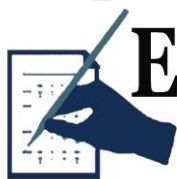


Level 6

Student Text

by
Matthew Stephens



Essentials in Writing

Where Students Learn to Write

417-256-4191

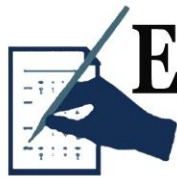
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Essentials in Writing

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 6 SYLLABUS

This course averages 135-140 class periods.

VIDEO – 68 LESSONS

WORKBOOK – 213 PAGES

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

LESSON 1: WHAT IS WRITING?

No written assignment.

LESSON 2: REVIEW TYPES OF SENTENCES

Lesson 2A – Reviewing Complete Sentences

Lesson 2B – Reviewing Types of Sentences

Lesson 2B – Reviewing Types of Sentences

LESSON 3: COMPLETE SUBJECTS AND PREDICATES

Lesson 3A - Complete Subjects and Predicates

Lesson 3B - Complete Subjects and Predicates

LESSON 4: SIMPLE SUBJECT AND PREDICATES

Lesson 4A – Simple Subjects and Predicates

Lesson 4B Simple Subjects and Predicates

LESSON 5: COMPOUND SUBJECTS AND PREDICATES

Lesson 5A – Compound Subjects & Predicates

Lesson 5A – Compound Subjects

Lesson 5B – Compound Predicates

Lesson 5B – Compound Predicates

Lesson 5C – Compound Subjects and Predicates

LESSON 6: INDEPENDENT AND DEPENDENT CLAUSE

Lesson 6A – Independent and Dependent Clause

Lesson 6B – Independent and Dependent Clause

Lesson 6B – Independent and Dependent Clause

LESSON 7: COMPOUND SENTENCES

Lesson 7A – Compound Sentences

Lesson 7A - Compound Sentences

Lesson 7B – Combining Simple Sentences to Form Compound Sentences

Lesson 7B – Combining Ideas Using Compound Sentences

LESSON 8: COMPLEX SENTENCES

Lesson 8A – Complex Sentences

Lesson 8A – Complex Sentences

Lesson 8B – Complex Sentences

Lesson 8B – Complex Sentences

Lesson 8C– Complex Sentences

LESSON 9: PREPOSITIONS AND PREPOSITIONAL PHRASES

Lesson 9A – Prepositions and Prepositional Phrases

Lesson 9A – Prepositions and Prepositional Phrases

Lesson 9B – Using Prepositional Phrases in Writing

Lesson 9B – Using Prepositional Phrases in Writing

LESSON 10: INTRODUCING APPOSITIVES

Lesson 10A – Introducing Appositives

Lesson 10B – Introducing Appositives

LESSON 11: FRAGMENT SENTENCE ERROR

Lesson 11A – Fragment Sentence Error

Lesson 11B – Fragment Sentence Error

Lesson 11B – Fragment Sentence Error

LESSON 12: RUN-ON SENTENCE ERROR

Lesson 12A Sentence Error: Run-on

Lesson 12B – Sentence Error: Run-on

Lesson 12C – Sentence Error: Rambling Review

Lesson 12C – Sentence Error: Rambling

LESSON 13: REVIEWING COMMON AND PROPER NOUNS

Lesson 13A – Reviewing Common and Proper Nouns

Lesson 13A – Reviewing Common and Proper Nouns

LESSON 14: PROPER NOUNS

Lesson 14A – Proper Nouns: Team names, Companies, Schools, Institutions

Lesson 14A – Proper Nouns: Team names, Companies, Schools, Institutions

Lesson 14B – Identifying Singular and Plural Nouns

Lesson 14B – Plural Nouns Spelling Rules

Lesson 14B – Plural Nouns Spelling Rules

LESSON 15: PRONOUNS AND THEIR ANTECEDENTS

Lesson 15A – Pronouns and Antecedents

Lesson 15A – Pronouns and Antecedents

Lesson 15B – Pronouns and their Antecedents

Lesson 15B – Pronouns and their Antecedents

LESSON 16: ACTION AND LINKING VERBS

Lesson 16A – Action and Linking Verbs

Lesson 16A – Action and Linking Verbs

Lesson 16B – Action and Linking Verbs

Lesson 16C – Action and Linking Verbs

Lesson 16C – Linking Verbs and Action Verbs

LESSON 17: HELPING VERBS

Lesson 17A – Helping Verbs
 Lesson 17A – Helping Verbs (CONTINUED)

