

Level 3

Second Edition

Student Text

Authors

Matthew Stephens
Athena Lester
Danielle Nettleton
Hope Tolbert

Designer

Boston Stephens

Project Coordinator

Athena Lester

Teacher

Matthew Stephens

Editor

Athena Lester

Senior Consultant

Mary McGee



Essentials in Writing®
Where Students Learn to Write

417-256-4191

www.essentialsinwriting.com

Copyright © 2020 by Matthew B. Stephens

All rights reserved. No part of this book may be reproduced or transmitted in any form by any means – electronic, mechanical, photocopying, recording, or otherwise.

Printed in the United States of America

LEVEL 3 TABLE OF CONTENTS

UNIT ONE: GRAMMAR

INTRODUCTION

Lesson 1: Introduction to Writing.....	2
--	---

Writing Sentences

Lesson 2: Complete Subjects.....	5
Lesson 3: Simple Subjects.....	7
Lesson 4: Complete Predicates.....	10
Lesson 5: Simple Predicates.....	12
Lesson 6: Complete and Incomplete Sentences.....	15
Lesson 7: Types of Sentences and Punctuation Marks.....	19

PARTS OF SPEECH

Identify Parts of Speech

Lesson 8: Common and Proper Nouns.....	24
Lesson 9: Singular and Plural Nouns.....	29
Lesson 10: Pronouns and Antecedents.....	35
Lesson 11: Singular Possessive Nouns.....	42
Lesson 12: Plural Possessive Nouns.....	44
Lesson 13: More Plural Possessive Nouns.....	46
Lesson 14: Adjectives.....	49
Lesson 15: Action Verbs.....	54
Lesson 16: Present, Past, and Future Tense Action Verbs.....	58
Lesson 17: Irregular Action Verbs.....	63
Lesson 18: Linking Verbs.....	66
Lesson 19: Present, Past, and Future Tense Linking Verbs.....	69
Lesson 20: Adverbs That Modify Verbs.....	73

Common Problems

Lesson 21: Pronoun/Antecedent Agreement.....	79
Lesson 22: Subject/Verb Agreement.....	84
Lesson 23: Contractions.....	88
Lesson 24: Don't/Doesn't Problem.....	91

TOOLS FOR EFFECTIVE COMMUNICATION

Apply Parts of Speech

Lesson 25: Adjectives in Action.....	95
Lesson 26: Action Verbs in Action.....	100
Lesson 27: Adverbs in Action.....	105

Apply Sentence Structure

Lesson 28: Writing Items in a Series.....	108
Lesson 29: Simple and Compound Sentences.....	113
Lesson 30: Incomplete Sentences.....	118
Lesson 31: Run-On Sentences.....	123

UNIT TWO: COMPOSITION

The Writing Process

Lesson 32: The Writing Process	131
Lesson 33: Brainstorm	132
Lesson 34: Organize	133
Lesson 35: Draft	135
Lesson 36: Revise	137
Lesson 37: Final Draft	138

Paragraph Practice

Lesson 38: Parts of a Paragraph.....	139
Lesson 39: Staying on Topic	143
Lesson 40: Brainstorm & Organize	146
Lesson 41: Draft.....	148
Lesson 42: Revise	149
Lesson 43: Final Draft	150

Expository Paragraph

Lesson 44: Expository Paragraph & Brainstorm.....	152
Lesson 45: Organize	154
Lesson 46: Draft.....	155
Lesson 47: Revise	156
Lesson 48: Final Draft	157

Expository Personal Letter

Lesson 49: Expository Personal Letter & Brainstorm.....	160
Lesson 50: Organize	162
Lesson 51: Draft.....	163
Lesson 52: Revise	164
Lesson 53: Final Draft	165

Persuasive Paragraph

Lesson 54: Persuasive Paragraph & Brainstorm.....	169
Lesson 55: Organize	171
Lesson 56: Draft.....	172
Lesson 57: Revise	173
Lesson 58: Final Draft	174

Persuasive Personal Letter

Lesson 59: Persuasive Personal Letter & Brainstorm	177
Lesson 60: Organize	179
Lesson 61: Draft.....	180
Lesson 62: Revise	181
Lesson 63: Final Draft	182

Descriptive Paragraph

Lesson 64: Descriptive Paragraph & Brainstorm	186
Lesson 65: Organize	188
Lesson 66: Draft.....	189
Lesson 67: Revise	190
Lesson 68: Final Draft	191

