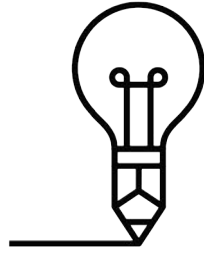




Writing Strands

INTERMEDIATE 1

Focuses on skills such as organization, description, and paragraphing.



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First printing: September 2017

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Using Writing Strands

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 30 to 45 minutes per lesson, five days a week



Includes answer keys for worksheets



Worksheets for each section



Reading and writing assignments are included to help reinforce learning and provide assessment opportunities



Designed for students who have completed *Writing Strands Beginning 2*, or grades 4 through 9 depending on skill level.

Course Objectives: Students completing this course will

- ✓ Understand that ideas in sentences are connected, and that ideas flow from one sentence to the next.
- ✓ List the main points in the summary of a story.
- ✓ Understand that there is a voice which speaks to the reader.
- ✓ Realize the structure of description, and start descriptions with general statements.
- ✓ Use past tense, present tense, and future tense.
- ✓ Recognize character positions and realize how position controls what characters know.

Course Description

Introduction: *Writing Strands Intermediate 1* is designed to give students a grounding in the process of giving others their thoughts in written form. This level is designed for any student who has completed the exercises in *Writing Strands Beginner 2*. This level is designed for 4th to 9th grade students, depending on skill level. Of course, 4th and 9th grade students would write differently but both can benefit in learning the skills presented in this level. Generally, we recommend using this level in Grade 5 but the skill level of the student should always guide placement.

Lessons are easy to teach and do not require preparation. Sit with the student, read the lesson together, and discuss anything that is not clear. Remember, composition is a skill that is learned over time. We recommend that you download the free *Writing Strands Teaching Companion*. It will save you a great deal of time, and it will help your students to learn quicker.

Much of the planning and detail of the writing process is presented here. The writing exercises in this level are in four categories: basic, creation, organization, and description. The exercises in each of these areas will guide you in the development of the skills you will need.

The books in this series are designed for one school year each, which should include our reading program. We recommend that you alternate each writing exercise with a week of reading and discussing books and ideas. In this way, you will have a full school year of language arts. We have made it easy by providing a Daily Schedule to follow.

The reading half of any language arts program should involve reading and talking about books and ideas. The reading section found in the *Writing Strands Teaching Companion* provides extra guidance to get the most out of the reading week.

Grading Options for This Course: It is always the prerogative of an educator to assess student grades however he or she might deem best. For *Writing Strands* the teacher is to evaluate primarily whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale as follows:

Skill Mastered				Needs Experience
5 (equals an A)	4 (B)	3 (C)	2 (D)	1 (equals an F)

- A — Student showed complete mastery of concepts with no errors.
- B — Student showed mastery of concepts with minimal errors.
- C — Student showed partial mastery of concepts. Review of some concepts is needed.
- D — Student showed minimal understanding of concepts. Review is needed.
- F — Student did not show understanding of concepts. Review is needed.

Reading and Evaluating Literature

Each week students will read biblical passages as assigned, as well as a book their teacher will assign. This book can be short enough to be read within an hour, or longer to be read over the course of the full week.

Studying the Literature of the Bible: The Bible is a collection of 66 God-inspired books of historical accounts, poetry that was often set to music, wisdom that taught how to live in God's truth, prophecy that refers to future events, letters, and revelation, written by over 40 different authors, ranging from shepherds to kings, over the time span of 1,500 years, all revealing God's Word and showing us the way of salvation through Jesus Christ. The following is a guideline to help you gain the most from every biblical passage, and is provided with each biblical passage in this course:

Step One: Pray for the Lord's wisdom and inspiration in your reading.

Step Two: Determine the genre of the literature (history, poetry, prophecy, proverbs, letters, parables, etc.).

Step Three: Read each passage, keeping in mind the cultural and historical setting of the text. (This can often be found in the introductory material to a book in the Bible.)

Step Four: Look for the intended meaning.

Step Five: Once the original meaning is understood, seek to find a simple life application. (Is the message about sin, or salvation, or faith, or hope, etc.?)