LESSON 18: ADJECTIVES

Lesson 18A –Adjectives
 Lesson 18A – Adjectives
 Lesson 18B - Adjectives
 Lesson 18B –Adjectives

LESSON 19: INTRODUCING PROPER ADJECTIVES

Lesson 19 – Introducing Proper Adjectives

LESSON 20: ADVERBS THAT MODIFY VERBS

Lesson 20A –Adverbs That Modify Verbs
 Lesson 20A –Adverbs That Modify Verbs
 Lesson 20B –Adverbs That Modify Verbs
 Lesson 20B – Adjectives and Adverbs

LESSON 21: ADVERBS THAT MODIFY ADJECTIVES

Lesson 21A – Adverbs that Modify Adjectives

LESSON 22: SUBJECT-VERB AGREEMENT

Lesson 22A - Subject/Verb Agreement
 Lesson 22B - Subject/Verb Agreement

LESSON 23: DON'T-DOESN'T PROBLEM

Lesson 23A - Don't & Doesn't Problem
 Lesson 23B - Don't & Doesn't Problem

LESSON 24: CONJUNCTIONS

Lesson 24A – Conjunctions
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 Lesson 25A – Possessive Nouns (Singular)
 Lesson 25B – Combining Sentences Using Singular Possessive Nouns
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 Lesson 25C – Possessive Nouns (Plural ending in -s)
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Lesson 27B – Mechanics of Dialogue
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 Lesson 27C – Dialogue Between Two People
 Lesson 27C – Dialogue Between Two People
 Lesson 27D – Reviewing Punctuation (Commas)
 Lesson 27D– Reviewing Punctuation (Commas)

LESSON 28: USING FIGURATIVE LANGUAGE IN WRITING – ONOMATOPOEIA

Lesson 28A – Using Figurative Language in Writing - ONOMATOPOEIA

LESSON 29: USING FIGURATIVE LANGUAGE IN WRITING – SIMILE

Lesson 29A – Using Figurative Language in Writing - SIMILE

LESSON 30: USING FIGURATIVE LANGUAGE IN WRITING – METAPHOR

Lesson 30A – Using Figurative Language in Writing - METAPHOR

LESSON 31: USING FIGURATIVE LANGUAGE IN WRITING – PERSONIFICATION

Lesson 31A – Using Figurative Language in Writing - PERSONIFICATION
 Lesson 31B – Using Figurative Language in Writing
 Lesson 31B – Using Figurative Language in Writing
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 Lesson 31C – Using Figurative Language in Writing

LESSON 32: USING VIVID LANGUAGE IN WRITING

Lesson 32A – Using Vivid Language in Writing
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 Lesson 32B – Using Vivid Language in Writing
 Lesson 32B – Using Vivid Language in Writing

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Lesson 33A – The Writing Process
 Lesson 33A – The Writing Process

LESSON 34: POINT OF VIEW

Lesson 34A – Point of View

LESSON 35: USING TRANSITIONS FOR CHRONOLOGICAL ORDER

Lesson 35A – Using Transitions for Chronological Order

LESSON 36: WRITING A PERSONAL NARRATIVE – ORGANIZING THOUGHTS

Lesson 36A – Writing a Personal Narrative
 Lesson 36A – Writing a Personal Narrative PREWRITE – ORGANIZING THOUGHTS

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Lesson 37A – Writing a Personal Narrative (Drafting)
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Lesson 39A – Writing a Narrative – Revising to Add Purposeful Dialogue

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Lesson 40A – Writing a Narrative (**Edit/Publish**)

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Lesson 41A – Expository Writing/Five Paragraph Essay

LESSON 42: EXPOSITORY ESSAY – ORGANIZING THOUGHTS

Lesson 42A – Writing a Five Paragraph Expository Essay – Organizing Thoughts

LESSON 43: EXPOSITORY ESSAY – OPENING PARAGRAPH

Lesson 43A – Writing an Expository Essay – Drafting the Opening Paragraph

Lesson 43A – Writing an Expository Essay – Drafting the Opening Paragraph

LESSON 44: EXPOSITORY ESSAY – BODY PARAGRAPH #1

Lesson 44A – Writing an Expository Essay: Body Paragraph #1 – Organizing the Paragraph

Lesson 44A – Writing an Expository Essay: Body Paragraph #1 – Drafting the Paragraph

