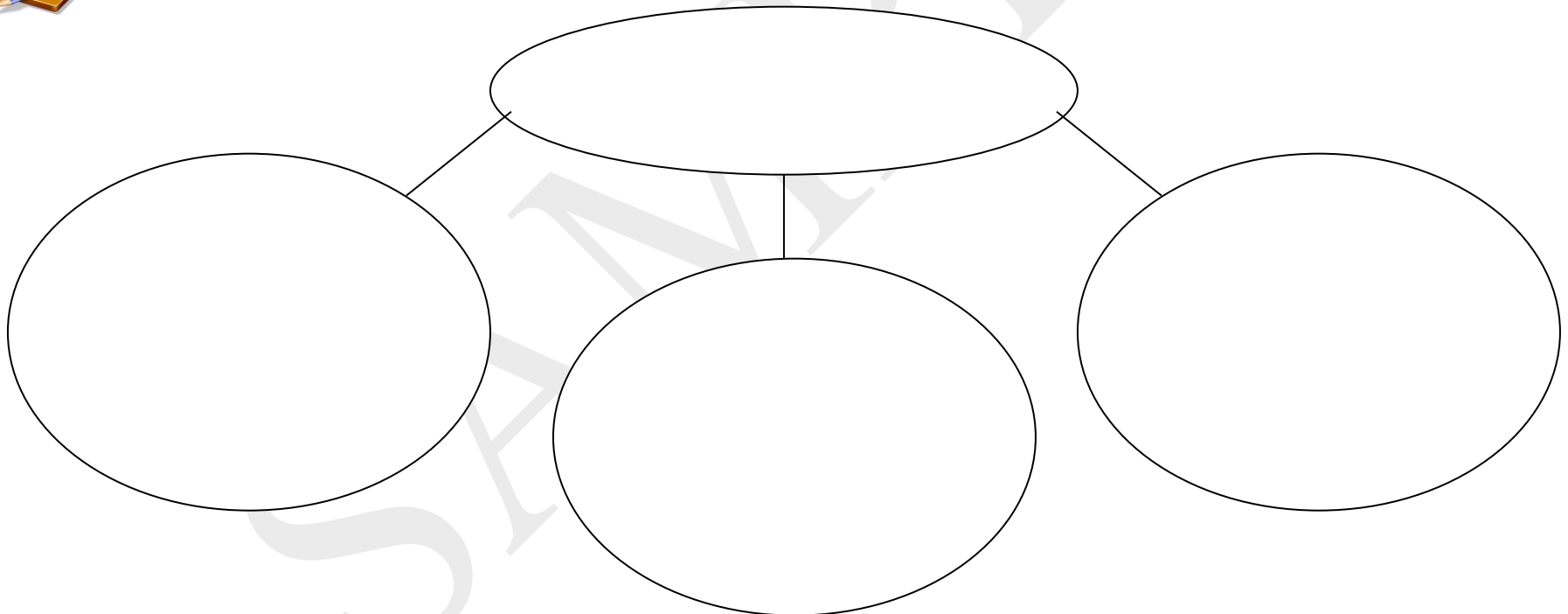
Name: _____

Think about something that you want. Now it's time to convince your parents to get it for you. Complete the graphic organizer below to help get your thoughts in order.

Persuasive Writing Graphic Organizer



Convincing statement goes here



***Draw more bubbles if you need to.**

***Be sure to include examples of why your argument is valid.**

CONTINUED ->

Lesson 46 – Persuasive Writing (Organizing Thoughts)

Name: _____



Let's make sure you have the information you need before you start drafting.

Using the information you wrote in the graphic organizer, fill in the blanks below.