Step Six: Seek other passages to help define the meaning (Scripture interprets Scripture).

Studying Classical or Contemporary Literature: When reading classical or contemporary books, a primary concern should always be the worldview or moral viewpoint of the author. A writer who believes that God created the heavens and the earth and who created people in His own image realizes that God instilled us with purpose and meaning. This writing will be distinctly different from an atheistic author who most likely believes that the earth and everything in the universe came about by random chance events, and that life rose from non-life, with no direction, intention, or purpose. In your evaluation of fiction, keep in mind these five principles, provided for you with each book you choose to read during this course. Feel free to present these steps to each student at his or her skill level:

Step One: Analyze the writer's worldview or belief system (Christian or non-Christian, secular humanism or cosmic humanism, etc.).

Step Two: Determine the genre of the literature (historical fiction, fantasy, crime drama, western, thriller, poetry, satire, etc.).

Step Three: Read the book, keeping in mind the main setting of the text and the primary roles of each character.

Step Four: Look for the flow of the story.

Step Five: Seek other passages to help better understand the story and its possible meaning.

How to Make *Writing Strands* Work for You

1. Students should keep a writing folder or 3-ring binder to contain all written work, which can be kept for the next level. This will give the teacher a place to store and record the student's progress and skills.
2. The teacher and student should track what the students have learned and what they still need to learn. Here are some ways to do that:
 - a) After every assignment, the teacher or student should fill in the Student Progress Report that follows the assignment.
 - b) The teacher should fill out the Weekly Skills Writing Mastery Chart (page 10) as the student completes assignments.
 - c) Writers can always learn new things. Young writers should not expect to fix all their problems right away. The teacher can keep track of the problems they have noted but the student has not yet solved using the "Spelling List" and "List of Problems to Solve."
3. Many of the exercises suggest that the teacher will work with the student during the writing period, reading what the students have written. If this is done, it will serve two purposes:
 - a) It will give the student constant feedback and will allow the teacher to catch many writing problems before they appear in the final papers.
 - b) It will greatly cut down on the teacher's correcting time. Most of the proofreading can be done during writing time, so, even though students will be writing much more than they previously have, the teacher should be able to help the students more using less time.
4. We recommend teachers use the *Writing Strands Teaching Companion* from Master Books to help with the writing process. It can help a great deal with the development of writing skills, including grammar, spelling, and other challenging areas and demonstrates to teachers how to provide supportive and effective feedback on writing assignments.
5. We recommend the teacher and student go through the Helpful Terms section at the start of the course. We suggest reviewing two sections with the student at the beginning of each writing week. Once all of the sections have been reviewed, we suggest reviewing one section that the student struggles with most at the beginning of each writing week.

Principles of *Writing Strands*

1. John 1:1 says, “the Word was made flesh and dwelled among us.” God used the Living Word, Jesus Christ, to reveal Himself to us, and so as His followers, the ability to communicate clearly with words is intrinsically important to how we express Christ to the world.
2. Every person needs to learn to express ideas and feelings in writing.
3. There is no one right way to write anything.
4. The ability to write is not an expression of a body of knowledge that can be learned like a list of vocabulary words.
5. Writing teachers and their students both learn in any effective writing situation.
6. The product of each student’s writing efforts must be seen as a success for the following reasons:
 - a) A student in a writing experience is not in competition with anyone else.
 - b) There is no perfect model against which any effort can be compared for evaluation, so there is no best way for any student to write.
 - c) Every controlled writing experience will help students improve the ability to express themselves.
7. All student writing efforts are worthy of praise. The most help any writing teacher can give at any point is to show, in a positive way, what is good about a piece and how it might be improved.
8. Any writing lesson assigned that does not receive a teacher’s reinforcement and suggestions represents a missed opportunity for the student.
9. All writing at any level is hard work, and every writer should be encouraged to feel the pride of authorship. Students should learn that writing is fun, exciting, and rewarding.
10. All young authors need to be published. This can be accomplished by having their work read to other family members, posted on bulletin boards, hung on the refrigerator, printed in “books,” or read by other family members.