LESSON 45: EXPOSITORY ESSAY – BODY PARAGRAPH #2

Lesson 45A – Writing an Expository Essay: Body Paragraph #2 – Organizing the Paragraph

Lesson 45A – Writing an Expository Essay: Body Paragraph #2 – Drafting the Paragraph

LESSON 46: EXPOSITORY ESSAY – BODY PARAGRAPH #3

Lesson 46A – Writing an Expository Essay: Body Paragraph #3 – Organizing the Paragraph

Lesson 46A – Writing an Expository Essay: Body Paragraph #3 – Drafting the Paragraph

LESSON 47: EXPOSITORY ESSAY – CLOSING PARAGRAPH

Lesson 47A – Writing an Expository Essay: Drafting the Closing Paragraph

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Lesson 48A – Writing an Expository Essay: Revising Word Choice and Adding Sensory Details

LESSON 49: EXPOSITORY ESSAY – EXPOSITORY ESSAY (REVISING)

Lesson 49A – Writing an Expository Essay: Revising Sentence Structure

LESSON 50: EXPOSITORY ESSAY – EXPOSITORY ESSAY (EDIT AND PUBLISH)

Lesson 50A – Writing an Expository Essay (**Edit/Publish**)

Lesson 50A – Expository Essay (**Edit/Publish**)

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Lesson 51A – Persuasive Writing

Lesson 51A – Persuasive Writing (Organizing Thoughts)

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Lesson 53A – Persuasive Writing - Reviewing the Parts of a Letter

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Lesson 56B – Persuasive Writing (**Edit/Publish**)

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Step 2: Gathering Information ORIGINAL OWNER

Lesson 63B – Research Project

Gathering Information & Documenting Sources

Step 2: Gathering Information RESTAURANT HISTORY

Lesson 63B – Research Project

Gathering Information & Documenting Sources

Step 2: Gathering Information TODAY'S STATICS

Lesson 63B – Research Project

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Lesson 2A – Reviewing Complete Sentences

Name: _____

Before you complete the work identifying and writing different sentence types, let's do a quick review on complete sentences.

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

Underline the sentences that are complete.

1. Stars shine brightly in the night.
2. The moon gives light as well.
3. I think tonight there is.
4. Going to be a meteor shower.
5. I enjoy watching them when they happen.
6. One time I got to see Haley's Comet.
7. Because the night sky was clear with no clouds.
8. Have you ever seen Haley's comet?
9. If you've never seen Haley's Comet, I suggest that you find out when it will travel past the Earth again!
10. Aside from seeing the meteor shower.
11. It was the most amazing experience I have ever had.
12. I hope you're as lucky as me!



Lesson 2B – Reviewing Types of Sentences

Name: _____

There are four types of sentences.

1. *Declarative* sentences simply make a statement, and so they always end with a **period (.)**.

Example: I want a piece of chocolate pie.



2. *Interrogative* sentences ask a question, and so they always end with a **question (?) mark**.

Example: Did you see my father open the door for my mother?

3. *Exclamatory* sentences are meant to show excitement, and so they always end with an **exclamation (!) mark**.

Example: I memorized Proverbs chapter three!



4. *Imperative* sentences express a request command. *Imperative* sentences may end with either a **period (.)** or an **exclamation point (!)**.

Example: Clean off the table and put the dirty dishes, so we can wash them.



Lesson 2B – Reviewing Types of Sentences

Name: _____

A. Place the correct punctuation on the line at the end of each sentence. Identify each sentence as either *declarative*, *interrogative*, *imperative* or *exclamatory*.

1. The taxi driver drives very fast in the city__

2. Have you ever ridden in a taxi in New York City ____

3. Last summer we visited New York, and I was terrified____

4. I wanted to share a few choice phrases with the driver_____

5. Stop driving like a maniac____

B. Read the paragraph below and place the proper punctuation at the end of each sentence. Then label the sentences on the lines below.

(1)Have you ever made a difference in the life of another person_ (2)People all across the world are waiting for someone to lend a helping hand__ This is not only evident in every day life, but in the lives of orphans__ (3) Some orphans only get to eat once a day__ (4)Step up to the plate and help an orphan today__

1. _____

2. _____

3. _____

4. _____

Lesson 6A – Independent and Dependent Clause

Name: _____

An *independent clause* contains BOTH a subject and a verb, and it can stand alone as a sentence that makes a complete thought. A sentence CAN contain more than one *independent clause*.

