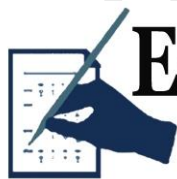


Level 5

Student Text

by
Matthew Stephens



Essentials in Writing

Where Students Learn to Write

417-256-4191

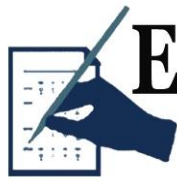
www.essentialsinwriting.com

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*Updated May 2013



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 5 SYLLABUS

This course averages 125-135 class periods.

VIDEO – 65 LESSONS
WORKBOOK – 194 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 Simple Sentences

LESSON 2 – DECLARATIVE, INTERROGATIVE, IMPERATIVE, & EXCLAMATORY SENTENCES

Lesson 2A – Declarative, Interrogative, Imperative, & Exclamatory Sentences
Lesson 2A – Declarative, Interrogative, Imperative, & Exclamatory Sentences

LESSON 3 - COMPLETE SUBJECTS AND PREDICATES

Lesson 3A - Complete Subjects and Predicates
Lesson 3B - Complete Subjects and Predicates

LESSON 4 – SIMPLE SUBJECTS AND PREDICATES

Lesson 4A – Simple Subjects and Predicates
Lesson 4B Simple Subjects and Predicates

LESSON 5 – COMPOUND SUBJECTS

Lesson 5A – Compound Subjects
Lesson 5B – Compound Subjects

LESSON 6 – COMPOUND PREDICATES

Lesson 6A – Compound Predicates
Lesson 6B – Compound Predicates
Lesson 6C – Compound Subjects and Predicates

LESSON 7 – INDEPENDENT CLAUSE

Lesson 7A – Independent Clause
Lesson 7B – Independent Clause
Lesson 7C – Dependent Clause
Lesson 7D – Dependent Clause

LESSON 8 – COMPLEX SENTENCES 1 (DEPENDENT, INDEPENDENT)

Lesson 8A – Complex Sentences 1 (Dependent, Independent)
Lesson 8B – Complex Sentences 1 (Dependent, Independent)

LESSON 9 – COMPLEX SENTENCES 2 (INDEPENDENT DEPENDENT)

Lesson 9A – Complex Sentences 2 (Independent Dependent)

Lesson 9B – Complex Sentences 2 REVIEW

Lesson 9C – Complex Sentences REVIEW

LESSON 10 – SIMPLE AND COMPOUND SENTENCES

Lesson 10A – Simple and Compound Sentences
Lesson 10B Simple and Compound Sentences

LESSON 11 – COMBINING SIMPLE SENTENCES TO FORM COMPOUND SENTENCES

Lesson 11A – Combining Simple Sentences to Form Compound Sentences
Lesson 11B – Combining Ideas Using Compound Sentences

LESSON 12 – FRAGMENT SENTENCE ERROR

Lesson 12A – Fragment Sentence Error
Lesson 12B – Fragment Sentence Error

LESSON 13 - SENTENCE ERROR: RUN-ON

Lesson 13A - Sentence Error: Run-on
Lesson 13B - Sentence Error: Run-on

LESSON 14 - SENTENCE ERROR: RAMBLING

Lesson 14A - Sentence Error: Rambling
Lesson 14B – Sentence Error: Rambling

LESSON 15 – COMMON AND PROPER NOUNS

Lesson 15A – Common and Proper Nouns
Lesson 15B – Common and Proper Nouns
Lesson 15 Part 2A – Identifying Singular and Plural Nouns
Lesson 15 Part 2B – Plural Nouns Spelling Rules

LESSON 16 – IDENTIFYING PRONOUNS AND ANTECEDENTS

Lesson 16A – Identifying Pronouns and Antecedents
Lesson 16B – Identifying Pronouns and Antecedents
Lesson 16C – Pronouns and their Antecedents
Lesson 16C – Pronouns and their Antecedents

LESSON 17 – ACTION VERBS

Lesson 17A – Action Verbs
Lesson 17B – Action Verbs
Lesson 17C – Action Verbs

LESSON 18 – LINKING VERBS

Lesson 18A – Linking Verbs
Lesson 18B – Linking Verbs and Action Verbs

LESSON 19 – HELPING VERBS

Lesson 19A – Helping Verbs

Lesson 19A – Helping Verbs (CONTINUED)