Writing Guidelines

Why should we follow guidelines, or rules, when we write? Guidelines help us communicate better. They provide us with the things that we should do, that we agree to do, and that make life nicer for everyone if we do them.

An example of a writing rule is the rule that says every sentence must start with a capital letter. This is written down, and we all must write using this rule. It helps us know when a new sentence is beginning. Following this rule helps us to communicate better.

Our list of guidelines consists of just a few rules to keep in mind when you write. We suggest students review the rules before each writing exercise:

1. Do not use exclamation points! This makes any writing look amateurish and fuzzy. If you are saying something that is important, the way you say it should be strong enough so that you do not have to tell your reader that it is important by using exclamation points at the end of your sentences.
2. Do not underline the titles of your papers. The only time there should be an underline in one of your titles is when you use the names of books or magazines.
3. Skip a line after the title in any paper you are giving to someone else to read.
4. Never write “The End” at the end of anything you write for a school exercise.
5. Do not try writing humor until you have studied it and really know the difference between being funny and being corny.
6. Do not skip a line between paragraphs.
7. Always leave a margin at the bottom of each page.
8. Check your papers for clichés before you write the final drafts.

Weekly Skills Writing Mastery Chart

Teacher: Below is a list of each assignment’s objectives. As your student completes an assignment, indicate whether each objective has been met. If your student needs experience with an objective, note this here and revisit this skill before proceeding to the next *Writing Strands* level.

	Skill Mastered	Needs Experience
Lesson 1: How a Sentence Does it		
Basic		
Lesson 2: Connections		
Organization		
Lesson 3: The Main Points		
Organization		
Lesson 4: I Feel		
Description		
Lesson 5: My Mistake		
Organization		
Lesson 6: What the Narrative Voice Tells the Reader		
Creative		
Lesson 7: Changing Tenses		
Basic		
Lesson 8: Paragraphs		
Basic		
Lesson 9: My Home (Part 1)		
Description		
Lesson 10: My Home (Part 2)		
Description		
Lesson 11: Describing a Thought Problem		
Organization		
Lesson 12: Person		
Basic		
Lesson 13: Past, Present, and Future		
Basic		
Lesson 14: Things Change		
Description		
Lesson 15: From Where I Was		
Creative		
Lessons 16/17: Attitude in Description (Parts 1 and 2)		
Description		
Lesson 18: The Long and Short of It		
Creative		

List of Problems to Solve

As the teacher and student work through this book, use this page as a convenient place to keep a running list of the problems that should be solved throughout the year. Keep in mind that the student will have years to work on writing skills. Progress is the goal rather than perfection.