Example: Carol wants to eat with me, but she doesn't like pizza.

Identify each clause. Write “IC” on the line if it’s an *independent clause* and “DC” if it’s a *dependent clause*.

1. when Scotty cried _____
2. I enjoy eating chocolate cake _____
3. unless Terry comes to fix the van _____
4. although I lost the instructions _____
5. they're going on a picnic _____
6. mom found the necklace _____
7. the students sang _____
8. when the song is over _____
9. I decided to take a shower _____
10. the strength of the lion _____
11. we're planning to eat lunch _____
12. when I'm finished cleaning _____
13. The dog is barking _____
14. Even though Skyler passed the test _____
15. If Craig kills a turkey _____



Lesson 6B – Independent and Dependent Clause

Name: _____

An *independent clause* contains BOTH a subject and a verb, and it can stand alone as a sentence that makes a complete thought. A sentence CAN contain more than one *independent clause*.

Example: The man in the trench coat looked suspicious, so we followed him through the alley.

A. Look at the underlined clauses in the sentences below. Write “IC” on the line beside the sentences if the underlined clauses are *independent clauses* and “DC” if they are *dependent clauses*.

1. After school today, I went to the barber for a haircut. _____
2. Tristan got the umbrella since it was raining outside. _____
3. Even though we were unsuccessful, we tried to open the jar. _____
4. My father explained what we need to be first place in the race. _____
5. After Jason swam for a while, he played basketball with us. _____
6. I want to share the cookies with you, but they are all gone. _____

B. Add *independent clauses* to the dependent clauses below to make the sentences complete.

1. Since you ate the food I gave you, _____
2. Because Jason wrecked his car, _____
3. While we waited in the doctor’s office, _____
4. I took the dog to the vet, but _____
5. After we arrived in Chicago, _____

Lesson 6B – Independent and Dependent Clause

Name: _____

A *dependent clause* may contain a subject, a verb, or BOTH. However, a *dependent clause* can NOT stand alone as a sentence. A *dependent clause* does not make a complete thought. A sentence CAN contain more than one *dependent clause*.

Example: You passed the test because you studied for five hours.

A. Look at the underlined clauses in the sentences below. Write “IC” on the line beside the sentences if the underlined clauses are *independent clauses* and “DC” if they are *dependent clauses*.

1. After school today, I went to the barber for a haircut. _____
2. Since it was raining outside, Tristan got the umbrella. _____
3. We tried to open the jar even though we were unsuccessful. _____
4. My father explained what we need to be first place in the race. _____
5. After Jason swam for a while, he played basketball with us. _____

B. Add *dependent clauses* to the independent clauses below to make the sentences complete. The first word of the dependent clause has been added.

1. Wilma will go see Clara *after* _____
2. The toddler will eat *if* _____
3. The dog is barking *because* _____
4. More than a year has passed *since* _____
5. You can have dessert *if* _____



Lesson 36 – Writing 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 36 – Writing a Personal 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 36 – Writing a Personal Narrative

PREWRITE - BRAINSTORM

Name: _____

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

Think about a special day when you had a lot of fun. Maybe you went on vacation, or maybe you went floating or swimming.

Write a narrative about the “special day” you chose.

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

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



Lesson 36 – Writing a Personal 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 36 – Writing a Personal 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 _____