Imaginative Narrative

Lesson 69: Imaginative Narrative & Chronological Order and Transitions.....	194
Lesson 70: Brainstorm & Organize	197
Lesson 71: Draft.....	199
Lesson 72: Revise	201
Lesson 73: Final Draft	202

Research Project

Lesson 74: Process.....	206
Lesson 75: Brainstorm.....	208
Lesson 76: Gather Information: Topics #1-#4.....	209
Lesson 77: Organize: Topics #1-#4.....	219
Lesson 78: Draft: Topics #1-#4	224
Lesson 79: Revise	228
Lesson 80: Final Draft	229
Lesson 81: Visual Presentation.....	230
Lesson 82: Writing a Bibliography	235
Final Lesson – Comparing Compositions	238

Important Note to Parents and Teachers About Working with Students:

Essentials in Writing Level 3 is *not* designed so that Level 3 students can work independently. Students at this age require help to read the instructions for the activities and to understand what they need to do to complete the activity. Parents and teachers should expect to work *with* the students through all Level 3 activities.

CONTENT

Unit One: Grammar and Other Topics

All lessons within this unit teach students how to *identify* and *apply* parts of speech. Content is divided into three sections:

- I. Writing Sentences
- II. Parts of Speech
 - A. Identify Parts of Speech
 - B. Common Problems
- III. Tools for Effective Communication
 - A. Apply Parts of Speech
 - B. Apply Sentence Structure

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 both 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:

- 19 assessments
- 2 comprehensive unit assessments
- Spelling Dictionary
- Resource wordlists
- Additional organizers

ACTIVITIES AND ICONS

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



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



Apply activities help students identify and apply parts of speech that are tools to aid in effectively communicating with 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* parts of speech in sentences.
2. Students *apply* what they have learned through fill-in-the-blank activities.
3. Students *identify* parts of speech in written compositions.
4. Students *apply* what they have learned through fill-in-the-blank, writing sentences, and/or written composition activities.



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 in all “in action” 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” from the previous unit to improve communication.



Extra Practice – In Unit Two, after all steps of each composition have been completed, and parents or 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 additional organizers provided in the *Assessment/Resource Booklet*.

SCORING COMPOSITIONS

Scoring written compositions can be challenging due to their subjective nature. Ultimately, the teacher is encouraged to do what works for them, their student, and/or their schooling situation. If the teacher already uses a method to score written compositions, they should stick with it. Along the way, they can consider trying new methods.

If teachers use the checklists provided, they should focus primarily on completion and conversation. Use the checklist as a guide to discuss how effective or ineffective the composition is as a whole and the strengths and weaknesses evident in the composition.

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

1. Student completes the checklist before turning in the assignment. 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.

Teacher: "I see you marked that your narrative contains transitions. Show me your transitions."

Student points to the transitions.

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

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

"I noticed that you used only one body sentence in your paragraph. I think you can share more details about your topic. What do you think you could add so that you can share more details about your topic?"

3. Assign 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.

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 the following: 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 can then 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 22 Day 1 (“Day 1” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 22 Day 1 in the textbook/workbook.
2. Watch Video Lesson 22.
3. Complete Lesson 22 written work for all days with Day 1 calendar icon present.
4. Explain what you learned and preview the next activity (Lesson 22 Day 2).

Lesson 22 Day 2 (“Day 2” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 22 Day 2 in the textbook/workbook.
2. Watch Lesson 22 video again.
3. Complete Lesson 22 written work for all days with Day 2 calendar icon present.
4. Explain what you learned and preview the next activity (Lesson 23).

Lesson 23 (no calendar shown because this lesson has only one written activity)

1. Preview Lesson 23 in the textbook/workbook.
2. Watch Video Lesson 23.
3. Complete Lesson 23 written work.
4. Explain what you learned and preview the next lesson (Lesson 24 Day 1).

Lesson 24 (“Day 1” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 24 Day 1 in the textbook/workbook.
2. Watch Lesson 24 video.
3. Complete Lesson 24 written work for all days with Day 1 calendar icon present.
4. Explain what you learned and preview the next activity (Lesson 24 Day 2).

Answer Key

Because some activities require students to compose sentences, paragraphs, letters, and other individualized answers, “*Answers may vary*” precedes such sample compositions. The samples provided are simply for comparison and reference.