Record here the writing problems the student has not yet solved. For each exercise, point out only one way to improve the mechanics of the writing. This allows students to master the concept without feeling overwhelmed. Check our *Writing Strands Teaching Companion* for more on this process and why it is so very important.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read introductory portion • Pages 6–12 Writing Lesson 1: How A Sentence Does It • Pages 21-22			
	Day 2	Organizing information • Pages 23-24			
	Day 3	Constructing sentence • Pages 25-26			
	Day 4	Rewriting sentence • Page 27			
	Day 5	Write paper • Pages 28-30 • Student Progress Report • Page 31			
Week 2	Day 6	Reading Lesson 1: Plot in Literature • Page 33			
	Day 7	Discuss assigned passage • Page 34			
	Day 8	Reading and discussion with instructor • Page 35			
	Day 9	Complete activity • Page 36			
	Day 10	Read and discuss assigned book • Page 37			
Week 3	Day 11	Writing Lesson 2: Connections • Pages 39-40			
	Day 12	Making information flow • Page 41			
	Day 13	Creating sentences that flow • Page 42			
	Day 14	Write list for paragraph • Page 43			
	Day 15	Writing paragraph from ideas list • Page 44 • Student Progress Report • Page 45			
Week 4	Day 16	Reading Lesson 2: Story Plot and Sequence of Events • Page 46			
	Day 17	Discuss assigned passage • Page 47			
	Day 18	Reading and discussion with instructor • Page 48			
	Day 19	Complete activity • Page 49			
	Day 20	Read and discuss assigned book • Page 50			
Week 5	Day 21	Writing Lesson 3: The Main Points • Pages 51-52			
	Day 22	Using an organization outline • Page 53			
	Day 23	Write paragraph on story • Page 54			
	Day 24	Write another paragraph on story • Page 55			
	Day 25	Write Paper • Pages 56-57 • Student Progress Report • Page 58			
Week 6	Day 26	Reading Lesson 3: Cause and Effect in Plot • Page 59			
	Day 27	Discuss assigned passage • Page 60			
	Day 28	Reading and discussion with instructor • Page 61			
	Day 29	Complete activity • Page 62			
	Day 30	Read and discuss assigned book • Page 63			
Week 7	Day 31	Writing Lesson 4: I Feel • Pages 65-66			
	Day 32	Writing list of experiences • Page 67			
	Day 33	Writing description of feelings • Page 68			
	Day 34	Write topic sentence • Page 69			
	Day 35	Description Worksheet • Pages 70-71 • Student Progress Report • Page 72			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 36	Reading Lesson 4: Character and Plot • Page 73			
	Day 37	Discuss assigned passage • Page 74			
	Day 38	Reading and discussion with instructor • Page 75			
	Day 39	Complete activity • Page 76			
	Day 40	Read and discuss assigned book • Page 77			
Week 9	Day 41	Writing Lesson 5: My Mistake • Page 78			
	Day 42	Analyzing mistakes • Page 79			
	Day 43	List of actions into sentences • Page 80			
	Day 44	Rewriting Sentences • Page 81			
	Day 45	Write your paper • Pages 82-83 • Student Progress Report • Page 84			
First Semester-Second Quarter					
Week 1	Day 46	Reading Lesson 5: Driving Forces in Plot • Page 85			
	Day 47	Discuss assigned passage • Page 86			
	Day 48	Reading and discussion with instructor • Page 87			
	Day 49	Complete activity • Page 88			
	Day 50	Read and discuss assigned book • Page 89			
Week 2	Day 51	Writing Lesson 6: What the Narrative Voice Tells the Reader • Pages 90-91			
	Day 52	Finish short story • Page 92			
	Day 53	Rewrite short story • Page 93			
	Day 54	Finish another short story • Pages 94-95			
	Day 55	Define terms • Page 96 • Student Progress Report • Page 97			
Week 3	Day 56	Reading Lesson 6: Elements of Plot: Exposition • Page 98			
	Day 57	Discuss assigned passage • Page 99			
	Day 58	Reading and discussion with instructor • Page 100			
	Day 59	Complete activity • Page 101			
	Day 60	Read and discuss assigned book • Page 102			
Week 4	Day 61	Writing Lesson 7: Changing Tenses • Page 103			
	Day 62	Creating a Story • Page 104			
	Day 63	Writing Out Sentences • Pages 105-106			
	Day 64	Completing the Story • Page 107			
	Day 65	Read what you have written to someone else • Page 108 Student Progress Report • Page 109			
Week 5	Day 66	Reading Lesson 7: Elements of Plot: Complication • Page 110			
	Day 67	Discuss assigned passage • Page 111			
	Day 68	Reading and discussion with instructor • Page 112			
	Day 69	Complete activity • Page 113			
	Day 70	Read and discuss assigned book • Page 114			
Week 6	Day 71	Writing Lesson 8: Paragraphs • Pages 115-116			
	Day 72	Organizing items • Pages 117-118			
	Day 73	Write a topic sentence • Pages 119-120			
	Day 74	Writing an organized paragraph • Pages 121-122			
	Day 75	Write your paragraph • Pages 123-124 • Student Progress Report • Page 125			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 76	Reading Lesson 8: Elements of Plot: Rising Action • Page 126			
	Day 77	Discuss assigned passage • Page 127			
	Day 78	Reading and discussion with instructor • Page 128			
	Day 79	Complete activity • Page 129			
	Day 80	Read and discuss assigned book • Page 130			
Week 8	Day 81	Writing Lesson 9: My Home Part 1 • Pages 131-133			
	Day 82	Rough drawing • Page 134			
	Day 83	Floor plans • Page 135			
	Day 84	Floor plans continued • Page 136			
	Day 85	Finish floor plan • Page 137 • Student Progress Report • Page 138			
Week 9	Day 86	Reading Lesson 9: Elements of Plot: Climax • Page 139			
	Day 87	Discuss assigned passage • Page 140			
	Day 88	Reading and discussion with instructor • Page 141			
	Day 89	Complete activity • Page 142			
