

Level 8

Second Edition

Student Text

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TABLE OF CONTENTS
UNIT ONE: GRAMMAR

Lesson 1: Introduction to Writing..... 6

TOOLS FOR EFFECTIVE COMMUNICATION

Apply Parts of Speech

Lesson 2: Adjectives in Action 9
Lesson 3: Action Verbs in Action 19
Lesson 4: Adverbs in Action..... 30
Lesson 5: Prepositional Phrases in Action..... 37
Lesson 6: Gerunds in Action..... 44
Lesson 7: Vivid Language..... 47

Apply Sentence Structure

Lesson 8: Independent and Dependent Clauses..... 57
Lesson 9: Simple and Compound Sentences 62
Lesson 10: Compound Sentences and Avoiding Sentence Errors – Fragments, Run-Ons, Comma Splices.. 68
Lesson 11: Complex Sentences..... 74
Lesson 12: Complex Sentences and Avoiding Sentence Errors – Fragments, Run-Ons 80
Lesson 13: Compound-Complex Sentences 84
Lesson 14: Compound-Complex Sentences and Avoiding Sentence Errors..... 88
Lesson 15: Varied Sentences in a Composition 90
Lesson 16: Using Appositives..... 99
Lesson 17: Using Transitions..... 103

Common Problems

Lesson 18: Pronouns and Antecedents..... 111
Lesson 19: Subject/Verb Agreement..... 116
Lesson 20: Don't/Doesn't Problem..... 120
Lesson 21: Homophones..... 124
Lesson 22: Unclear Subject Problem..... 129
Lesson 23: Paraphrasing 134
Lesson 24: Writing a Summary..... 138

UNIT TWO: COMPOSITION

Lesson 25: The Writing Process..... 144

Paragraphs

Lesson 26: Paragraph Overview – Opening Sentence, Body, Closing Sentence..... 146
Lesson 27: Expository Paragraph – Brainstorm 149
Lesson 28: Expository Paragraph – Organize, Draft 150
Lesson 29: Expository Paragraph – Revise, Final Draft..... 152

Lesson 30: Persuasive Paragraph – Brainstorm.....	157
Lesson 31: Persuasive Paragraph – Organize, Draft.....	158
Lesson 32: Persuasive Paragraph – Revise, Final Draft.....	160
Lesson 33: Descriptive Paragraph – Brainstorm.....	165
Lesson 34: Descriptive Paragraph – Organize, Draft.....	166
Lesson 35: Descriptive Paragraph – Revise, Final Draft.....	168
Lesson 36: Compare Paragraph – Brainstorm.....	173
Lesson 37: Compare Paragraph – Organize, Draft.....	174
Lesson 38: Compare Paragraph – Revise, Final Draft.....	176
Lesson 39: Contrast Paragraph – Brainstorm, Organize, Draft.....	181
Lesson 40: Contrast Paragraph – Revise, Final Draft.....	184

Narrative

Lesson 41: Narrative.....	189
Lesson 42: Mechanics of Dialogue.....	190
Lesson 43: Brainstorm.....	195
Lesson 44: Organize.....	196
Lesson 45: Hook and Draft.....	198
Lesson 46: Revise Word Choice.....	199
Lesson 47: Revise Sentence Structure.....	200
Lesson 48: Assess Dialogue.....	201
Lesson 49: Final Draft.....	202

Expository Essay

Lesson 50: Expository Essay.....	206
Lesson 51: Brainstorm and Organize.....	208
Lesson 52: Organize and Draft Body Paragraph #1.....	210
Lesson 53: Organize and Draft Body Paragraph #2.....	212
Lesson 54: Organize and Draft Body Paragraph #3.....	214
Lesson 55: Organize and Draft Opening Paragraph.....	216
Lesson 56: Organize and Draft Closing Paragraph.....	217
Lesson 57: Revise Word Choice.....	218
Lesson 58: Revise Sentence Structure.....	219
Lesson 59: Final Draft.....	220

Compare/Contrast Business Letter

Lesson 60: Audience, Purpose, and Format.....	224
Lesson 61: Brainstorm.....	226
Lesson 62: Organize.....	228
Lesson 63: Organize and Draft Opening Paragraph.....	229
Lesson 64: Draft Body Paragraphs.....	230

Lesson 65: Organize and Draft Closing Paragraph.....	231
Lesson 66: Revise Word Choice	232
Lesson 67: Revise Sentence Structure	233
Lesson 68: Final Draft	234
Persuasive Essay	
Lesson 69: Persuasive Essay.....	239
Lesson 70: Brainstorm and Organize.....	241
Lesson 71: Organize and Draft Body Paragraph #1	243
Lesson 72: Organize and Draft Body Paragraph #2	244
Lesson 73: Organize and Draft Body Paragraph #3	246
Lesson 74: Organize and Draft Opening Paragraph	248
Lesson 75: Organize and Draft Closing Paragraph.....	249
Lesson 76: Revise Word Choice	250
Lesson 77: Revise Sentence Structure	251
Lesson 78: Final Draft	252
Research Project	
Lesson 79: Process.....	256
Lesson 80: Brainstorm	257
Lesson 81: Research Questions	258
Lesson 82: Quality Sources	259
Lesson 83: Source Cards.....	261
Lesson 84: Notecards.....	262
Lesson 85: Research	263
Lesson 86: Organize Notecards and Create Thesis Statement.....	264
Lesson 87: Draft Body Paragraphs	265
Lesson 88: Organize and Draft Opening Paragraph	266
Lesson 89: Organize and Draft Closing Paragraph.....	267
Lesson 90: Revise Word Choice	268
Lesson 91: Revise Sentence Structure	269
Lesson 92: Final Draft – Presentation Board or Written Report.....	270
Lesson 93: Bibliography	273
Final Lesson – Comparing Compositions	277