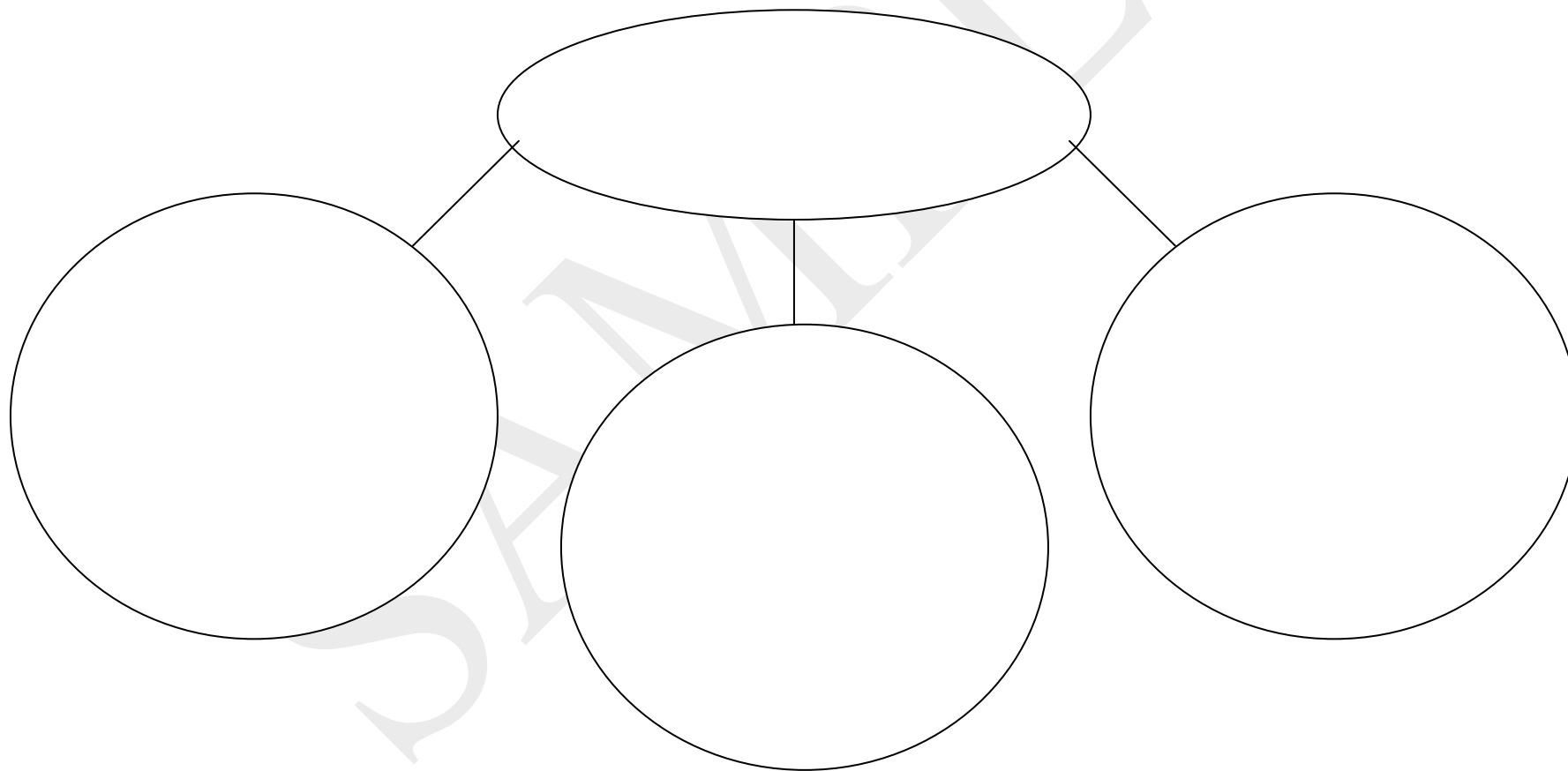


Lesson 36 – Writing a Personal Narrative PREWRITE

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 38 – 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.

_____ Begin reading the draft out loud touching each word as you read. Look for opportunities to add *adjectives, adverbs, and other words or phrases* that can give more information.

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*

_____ Make sure all sentences do not begin with the same word.

_____ Make sure you have a variety of sentence structures such as compound and complex sentences. (Not all simple sentences...)



Lesson 39 – Writing a Narrative

Revising to Add Purposeful 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 40 – 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 40 – Writing a Narrative (Edit/Publish)

Continued - Page 2

Handwriting practice lines consisting of 20 horizontal lines. A large, light gray watermark reading "SAMPLE" is oriented diagonally across the page.

Lesson 40 – 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) congratulated, gave

ANSWERS MAY VARY – EXAMPLE BELOW

9. The farmer picked the corn and put them in the bucket.
10. The lion tamer put his hand on the lion and gave a command.
11. Tuesday, I went to the lake and swam until dark.
12. At the library, I borrowed a book and read on the sofa.
13. The baseball player hit the ball and ran to first base.

Lesson 5C – Compound Subjects and Predicates

ANSWERS MAY VARY – EXAMPLE BELOW

1. My brother and friend studied together.
2. The frog likes to jump and swim.
3. The mouse was asleep and woke up.
4. The parent pulled and broke the door.