	Day 90	Read and discuss assigned book • Page 143 Problems I Have Solved This First Semester • Page 144			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Writing Lesson 10: My Home Part 2 • Pages 145-146			
	Day 92	Writing first and second paragraphs • Pages 147-148			
	Day 93	Writing third paragraph and conclusion • Pages 149-150			
	Day 94	Write paper on floor plan • Pages 151-152			
	Day 95	Getting paper back • Page 153 • Student Progress Report • Page 154			
Week 2	Day 96	Reading Lesson 10: Elements of Plot: Falling Action • Page 155			
	Day 97	Discuss assigned passage • Page 156			
	Day 98	Reading and discussion with instructor • Page 157			
	Day 99	Complete activity • Page 158			
	Day 100	Read and discuss assigned book • Page 159			
Week 3	Day 101	Writing Lesson 11: Describing a Thought Problem • Pages 161-162			
	Day 102	Describe and solve a thought problem • Pages 163-164			
	Day 103	Making outline of ideas • Pages 165-166			
	Day 104	Finish paper • Page 167			
	Day 105	Read your paper to someone else • Page 168 Student Progress Report • Page 169			
Week 4	Day 106	Reading Lesson 11: Elements of Plot: Resolution • Page 170			
	Day 107	Discuss assigned passage • Page 171			
	Day 108	Reading and discussion with instructor • Page 172			
	Day 109	Complete activity • Page 173			
	Day 110	Read and discuss assigned book • Page 174			
Week 5	Day 111	Writing Lesson 12: Person • Page 175			
	Day 112	Writing in third person • Pages 176-177			
	Day 113	Writing in second person • Page 178			
	Day 114	Writing in first person • Page 179			
	Day 115	Explain the three narrative voices • Page 180 Student Progress Report • Page 181			
Week 6	Day 116	Reading Lesson 12: Elements of Plot: Putting It All Together • Page 182			
	Day 117	Discuss assigned passage • Page 183			
	Day 118	Reading and discussion with instructor • Page 184			
	Day 119	Complete activity • Page 185			
	Day 120	Read and discuss assigned book • Page 186			
Week 7	Day 121	Writing Lesson 13: Past, Present, and Future • Page 187			
	Day 122	Making characters think • Pages 188-189			
	Day 123	Start your story • Pages 190-191			
	Day 124	Continue your story • Page 192			
	Day 125	Finish your story • Page 193 • Student Progress Report • Page 194			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 126	Reading Lesson 13: Plot: Conflict with Individuals • Page 195			
	Day 127	Discuss assigned passage • Page 196			
	Day 128	Reading and discussion with instructor • Page 197			
	Day 129	Complete activity • Page 198			
	Day 130	Read and discuss assigned book • Page 199			
Week 9	Day 131	Writing Lesson 14: Things Change • Pages 201-202			
	Day 132	Writing Descriptions • Page 203-204			
	Day 133	How things feel • Page 205			
	Day 134	Descriptive preparations • Page 206			
	Day 135	Finish paper • Pages 207-208 • Student Progress Report • Page 209			
Second Semester-Fourth Quarter					
Week 1	Day 136	Reading Lesson 14: Plot: Conflict with Society • Page 210			
	Day 137	Discuss assigned passage • Page 211			
	Day 138	Reading and discussion with instructor • Page 212			
	Day 139	Complete activity • Page 213			
	Day 140	Read and discuss assigned book • Page 214			
Week 2	Day 141	Writing Lesson 15: From Where I Was • Pages 215-216			
	Day 142	Character positions • Page 217			
	Day 143	Write your Scenario • Page 218			
	Day 144	Writing first account • Page 219			
	Day 145	Writing second account • Page 220 • Student Progress Report • Page 221			
Week 3	Day 146	Reading Lesson 15: Plot: Conflict with Setting • Page 222			
	Day 147	Discuss assigned passage • Page 223			
	Day 148	Reading and discussion with instructor • Page 224			
	Day 149	Complete activity • Page 225			
	Day 150	Read and discuss assigned book • Page 226			
Week 4	Day 151	Writing Lesson 16: Attitude In Description Part 1 • Pages 227-228			
	Day 152	Writing what one sees and hears • Page 229			
	Day 153	Writing about smells • Page 230			
	Day 154	Catch up on writing • Page 231			
	Day 155	Second description • Page 232 • Student Progress Report • Page 233			
Week 5	Day 156	Reading Lesson 16: Plot: Internal Conflict • Page 234			
	Day 157	Discuss assigned passage • Page 235			
	Day 158	Reading and discussion with instructor • Page 236			
	Day 159	Complete activity • Page 237			
	Day 160	Read and discuss assigned book • Page 238			
Week 6	Day 161	Writing Lesson 17: Attitude In Description Part 2 • Page 239			
	Day 162	Writing about smells • Page 240			
	Day 163	Catch up day • Page 241			
	Day 164	Write the final copy • Page 242			
	Day 165	Read both of your pieces to someone else • Page 243 Student Progress Report • Page 244			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 166	Reading Lesson 17: Reviewing the Importance of Plot, Part 1 • Page 245			
	Day 167	Discuss assigned passage • Page 246			
	Day 168	Reading and discussion with instructor • Page 247			
	Day 169	Complete activity • Page 248			
	Day 170	Read and discuss assigned book • Page 249			
Week 8	Day 171	Writing Lesson 18: The Long and Short of It • Page 251			
	Day 172	Write about an event • Page 252			
	Day 173	Finish writing about an event • Page 253			
	Day 174	Meeting People Continued • Pages 254-255			
	Day 175	Read your paper to someone else • Page 256 Student Progress Report • Page 257			
Week 9	Day 176	Reading Lesson 18: Reviewing the Importance of Plot, Part 2 • Page 258			
	Day 177	Discuss assigned passage • Page 259			
	Day 178	Reading and discussion with instructor • Page 260			
	Day 179	Complete activity • Page 261			
	Day 180	Read and discuss assigned book • Page 262 Problems I Have Solved This Second Semester • Page 263			
		Final Grade			