SOURCE CARDS

LEVEL 8 SYLLABUS
Second Edition

VIDEO – 94 LESSONS
TEXTBOOK - 278 pages

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

LESSON 1: INTRODUCTION TO WRITING

Lesson 1 Day 1 – Introduction to Writing

LESSON 2: ADJECTIVES IN ACTION

Lesson 2 Day 1 – Adjectives in Action

Lesson 2 Day 2 – Adjectives in Action

Lesson 2 Day 3 – Adjectives in Action

Lesson 2 Day 4 – Adjectives in Action

**Assessment 1 (Lesson 2)*

LESSON 3: ACTION VERBS IN ACTION

Lesson 3 Day 1 – Action Verbs in Action

Lesson 3 Day 2 – Action Verbs in Action

Lesson 3 Day 3 – Action Verbs in Action

Lesson 3 Day 4 – Action Verbs in Action

**Assessment 2 (Lesson 3)*

LESSON 4: ADVERBS IN ACTION

Lesson 4 Day 1 – Adverbs in Action

Lesson 4 Day 2 – Adverbs in Action

Lesson 4 Day 3 – Adverbs in Action

**Assessment 3 (Lesson 4)*

LESSON 5: PREPOSITIONAL PHRASES IN ACTION

Lesson 5 Day 1 – Prepositional Phrases in Action

Lesson 5 Day 2 – Prepositional Phrases in Action

Lesson 5 Day 3 – Prepositional Phrases in Action

**Assessment 4 (Lesson 5)*

LESSON 6: GERUNDS IN ACTION

Lesson 6 Day 1 – Gerunds in Action

Lesson 6 Day 2 – Gerunds in Action

**Assessment 5 (Lesson 6)*

LESSON 7: VIVID LANGUAGE

Lesson 7 Day 1 – Vivid Language

Lesson 7 Day 2 – Vivid Language

Lesson 7 Day 3 – Vivid Language

Lesson 7 Day 4 – Vivid Language

**Assessment 6 (Lesson 7)*

LESSON 8: INDEPENDENT AND DEPENDENT CLAUSES

Lesson 8 Day 1 – Independent and Dependent Clauses

Lesson 8 Day 2 – Independent and Dependent Clauses

LESSON 9: SIMPLE AND COMPOUND SENTENCES

Lesson 9 Day 1 – Simple and Compound Sentences

Lesson 9 Day 2 – Simple and Compound Sentences

Lesson 9 Day 3 – Simple and Compound Sentences

LESSON 10: COMPOUND SENTENCES AND AVOIDING SENTENCE ERRORS

Lesson 10 Day 1 – Fragments

Lesson 10 Day 2 – Run-Ons

Lesson 10 Day 3 – Comma Splices

**Assessment 7 (Lessons 8-10)*

LESSON 11: COMPLEX SENTENCES

Lesson 11 Day 1 – Complex Sentences

Lesson 11 Day 2 – Complex Sentences

Lesson 11 Day 3 – Complex Sentences

LESSON 12: COMPLEX SENTENCES AND AVOIDING SENTENCE ERRORS

Lesson 12 Day 1 – Fragments

Lesson 12 Day 2 – Run-Ons

**Assessment 8 (Lessons 11-12)*

LESSON 13: COMPOUND-COMPLEX SENTENCES

Lesson 13 Day 1 – Compound-Complex Sentences

Lesson 13 Day 2 – Compound-Complex Sentences

LESSON 14: COMPOUND-COMPLEX SENTENCES AND AVOIDING SENTENCE ERRORS

Lesson 14 Day 1 – Compound-Complex Sentences and Avoiding Sentence Errors

**Assessment 9 (Lessons 13-14)*

LESSON 15: VARIED SENTENCES IN A COMPOSITION

Lesson 15 Day 1 – Varied Sentences in a Composition

Lesson 15 Day 2 – Varied Sentences in a Composition

Lesson 15 Day 3 – Varied Sentences in a Composition

Lesson 15 Day 4 – Varied Sentences in a Composition

Lesson 15 Day 5 – Varied Sentences in a Composition

Lesson 15 Day 6 – Varied Sentences in a Composition

Lesson 15 Day 7 – Varied Sentences in a Composition

LESSON 16: USING APPOSITIVES

Lesson 16 Day 1 – Using Appositives

Lesson 16 Day 2 – Using Appositives

**Assessment 10 (Lesson 16)*

LESSON 17: USING TRANSITIONS

Lesson 17 Day 1 – Using Transitions

Lesson 17 Day 2 – Using Transitions

Lesson 17 Day 3 – Using Transitions

**Assessment 11 (Lesson 17)*

LESSON 18: PRONOUNS AND ANTECEDENTS

Lesson 18 Day 1 – Pronouns and Antecedents

Lesson 18 Day 2 – Pronouns and Antecedents

Lesson 18 Day 3 – Pronouns and Antecedents

Assessment 12 (Lesson 18)*LESSON 19: SUBJECT/VERB AGREEMENT**

Lesson 19 Day 1 – Subject/Verb Agreement

Lesson 19 Day 2 – Subject/Verb Agreement

Lesson 19 Day 3 – Subject/Verb Agreement

LESSON 20: DON'T/DOESN'T PROBLEM

Lesson 20 Day 1 – Don't/Doesn't Problem

Lesson 20 Day 2 – Don't/Doesn't Problem

Lesson 20 Day 3 – Don't/Doesn't Problem

Assessment 13 (Lessons 19-20)*LESSON 21: HOMOPHONES**

Lesson 21 Day 1 – Homophones

Lesson 21 Day 2 – Homophones

Lesson 21 Day 3 – Homophones

Assessment 14 (Lesson 21)*LESSON 22: UNCLEAR SUBJECT PROBLEM**

Lesson 22 Day 1 – Unclear Subject Problem

Lesson 22 Day 2 – Unclear Subject Problem

Lesson 22 Day 3 – Unclear Subject Problem

Assessment 15 (Lesson 22)*LESSON 23: PARAPHRASING**

Lesson 23 Day 1 – Paraphrasing

Lesson 23 Day 2 – Paraphrasing

LESSON 24: WRITING A SUMMARY

Lesson 24 Day 1 – Writing a Summary

Lesson 24 Day 2 – Writing a Summary

Assessment 16 (Lessons 23-24)**UNIT ONE COMPREHENSIVE ASSESSMENT
(Lessons 2-24)****LESSON 25: THE WRITING PROCESS**