LESSON 20 –ADJECTIVES

Lesson 20A –Adjectives

Lesson 20B – Adjectives

Lesson 20C - Adjectives

Lesson 20D –Adjectives

LESSON 21 –ADVERBS THAT MODIFY VERBS

Lesson 21A –Adverbs That Modify Verbs

Lesson 21B –Adverbs That Modify Verbs

Lesson 21C –Adverbs That Modify Verbs

Lesson 21D – Adjectives and Adverbs

LESSON 22 – ADVERBS THAT MODIFY ADJECTIVES

Lesson 22A – Adverbs that Modify Adjectives

LESSON 23 - SUBJECT/VERB AGREEMENT

Lesson 23A - Subject/Verb Agreement

Lesson 23B - Subject/Verb Agreement

LESSON 24 - DON'T & DOESN'T PROBLEM

Lesson 24A - Don't & Doesn't Problem

Lesson 24B - Don't & Doesn't Problem

LESSON 25 – CONJUNCTIONS IN COMPOUND SENTENCES

Lesson 25A – Conjunctions in Compound Sentences

Lesson 25B – Conjunctions in Compound Sentences

LESSON 26 – POSSESSIVE NOUNS (SINGULAR)

Lesson 26A – Possessive Nouns (Singular)

Lesson 26A – Possessive Nouns (Singular)

Lesson 26B – Combining Sentences Using Singular Possessive Nouns

LESSON 27 – POSSESSIVE NOUNS (PLURAL ENDING IN -S)

Lesson 27A – Possessive Nouns (Plural ending in -s)

Lesson 27A – Possessive Nouns (Plural ending in -s)

Lesson 27B – Combining Sentences Using Plural Possessive Nouns

Lesson 27C – Possessive Nouns (REVIEW)

LESSON 28– POSSESSIVE NOUNS (PLURAL NOT ENDING IN -S)

Lesson 28A– Possessive Nouns (Plural NOT ending in -s)

Lesson 28B – Possessive Nouns (Singular/Plural)

REVIEW

Lesson 28B– Using Possessive Nouns in Writing

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Lesson 29A – Writing Titles: Books, Stories, and Poems

Lesson 29A – Writing Titles: Books, Stories, and Poems

LESSON 30 – MECHANICS OF DIALOGUE PART 1

Lesson 30A – Mechanics of Dialogue Part 1

Lesson 30A – Mechanics of Dialogue Part 1

LESSON 31 – MECHANICS OF DIALOGUE PART 2

Lesson 31A – Mechanics of Dialogue Part 2

Lesson 31A – Mechanics of Dialogue Part 2

LESSON 32 – DIALOGUE BETWEEN TWO PEOPLE

Lesson 32A – Dialogue Between Two People

Lesson 32A – Dialogue Between Two People

Lesson 32B – Dialogue Between Two People

Lesson 32C – Reviewing Punctuation (Commas)

Lesson 32D – Reviewing Punctuation (Commas)

LESSON 33 – PREPOSITIONS AND PREPOSITIONAL PHRASES

Lesson 33A – Prepositions and Prepositional Phrases

Lesson 33A – Prepositions and Prepositional Phrases

Lesson 33B – Using Prepositional Phrases in Writing

Lesson 33B – Using Prepositional Phrases in Writing

LESSON 34 – THE WRITING PROCESS

Lesson 34A – The Writing Process

Lesson 34A – The Writing Process

LESSON 35 – ELEMENTS OF A PERSONAL NARRATIVE

Lesson 35A – Elements of a Personal Narrative

Lesson 35A – Writing a Narrative

LESSON 36 – WRITING A NARRATIVE PREWRITE: BRAINSTORM/ORGANIZE THOUGHTS

Lesson 36A – Writing a Narrative

PREWRITE/BRAINSTORM

Lesson 36A – Writing a Narrative

PREWRITE/ORGANIZING THOUGHTS

Lesson 36A – Writing a Narrative

PREWRITE/ORGANIZING THOUGHTS

Lesson 36A – Writing a Narrative

PREWRITE/ORGANIZING THOUGHTS

Lesson 36B – Writing a Narrative (Drafting)

Lesson 36B – Writing a Narrative (Drafting)

LESSON 37 – WRITING A NARRATIVE – REVISION (HOOK)

Lesson 37A – Writing a Narrative - Revising the Hook

LESSON 38 – WRITING A NARRATIVE - REVISION (ADDING DIALOGUE)

Lesson 38A – Writing a Narrative - Revising by Adding Dialogue

LESSON 39 – WRITING A NARRATIVE – REVISION (SENTENCE STRUCTURE)

Lesson 39A – Writing a Narrative - Revising Sentence Structure

LESSON 40 – WRITING A NARRATIVE - REVISING WORD CHOICE

Lesson 40A – Writing a Narrative - Revising Word Choice
Lesson 40B – Writing a Narrative (Edit/Publish)
Lesson 40B – Writing a Narrative (Edit/Publish)
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LESSON 41 – INVITATION/FRIENDLY (PERSONAL) LETTER