Writing!

Review the Objectives. The three things that I have numbered are what you should learn with this exercise, just as the skills you should learn are listed at the top of each exercise.

I will work through this process of sentence writing to show you how easy it is, and then you will do the same thing. When you are done you will be able to say, "Writing really good sentences is easy."

There are only 3 steps:

1. Pick a subject and list what information you want to give to your reader.

2. Organize this information in the best way for your reader to understand it.

3. Write a sentence containing that information in that order.

Step 1: Pick subject of sentence and list pieces of information

The first thing I have to do is to pick the subject. I have to decide what I want my reader to know. This could be anything. I will show you how easy this first step is by listing some possibilities.

I might want to tell my reader about:

1. "Dog," my dog (Dog really is her name)
2. Where I live
3. What I like to eat best
4. Which coat is best for me
5. How graceful Great Blue Herons are
6. My fall

As you can see, it does not make any difference what I want to talk about. You will see that the process is the same for all subjects. And this process is SIMPLE.

I will pick 6. My fall. Now that I have the subject of my sentence, I have to decide what I want my reader to know about that subject. In this case, I have to decide what parts of my falling I want my reader to understand.

Objectives:

- ❶ Decide what information you want to give to your reader.
- ❷ Organize this information for your reader.
- ❸ Write a sentence containing the information in that order.

Note: For each lesson, sit with the student, read the lesson together, and discuss anything that is not clear.