Lesson 25 Day 1 – The Writing Process

LESSON 26: PARAGRAPH OVERVIEW

Lesson 26 Day 1 – Opening Sentence

Lesson 26 Day 1 – Body

Lesson 26 Day 1 – Closing Sentence

LESSON 27: EXPOSITORY PARAGRAPH

Lesson 27 Day 1 – Brainstorm

LESSON 28: EXPOSITORY PARAGRAPH

Lesson 28 Day 1 – Organize

Lesson 28 Day 1 – Draft

LESSON 29: EXPOSITORY PARAGRAPH

Lesson 29 Day 1 – Revise

Lesson 29 Day 1 – Final Draft

Extra Practice – Expository Paragraph

LESSON 30: PERSUASIVE PARAGRAPH

Lesson 30 Day 1 – Brainstorm

LESSON 31: PERSUASIVE PARAGRAPH

Lesson 31 Day 1 – Organize

Lesson 31 Day 1 – Draft

LESSON 32: PERSUASIVE PARAGRAPH

Lesson 32 Day 1 – Revise

Lesson 32 Day 1 – Final Draft

Extra Practice – Persuasive Paragraph

LESSON 33: DESCRIPTIVE PARAGRAPH

Lesson 33 Day 1 – Brainstorm

LESSON 34: DESCRIPTIVE PARAGRAPH

Lesson 34 Day 1 – Organize

Lesson 34 Day 1 – Draft

LESSON 35: DESCRIPTIVE PARAGRAPH

Lesson 35 Day 1 – Revise

Lesson 35 Day 1 – Final Draft

Extra Practice – Descriptive Paragraph

LESSON 36: COMPARE PARAGRAPH

Lesson 36 Day 1 – Brainstorm

LESSON 37: COMPARE PARAGRAPH

Lesson 37 Day 1 – Organize

Lesson 37 Day 1 – Draft

LESSON 38: COMPARE PARAGRAPH

Lesson 38 Day 1 – Revise

Lesson 38 Day 1 – Final Draft

Extra Practice – Compare Paragraph

LESSON 39: CONTRAST PARAGRAPH

Lesson 39 Day 1 – Brainstorm

Lesson 39 Day 1 – Organize

Lesson 39 Day 1 – Draft

LESSON 40: CONTRAST PARAGRAPH

Lesson 40 Day 1 – Revise

Lesson 40 Day 1 – Final Draft

Extra Practice – Contrast Paragraph

Assessment 17 (Lessons 25-40)*LESSON 41: NARRATIVE**

Lesson 41 Day 1 – Narrative

LESSON 42: NARRATIVE

Lesson 42 Day 1 – Mechanics of Dialogue

Lesson 42 Day 2 – Mechanics of Dialogue

LESSON 43: NARRATIVE

Lesson 43 Day 1 – Brainstorm

LESSON 44: NARRATIVE

Lesson 44 Day 1 – Organize

LESSON 45: NARRATIVE

Lesson 45 Day 1 – Hook and Draft

LESSON 46: NARRATIVE

Lesson 46 Day 1 – Revise Word Choice

LESSON 47: NARRATIVE

Lesson 47 Day 1 – Revise Sentence Structure

LESSON 48: NARRATIVE

Lesson 48 Day 1 – Assess Dialogue

LESSON 49: NARRATIVE

Lesson 49 Day 1 – Final Draft

Extra Practice – Narrative

**Assessment 18 (Lessons 41-49)*

LESSON 50: EXPOSITORY ESSAY

Lesson 50 Day 1 – Expository Essay

LESSON 51: EXPOSITORY ESSAY

Lesson 51 Day 1 – Brainstorm and Organize

LESSON 52: EXPOSITORY ESSAY

Lesson 52 Day 1 – Organize and Draft Body Paragraph #1

LESSON 53: EXPOSITORY ESSAY

Lesson 53 Day 1 – Organize and Draft Body Paragraph #2

LESSON 54: EXPOSITORY ESSAY

Lesson 54 Day 1 – Organize and Draft Body Paragraph #3

LESSON 55: EXPOSITORY ESSAY

Lesson 55 Day 1 – Organize and Draft Opening Paragraph

LESSON 56: EXPOSITORY ESSAY

Lesson 56 Day 1 – Organize and Draft Closing Paragraph

LESSON 57: EXPOSITORY ESSAY

Lesson 57 Day 1 – Revise Word Choice

LESSON 58: EXPOSITORY ESSAY

Lesson 58 Day 1 – Revise Sentence Structure

LESSON 59: EXPOSITORY ESSAY

Lesson 59 Day 1 – Final Draft

Extra Practice – Expository Essay

**Assessment 19 (Lessons 50-59)*

LESSON 60: COMPARE/CONTRAST BUSINESS LETTER

Lesson 60 Day 1 – Audience, Purpose, and Format

LESSON 61: COMPARE/CONTRAST BUSINESS LETTER

Lesson 61 Day 1 – Brainstorm

LESSON 62: COMPARE/CONTRAST BUSINESS LETTER

Lesson 62 Day 1 – Organize

LESSON 63: COMPARE/CONTRAST BUSINESS LETTER

Lesson 63 Day 1 – Organize and Draft Opening Paragraph

LESSON 64: COMPARE/CONTRAST BUSINESS LETTER

Lesson 64 Day 1 – Draft Body Paragraphs

LESSON 65: COMPARE/CONTRAST BUSINESS LETTER

Lesson 65 Day 1 – Organize and Draft Closing Paragraph

LESSON 66: COMPARE/CONTRAST BUSINESS LETTER

Lesson 66 Day 1 – Revise Word Choice

LESSON 67: COMPARE/CONTRAST BUSINESS LETTER

Lesson 67 Day 1 – Revise Sentence Structure

LESSON 68: COMPARE/CONTRAST BUSINESS LETTER

Lesson 68 Day 1 – Final Draft

Extra Practice – Compare/Contrast Business Letter

**Assessment 20 (Lessons 60-68)*

LESSON 69: PERSUASIVE ESSAY

Lesson 69 Day 1 – Persuasive Essay

LESSON 70: PERSUASIVE ESSAY

Lesson 70 Day 1 – Brainstorm and Organize

LESSON 71: PERSUASIVE ESSAY

Lesson 71 Day 1 – Organize and Draft Body Paragraph #1

LESSON 72: PERSUASIVE ESSAY

Lesson 72 Day 1 – Organize and Draft Body Paragraph #2

LESSON 73: PERSUASIVE ESSAY

Lesson 73 Day 1 – Organize and Draft Body Paragraph #3

LESSON 74: PERSUASIVE ESSAY

Lesson 74 Day 1 – Organize and Draft Opening Paragraph

LESSON 75: PERSUASIVE ESSAY

Lesson 75 Day 1 – Organize and Draft Closing Paragraph

LESSON 76: PERSUASIVE ESSAY

Lesson 76 Day 1 – Revise Word Choice

LESSON 77: PERSUASIVE ESSAY

Lesson 77 Day 1 – Revise Sentence Structure

FINAL LESSON

Comparing Compositions

LESSON 78: PERSUASIVE ESSAY

Lesson 78 Day 1 – Final Draft

Extra Practice – Persuasive Essay

**Assessment 21 (Lessons 69-78)*

LESSON 79: RESEARCH PROJECT

Lesson 79 Day 1 – Process

LESSON 80: RESEARCH PROJECT

Lesson 80 Day 1 – Brainstorm

LESSON 81: RESEARCH PROJECT

Lesson 81 Day 1 – Research Questions

LESSON 82: RESEARCH PROJECT

Lesson 82 Day 1 – Quality Sources

LESSON 83: RESEARCH PROJECT

Lesson 83 Day 1 – Source Cards

LESSON 84: RESEARCH PROJECT

Lesson 84 Day 1 – Notecards

LESSON 85: RESEARCH PROJECT

Lesson 85 Days 1-5 – Research

LESSON 86: RESEARCH PROJECT

Lesson 86 Day 1 – Organize Notecards and Create Thesis Statement

LESSON 87: RESEARCH PROJECT

Lesson 87 Days 1-3 – Draft Body Paragraphs

LESSON 88: RESEARCH PROJECT

Lesson 88 Day 1 – Organize and Draft Opening Paragraph

LESSON 89: RESEARCH PROJECT

Lesson 89 Day 1 – Organize and Draft Closing Paragraph

LESSON 90: RESEARCH PROJECT

Lesson 90 Day 1 – Revise Word Choice

LESSON 91: RESEARCH PROJECT

Lesson 91 Day 1 – Revise Sentence Structure

LESSON 92: RESEARCH PROJECT

Lesson 92 Day 1 – Final Draft (Presentation Board or Written Report)

LESSON 93: RESEARCH PROJECT

Lesson 93 Day 1 – Bibliography

***UNIT TWO COMPREHENSIVE ASSESSMENT
(Lessons 25-78)**

CONTENT

Unit One: Grammar and Other Topics

All lessons within this unit teach students how to *apply* parts of speech and sentence structure, as well as how to address common problems.