LEVEL 3 SYLLABUS

VIDEO – 83 LESSONS WORKBOOK – 239 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: COMPLETE SUBJECTS

Lesson 2 Day 1: Complete Subjects

Lesson 2 Day 2: Complete Subjects

LESSON 3: SIMPLE SUBJECTS

Lesson 3 Day 1: Simple Subjects

Lesson 3 Day 2: Simple Subjects

Lesson 3 Day 3: Simple Subjects

LESSON 4: COMPLETE PREDICATES

Lesson 4 Day 1: Complete Predicates

Lesson 4 Day 2: Complete Predicates

LESSON 5: SIMPLE PREDICATES

Lesson 5 Day 1: Simple Predicates

Lesson 5 Day 2: Simple Predicates

Lesson 5 Day 3: Simple Predicates

**Assessment 1 (Lessons 2-5)*

LESSON 6: COMPLETE AND INCOMPLETE SENTENCES

Lesson 6 Day 1: Complete and Incomplete Sentences

Lesson 6 Day 2: Complete and Incomplete Sentences

LESSON 7: TYPES OF SENTENCES AND PUNCTUATION MARKS

Lesson 7 Day 1: Types of Sentences and Punctuation Marks

Lesson 7 Day 2: Types of Sentences and Punctuation Marks

Lesson 7 Day 3: Types of Sentences and Punctuation Marks

**Assessment 2 (Lessons 6-7)*

LESSON 8: COMMON AND PROPER NOUNS

Lesson 8 Day 1: Common and Proper Nouns

Lesson 8 Day 2: Common and Proper Nouns

Lesson 8 Day 3: Common and Proper Nouns

LESSON 9: SINGULAR AND PLURAL NOUNS

Lesson 9 Day 1: Singular and Plural Nouns

Lesson 9 Day 2: Singular and Plural Nouns

Lesson 9 Day 3: Singular and Plural Nouns

Lesson 9 Day 4: Singular and Plural Nouns

Lesson 9 Day 5: Singular and Plural Nouns

**Assessment 3 (Lessons 8-9)*

LESSON 10: PRONOUNS AND ANTECEDENTS

Lesson 10 Day 1: Pronouns and Antecedents

Lesson 10 Day 2: Pronouns and Antecedents

Lesson 10 Day 3: Pronouns and Antecedents

Lesson 10 Day 4: Pronouns and Antecedents

Lesson 10 Day 5: Pronouns and Antecedents

**Assessment 4 (Lesson 10)*

LESSON 11: SINGULAR POSSESSIVE NOUNS

Lesson 11 Day 1: Singular Possessive Nouns

Lesson 11 Day 2: Singular Possessive Nouns

LESSON 12: PLURAL POSSESSIVE NOUNS

Lesson 12 Day 1: Plural Possessive Nouns

Lesson 12 Day 2: Plural Possessive Nouns

LESSON 13: MORE PLURAL POSSESSIVE NOUNS

Lesson 13 Day 1: More Plural Possessive Nouns

Lesson 13 Day 2: More Plural Possessive Nouns

Lesson 13 Day 3: More Plural Possessive Nouns

**Assessment 5 (Lessons 11-13)*

LESSON 14: ADJECTIVES

Lesson 14 Day 1: Adjectives

Lesson 14 Day 2: Adjectives

Lesson 14 Day 3: Adjectives

**Assessment 6 (Lesson 14)*

LESSON 15: ACTION VERBS

Lesson 15 Day 1: Action Verbs

Lesson 15 Day 2: Action Verbs

Lesson 15 Day 3: Action Verbs

LESSON 16: PRESENT, PAST, AND FUTURE TENSE ACTION VERBS

Lesson 16 Day 1: Present, Past, and Future Tense Action Verbs

Lesson 16 Day 2: Present, Past, and Future Tense Action Verbs

LESSON 17: IRREGULAR ACTION VERBS

Lesson 17 Day 1: Irregular Action Verbs

Lesson 17 Day 2: Irregular Action Verbs

LESSON 18: LINKING VERBS

Lesson 18 Day 1: Linking Verbs

Lesson 18 Day 2: Linking Verbs

LESSON 19: PRESENT, PAST, AND FUTURE TENSE LINKING VERBS

Lesson 19 Day 1: Present, Past, and Future Tense Linking Verbs

Lesson 19 Day 2: Present, Past, and Future Tense Linking Verbs

**Assessment 7 (Lessons 15-19)*

LESSON 20: ADVERBS THAT MODIFY VERBS

Lessons 20 Day 1: Adverbs That Modify Verbs

Lessons 20 Day 2: Adverbs That Modify Verbs

Lessons 20 Day 3: Adverbs That Modify Verbs

Lessons 20 Day 4: Adverbs That Modify Verbs

Lessons 20 Day 5: Adverbs That Modify Verbs

**Assessment 8 (Lesson 20)*

LESSON 21: PRONOUN/ANTECEDENT AGREEMENT