This is what happened:

After we had finished eating Thanksgiving dinner at my aunt's house, I said I would help clear the table. The women there said that I should not, that they would do it. I said, "I am really very good at this, and I have had lots of practice." I put all the plates I could reach into one pile in front of me. When I picked up this pile, I caught the edge of the tablecloth with my hand and pulled it behind me when I turned toward the kitchen. Of course, all the other dishes came with it. The weight of pulling all the things off the table made me lose my balance, and I started to fall. To save myself, I threw the pile of dishes I was carrying forward, but that did not help, and I fell into the center of a great pile of food and broken dishes. I was so embarrassed I could have hidden for a month.

That is the information I want to give my reader. It is too much detail for one sentence, so I will not be able to give it all at the same time. What I have to do is list the pieces of information I can give in one sentence, like this:

- | | |
|-------------------------------|----------------------------|
| (A) Thanksgiving dinner | (B) Helped clear the table |
| (C) Pulled off the tablecloth | (D) Dropped dishes |
| (E) Fell into mess | (F) I was embarrassed |

Step 2: Organize information

Step 2 says that I have to organize the information to make it easy to understand. In this paragraph, I will put letters before the information in the same order as the things happened in the event so I can see what to put first and second and so on.

After we had finished eating (A) Thanksgiving dinner at my aunt's house, I said I would (B) help clear the table. All the women there said that I should not, that they would do it. I said, "I am really very good at this, and I have had lots of practice." I put all the plates I could reach into one pile in front of me. When I picked up this pile, (C) I caught the edge of the tablecloth with my hand and pulled it behind me when I turned toward the kitchen. Of course all the other dishes came with it. The weight of pulling all the things on the table made me lose my balance, and I started to fall. To save myself, (D) I threw the pile of dishes I was carrying forward, but that did not help, and (E) I fell into the center of a great pile of food and broken dishes. (F) I was so embarrassed I could have hidden for a month.



I have listed these pieces of information again to make it easier to organize them.

- (A) Thanksgiving dinner
- (B) Helped clear the table
- (C) Pulled off the tablecloth
- (D) Dropped dishes
- (E) Fell into mess
- (F) I was embarrassed

The first thing I will want my reader to know is that I was really embarrassed. So, I will start my sentence with (F).

1. (F) I was really embarrassed

Since I should tell my readers when I was embarrassed, I will use (A) next.

2. (A) Thanksgiving dinner

The rest of the information can be in the order in which it happened: (B), (C), (D), and (E). This will now give my reader the information about my fall in this order:

1. I was embarrassed

2. Thanksgiving dinner

3. Helped clear the table

4. Pulled off the tablecloth

5. Dropped dishes

6. Fell into mess

Step 2: List by number the pieces of information you have written for step 1.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Reorder this list so you can give your reader this information in the most interesting or understandable way.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



Step 3: Write your sentence including all the information in the list on the previous page.

Be sure to give this information in the order listed. Put numbers before the bits of information so your teacher will be able to check the order easily.

Your sentence: _____



Now you get a chance to show off a little bit. Follow the example page:

1. Write your name and the date in the upper right corner and skip two spaces.
2. Write a title on the first line. You might use for a title “One Perfect Sentence.” (Do not use quotation marks around your title.)
3. Skip a line after the title and write your sentence.
4. Skip a line after your sentence and write a brief explanation of how you wrote this perfect sentence. (Use the directions in this exercise to help you organize your explanation.)
5. Give your paper to your teacher.

HINT! \leq **Sentences** have subjects that are doing something. A run-on sentence is two sentences that are connected by a comma or a conjunction, not both. Avoid this problem.

Your paper should be set up like this example page. Use the box on the next page for this assignment.

	Your Name
	The Date
SPACE	
SPACE	
Your Title	
SPACE	
Your perfect sentence	
The end of your sentence	
SPACE	
The process you used to write this perfect sentence	
There should be equal margins on all sides of your paper	



A large empty rectangular box for writing.

Fill out the “Student Progress Report” on the next page.

Remember to fill out the writing skills mastery check-off form and, if necessary, to record spelling words and other problems that you need to address in the future with your students.



Student Progress Report

This is the best sentence I wrote this week:

I think it is the best because:

I made this mistake this week, and this is what I learned to help me avoid making the mistake again:

This is the sentence showing how I fixed this mistake:

Comments:



Your teacher will assign a book for you to read this week. Be sure to finish it before the end of the week. Review the five steps of reading literature and prepare to describe each of the five elements from your book.