Lesson 41A – Invitation/Friendly (Personal) Letter/Preparing the Information

LESSON 42 – INVITATION/FRIENDLY LETTER - DRAFTING

Lesson 42A – Invitation/Friendly Letter- Drafting the Friendly (Personal) Letter
Lesson 42A – Invitation/Friendly Letter - Drafting the Friendly (Personal) Letter

LESSON 43 – INVITATION/FRIENDLY LETTER - REVISING

Lesson 43A – Invitation/Friendly Letter - Revising Sentence Structure
Lesson 43B – Invitation/Friendly Letter - Edit and Publish
Lesson 43B – Invitation/Friendly (Personal) Letter

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Lesson 44A – Descriptive Writing (Using Sensory Details)
Lesson 44A – Descriptive Writing (Organizing Thoughts)
Lesson 44B – Descriptive Writing (Drafting)

LESSON 45 – DESCRIPTIVE WRITING (REVISING FOR WORD CHOICE)

Lesson 45A – Descriptive Writing (Revising for Word Choice)
Lesson 45B – Descriptive Writing Revising Sentence Structure
Lesson 45B – Descriptive Writing (Edit/Publish)
Lesson 45B – Descriptive Writing CHECKLIST

LESSON 46 – INTRODUCING PERSUASIVE WRITING

Lesson 46A – Introducing Persuasive Writing
Lesson 46A – Persuasive Writing (Organizing Thoughts)
Lesson 46A – Persuasive Writing (Organizing Thoughts)
Lesson 46A – Persuasive Writing (Organizing Thoughts)
Lesson 46B – Persuasive Writing (Drafting)
Lesson 46B – Persuasive Writing (Drafting)

LESSON 47 - PERSUASIVE WRITING (REVISING)

Lesson 47A - Persuasive Writing (Revising)
Lesson 47B – Persuasive Writing (Edit/Publish)

Lesson 47B – Persuasive Writing (Edit/Publish)
Lesson 47B – Persuasive Writing (Edit/Publish)
Lesson 47B – Persuasive Writing CHECKLIST

LESSON 48 –COMPARE/CONTRAST WRITING (ORGANIZING THOUGHTS)

Lesson 48A –Compare/Contrast Writing (Organizing Thoughts)
Lesson 48A –Compare/Contrast Writing (Organizing Thoughts)

LESSON 49 – COMPARE/CONTRAST (DRAFT)

Lesson 49A – Compare/Contrast (DRAFT)
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LESSON 50 –COMPARE/CONTRAST (REVISE)

Lesson 50A –Compare/Contrast (REVISE)
Lesson 50B –Compare/Contrast (EDIT/PUBLISH)
Lesson 50B – Compare/Contrast (Edit/Publish)
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Lesson 55A – Informational Report Process - Step 3:
Drafting Example - PERSONAL LIFE
Lesson 55A – Informational Report Process - Step 3:
Drafting - PERSONAL LIFE
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Drafting - PUBLISHED WORKS
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Drafting - INTERESTING FACTS

**LESSON 56 – INFORMATIONAL REPORT
PROCESS - REVISION**

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Revise
Lesson 56B – Informational Report Process - Step 4:
Revise
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Revise
Lesson 56D – Informational Report Process - Step 5 & 6:
Edit

**LESSON 57 – INFORMATIONAL REPORT
PROCESS - PUBLISH**

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Publish
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SIMILE

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Verse

**LESSON 63 – POETRY – USING FIGURATIVE
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Lesson 63A – Poetry – Using Figurative Language in
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**LESSON 64 – POETRY - USING ALLITERATION
IN POETRY**

Lesson 64A – Poetry - Using Alliteration in Poetry

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LESSON 44 – THE PARTS OF A PARAGRAPH

Lesson 44A – The Parts of a Paragraph
Lesson 44A – The Parts of a Paragraph (Opening
Sentence)
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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