- I. Tools for Effective Communication
 - A. Apply Parts of Speech
 - B. Apply Sentence Structure
 - C. Common Problems

Unit Two: Composition

In this unit, students explore many different types of compositions, focusing on the parts of compositions, the writing process, and applying effective writing tools.

Students write *with* Mr. Stephens in a ***step-by-step/modeled*** approach to composition. During the video lessons, Mr. Stephens teaches students information and techniques, and ***models*** how to perform each step of the writing process for individual compositions. Students apply what they learn from the video lesson and information presented in the textbook.

Step-by-Step/Model: Through a step-by-step, repetitive process, students internalize the writing process and learn how to perform each step. Additionally, Mr. Stephens models the steps of each composition, showing students “how” to complete them.

Immediate Application: By focusing on each step of the writing process through short, modeled lessons with immediate application, students apply what they learn immediately, without becoming overwhelmed by other steps and/or forgetting previous steps. This method increases retention.

ASSESSMENTS

A separate *Assessment/Resource Booklet* is available for purchase. The booklet contains:

- 21 assessments
- 2 comprehensive unit assessments
- graphic resource word lists, composition resources, and research resources
- additional organizers and research source cards

Assessments provide students opportunities to practice and put to test what they have learned in the lessons, if the parent/teacher believes the student will benefit from it. However, taking the assessments is not required. Students may reference their workbook at all times. In Unit Two, if students need more experience with a type of composition, it is recommended that the student *either* works through the Extra Practice page in the workbook *or* completes the corresponding assessment and composition opportunity in the *Assessment/Resource Booklet*.

ACTIVITIES AND ICONS

In Unit One, students learn to identify, and apply parts of speech and sentence structure.



Identify activities help students learn to identify parts of speech and sentence structure in written language.



Apply activities help students apply parts of speech and sentence structure, which are tools for effective communication through written language. This provides students with tools they will use when writing in Unit Two.

Progression of identify and apply activities within each practice session:

1. Students *identify* and *apply* concepts in sentences and fill-in-the-blank activities.
2. Students *identify* and *apply* what they have learned in written composition activities.
3. Students *apply* what they have learned in short, original written compositions.



Common Problems – In Unit One, the common problems icon will be present in activities that focus on topics with which students frequently struggle: both Parts of Speech and Sentence Structure topics.



Grammar Section Toolbox – In Unit One, the toolbox will be present on all “apply” activities. The toolbox serves as a reminder to students that the skills practiced on the page are tools to help them communicate effectively in writing. In Unit Two, the toolbox reminds students, when revising compositions, to use their writing “tools” to improve communication.

The Writing Process – The icons remind students which step of the writing process they are completing.



BRAINSTORM



ORGANIZE



DRAFT



REVISE



FINAL DRAFT



Transitions – In Unit Two, the transitions icon will remind students to add or evaluate the use of transition words or phrases in their compositions to improve their communication.

Extra Practice – After all steps of each composition have been completed and parents/teachers have completed the checklist, students have the opportunity to practice writing another composition of the same type. They read the prompt on the “Extra Practice” page, and, just as before, watch each video lesson before completing each step of the writing process for the new composition. When organizing thoughts, students may draw graphic organizers on notebook paper or use the additional organizers provided in the *Assessment/Resource Booklet*. If extra practice is needed, it is recommended that the student *either* works through the Extra Practice page in the workbook *or* completes the corresponding assessment and composition opportunity in the *Assessment/Resource Booklet*.



Resource Folder – In Lessons 2, 3, 7, and 17, students are asked to begin creating a “Discarded Word List” and a “Transition Words and Phrases List” and to place them in a resource folder. In Unit Two, students are asked to reference or to update the word lists after each composition. This serves to build a resource file that is helpful for effective communication in the coming lessons and years.

SCORING ACTIVITIES

Homeschool parents/teachers are free to use their own scoring system, but if you prefer, you are welcome to use the point values we assign to each activity. Total available points for each activity can be found beside each set of instructions on the activity pages. In general, Identify activities are worth 1 point each, Apply activities are worth 2 points each, revision activities are worth 10 points each, and original composition activities are worth 15 points each. Any activities that are to be scored only on a Completion grade will be noted. If parents/teachers wish to assign point values to Completion grades, we recommend assigning 5 points per Completion grade.

SCORING COMPOSITIONS

Scoring written compositions can be challenging due to their subjective nature. Ultimately, we encourage you to do what works for you, your student, and/or your schooling situation. If you already use a method to score written compositions, stick with it. Along the way, try new methods.

We provide **Scoring Rubrics** for each composition if you wish to use those to evaluate your student's work. These rubrics display our recommended balance and available point values. To use these rubrics, evaluate the compositions according to each category and criteria, determine point values for each category, and then add up all awarded points for a final score.

We also provide **checklists** for each composition that can be used either by the student as they finish compositions or by the parent as they evaluate compositions. If you use the checklists to evaluate compositions, focus primarily on completion and conversation. Use the checklist as a guide to discuss how effective or ineffective a composition is as a whole, and strengths and weaknesses evident in the composition.

There are several different ways to utilize the rubrics and checklists, and to hold discussions:

1. Student completes the checklist before turning in the assignment, and the teacher uses the suggested Scoring Rubric to calculate a grade. The teacher spot-checks a few items and asks the student to point to different items on the checklist evident in the composition and explain why the item was checked. Then, the teacher fills out the Scoring Rubric.

*Teacher: "I see you marked that your narrative contains transitions. Show me your transitions."
Student points to the transitions, and Teacher assigns points to the appropriate category of the Scoring Rubric.*

2. Teacher checks each item on the checklist and assigns a grade. This works well when time is limited. Assign a letter grade based on the overall composition using the sample composition provided in the answer key as a guide. Discuss one or more areas that may or may not include suggestions or requested revision.

After completing the checklist, the teacher might say and ask something like:

"I noticed that your hook for your opening paragraph of the expository essay is weak. I think it is weak because you didn't grab my attention. What do you think you could add or change that might help grab my attention?"

3. Teacher assigns a completion grade. Use the checklist as a guide to make sure the assignment is complete. Assign any letter grade based on the fact that the student followed each step of the writing process, and that the composition contains all parts indicated in the checklist. This option works well when time is limited, and the teacher and student want to move on to the next composition.

Scoring Services are available for purchase for levels 6-12. Running from August to May each school year, a certified member of our Essentials in Writing team will score written compositions for any or all assignments presented in each level purchased. Visit our website for more information.

Compositions that can be submitted to the Scoring Service are indicated with the Gradient icon:



HOW TO USE

1. View the video lesson.
2. Read the text for today's lesson.
3. Complete the assignment.
4. Verbally describe today's lesson and preview the next lesson.

How long should my student spend on one lesson?

Depending on the topic and the student, there are many different variables to consider in such a question. Typically, a good rule to follow is: Do not complete the worksheets/assignment sheets unless the student understands the concepts presented in the video lesson. Students may need to watch the video more than once. After an understanding of the new concept is evident, students will complete the activity.

Textbook/Workbook Format

Video lessons and textbook/workbook lessons correspond by title and number.



Lesson numbers indicate individual days unless the calendar icon is shown. See example below.