Lesson 21 Day 1: Pronoun/Antecedent Agreement

Lesson 21 Day 2: Pronoun/Antecedent Agreement

Lesson 21 Day 3: Pronoun/Antecedent Agreement

**Assessment 9 (Lesson 21)*

LESSON 22: SUBJECT/VERB AGREEMENT

Lesson 22 Day 1: Subject/Verb Agreement

Lesson 22 Day 2: Subject/Verb Agreement

**Assessment 10 (Lesson 22)*

LESSON 23: CONTRACTIONS

Lesson 23 Day 1: Contractions

LESSON 24: DON'T/DOESN'T PROBLEM

Lesson 24 Day 1: Don't/Doesn't Problem

Lesson 24 Day 2: Don't/Doesn't Problem

Lesson 24 Day 3: Don't/Doesn't Problem

**Assessment 11 (Lessons 23-24)*

LESSON 25: ADJECTIVES IN ACTION

Lesson 25 Day 1: Adjectives in Action

Lesson 25 Day 2: Adjectives in Action

Lesson 25 Day 3: Adjectives in Action

Lesson 25 Day 4: Adjectives in Action

LESSON 26: ACTION VERBS IN ACTION

Lesson 26 Day 1: Action Verbs in Action

Lesson 26 Day 2: Action Verbs in Action

Lesson 26 Day 3: Action Verbs in Action

Lesson 26 Day 4: Action Verbs in Action

LESSON 27: ADVERBS IN ACTION

Lesson 27 Day 1: Adverbs in Action

Lesson 27 Day 2: Adverbs in Action

LESSON 28: WRITING ITEMS IN A SERIES

Lesson 28 Day 1: Writing Items in a Series

Lesson 28 Day 2: Writing Items in a Series

Lesson 28 Day 3: Writing Items in a Series

**Assessment 12 (Lesson 28)*

LESSON 29: SIMPLE AND COMPOUND SENTENCES

Lesson 29 Day 1: Simple and Compound Sentences

Lesson 29 Day 2: Simple and Compound Sentences

Lesson 29 Day 3: Simple and Compound Sentences

Lesson 29 Day 4: Simple and Compound Sentences

Lesson 29 Day 5: Simple and Compound Sentences

**Assessment 13 (Lesson 29)*

LESSON 30: INCOMPLETE SENTENCES

Lesson 30 Day 1: Incomplete Sentences

Lesson 30 Day 2: Incomplete Sentences

LESSON 31: RUN-ON SENTENCES

Lesson 31 Day 1: Run-On Sentences

Lesson 31 Day 2: Run-On Sentences

Lesson 31 Day 3: Run-On Sentences

**Assessment 14 (Lessons 30-31)*

***UNIT ONE COMPREHENSIVE ASSESSMENT (Lessons 2-31)**

LESSON 32: THE WRITING PROCESS

Lesson 32 Day 1: The Writing Process

LESSON 33: THE WRITING PROCESS – BRAINSTORM

Lesson 33 Day 1: The Writing Process – Brainstorm

LESSON 34: THE WRITING PROCESS – ORGANIZE

Lesson 34 Day 1: The Writing Process – Organize

LESSON 35: THE WRITING PROCESS – DRAFT

Lesson 35 Day 1: The Writing Process – Draft

LESSON 36: THE WRITING PROCESS – REVISE

Lesson 36 Day 1: The Writing Process – Revise

LESSON 37: THE WRITING PROCESS – FINAL DRAFT

Lesson 37 Day 1: The Writing Process – Final Draft

**Assessment 15 (Lessons 32-37)*

LESSON 38: PARTS OF A PARAGRAPH

Lesson 38 Day 1: Parts of a Paragraph

Lesson 38 Day 1: Parts of a Paragraph – Indent and Opening Sentence

Lesson 38 Day 1: Parts of a Paragraph – Body Sentences

Lesson 38 Day 1: Parts of a Paragraph – Closing Sentence

LESSON 29: STAYING ON TOPIC

Lesson 39 Day 1: Staying on Topic

Lesson 39 Day 2: Staying on Topic

LESSON 40: PARAGRAPH PRACTICE

Lesson 40 Day 1: Paragraph Practice – Brainstorm

Lesson 40 Day 1: Paragraph Practice – Organize

LESSON 41: PARAGRAPH PRACTICE

Lesson 41 Day 1: Paragraph Practice – Draft

LESSON 42: PARAGRAPH PRACTICE

Lesson 42 Day 1: Paragraph Practice – Revise

LESSON 43: PARAGRAPH PRACTICE

Lesson 43 Day 1: Paragraph Practice – Final Draft

**Assessment 16 (Lessons 38-43)*

LESSON 44: EXPOSITORY PARAGRAPH

Lesson 44 Day 1: Expository Paragraph

Lesson 44 Day 1: Expository Paragraph – Brainstorm

LESSON 45: EXPOSITORY PARAGRAPH