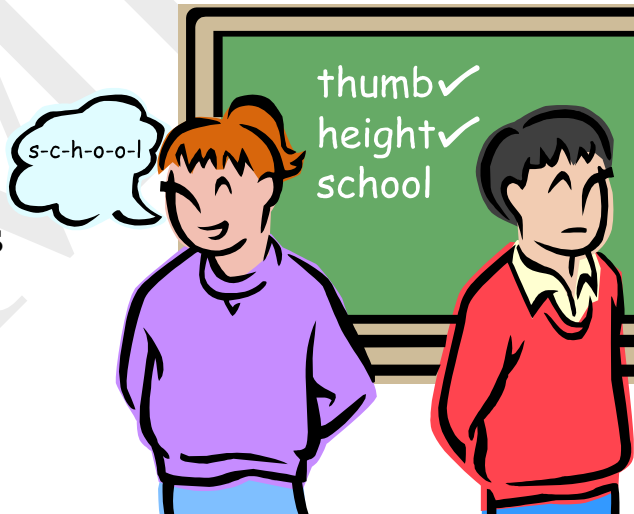
____ No spacing between words

____ 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 1A - 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 wis HthaTi could
Run Lik Ehim hehta swon first place
for R year Sina Row and I am sure 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. Harlo loves to eat.
2. The snowflake drifted down from the sky.
3. Is going to eat lunch with me.
4. The bird chirped loudly.
5. The brown and green box on the table.
6. Flowers that need plenty of water.
7. The sun is shining through the window.
8. I can't go to the play until I take a shower.



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

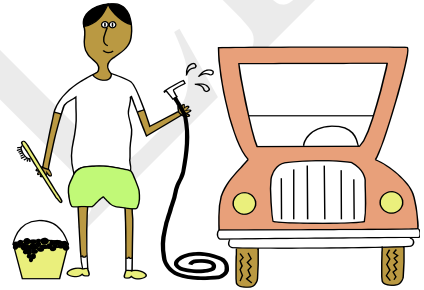
Lesson 11A – Combining Simple Sentences to Form Compound Sentences

Name: _____

A *simple sentence* contains a single independent clause.

A *compound sentence* is made up of two or more independent clauses. A comma and conjunction are used to separate the independent clauses.

Combine the sentences below using a conjunction. Try to use a different conjunction in every sentence: *and, but, or, nor, so for, yet*



1. I washed the car. Now it's clean.

2. Robin has long flowing hair. She doesn't like it so long.

3. I will take my lunch. I will buy something at a restaurant.

4. Kory doesn't like pizza. He doesn't like spinach.

5. I have to buy some new dress slacks before graduation. I must go to the store.

6. Kyle truly enjoys singing. He never does.

Lesson 11B – Combining Ideas Using Compound Sentences

Name: _____

A *simple sentence* contains a single independent clause. A *compound sentence* is made up of two or more independent clauses. A comma and conjunction are used to separate the independent clauses.

Combine ideas into compound sentences by rewriting the paragraph below. Don't forget to put a comma and coordinating conjunction between independent clauses: *and, but, or, nor, so, for, yet*

Last week I made a new friend. His name is Crider.

We have lived next to each other for several weeks. We had not spoken a word to each other before. We realized that we have some things in common. Both of us enjoy hunting. Our favorite food is pizza. We're both going to be in the same grade. We both attend home school. We'll get to spend a lot of time together.





Lesson 35 – Elements of a Personal Narrative

Name: _____

A *personal narrative* is a story about something that happened to you. Narratives are fun to write and to read. A good narrative contains the following:

1. The events are in *chronological order*. This means your story has a clear beginning, middle, and end.
2. The narrative focuses on a *single event*.
3. Narratives are better when they include many *sensory details*. *Sensory details* are details from the story that appeal to the reader's senses. Using sensory details makes your story "come alive" because they help the reader to:

- *See what you see*
- *Hear what you hear*
- *Taste what you taste*
- *Feel what you feel*
- *Smell what you smell*





Lesson 35 – Writing a Narrative

Name: _____

A narrative is a story. Narratives are fun to write and to read. A good narrative contains the following:

Read the following narrative.

Have you ever made a fort in the woods? My friends and I have. We call it Fort Tangle because above the fort, there are many thorns and thistles that make the roof.

One day my friends Taylor and Jared asked me and my brother Britain if we wanted to build a fort in the woods by Jared's house. Britain and I said, "Yes." So, we got permission from my father to go to Jared's house to get started.

The first thing we did was cut down some small limbs from nearby trees. We also gathered sticks that were lying around. Then we leaned the sticks and limbs against a small hill. We cleaned out the leaves and piled them on top of the roof for protection from the sun and the rain.

Making the entry way was the best part. Taylor and I dug a tunnel through the small hill with our shovels. It looks like a hole for a ground hog den...only a little bigger.

After that, we built an additional room to the side where we could stand up.

"Hey, let's put spy holes in the walls," said Jared as we were working.

"That sounds like a great idea!" I said excitedly.

So, we put private spy holes in the walls so we could see who was coming.