Lesson 13 Day 1 (“Day 1” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 13 Day 1 in the textbook/workbook.
2. Watch Video Lesson 13.
3. Complete Lesson 13 written work for all days with the Day 1 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 13 Day 2).

Lesson 13 Day 2 (“Day 2” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 13 Day 2 in the textbook/workbook.
2. Watch Video Lesson 13 again.
3. Complete Lesson 13 written work for all days with the Day 2 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 14 Day 1).

Lesson 14 Day 1 (no calendar shown because this lesson has only one written activity)

1. Preview Lesson 14 in the textbook/workbook.
2. Watch Video Lesson 14.
3. Complete Lesson 14 written work.
4. Explain what you learned and preview next activity (Lesson 15 Day 1).

Lesson 15 Day 1 (“Day 1” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 15 Day 1 in the textbook/workbook.
2. Watch Video Lesson 15.
3. Complete Lesson 15 written work for all days with the Day 1 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 15 Day 2).

Lesson 15 Day 2 (“Day 2” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 15 Day 2 in the textbook/workbook.
2. Watch Video Lesson 15 again.
3. Complete Lesson 15 written work for all days with the Day 2 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 15 Day 3).

Answer Key

Answers to the workbook activities are at the back of this Teacher Handbook. Because some activities require students to compose sentences, paragraphs, and essays, “*Answers may vary*” precedes such sample answers. For the compositions in Unit Two, Mr. Stephens models a sample composition in the video lessons, and the Answer Key provides text copies of those sample compositions. The sample answers and compositions provided in the video lessons and Answer Key are simply for comparison and reference when evaluating the work of the student.

Where do I access my videos?

If you purchased the online video subscription, you will access the video lectures at essentialsinwriting.com. Check out the **How to Use** page to discover how to get started.



The key to an effective, descriptive writing style is to **show**, not **tell**. To develop a descriptive writing style, use **vivid language**; that is, use quality adjectives, action verbs, adverbs, and prepositional phrases. Using vivid language creates descriptive images and makes your writing come alive for your reader.

Look at how the examples below have been rewritten to include vivid language.

SHOW
Don't Tell

The sight of the rocking chair and the sound it made reminded Garrett of his mother.

The worn rocking chair coupled with its strained creaking reminded Garrett of his absent mother.

The scared Viking took off his helmet and dropped it.

The young, thin Viking, trembled in his boots. He removed his horned helmet and tossed it aside.

I stopped playing softball in seventh grade because I didn't like it anymore.

In seventh grade, softball had become so competitive, stressful, and aggravating that I decided to stop playing.

The young woman stopped and listened to the music coming from her headphones.

The young woman, with neon pink headphones secured over her curly afro, paused in the middle of the sidewalk and tranquilly focused on her music.

He was surprised to see a pirate ship in the desert.

He was understandably flabbergasted to discover a rotting pirate ship in the middle of the desert.

The first time I drove a car, I hit a tree.

The first time I sat behind the wheel of my family's Toyota, I accidentally backed into a tree.

The key to an effective, descriptive writing style is to *show*, not *tell*. To develop a descriptive writing style, use *vivid language*. Using vivid language creates descriptive images and makes your writing come alive for your reader.

You were introduced to the thesaurus when you worked with adjectives and action verbs. As you continue to write, use a thesaurus to look up replacements for common or boring words that you use in your writing. Even adverbs can be replaced!

SHOW
Don't Tell



Using a thesaurus, write a few words on the lines provided that _____ / 12 pts can be used in the place of the indicated word.

special _____

went _____

say _____

many _____

want _____

good _____

weird _____

have _____

too _____

easy _____

hard _____

do _____



Using the words you found in the previous activity, rewrite _____ / 20 pts
the sentences below to include *vivid language*. Remember,
not every word needs to be replaced.

1. Something weird happened to Jackson on the field trip.

2. He realized he had special powers.

3. His mom and dad told him a secret.

4. Jackson was a special boy.

5. He could do so many good things for people with his powers.

6. Jackson said he was glad to be special.

7. He went to many different places and did many amazing feats.

8. Jackson wanted to be a good hero.

9. Being a hero was not easy at all and very hard.

10. However, Jackson did what was right no matter what.



Using *vivid language* is an effective tool for developing a rich writing style that creates vivid images in your reader’s mind.

Often when writing, we need to first organize our thoughts and put all our ideas onto the paper. Then, we need to *rewrite* and *revise* the composition to include more *vivid language*—that is, we need to consider how we can reword or rearrange our composition to be richer and more engaging.

SHOW
Don't Tell



On the lines below, draft a paragraph that describes your _____ / 15 pts favorite amusement park.

Lined writing area for drafting a paragraph.

SAMPLE

Persuasive Paragraph Brainstorm

Persuasive writing uses facts and examples to convince the reader to agree with an opinion or to take action for something.

Brainstorming is the first step of the writing process. It is an effective way to choose a topic and start thinking of ideas to support your topic. Write down several ideas and then select the ones that best support your topic.



Read the prompt. Brainstorm ideas for your composition using the graphic organizer and select the best ideas to use.

Complete

What's the best card game or board game to play on family game night? Write a paragraph supporting your opinion.

Identify your audience and purpose.

Audience:

Purpose:

Choose your main topic.

Brainstorm several details you could write about to support your main topic. Circle the best ideas.

Persuasive Paragraph

Organize

Planning before you write is an important step in the writing process. A plan provides you with a guide that you can follow as you write your paragraph.



Use the graphic organizer to plan your paragraph.