Lesson 6A – Independent and Dependent Clause

1. DC
2. IC
3. DC
4. DC
5. IC
6. IC
7. IC
8. DC
9. IC
10. DC
11. IC
12. DC
13. IC
14. DC
15. DC

Lesson 6B – Independent and Dependent Clause

1. DC
2. IC
3. DC
4. IC
5. DC
6. IC

ANSWERS MAY VARY – EXAMPLE BELOW

1. Since you ate the food I gave you, you can have dessert.
2. Because Jason wrecked his car, he won't be going to the concert.
3. While we waited in the doctor's office, I read a book to Emily.
4. I took the dog to the vet, but he is not getting better.
5. After we arrived in Chicago, we ate at a restaurant downtown.

Lesson 6B – Independent and Dependent Clause

1. IC
2. DC
3. IC
4. DC
5. IC

ANSWERS MAY VARY – EXAMPLE BELOW

1. Wilma will go see Clara after she makes Carl lunch.
2. The toddler will eat if you feed her peaches.
3. The dog is barking because someone is walking in the yard.
4. More than a year has passed since Isaiah got his tonsils extracted.
5. You can have dessert if you eat everything on your plate.

Lesson 7A – Simple and Compound Sentences

1. The bear saw the conservationists, but she didn't know their plan.
 2. Later she woke up, and she looked all around her.
 3. Next to her was another bear, and it seemed to be sleeping.
 4. She felt something in her ear, but she didn't know what it was.
 5. She didn't like how it felt, but she soon calmed down.
-
6. The red hummingbird landed on the feeder, and it started to get a drink.
 7. Suddenly, another hummingbird appeared, so the red one got angry.

8. The two hummingbirds began to fight, but there was nothing I could do.

9. Soon the both flew away, and they landed on a tree branch.

Lesson 7A Simple and Compound Sentences

___ 1. ___ 2. X 3. ___ 4. X 5. ___ 6.

ANSWERS MAY VARY – EXAMPLE BELOW

1. I need to go to the store, so I can buy some new shoes.
2. The raccoon rummaged around the garbage cans, but he didn't knock it over.

Lesson 7B – Combining Simple Sentences to Form Compound Sentences

ANSWERS MAY VARY – EXAMPLE BELOW

1. I made you a sandwich, so you can eat now.
2. Tate has extremely curly hair, so he keeps it cut short.
3. Monkeys often show affection to one another, and they stay clean by grooming one another.
4. You can have soup, or you can have a hamburger.
5. I want to spend the night with Grandma, but I don't want to miss seeing Rick.
6. I will watch your children, so you and your husband can go on a date.

Lesson 7B – Combining Ideas Using Compound Sentences

It is my birthday, but I have to work. I want to stay home and relax with my friends. When I get home, we'll play some games. Would you like to play soccer, or would you like to play tennis? Afterward, we'll eat dinner. I want spaghetti for dinner, and I want ice cream for dessert. We will enjoy each other's company on my birthday, and we will have a wonderful time.

Lesson 8A – Complex Sentences

1. I will get the grapes if you will carry the oranges.
2. Taylor will move on to the next lesson since he passed the test.
3. I sprain my ankle often even though I'm very careful.
4. I felt tired after eating lunch at Carl's.
5. I gave my father a gift because he's the best.

Lesson 8A – Complex Sentences

1. If you will carry the oranges, I will get the grapes.
2. Since Taylor passed the test, he will move to the next lesson.
3. Even though I'm very careful, I sprain my ankle often.
4. After eating lunch at Carl's, I felt tired.
5. Because he's the best, I gave my father a gift.

Lesson 8B – Complex Sentences

ANSWERS MAY VARY – EXAMPLE BELOW

1. Some doctors work in pediatric care because that's what they love.
2. Justin and Derrick will organize the closet, but it will not be clean.
3. Even though Kent wasn't supposed to be in the sun, he went to the lake.
4. When I got to the top step, I fell off the ladder.
5. Because Mom made ooey gooey chocolate brownies, I'm going to give her a thousand hugs.
6. If I play the saxophone for you, I want you to look the other way.
7. When I go floating, I always have tons of fun.
8. When the field trip ended, everyone was tired.
9. My favorite dessert is apple pie because it has lots of crust.
10. I had to take the bus home after I locked my keys in the car.
11. Even though Rachel is crying, she doesn't seem too upset.
12. Although my I can't stay overnight, I still want to come to your house.

Lesson 8B – Complex Sentences

1. C
2. ___
3. C
4. C
5. C
6. ___
7. ___