After we finished the fort, we invited more friends to play. We used the fort for our acorn wars.

In the future, I am going to help Jared build another fort. That way, when our teams have acorn wars, the other team will have a place to hide out, too.



Lesson 36A – Writing a Narrative **PREWRITE** **BRAINSTORM**

Name: _____

A *narrative* is a story. Narratives are fun to write and to read.

Think about a “last day” you experienced. Maybe it was the last day of school. Maybe it was the last day to be 10 years old. Maybe it was the last day of summer break.

Write a narrative about the “last day” you choose.

A. On the lines below, list a few “last days” you’ve experienced. Then choose one to write about.

B. Which “last day” did you choose to write about?



Lesson 36A – Writing a Narrative PREWRITE

ORGANIZING THOUGHTS

Name: _____

Graphic Organizer: Option 1

Use the graphic organizer on this page and the next page to organize your thoughts. Or, you may use Option 2 Graphic organizer.

Title of Event: _____

What happened?

When did it happen?

Where did it happen?

Who was there?



Lesson 36A – Writing a Narrative PREWRITE

ORGANIZING THOUGHTS

Name: _____

Graphic Organizer: Option 1 *Continued* (Option 2 next page)

Using the information from the previous page, organize the events in order below.

Beginning _____

Middle _____

End _____



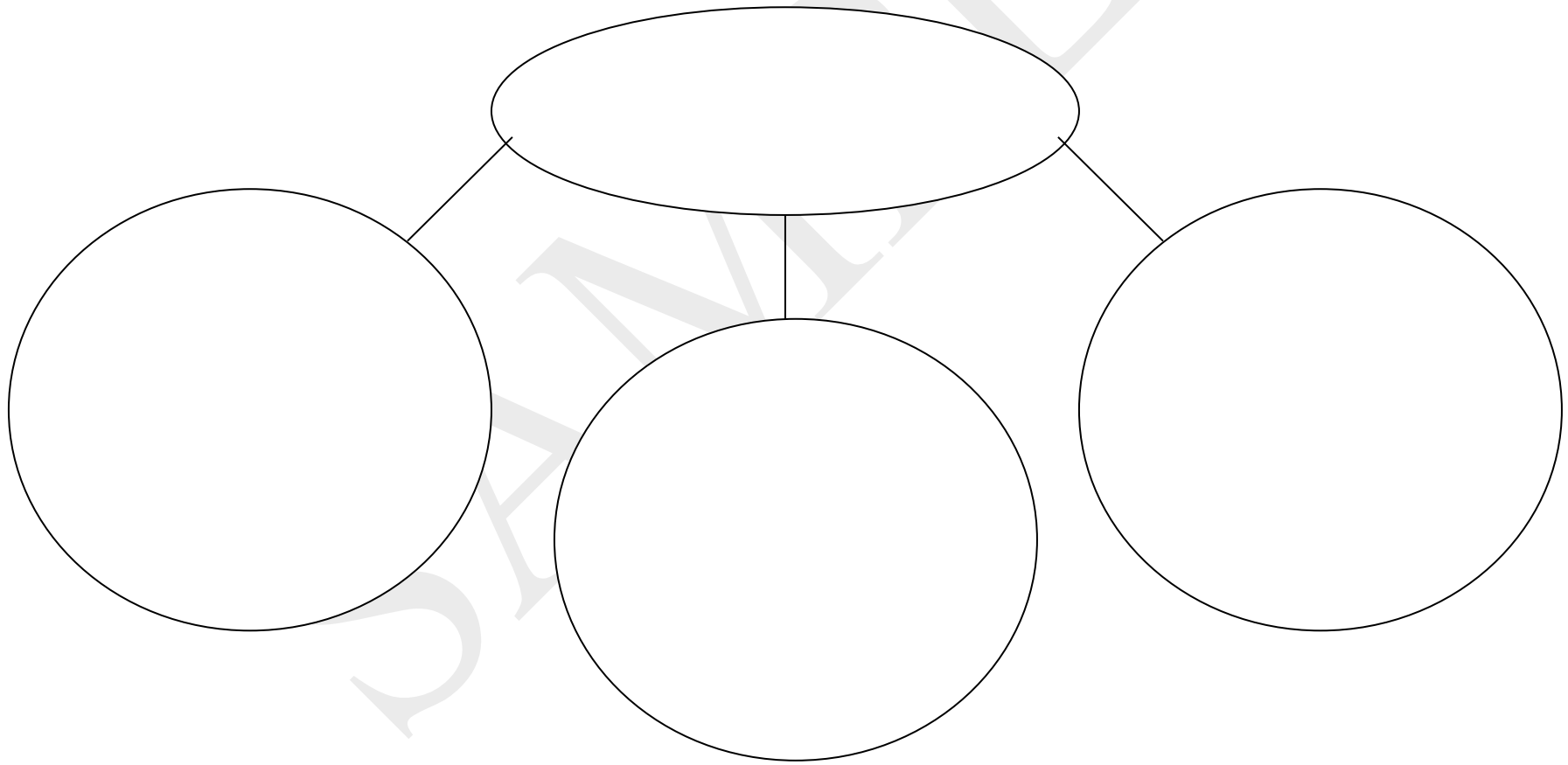
Lesson 36A – Writing a Narrative PREWRITE