Complete

Topic Sentence

Detail

Example

Detail

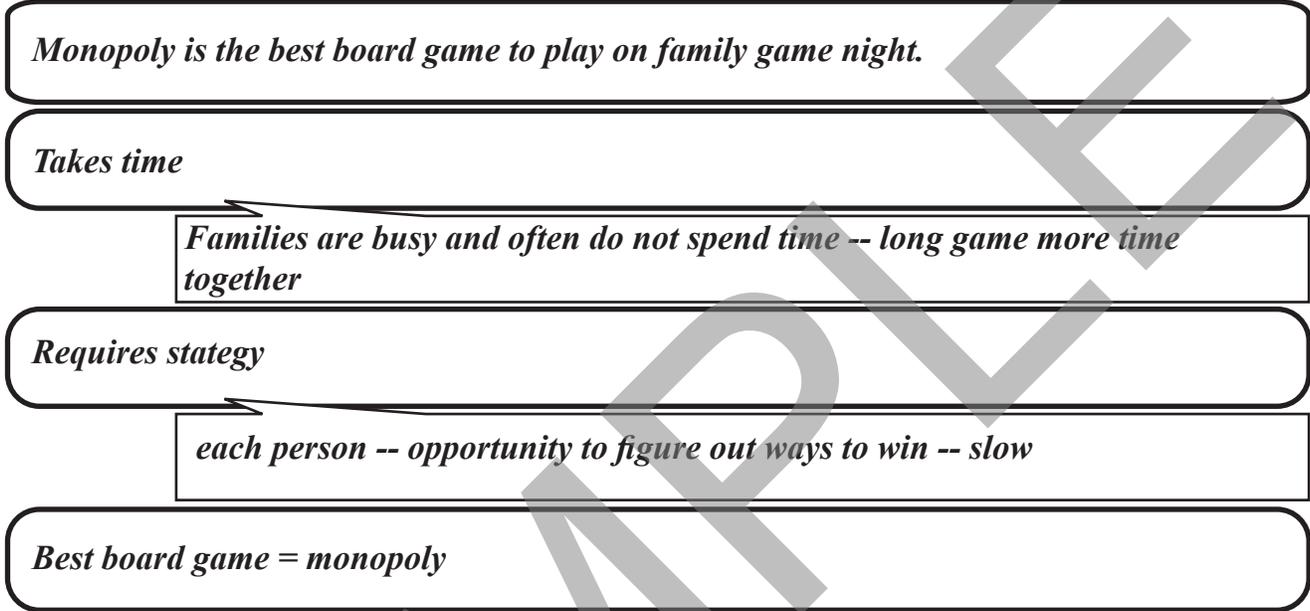
Example

Closing Sentence

Draft

Drafting is writing the information from your plan as a complete composition. Focus on turning your ideas into complete sentences rather than perfecting your writing.

Observe how the sample plan below is transformed into a complete paragraph.



Monopoly is the best board game to play on family game night. This game takes time. Families don't spend a lot of time together anymore. This game is long and more time is needed. Also, Monopoly requires strategy. Each person gets the opportunity to figure out how to win because it is slow. The best board game is Monopoly.



On a separate sheet of paper, draft your persuasive paragraph using the information from your plan. Be sure to double space your draft (using only every other line) so that you can easily revise later. Complete



Remember to use transitions! Try some of these:

as well as besides consequently finally hence in particular just like



The **final draft** is your completed composition. During this step, create a **clean copy** of your revised draft and **edit** for capitalization, punctuation, and spelling errors.

NOTE: You may either write your composition by hand or type it on a computer.



On a separate sheet of paper, create a clean copy of your revised draft. Format your composition correctly and edit for errors.

Rules for formatting...

HANDWRITTEN

- full name and date in top *right* corner
- legible writing
- proper space between words
- first lines of paragraphs are indented 1/2 inch
- 1-inch margins on all sides of the page

TYPED

- full name and date in top *left* corner
- 12-point Times New Roman or Arial font
- double-spaced between lines
- first lines of paragraphs are indented 1/2 inch
- 1-inch margins on all sides of the page

Read your final draft out loud, touching each word as you read.

Correct all capitalization, punctuation, or spelling errors and replace all words that are boring or vague.

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors
- Updated “Dangerous Word List” in *Resource Folder*



Persuasive Paragraph Checklist

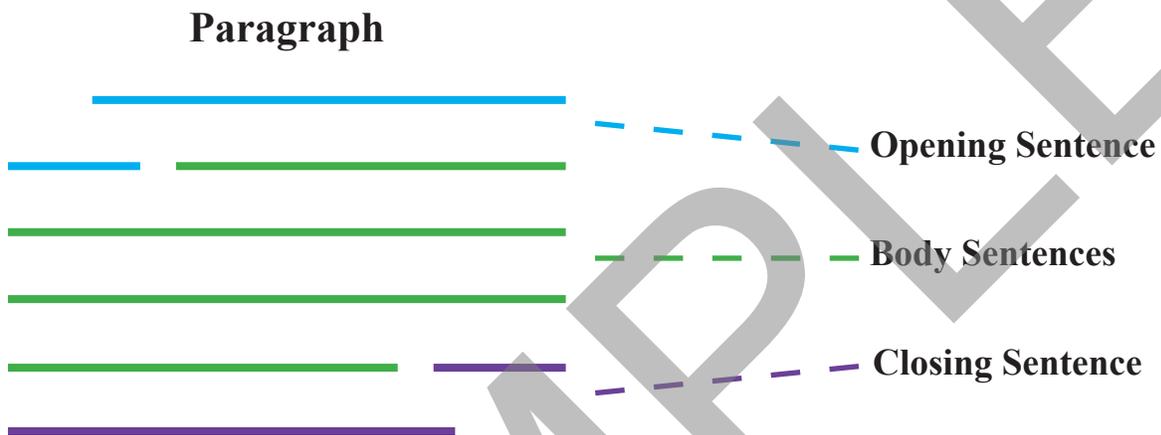
Opening (Topic Sentence)
Do you introduce your main topic?
Is your persuasive opinion stated clearly?
Body (Details and Examples)
Do you include details about your topic?
Do you support your details with examples?
Are your details and examples strong and persuasive?
Closing (Closing Sentence)
Does your final sentence bring the paragraph to a successful close?
Overall
Do you use transition words or phrases between details and examples?
Do you use vivid language and varied sentence structure to improve communication?
Do you stay on topic?
Does the paragraph fulfill its purpose (to persuade)?
Mechanics
Do you spell all words correctly?
Do you use capitalization correctly?
Do you use punctuation correctly?
Do you indent the first line of the paragraph?
Is your final composition formatted according to the guidelines?

Persuasive Paragraph Rubric					
Format and Required Info	2 pts Formatted according to instructions with few, if any, mistakes. Name and other required information included.	1 pt Formatted paper with some mistakes. Name or other required information not included.	0.5 pts Formatted paper with several mistakes. Name and other required information not included.		___ / 2
Organization	5 pts Organized effectively according to guidelines (opening sentence, details with examples, closing sentence). Appropriate and effective transitions used.	4 pts Organized basically according to guidelines (opening sentence, details with examples, closing sentence). General transitions used.	3 pts Organized vaguely according to guidelines (opening sentence, details with examples, closing sentence). Few and vague transitions used.	2 pts Organized poorly according to guidelines (opening sentence, details with examples, closing sentence). Transitions are not used.	___ / 5
Content	5 pts Includes at least 2 effective details with examples. Details and examples provide excellent support. Word choice and sentence structure are rich and varied.	4 pts Includes at least 2 general details with examples. Details and examples provide general support. Word choice and sentence structure are generally effective and varied.	3 pts Does not include enough supporting details. Examples are missing or lacking in relevancy. Word choice and sentence structure are basic and lacking in variety.	2 pts Does not include relevant supporting details. Examples are missing. Word choice and sentence structure are simple and vague.	___ / 5
Writing Type	4 pts An effective example of persuasive writing.	3 pts A good example of persuasive writing.	2 pts A basic example of persuasive writing.	1 pt A poor example of persuasive writing.	___ / 4
Mechanics	4 pts Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	3 pts Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).		2 pts Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	___ / 4
Total:					___ / 20