Lesson 45 Day 1: Expository Paragraph – Organize

LESSON 46: EXPOSITORY PARAGRAPH

Lesson 46 Day 1: Expository Paragraph – Draft

LESSON 47: EXPOSITORY PARAGRAPH

Lesson 47 Day 1: Expository Paragraph – Revise

LESSON 48: EXPOSITORY PARAGRAPH

Lesson 48 Day 1: Expository Paragraph – Final Draft

Expository Paragraph – Extra Practice

LESSON 49: EXPOSITORY PERSONAL LETTER

Lesson 49 Day 1: Expository Personal Letter

Lesson 49 Day 1: Expository Personal Letter –

Brainstorm

LESSON 50: EXPOSITORY PERSONAL LETTER

Lesson 50 Day 1: Expository Personal Letter – Organize

LESSON 51: EXPOSITORY PERSONAL LETTER

Lesson 51 Day 1: Expository Personal Letter – Draft

LESSON 52: EXPOSITORY PERSONAL LETTER

Lesson 52 Day 1: Expository Personal Letter – Revise

LESSON 53: EXPOSITORY PERSONAL LETTER

Lesson 53 Day 1: Expository Personal Letter – Final

Draft

Expository Personal Letter – Extra Practice

**Assessment 17 (Lessons 44-53)*

LESSON 54: PERSUASIVE PARAGRAPH

Lesson 54 Day 1: Persuasive Paragraph

Lesson 54 Day 1: Persuasive Paragraph – Brainstorm

LESSON 55: PERSUASIVE PARAGRAPH

Lesson 55 Day 1: Persuasive Paragraph – Organize

LESSON 56: PERSUASIVE PARAGRAPH

Lesson 56 Day 1: Persuasive Paragraph – Draft

LESSON 57: PERSUASIVE PARAGRAPH

Lesson 57 Day 1: Persuasive Paragraph – Revise

LESSON 58: PERSUASIVE PARAGRAPH

Lesson 58 Day 1: Persuasive Paragraph – Final Draft

Persuasive Paragraph – Extra Practice

LESSON 59: PERSUASIVE PERSONAL LETTER

Lesson 59 Day 1: Persuasive Personal Letter

Lesson 59 Day 1: Persuasive Personal Letter –

Brainstorm

LESSON 60: PERSUASIVE PERSONAL LETTER

Lesson 60 Day 1: Persuasive Personal Letter – Organize

LESSON 61: PERSUASIVE PERSONAL LETTER

Lesson 61 Day 1: Persuasive Personal Letter – Draft

LESSON 62: PERSUASIVE PERSONAL LETTER

Lesson 62 Day 1: Persuasive Personal Letter – Revise

LESSON 63: PERSUASIVE PERSONAL LETTER

Lesson 63 Day 1 Persuasive Personal Letter – Final Draft

Persuasive Personal Letter – Extra Practice

**Assessment 18 (Lessons 54-63)*

LESSON 64: DESCRIPTIVE PARAGRAPH

Lesson 64 Day 1: Descriptive Paragraph

Lesson 64 Day 1: Descriptive Paragraph – Brainstorm

LESSON 65: DESCRIPTIVE PARAGRAPH

Lesson 65 Day 1: Descriptive Paragraph – Organize

LESSON 66: DESCRIPTIVE PARAGRAPH

Lesson 66 Days 1: Descriptive Paragraph – Draft

LESSON 67: DESCRIPTIVE PARAGRAPH

Lesson 67 Day 1: Descriptive Paragraph – Revise

LESSON 68: DESCRIPTIVE PARAGRAPH

Lesson 68 Day 1: Descriptive Paragraph – Final Draft

Descriptive Paragraph – Extra Practice

LESSON 69: IMAGINATIVE NARRATIVE

Lesson 69 Day 1: Imaginative Narrative

Lesson 69 Day 1: Imaginative Narrative – Chronological

Order and Transitions

LESSON 70: IMAGINATIVE NARRATIVE

Lesson 70 Day 1: Imaginative Narrative – Brainstorm

Lesson 70 Day 1: Imaginative Narrative – Organize

LESSON 71: IMAGINATIVE NARRATIVE

Lesson 71 Day 1: Imaginative Narrative – Draft

LESSON 72: IMAGINATIVE NARRATIVE

Lesson 72 Day 1: Imaginative Narrative – Revise

LESSON 73: IMAGINATIVE NARRATIVE

Lesson 73 Day 1: Imaginative Narrative – Final Draft

Imaginative Narrative – Extra Practice

**Assessment 19 (Lessons 64-73)*

LESSON 74: RESEARCH PROJECT

Lesson 74 Day 1: Research Project – Process

LESSON 75: RESEARCH PROJECT

Lesson 75 Day 1: Research Project – Brainstorm

LESSON 76: RESEARCH PROJECT

Lesson 76 Days 1-5: Research Project – Gather Information