ORGANIZING THOUGHTS

(NOTE: Use this graphic organizer if you're not using the one on the previous page.)

Name: _____

Graphic Organizer: Option 2 *Use the bubble chart below to organize the events of your personal narrative.



Lesson 36B – Writing a Narrative (Drafting)

Name: _____



Use the information you wrote in your graphic organizer you chose to compose your rough draft.

NOTE: Be sure to write on every other line so that you'll have room to revise later.

- 1. Begin with a catchy phrase to get your reader's attention. This is called a hook.**
- 2. Finish drafting your narrative on the lines below. Use transition words such as: *before, after, then, next, first, while, later, soon***



Lesson 36B – 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.

Lined writing area consisting of 20 horizontal lines for drafting a narrative.

SAMPLE



Lesson 37 – Writing a Narrative

Revising the Hook

Name: _____

Now it's time to revise your hook! Revising is one of the most important parts of the writing process because it is your chance to allow your reader to see, hear, feel, taste, and smell everything that happened.

A good hook grabs the reader's attention right from the beginning. Below you will find possible hooks to use:

1. Start with a surprising statement

Often this will startle the reader, catching his/her interest.

2. Ask a question

Curiosity will probably cause your readers to continue reading to find the answer.

3. Start with three powerful words

Use three nouns, three verbs, or three words that end in "ing."

4. Use alliteration or playful word choices

Most readers will appreciate your creative use of language.

5. Begin with a dramatic or mysterious lead

Put the reader in suspense for a few lines – curiosity will keep him/her reading.

Check off each step as you complete it.

_____ 1. Turn to the rough draft that you completed in the last lesson. (You'll be writing on that draft as you revise.)

_____ 2. Begin reading the draft out loud touching each word as you read. Look for ways to improve your *hook*.



Lesson 38 – Writing a Narrative

Revising by Adding Dialogue

Name: _____

Now it's time to revise your narrative and look for opportunities to add dialogue. Revising helps your writing “come alive” to the reader.

- Adding dialogue can help reveal the personality of your characters.
- Adding dialogue can help your story come alive.

Look at the example below:

Before:

A student came in to the room and said he was excited that it was the last day of school.

After:

“It’s the last day of school!” a student shouted as he entered the room.

Check off each step as you complete it.

_____ 1. Turn to the rough draft that you have been revising in the previous lesson. (You’ll be writing on that draft as you revise.)

_____ 2. Begin reading the draft out loud touching each word as you read. Look for sentences that say what happened, but could be changed by adding *dialogue*. HINT: Look for the words “said” or “told”.



Lesson 39 – Writing a Narrative

Revising Sentence Structure

Name: _____

Now it's time to revise your narrative and look for opportunities to combine short, choppy sentences. Revising helps your writing "come alive" to the reader.

Combining short, simple sentences into complex or compound sentences can help your writing flow from one statement to another.

Look at the example below:

Before:

Each class came and went. I told all my classes how much I enjoy teaching them.

After:

As each class came and went, I explained how much I had enjoyed teaching them.

Check off each step as you complete it.

____ 1. Turn to the rough draft that you have been revising in the previous lesson. (You'll be writing on that draft as you revise.)

____ 2. Begin reading the draft out loud touching each word as you read. Look for *simple sentences* and ideas that can be combined by creating *compound or complex sentences*.



Lesson 40A – Writing a Narrative

Revising Word Choice

Name: _____

Now it's time to revise your narrative and look for opportunities to change the words you used to words that are more expressive. This is an important part of revision because you can appeal to the readers' sense of *seeing, tasting, smelling, feeling, and hearing*.

Adding adjectives or adverbs, using stronger verbs, or simply changing words can improve the ability to share with your reader a description of something or what actually happened in your narrative.

Look at the example below:

Before:

I had that same happy-sad feeling again.