Name of the book: _____

Author of the book: _____

Read and discuss with your teacher

Every story contains just that — a story. What happens in that story is called the plot. A plot is all the events that take place in a story. Books, short stories, plays, television shows, and movies all have plots. Even many songs have plots.

People have been telling stories since ancient times. In ancient Greece, a writer named Aristotle believed that a story's plot needed to have one main action that was the focus without anything extra. He also believed that a story needed to have a beginning, a middle, and an end.

In many ways, people still write plots that are similar to what Aristotle talked about in ancient Greece. Most stories still do have a recognizable beginning, middle, and end. We usually divide a plot into more elements than this now, which you will learn later in the year, but those divisions are still based on the idea that a story has a beginning, a middle, and an end.

Stories also usually have a main plot, which is the basic story that is being told. It may have additional subplots, which are smaller stories that are also happening. Aristotle probably wouldn't like a story with a lot of subplots, but they are almost always related to the main plot in some way.

A lot of people think about the plot as just being about what happens. However, there is more to plot than that. In a good story, the plot, the characters, and the theme all work together. The theme is the story's message. A good plot will help convey the theme. The plot also makes it easier for the reader to understand the characters because it lets the audience see how the characters respond to what is happening. We'll learn more about these things throughout the rest of the year.

Think about one of your favorite stories. What is its plot? Does the plot have a beginning, a middle, and an end? What is happening in the beginning? What is happening in the middle? What is happening in the end? Does the story have any subplots? How do you know they are subplots but not the main plot? How does the plot connect with the story's message? What does the plot tell you about the characters?

Objectives:

- 1 Learn the basics of plot in literature.
- 2 Read the assigned Bible passage.
- 3 Answer questions about the assigned Bible passage.
- 4 Write a paragraph summary of a plot and then condense into one sentence.
- 5 Read and discuss the assigned book (teacher's choice).

Note: A plot is all the events that take place in the story.

Note: A main plot is the basic story that is being told.



Read and discuss assigned passage

Read the following passage: Genesis 3:1–24

Step One: Pray for the Lord’s wisdom and inspiration in your reading. What things inspired you about this passage?

Step Two: Determine the genre of the literature (history, poetry, prophecy, proverbs, letters, parables, etc.). What genre is this passage?

Step Three: Read each passage, keeping in mind the cultural and historical setting of the text. (This can often be found in the introductory material to a book in the Bible.) Describe the cultural and historical setting of this passage?

Step Four: Look for the intended meaning. What is the intended meaning for this passage?

Step Five: Once the original meaning is understood, seek to find a life application. (Is the message about sin, or salvation, or faith, or hope, etc.?) What life application did you find in this passage?

Step Six: Seek other passages to help define the meaning (Scripture interprets Scripture). What other Scripture passages did you use to help define the meaning of this passage?



Read and discuss with your teacher

Answer the following questions about the passage:

a. What is the plot of this account (what are the events that happen)?

b. Does the story have a recognizable beginning, middle, and end?
How do you know?

c. How does the plot connect with the story's theme? If you are not sure of what the story's theme is, think about the story's message. Does the plot connect to the message in some way?





Complete the following activity

Write a paragraph describing what happened in the Bible passage you read for this week. Be sure to include each main event.

Then, identify the most important information that is essential to understanding the story. Use letters to identify the most important things in your paragraph.

Next, list each of these items (with the letter you assigned them). Figure out how to organize them and then write them in one sentence. Make sure you use the letters to identify them in the sentence.



Read and discuss assigned book

Remember to keep in mind these five principles when reading the book of your choice this week:

Step One: Analyze the writer's worldview or belief system and write it here.

Step Two: Determine the genre of the literature and write it here.

Step Three: Read the book, keeping in mind the main setting of the text and the primary roles of each character. Describe the main setting and the primary roles of the characters in your book.

Step Four: Look for the flow of the story. Describe the flow of the story from your book.

Step Five: Seek other passages to help better understand the story and its possible meaning. What passages did you use together to help better understand the story meaning?
