

Level 5

Second Edition

Student Text

by
Matthew Stephens



Essentials in Writing
Where Students Learn to Write

417-256-4191

www.essentialsinwriting.com

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LEVEL 5 SYLLABUS

VIDEO – 83 LESSONS WORKBOOK – 243 PAGES

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

LESSON 1: WHAT IS WRITING?

Lesson 1 – Introduction to Writing

LESSON 2: COMPLETE SUBJECTS AND PREDICATES

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Lesson 2 Day 2 – Complete Subjects and Predicates

LESSON 3: SIMPLE SUBJECTS AND PREDICATES

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Lesson 9 Day 1 – Possessive (Plural NOT ending in –s)

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Lesson 9 Day 3 – Singular and Plural (ending in –s) Possessive Nouns

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LESSON 67 – COMPARE/CONTRAST WRITING

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LESSON 73 – PERSUASIVE ESSAY

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Lesson 73 Day 1 – Draft Body Paragraph #1

LESSON 74 – PERSUASIVE ESSAY

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Lesson 74 Day 1 – Draft Body Paragraph #2

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LESSON 80 – THE RESEARCH PROJECT

Lesson 80 Day 1 – Brainstorm

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Lesson 81 Day 2 – Draft

Lesson 81 Day 3 – Draft

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Lesson 82 Day 1 – Revise Word Choice

LESSON 83 – RESEARCH PROJECT

Lesson 83 Day 1 – Final Draft

Lesson 83 Day 2 – Final Draft

***UNIT TWO COMPREHENSIVE ASSESSMENT**

(Lessons 34-72)

FINAL LESSON

Comparing Compositions (2 pages)

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 two sections:

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

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 though 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:

- 25 assessments
- 2 comprehensive unit assessments
- resource wordlist
- 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.



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



PUBLISH



Extra Practice – After all steps of each composition have been complete 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*.



Resource Folder – In Lesson 25, students are asked to begin creating a “Discarded Word List” and place it in a resource folder. In Unit 2, students are asked to update the word list after each composition. This serves to build a resource file that is helpful for effective communication in the coming lessons and years.

SCORING COMPOSITIONS

Scoring written compositions can be challenging due to their subjective nature. Ultimately, I 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.

If you use the checklists provided, 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 strengths and weaknesses evident in the composition.

Scoring services are available for purchase for levels 9-12. Running from August 1 to May 15 each school year, a certified member of our curriculum department will score written compositions for any or all assignments presented in each level purchased. Visit our website for more information.

There are several different ways to utilize the checklist 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 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. 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 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: 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. (Please note numerical references are for examples only.)

Lesson 8 (no calendar shown because this lesson has only one written activity)

1. Preview Lesson 8 in the textbook/workbook.
2. Watch Video Lesson 8.
3. Complete Lesson 8 written work.
4. Explain what you learned and preview the next lesson (Lesson 9).

Lesson 9 Day 1 (“Day 1” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 9 Day 1 in the textbook/workbook.
2. Watch Video Lesson 9.
3. Complete Lesson 9 written work for all days with Day 1 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 9 Day 2).

Lesson 9 Day 2 (“Day 2” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 9 Day 2 in the textbook/workbook.
2. Watch Lesson 9 video again.
2. Complete Lesson 9 written work for all days with Day 2 calendar icon present.
3. Explain what you learned and preview next activity (Lesson 9 Day 3).

Lesson 10 (no calendar shown because this lesson has only one written activity)

1. Preview Lesson 10 in the textbook/workbook.
2. Watch Video Lesson 10.
3. Complete Lesson 10 written work.
4. Explain what you learned and preview the next activity (Lesson 11 Day 1).

Answer Key

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

Lesson 6 – Common and Proper Nouns

A **common noun** is a word that refers to any person, place, thing, or idea. A **proper noun** is a word that refers to a specific person, place, thing, or idea. Proper nouns are capitalized.



Underline each *common noun*.

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



Underline each *proper noun*.

1. J.R.R. Tolkien was a writer.
2. Tolkien wrote some of the best works in the fantasy genre.
3. He wrote a children's book titled *The Hobbit*.
4. *The Hobbit* follows the adventure of a character named Bilbo.
5. The little hobbit faces a dragon named Smaug.
6. *The Lord of the Rings* is a series that follows *The Hobbit*.
7. The main character of the new story is Frodo, Bilbo's nephew.
8. Both stories are set in the fictional world called Middle-earth.
9. Both *The Hobbit* and *The Lord of the Rings* have been made into films.
10. Tolkien was an amazing writer.





Lesson 21 – Adjectives in Action



Beware! Dangerous Words Ahead!

Sometimes adjectives are used too much in writing and speech. Using adjectives effectively is more important than using them in every sentence. Additionally, some adjectives are overused. Use a thesaurus to replace adjectives that are common or boring.

Common Adjective: **The dog is big.**  (*overused and vague*)

Better Adjective: **The dog is enormous.**  (*effective adjective*)

Instead of...

cool



Try one of these...

*wonderful, marvelous,
fantastic, incredible,
terrific*

happy



*delighted, beaming,
blissful, pleased, cheerful*

nice



*pleasant, charming,
enjoyable, lovely, polite*

small



*miniature, peewee, tiny,
microscopic, puny*

sad



*gloomy, sorrowful, tragic,
glum, heartbroken*

Lesson 32 – Complex Sentences (DC, IC)

A **complex sentence** contains an independent clause and a dependent clause.

Because a storm was about to break, the sky was dark and ominous
DC IC



Add dependent or independent clauses to form *complex sentences*. Follow this format: DC, IC

1. Because ballet practice started in half an hour, _____

2. _____

_____, her mother and father cheered with all their might!

3. Even though Cheryl loved her dog, _____

4. When the Garret family bought a new car, _____

5. _____

_____, the stray cat found shelter in a nearby dumpster.

6. _____

_____, it had seemed like a great idea.

7. After Larry put so much effort into the project, _____

8. _____

_____, Gabby made her brother and sister very happy.

Lesson 32 – Complex Sentences (DC, IC)

A *complex sentence* contains an independent clause and a dependent clause.



**Rewrite the underlined sentences to form *complex sentences*.
Choose which format would be best: {IC DC} or {DC, IC}**

1. Henry left the restaurant in a huff. He had been insulted. He would not return to this food chain.

2. Dan let Arnold borrow the new go-cart video game. They were best friends.
They often did such favors for each other.

3. The book was better. The movie was good. Even fans of the book had to admit that the filmmakers had done a good job.

4. Rebecka's dad had to pick up the bat and attack the piñata. She didn't think they would get any of the candy inside. Her father broke it open.

5. The doorbell rang. I got up off the couch in a hurry. I was very excited to see my cousins again.



Lesson 60 – Personal Narrative

Revise



Revision is the process of taking what you have written and making changes in order to make your writing more effective. Using stronger verbs, replacing words, or simply changing sentence structure can improve communication.

Remember, you do not have to change *everything* you have written. Simply make changes, where necessary, to *improve* your paragraph.

Draft

Danielle fell.

Revised

Panic washed over her as Danielle realized that she was beginning to lose her balance. Her feet flew out from under her, and she landed squarely on the hard sheet of ice beneath her.

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.

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 aloud, touching each word as you read.

- Revised word choice
- Revised sentence structure