After:

I had that same happy-sad feeling lodged in my throat as memories flooded my mind.

Check off each step as you complete it.

____ 1. Turn to the rough draft that you have been revising in the previous lesson. (You'll be writing on that draft as you revise.)

____ 2. Begin reading the draft out loud touching each word as you read. Look for opportunities to change the words you used to words that are more *expressive*.

NOTE: Use a thesaurus to find optional words. If you don't have one, you can use an online version for free at www.thesaurus.com.

Example: Instead of *walked*, use: *ambled, meandered, wandered, or shuffled*



Lesson 40B – Writing a Narrative (Edit/Publish)

Name: _____

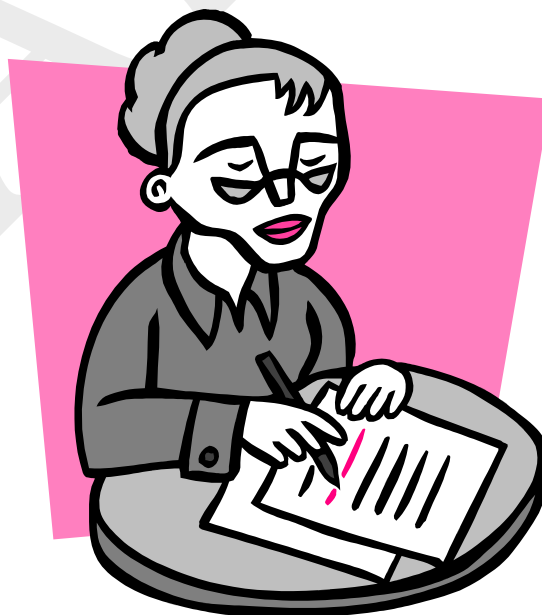
Now that you've revised your draft, you're ready to edit for mistakes in capitalization, punctuation, and spelling.

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 40B – Writing a Narrative



Name: _____

Narrative Writing Check List

Introduction

	Does your beginning have a hook that "grabs" the reader?
	Did you introduce your topic?
	Is your topic stated clearly?

Conclusion

	Does your ending leave the reader satisfied?
--	--

Overall

	Do you have a clear beginning, middle, and end?
	Are your events in chronological order?
	Do you use transition words to transition between events?
	Do you give strong, supporting details about the events?
	Did you use vivid language to make the story 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

6. If you will hold this plate for me, I will get you some dessert.
I will get you some dessert if you will hold this plate for me.
7. Nathan got a prize from the box when he answered the question correctly.

When Nathan answered the question correctly, Nathan got a prize from the box.

Lesson 10A – Simple and Compound Sentences

- Mr. Joiner pulled the boy's tooth, and his mother sat beside him.
- The teacher helped the student, and he passed the test.
- This is your favorite food, so I know you'll like it.
- Most people are willing to help, yet many just don't know how.
- The manager gave the customer a refund, but the customer was still frustrated.
- I took Carla home.
- The rat sang a song and played the fiddle by my chair.
- The student wrote a narrative, but he never finished revising it.

ANSWERS WILL VARY – EXAMPLE BELOW

I love to play the fiddle and the harp, and I love to sing.

Lesson 10B Simple and Compound Sentences

(1)When the talent show was over, Jill and Jessica sat anxiously on the front row. (2)The judges announced the second and third place winners. (3)The third place winner was Ani, and the second place winner was Troy. (4) After they had exited the stage, the judges whispered in one another's ear. (5)Then, two judges turned and walked off the stage, but one walked to the microphone. (6) The judge announced, "And the first placed winner is..."

ANSWERS WILL VARY – EXAMPLE BELOW

- I enjoy riding horses with Kyle, but I don't like it when they buck!
- The dog and cat played chase in the yard, and I didn't even know it.

Lesson 11A – Combining Simple Sentences to Form Compound Sentences

Teachers, sometimes "yet" and "but" can be used interchangeably.

- I washed the car, and now it's clean.
- Robin has long flowing hair, but she doesn't like it so long.
- I will take my lunch, or I will buy something at a restaurant.
- Kory doesn't like pizza, and he doesn't like spinach.
- I have to buy some new dress slacks before graduation, so I must go to the store.
- Kyle truly enjoys singing, yet he never does.

Lesson 11B – Combining Ideas Using Compound Sentences

Last week I made a new friend. His name is Crider. We have lived next to each other for several weeks, **but** we had not spoken a word to each other before. We realized that we have some things in common. Both of us enjoy hunting, **and** our favorite food is pizza. We're both going to be in the same grade, **and** we both attend home school. We'll get to spend a lot of time together.