1. My argument: _____

Reason #1: _____

Example _____

Reason #2: _____

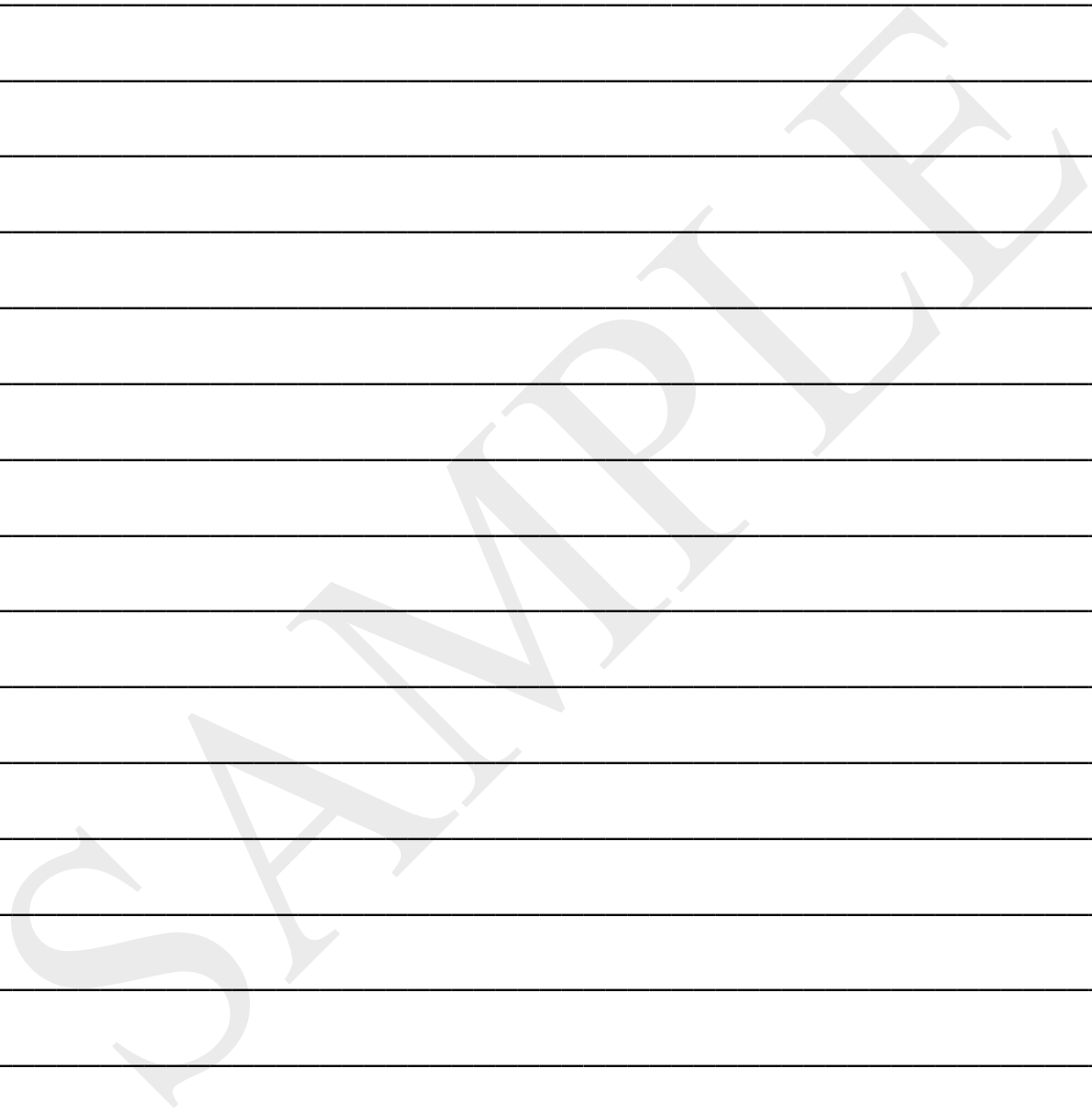
Example _____

Reason #3: _____

Example _____

Lesson 47 – Persuasive Writing (Drafting) CONTINUED

Name: _____



Lesson 48 - Persuasive Writing (Revising)

Name: _____



Use *persuasive writing* to convince the reader to agree with your point of view. In persuasive writing, you must state your opinion and use examples or facts to sway your reader's opinion.

Revise the letter you wrote in the last lesson. Check off each step as you complete it.

____ Reread the paragraph and touch each word as you read. Check the first word of each sentence. Does each sentence begin with the same word? If so, combine sentences or rewrite them so they do not all begin with the same word.

____ Reread the paragraph and touch each word as you read. Can you combine simple sentences to make compound or complex sentences?

____ Reread the paragraph and touch each word as you read. Look for opportunities to add adjectives to make your writing more descriptive.

____ Circle words that can be replaced. Then, look them up in a thesaurus or at www.thesaurus.com to find a better word to use in its place.

____ Finally, reread the paragraph and touch each word as you read aloud. Make any changes you feel are necessary while you read.



Lesson 49 – Persuasive Writing (Edit/Publish)

Name: _____

Now that you've revised your draft, you're ready to edit for mistakes in capitalization, punctuation, and spelling.

Check off each step as you complete it.

___1. Touch each word and read aloud. As you read, look for mistakes in *capitalization*.

___2. Touch each word and read aloud. As you read, look for mistakes in *punctuation*.

___3. Touch each word and read aloud. As you read, look for mistakes in *spelling*.

Lesson 49 –Persuasive Writing CHECKLIST

Introduction	
	Did you state your opinion?
	Did you grab the reader’s attention?

Body	
	Does your letter contain detailed arguments?
	Do you give examples of your details?
	Are your details and examples strong?

Conclusion	
	Does your ending make a final plea?

Overall	
	Do you have a clear beginning, middle, and end?
	Do you use transition words between details and examples?
	Did you use vivid language to make the argument real?
	Did you stay on topic?

Mechanics	
	I have spelled my words correctly.
	I have used capitalization correctly.
	I have used punctuation correctly.
	I indented each time I started a new paragraph.
	I used paragraphs correctly.

ANSWER KEY

3. The government leaders listened closely and discussed the options.
4. Citizens often support and debate controversial issues.
5. The manager decided to work late and planned to extend his hours.
6. I left the party and went home sick.
7. Afraid of the dog, the mailman stopped abruptly, opened the mailbox, and showed the mail into the box quickly.
8. Voters weigh the arguments and vote for what is meaningful to them.
9. The mouse stood on the cheese and winked at the angry man.
10. The choreographer smiled and danced across the stage.
Teachers, if students include the conjunction, it's acceptable.