LESSON 77: RESEARCH PROJECT

Lesson 77 Day 1: Research Project – Organize

Lesson 77 Day 1: Research Project – Organize – Topic #1

Lesson 77 Day 1: Research Project – Organize – Topic #2

Lesson 77 Day 2: Research Project – Organize – Topic #3

Lesson 77 Day 2: Research Project – Organize – Topic #4

LESSON 78: RESEARCH PROJECT

Lesson 78 Day 1: Research Project – Draft – Topic #1

Lesson 78 Day 2: Research Project – Draft – Topic #2

Lesson 78 Day 3: Research Project – Draft – Topic #3

Lesson 78 Day 4: Research Project – Draft – Topic #4

LESSON 79: RESEARCH PROJECT

Lesson 79 Day 1: Research Project – Revise

LESSON 80: RESEARCH PROJECT

Lesson 80 Day 1: Research Project – Final Draft

LESSON 81: RESEARCH PROJECT

Lesson 81 Day 1: Research Project – Visual Presentation

Lesson 81 Day 2: Research Project – Visual Presentation

LESSON 82: RESEARCH PROJECT

Lesson 82 Day 1: Research Project – Writing a Bibliography

***UNIT TWO COMPREHENSIVE ASSESSMENT
(Lessons 32-73)**

FINAL LESSON – COMPARING COMPOSITIONS

Lesson 3 – Simple Subjects

A **simple subject** is the main word (noun) of the **complete subject** that tells who or what the sentence is about.

 **simple subject** = lady (the main word in the complete subject)

An old lady sat on the bench.

 **simple subject** = scarf (the main word in the complete subject)

Her green scarf snagged on a nail.



Underline each simple subject.

1. Jackie went to second grade.
2. The little girl wanted a new friend.
3. A boy with a blue hat sat next to her at lunch.
4. His name was Ben.
5. The children played together during recess.
6. Their parents picked them up after school.
7. The new friends waved goodbye to each other.



Complete each sentence with a simple subject.

1. The old _____ barked all day.
2. A small _____ fell from the tree.
3. _____ is my sister.
4. _____ saw a frog at the pond.

Lesson 3 – Simple Subjects

A **simple subject** is the main word (noun) in the **complete subject** that tells who or what the sentence is about.

 **simple subject** = bird (the main word in the complete subject)

A bird with big wings flew across the sky.



Underline each simple subject in the paragraph below.

A big storm blew through a small town. Strong winds destroyed windows and walls! Old buildings fell all over the city! The people in the town were sad after the storm. Then, many men with tools came. The men fixed the broken windows and walls. They built new buildings. The small town thanked the men for their help!



Complete the paragraph by adding simple subjects where they are missing.

_____ likes to cook. His favorite

_____ to make is pasta with sauce. His kind, old

_____ gave him the recipe. _____

made the meal for his family. His _____

loved the meal. _____ is a great cook.

Lesson 3 – Simple Subjects

A *simple subject* is the main word (noun) of the *complete subject* that tells who or what the sentence is about.

Seth claps his hands. simple subject = Seth



Write sentences according to the instructions below. Circle the *simple subject* and underline the *complete subject* of each sentence.

1. Write a sentence about **a dog**.

2. Write a sentence about **rain**.

3. Write a sentence about **a car**.

4. Write a sentence about **tennis**.

Lesson 16 – Present, Past, and Future Tense Action Verbs

An *action verb* tells what the subject does.