Lesson 12A – Fragment Sentence Error

- Ready to eat my lunch. SUBJECT
- The dog in the back yard. PREDICATE
- Because the people are singing. SUBJECT
- The DVD player in the box. PREDICATE
- If you decide to run on Saturday. PREDICATE
- Because they love their sister.
- Kate, her little sister.
- Likes to watch the stars with them.
- Even though it's not really there.

Lesson 12B – Fragment Sentence Error

I have a place I love to go. It's a fort that my friends and I built. We hang out there because it's big. It is about 6 ft long and 6 ft wide. Since it's so big, we can eat there. We have our own pantry, that's dug into the side of the ground in the fort. There, we have different foods to eat and snack on. Soon, we plan to make our fort bigger even though it's plenty big. Our fort is the best!

Lesson 13A Sentence Error: Run-on

- Casey sat on the bus he felt sad.

- The fighter jet flew through the sky it flew fast.

- The tugboat pattered down the river.

- The weight lifter is strong he has big muscles.

- Some teenagers work a job, but others stay at home.

- They arrived at the cabin on Thursday they met the rest of the family there.
- The next day they cooked the Christmas meal, it was delicious!
- Then, everyone gathered around the fireplace, Mr. Smith read the Christmas story from the Bible.

Lesson 13B Sentence Error: Run-on

Kara peeked around the corner and slipped into the room. Mrs. Salvadora was asleep in her bed. As long as Kara could remember, she had always had a heart for nursing home resident. She thought it must be awful lonely to spend so much time with no one to talk to. Because of this, every week Kara had asked her mom to drop her off at Good Faith Nursing Center to visit the elderly. She loved these people, and they loved her. Many of them looked forward to her visits. Today would be no different. When Mrs. Salvadora woke, Kara spent an hour talking to her. It is more blessed to give than receive, she thought.

Lesson 14A Sentence Error: Rambling

1. While mowing the yard for my father, I noticed my toys still lying in the yard, so I got off and picked them up because if I run over one of them, it would destroy the toy, and it might harm the lawn mower.

2. Before my birthday party started, I had to help clean the house because my mom wasn't feeling well, and we were too busy to clean it yesterday, so I had to sweep and mop the kitchen, vacuum the carpet, and take out the trash, and after that we were able to start decorating for the party.

Lesson 14B – Sentence Error: Rambling

Rachel is coming to visit us from Germany. My family met her last year when we visited Germany for two weeks, and she is a very nice girl, and we are looking forward to her visit because it's very interesting to have someone from a different country and culture to stay in your home. She is bringing three friends with her, so we will have a great time!

ANSWERS WILL VARY – EXAMPLE BELOW

Rachel is coming to visit us from Germany. My family met her last year when we visited Germany for two weeks. She is a very nice girl, and we are looking forward to her visit because it's very interesting to have someone from a different country and culture to stay in your home. She is bringing three friends with her, so we will have a great time!
Teachers, make sure students recognize and correct rambling sentences.

Lesson 15A – Common and Proper Nouns

A. Underline ALL of the nouns below that are common nouns.

- | | | |
|---------------------|--------------------|---------------------|
| 1. <u>cassette</u> | 6. <u>daffodil</u> | 11. <u>council</u> |
| 2. Paula Street | 7. <u>freedom</u> | 12. Vietnam War |
| 3. John Adams | 8. Jennifer Drive | 13. <u>barn</u> |
| 4. <u>telephone</u> | 9. Mr. Randolph | 14. <u>sorrow</u> |
| 5. Stuttgart | 10. <u>county</u> | 15. <u>engineer</u> |

- Where is the cave on this map?
- Mark Williams was the first employee of Hi-Tech Printing Company.
- Faith, my friend down the street, used to live in New York.
- While I'm in South Carolina, I'm going to visit Myrtle Beach.
- Go to Worlds of Fun if you want to have a great time!
- Jake and Rose are missionaries to Guatemala.
- Our exchange student, Ramon, is from Germany.
- Take Carol to Lambert International Airport in St. Louis.

Lesson 15B – Common and Proper Nouns

- | | | | | | |
|-----------|----------|----------------|----------|---------------|----------|
| 1. music | <u>C</u> | 2. Daily Quill | <u>P</u> | 3. paint | <u>C</u> |
| 4. eraser | <u>C</u> | 5. Mayflower | <u>P</u> | 6. Apple Imac | <u>P</u> |
| 7. paper | <u>C</u> | 8. rose | <u>C</u> | 9. Italy | <u>P</u> |

ANSWERS WILL VARY – EXAMPLE BELOW