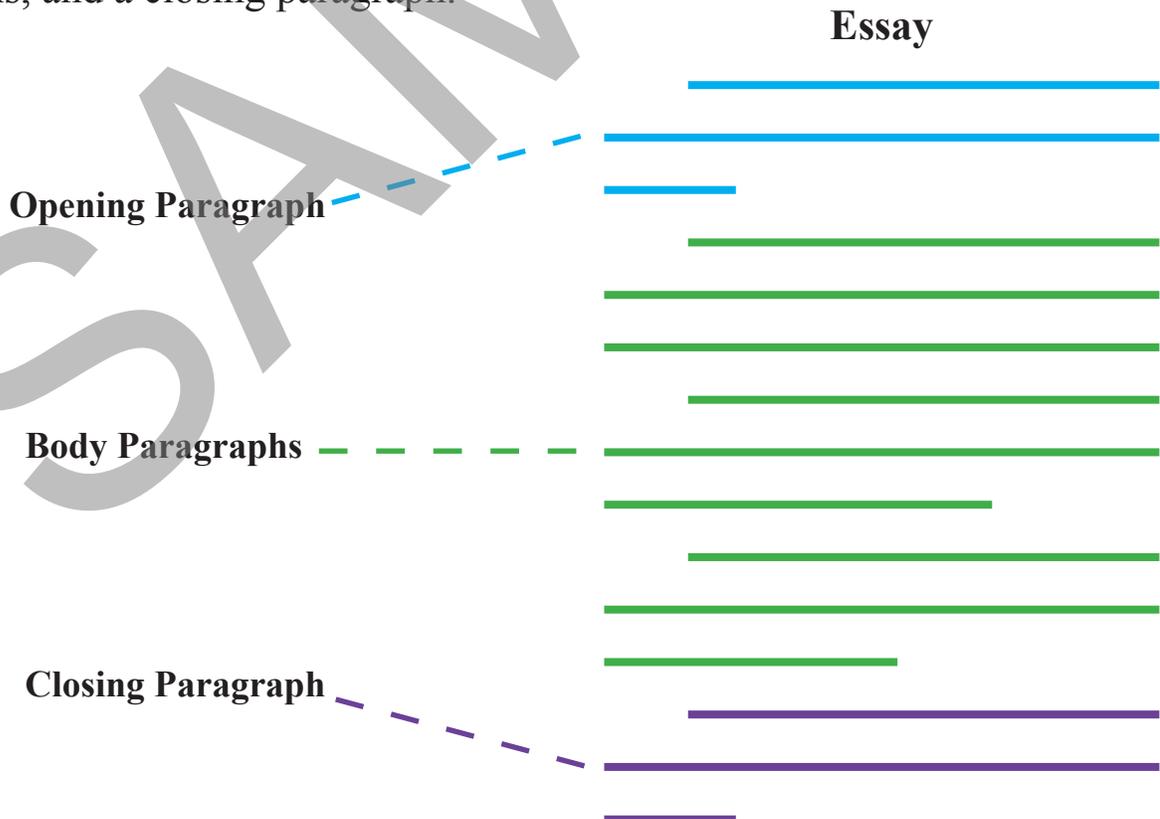
Expository Essay

Expository writing explains, describes, or informs. An **essay** explores a topic through multiple paragraphs.

A paragraph can be broken down into an opening sentence, body sentences, and a closing sentence.



In the same way, an essay can be broken down into an opening paragraph, body paragraphs, and a closing paragraph.



Expository Essay

Brainstorm and Organize

One of the most important parts of an essay is the ***thesis statement***. The thesis contains the main point of the essay and generally reveals what the rest of the composition is about. The thesis should be the last sentence of the opening paragraph, and a slightly reworded restatement of the thesis should be the first sentence in the closing paragraph.



Choose one of the prompts below to write about in an expository essay.

Complete

1. *Taking care of an animal (either a pet, a farm animal, or a show animal) can teach young adults valuable personal responsibility skills. What kind of skills must a young adult learn in order to properly take care of an animal? In an essay, explain your answer.*
2. *Many different kinds of social media are available to people, such as Facebook, Twitter, Instagram, and many others. Each of these platforms are unique and work differently. Imagine you are introducing someone to social media for the first time. In an essay, explain how different social media platforms work.*
3. *Pretend you have a younger sibling or cousin who is about to enter sixth grade, and they asked you for advice about how to get through the year. Write an essay informing your younger relative what they need to know in order to thrive in sixth grade.*

Identify your audience and purpose.

Audience:

Purpose:

Choose your main topic.

Brainstorm several details that you could write about. Circle the best ideas.

Expository Essay

Organize and Draft Body Paragraph #2

Planning before you write is an important step in the writing process. A plan provides you with a guide that you can follow as you write your paragraph.



Use the graphic organizer to plan your *second* body paragraph. Complete

Opening Sentence

Detail

Example

Detail

Example

Closing Sentence

Drafting is writing the information from your plan as a complete composition. Focus on communicating your ideas rather than perfecting your writing.

Remember to *transition* from thought to thought within a paragraph as well as from one paragraph to another. Using *transition words* will help your writing flow smoothly from one idea to the next.

See how the writer transitions from one paragraph to the next in the sample below:

... **Second**, you will have to know where all your classes are in the building. When I was in sixth grade, **for example**, my Life Science was in Room 501, and I had to go all the way to Room 517 for American History! Having different classrooms for your classes will be frustrating at first, but you will get used to it. I promise. How to work your locker and find your way to your classes are practical things you will need to know in sixth grade.

You will **also** need to know how to make new friends. You have gone to school with all the same kids for five years, but now you will not be with those same people.

Therefore, you need to be confident and friendly so you can get to know all your new classmates . . .



On a separate sheet of paper, draft the second *body paragraph* of your expository essay using the information in your plan.

Complete

Remember to use transitions! Try some of these:



after, again, also, although, before, besides, equally, even so, finally, first, for example, furthermore, however, in fact, instead, meanwhile, moreover, naturally, next, on the other hand, otherwise, previously, regardless, second, simultaneously, since, specifically, subsequently, therefore, when, while, yet

Expository Essay

Organize and Draft Opening Paragraph

The *opening paragraph* needs to hook your reader's interest, introduce your topic, and clearly state your thesis.

HOOK

A *hook* is a tool used to capture a reader's attention and prompt them to read on.

Quotation – Use a quotation to connect your essay with someone important or famous.

Nelson Mandela said, "To be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."

Statistics – Use facts to establish credibility.

According to an ASPCA article, approximately 3.3 million dogs enter animal shelters every year.

Emotional Statement – Use an emotional statement to appeal to the reader.

The happiest moment of my life was when Kellan and Georgia Michaels signed the adoption papers, making me officially a part of the family.

Humor/Anecdote/Question – Grab your reader's interest using these options.

Have you ever wondered why Pluto was kicked out of the planet club?



Organize your thoughts for your *opening paragraph*.

Complete

Hook

Opening Comments

Thesis



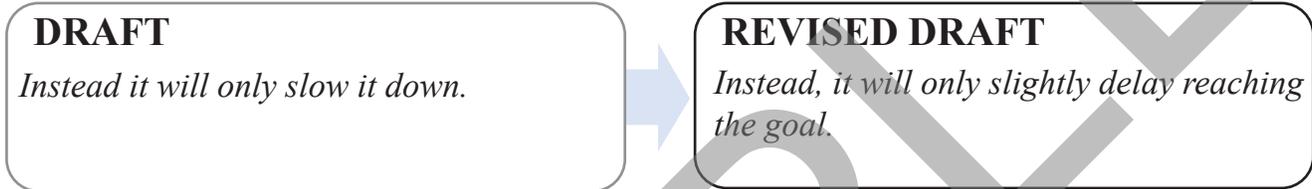
On a separate sheet of paper, draft the *opening paragraph* of your expository essay using the information in your plan.