Action verbs that describe something happening right now are in the *present tense*. The action is happening in the present—right now!

Jack strums the guitar.



The action is happening right now!

Most verbs in the *present tense* end with an *-s*.

calls

turns

laughs

dances

hugs

Verbs can also be in the *past tense*. They describe something that happened in the past. The action already happened!

Jack strummed the guitar.



**The action is not happening right now.
The action happened in the past.**

Most verbs in the past tense end with *-ed*.

called

turned

laughed

danced

hugged

Verbs can also be in the *future tense*. They describe something that happens in the future. The action will happen later!

Jack will strum the guitar.



**The action has not happened yet. The
action will happen in the future.**

Future tense action verbs are two words: “**will + verb.**”

will call

will turn

will laugh

will dance

will hug

Lesson 16 – Present, Past, and Future Tense Action Verbs

Action verbs that describe something happening right now are in the *present tense*. Action verbs that describe something that already happened are in the *past tense*. Action verbs that describe something that will happen are in the *future tense*.

Hal plays soccer.



present tense

Hal played soccer.



past tense

Hall will play soccer.



future tense



Write whether the underlined verbs are in the *present tense*, the *past tense*, or the *future tense*.

Present **OR** Past **OR** Future ?

1. Cass peeled the orange slowly.

2. The panda sleeps all night.

3. We will go to the store tomorrow.

4. Sam often talks loudly.

5. The bulky cow chews the grass.

6. Mom will send the letter.

7. The writer typed on the computer.

8. My sister cries after the movie.

9. I will try my best at the game!

10. The puppy sniffed my shoes.

Lesson 16 – Present, Past, and Future Tense Action Verbs

Action verbs that describe something happening right now are in the *present tense*. Action verbs that describe something that already happened are in the *past tense*. Action verbs that describe something that will happen are in the *future tense*.

He parks the car.



present tense

He parked the car.



past tense

He will park the car.



future tense



Rewrite the sentences and change the *present tense* action verbs to the tense indicated.

1. Sam steams a cup of milk.

Past: _____

2. The sandcastle crumbles.

Future: _____

3. A snail moves slowly.

Past: _____

4. Wolves howl at the moon.

Future: _____

5. Ezra tosses the ball to Jerry.

Past: _____

6. I make a cake for the party.

Future: _____

Lesson 27 – Adverbs in Action



Adverbs change verbs. Most **adverbs** end with *-ly*. **Adverbs** describe verbs by telling the reader *how* the action is being done.

Adding **adverbs** to sentences makes your writing more descriptive and interesting. Look at how adding adverbs change the examples below:

Moira looked out the window.

→ *Moira anxiously looked out the window.*

My brother handed over the present.

→ *My brother reluctantly handed over the present.*

However, using too many **adverbs** can make your sentence confusing.

The car began to roll down the hill.

→ *Suddenly, the car quickly began to roll down the hill loudly.*

Using the same **adverb** too many times can be confusing, too.

The vase fell. It cracked. Pieces flew across the floor. My mom screamed.

→ *Suddenly, the vase fell. Suddenly, it cracked. Pieces suddenly flew across the floor. My mom suddenly screamed.*

Lesson 27 – Adverbs in Action

Adverbs change verbs. Most *adverbs* end with *-ly*. *Adverbs* describe verbs by telling the ready *how* the action is being done. Adding *adverbs* to sentences makes your writing more descriptive and interesting.

However, using too many *adverbs* can make your sentence confusing. Using the same *adverb* too many times can be confusing, too.



The sentences below contain no *adverbs*. Rewrite them and make them more descriptive by adding *adverbs*.