ANSWERS MAY VARY – EXAMPLE BELOW

The children jumped and screamed with excitement when they saw the new puppy.

Lesson 5 B – Introduce Compound Predicates

(1) Yesterday, Bradley and Max stopped at the store and bought trading cards. (2) Unfortunately, they forgot some of their money and called Mom for help. (3) Mom asked if they needed help and offered to bring them their extra change. (4) Luckily, the store owner knew the boys and gave them a suggestion. (5) Bradley and Max whispered to each other and discussed his offer. (6) When Mom arrived, she noticed the boys taking out the trash and thanked the store owner for giving the boys a job.

ANSWERS MAY VARY – EXAMPLE BELOW

1. The students made holiday treats and decorated the classroom.
2. Bobby took the cookies from the jar and ate them quickly.
3. After the ballgame, the players signed autographs and smiled for photographs.

Lesson 6A – Sentence Error: Fragment

1. subject
2. predicate
3. subject
4. predicate
5. predicate

1. The boys.
2. And the dusty storeroom.
3. Very far away.

Lesson 6B – Sentence Error: Fragments

ANSWERS MAY VARY – EXAMPLE BELOW

When Americans go to work, they have to keep several things in mind. Being on time is important because employers expect workers to be punctual. If an employer has hard workers but employees who are not on time for work, it will be a problem as well. It is also important to have employees who are team players. Even in rough times, everyone must work as a team. The hard-working employee gains more than just pay. He or she gains confidence, praise, and experience.

Lesson 7A – Sentence Error: Run on

1. Jeffrey sat on the bench he ate a sandwich.
2. The bird flew it flew high.
4. The boxer is strong he has big muscles.

ANSWERS MAY VARY – EXAMPLE BELOW

1. They traveled to Nebraska, and they attended a family reunion.
1. They traveled to Nebraska. They attended a family reunion.

2. The Ryder family had traveled from Oregon, and they were tired, too!
2. The Ryder family had traveled from Oregon. They were tired, too!

3. The Madison family rested in the camper, and the Ryder family rested upstairs.
3. The Madison family rested in the camper. The Ryder family rested upstairs.

Lesson 7 B – Sentence Error: Run-on

ANSWERS MAY VARY – EXAMPLE BELOW

Brady was excited to get a new bike for her birthday. She had asked her parents for a bike, and she was hoping for a red one. This was a big day for her. She was glad that all of her friends were there. The cake was great. Also, it was chocolate. After the party, Brady went bike riding with her friend, Savannah. She had a silver bike that was just like Brady's.

Lesson 8A - Sentence Error: Rambling

1. While baking cookies with my grandmother, I asked her questions about her childhood, and she was thrilled to answer them, so she started talking about her years on the farm in Iowa.

2. At the park yesterday, Joey saw a lost puppy, but the pup took off in the trees, so Joey chased after it and caught it under the bushes.

3. Maddie was cleaning her room and discovered a necklace that she had been looking for since last year, but it was broken and dirty, so she took it downstairs to see if her father could fix it.

Lesson 8B – Sentence Error: Rambling

When he gets here, we're going to go to the races, and then we're going to go out for ice cream and we're also going to sleep outside in the tent in the back yard that my dad put up for us.

ANSWERS MAY VARY – EXAMPLE BELOW

My uncle is coming to visit us tomorrow from Nevada. He comes for a visit every summer. When he gets here, we're going to go to the races. Then we're going to go out for ice cream. Also we're going to sleep outside in the back yard in the tent that my dad put up for us. He usually stays for about two weeks, so I'm hoping that we get to do a lot of great things together.

Lesson 9A – Introducing Independent Clauses

1. Mr. Nelson decided to buy a horse, but he wasn't sure where to find a horse store.
2. After looking in the phone book and online, Mr. Nelson found a horse farmer who raises and sells horses.
3. Mrs. Snethern, the farmer, asked Mr. Nelson if he had ever had a horse before.
4. Mr. Nelson had only been on carnival horses as a child, so he needed riding lessons.
5. He called a local horse ranch and scheduled his first lesson.

1. Because you are going to go with me.

2. When we get to the movies.

4. Since we'll want to get ice cream afterwards.

Lesson 9 B – Introducing Independent Clauses

1. IC
3. IC
5. IC

ANSWERS MAY VARY – EXAMPLE BELOW

1. The very long movie made me sleepy.
2. The long polka dotted dress was very pretty.
3. The dog was waiting in the car.
4. The man shut the door behind him.
5. On the way for ice cream, we stopped at the gas station.

Lesson 10A – Introducing Dependent Clauses

1. Because you are going with me, I will dress nicely.
2. When we get to the movies, I will buy you some popcorn and a drink.
3. My dad will drop us off at the door, so he can park the car.
4. Since we'll want to get ice cream afterwards, I'll have dad take us.
5. We'll probably want to watch the funny movie, because the scary movie will give me nightmares.
6. If you give me your sandwich, I will give you my brownie.

3. My father is the best father in the world.

4. Creighton built a snowman in the back yard.