Complete



Revision is making changes to your draft that improve your writing. Using stronger verbs, replacing words, and changing sentence structure can make your writing stronger.

Remember, make only necessary changes that **improve** your essay.



Revise your draft. Start by reading your draft out loud, touching each word as you read. Change words, phrases, or sentences to improve your writing.

Complete

Reading your draft out loud and touching each word as you read will help you revise more effectively.

- Touching each word will help you focus on one thing at a time.
- Additionally, you might notice things you didn't see before when you hear yourself read.

Read your draft out loud, using your finger to guide you as you revise your draft.

Revised word choice

Expository Essay

Final Draft

The *final draft* is your completed composition. During this step, create a *clean copy* of your revised draft and *edit* for capitalization, punctuation, and spelling errors. *NOTE: You may either write your composition by hand or type it on a computer.*



On a separate sheet of paper, create a clean copy of your revised draft. Format your composition correctly and edit for errors.

Rules for formatting...

HANDWRITTEN

- full name and date in top *right* corner
- legible writing
- proper space between words
- first lines of paragraphs are indented 1/2 inch
- 1-inch margins on all sides of the page

TYPED

- full name and date in top *left* corner
- 12-point Times New Roman or Arial font
- double-spaced between lines
- first lines of paragraphs are indented 1/2 inch
- 1-inch margins on all sides of the page

Read your draft out loud, touching each word as you read.

Correct all capitalization, punctuation, or spelling errors and replace all words that are boring or vague.

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors
- Updated “Dangerous Word List” in *Resource Folder*



Expository Essay Checklist

Opening Paragraph	
	Do you start your essay with a hook that captures the reader's attention?
	Do you introduce your main topic?
	Do you include a thesis statement as the final sentence?
	Does your thesis contain the main point of your essay and generally reveal what the rest of the composition is about?
Body Paragraph 1	
	Do you open with a topic sentence that clearly states the topic of the paragraph?
	Do you include details about your topic?
	Do you support your details with examples?
	Are your details and examples strong and well-explained?
	Does the final sentence bring the paragraph to a successful close and smoothly transition to the topic of the next paragraph?
Body Paragraph 2	
	Do you open with a topic sentence that clearly states the topic of the paragraph?
	Do you include details about your topic?
	Do you support your details with examples?
	Are your details and examples strong and well-explained?
	Does the final sentence bring the paragraph to a successful close and smoothly transition to the topic of the next paragraph?
Body Paragraph 3	
	Do you open with a topic sentence that clearly states the topic of the paragraph?
	Do you include details about your topic?
	Do you support your details with examples?
	Are your details and examples strong and well-explained?
	Does the final sentence bring the paragraph to a successful close?
Closing Paragraph	
	Do you include a restatement of your thesis as the first sentence?
	Does your final paragraph bring the essay to a successful close?
Overall	
	Do you use transition words or phrases between thoughts and paragraphs?
	Do you use vivid language and varied sentence structure to improve communication?
	Do you stay on topic?
	Does the essay fulfill its purpose (to explain, describe, or inform)?
Mechanics	
	Do you spell all words correctly?
	Do you use capitalization correctly?
	Do you use punctuation correctly?
	Do you indent the first line of each paragraph?
	Is your final composition formatted according to the guidelines?

Expository Essay Rubric						
Format and Required Info	5 pts Student formatted paper according to instructions with few, if any, mistakes. Student included their name and other required information on assignment.		3 pts Student formatted paper with some mistakes. Student did not include either their name or other required information.		1 pt Student formatted paper with several mistakes. Student did not include their name or other required information.	___ / 5
Opening Paragraph	7 pts Opening paragraph introduces topic excellently. Interesting and effective hook.	5 pts Opening paragraph introduces topic well. Adequate hook.		3 pts Opening paragraph introduces topic poorly. Ineffective hook.	1 pt Opening paragraph is not included.	___ / 7
Thesis	7 pts Thesis statement and restatement are included. Thesis introduces expository topic of essay.	5 pts Thesis statement and restatement are attempted.		3 pts Thesis statement or restatement is missing.	1 pt Both thesis and restatement are missing.	___ / 7
Body Paragraphs	17 pts Body paragraphs contain detailed support and examples. Support and examples are presented in an excellent manner.	14 pts Body paragraphs contain general support and examples. Support and examples are presented in a suitable manner.	11 pts Body paragraphs contain adequate support and examples. Support and examples are presented in an average manner.	9 pts Body paragraphs contain poor support and examples. Support and examples are presented in an ineffective manner.	6 pts Body paragraphs do not contain support and examples.	___ / 17
Closing Paragraph	7 pts Closing paragraph brings essay to a close excellently.	5 pts Closing paragraph brings essay to a close well.		3 pts Closing paragraph brings essay to a close poorly.	1 pt Closing paragraph is not included.	___ / 7
Writing Type	8 pts An effective example of expository writing.	6 pts A good example of expository writing.		4 pts A basic example of expository writing.	2 pts A poor example of expository writing.	___ / 8
Transitions	8 pts Appropriate and effective transitions are used between thoughts and paragraphs.	6 pts General transitions are used between thoughts and paragraphs.		4 pts Few and vague transitions used between thoughts and paragraphs.	2 pts Inappropriate and/or missing transitions between thoughts and paragraphs.	___ / 8
Word Choice and Sentence Structure	8 pts Word choice and sentence structure are rich and varied.	6 pts Word choice and sentence structure are well-chosen and somewhat varied.	4 pts Word choice and sentence structure are adequate and somewhat varied.	2 pts Word choice and sentence structure are basic and lack variety.	1 pt Word choice is vague, and sentences are simple and fragmented.	___ / 8
Mechanics	8 pts Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).		6 pts Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).		4 pts Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	___ / 8
Total: ___ / 75						

EXTRA PRACTICE

Expository Essay



1. Read the **prompt**. **Brainstorm** your ideas on a clean sheet of paper and choose a topic.

Consider what you like to do. What kind of job could you have when you are an adult that will let you earn money doing what you like to do? In an essay, explain what job you want to have as an adult and why you want that job.



2. **Plan** and **organize** your thoughts using a **graphic organizer**. (Additional graphic organizers available in the *Assessment/Resource Booklet*.)



3. **Draft** your essay on a clean sheet of paper using the information in your plan.



4. **Revise** your draft. Start by reading your draft out loud, touching each word as you read. Search for opportunities to add or change words, phrases, or sentences to improve your writing.

CHECKLIST

- Revised word choice
- Revised sentence structure
- Checked transitions 



5. **Edit** and **publish** your **final draft**. Copy your revised draft to a clean sheet of paper. Correct all capitalization, punctuation, and spelling errors.
NOTE: You may either write or type your composition on a computer.

CHECKLIST

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors
- Updated “Dangerous Word List” in *Resource Folder* 