1. An elf named Jerry worked for Santa Claus.

2. He created toys like the other elves.

3. Jerry dreamed of a different job.

4. He wanted to become a dentist.

5. The other elves made fun of Jerry.

6. They told him that his dream was silly.

7. Even Santa rejected Jerry's dream.

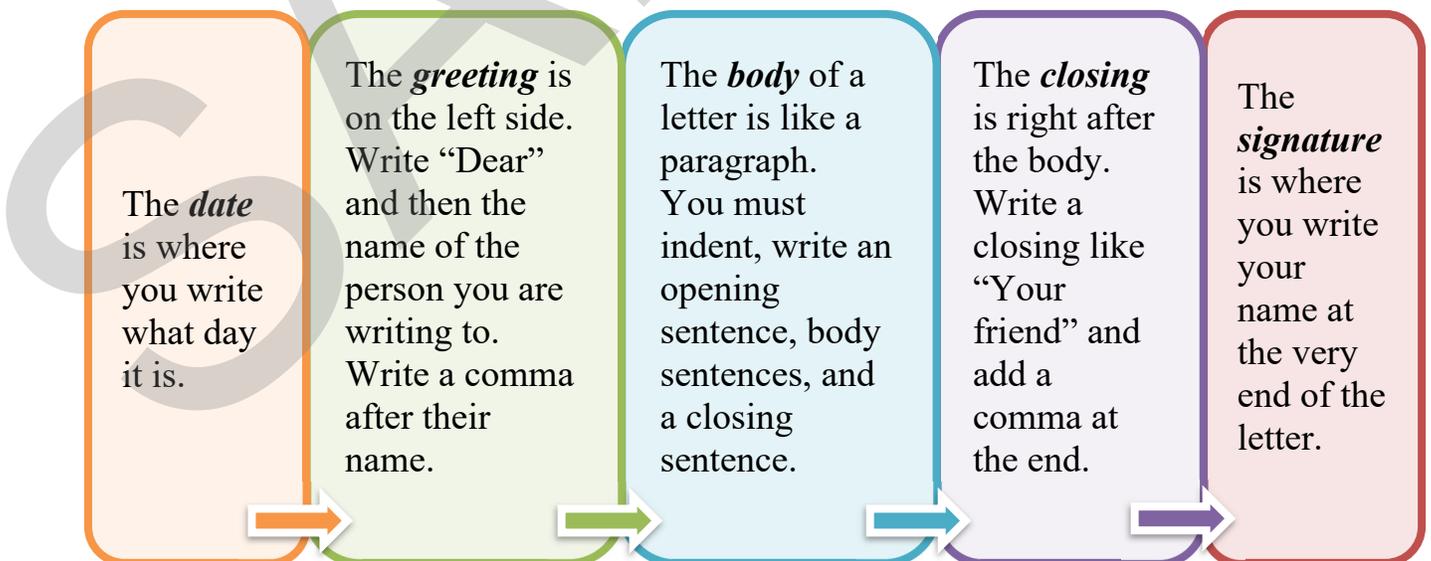
8. Jerry refused to give up.

Lesson 49 – Expository Personal Letter

A *personal letter* is a letter you write to family or friends. A letter has five main parts: *date*, *greeting*, *body*, *closing*, and *signature*.



A *personal letter* has five parts: **date**, **greeting**, **body**, **closing**, and **signature**.





Lesson 50 – Expository Personal Letter

Organize

Make a plan for an *opening sentence*, *body sentences*, and a *closing sentence* for the body of your personal letter.

Use the graphic organizer to plan your letter about your topic.



Write ideas for the beginning of your letter. Write what your topic is.

Opening



Write ideas for the middle of your letter. Write details about your topic.

Detail

Detail

Detail



Write ideas for the end of your letter. Close your topic.

Closing



Lesson 52 – Expository Personal Letter Revise



Look for ways to add descriptive adjectives and action verbs to your writing. If your sentences all begin with the same word, look for ways to use different beginning words.

Remember, you do not have to change *everything* you have written. Only make changes that *improve* your writing.

Draft

I would have a great time.

Revised

Overall, spending an entire day with you would be very special.

Revise your draft. Read your draft out loud, and touch each word as you read. Look for ways to add or change details, words, or sentences.

- Reading out loud will help you notice details you do not see when you read silently.
- Touching each word will help you focus on one thing at a time.

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

Revised words

Revised sentences

Lesson 54 – Persuasive Paragraph

Persuasive writing tries to convince a reader using facts and examples to support an opinion.

Persuasion usually takes one of two forms.

1

The writer wants the reader to believe or not to believe something.

2

The writer wants the reader to do or not to do something.

Look at this example of a ***persuasive paragraph***. This paragraph is answering the prompt: *Should dogs be allowed on city sidewalks? Persuade your reader to agree with your opinion.*

The opening sentence reveals the writer's *persuasive opinion*.

Dogs should be allowed on city sidewalks. Dogs need exercise. If dogs are not allowed on the sidewalk, they will have to walk in the street. That is dangerous! Also, a friendly dog on the sidewalk will make people happy. Dogs should be allowed to walk on sidewalks with their owners.

The details *support* the persuasive opinion with facts and examples.

