

Level 2

Second Edition

Student Text

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Essentials in Writing[®]
Where Students Learn to Write

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Important Note to Parents and Teachers About Working with Students:

Essentials in Writing Level 2 is *not* designed so that Level 2 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 2 activities.

Important Note About Why the Font Changes in the Level 2 Activities:

Most of Essentials in Writing Level 2 is presented in Times New Roman font. Times New Roman is commonly used in many text situations, such as children's books and textbook instructions, so we want to familiarize students with the shapes of its letters.

However, when the activities ask the students to fill in a blank or rewrite a sentence, the activity is presented in Comic Sans MS font. The shape of Comic Sans MS letters better reflects the letters that Level 2 students will write in their own handwriting.

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

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
- 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 in 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” from the previous unit to improve communication.



Extra Practice – 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, 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, consider trying 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 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. *(Please note that 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 the 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.
3. Complete Lesson 9 written work for all days with Day 2 calendar icon present.
4. Explain what you learned and preview the 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, and other individualized answers, “*NOTE: Below are sample answers. Answers may vary*” precedes such sample compositions. The samples provided are simply for comparison and reference.

SAMPLE

LEVEL 2 SYLLABUS

VIDEO – 65 LESSONS WORKBOOK – 209 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 – SPACING AND CAPITALIZATION

Lesson 2 Day 1: Spacing and Capitalization

Lesson 2 Day 2: Spacing and Capitalization

Lesson 2 Day 3: Spacing and Capitalization

**Assessment 1 (Lesson 2)*

LESSON 3 – SENTENCE SUBJECTS

Lesson 3 Day 1: Sentence Subjects

Lesson 3 Day 2: Sentence Subjects

Lesson 3 Day 3: Sentence Subjects

Lesson 3 Day 4: Sentence Subjects

Lesson 3 Day 5: Sentence Subjects

LESSON 4 – SENTENCE PREDICATES

Lesson 4 Day 1: Sentence Predicates

Lesson 4 Day 2: Sentence Predicates

Lesson 4 Day 3: Sentence Predicates

Lesson 4 Day 4: Sentence Predicates

Lesson 4 Day 5: Sentence Predicates

**Assessment 2 (Lessons 3-4)*

LESSON 5 – COMPLETE SENTENCES

Lesson 5 Day 1: Complete Sentences

Lesson 5 Day 2: Complete Sentences

LESSON 6 – INCOMPLETE SENTENCES

Lesson 6 Day 1: Incomplete Sentences

Lesson 6 Day 2: Incomplete Sentences

Lesson 6 Day 3: Incomplete Sentences

Lesson 6 Day 4: Incomplete Sentences

Lesson 6 Day 5: Incomplete Sentences

**Assessment 3 (Lessons 5-6)*

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

Lesson 7 Day 4: Types of Sentences and Punctuation Marks

Lesson 7 Day 5: Types of Sentences and Punctuation Marks

**Assessment 4 (Lesson 7)*

LESSON 8 – PRACTICE WRITING SENTENCES

Lesson 8 Day 1: Practice Writing Sentences

Lesson 8 Day 2: Practice Writing Sentences

Lesson 8 Day 3: Practice Writing Sentences

Lesson 8 Day 4: Practice Writing Sentences

**Assessment 5 (Lesson 8)*

LESSON 9 – COMMON NOUNS

Lesson 9 Day 1: Common Nouns

Lesson 9 Day 2: Common Nouns

Lesson 9 Day 3: Common Nouns

Lesson 9 Day 4: Common Nouns

Lesson 9 Day 5: Common Nouns

LESSON 10 – PROPER NOUNS

Lesson 10 Day 1: Proper Nouns

Lesson 10 Day 2: Proper Nouns

Lesson 10 Day 3: Proper Nouns

Lesson 10 Day 4: Proper Nouns

Lesson 10 Day 5: Proper Nouns

LESSON 11 – SINGULAR AND PLURAL NOUNS

Lesson 11 Day 1: Singular and Plural Nouns

Lesson 11 Day 2: Singular and Plural Nouns

Lesson 11 Day 3: Singular and Plural Nouns

Lesson 11 Day 4: Singular and Plural Nouns

Lesson 11 Day 5: Singular and Plural Nouns

**Assessment 6 (Lessons 9-11)*

LESSON 12 – PRONOUNS

Lesson 12 Day 1: Pronouns

Lesson 12 Day 2: Pronouns

Lesson 12 Day 3: Pronouns

Lesson 12 Day 4: Pronouns

**Assessment 7 (Lesson 12)*

LESSON 13 – ADJECTIVES

Lesson 13 Day 1: Adjectives

Lesson 13 Day 2: Adjectives

Lesson 13 Day 3: Adjectives

Lesson 13 Day 4: Adjectives

Lesson 13 Day 5: Adjectives

**Assessment 8 (Lesson 13)*

LESSON 14 – ACTION VERBS

Lesson 14 Day 1: Action Verbs

Lesson 14 Day 2: Action Verbs

Lesson 14 Day 3: Action Verbs

Lesson 14 Day 4: Action Verbs

Lesson 14 Day 5: Action Verbs

LESSON 15 – PRESENT AND PAST TENSE**ACTION VERBS**

Lesson 15 Day 1: Present and Past Tense Action Verbs
Lesson 15 Day 2: Present and Past Tense Action Verbs
Lesson 15 Day 3: Present and Past Tense Action Verbs
Lesson 15 Day 4: Present and Past Tense Action Verbs

LESSON 16 – IRREGULAR ACTION VERBS

Lesson 16 Day 1: Irregular Action Verbs
Lesson 16 Day 2: Irregular Action Verbs

**Assessment 9 (Lessons 14-16)*

LESSON 17 – LINKING VERBS

Lesson 17 Day 1: Linking Verbs
Lesson 17 Day 2: Linking Verbs
Lesson 17 Day 3: Linking Verbs
Lesson 17 Day 4: Linking Verbs
Lesson 17 Day 5: Linking Verbs

LESSON 18 – PRESENT AND PAST TENSE**LINKING VERBS**

Lesson 18 Day 1: Present and Past Tense Linking Verbs
Lesson 18 Day 2: Present and Past Tense Linking Verbs
Lesson 18 Day 3: Present and Past Tense Linking Verbs
Lesson 18 Day 4: Present and Past Tense Linking Verbs
Lesson 18 Day 5: Present and Past Tense Linking Verbs

**Assessment 10 (Lessons 17-18)*

LESSON 19 – USING PRONOUNS

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Lesson 19 Day 2: Using Pronouns
Lesson 19 Day 3: Using Pronouns
Lesson 19 Day 4: Using Pronouns
Lesson 19 Day 5: Using Pronouns

LESSON 20 – USING ANTECEDENTS

Lesson 20 Day 1: Using Antecedents
Lesson 20 Day 2: Using Antecedents
Lesson 20 Day 3: Using Antecedents
Lesson 20 Day 4: Using Antecedents
Lesson 20 Day 5: Using Antecedents

**Assessment 11 (Lessons 19-20)*

LESSON 21 – SUBJECT/VERB AGREEMENT

Lesson 21 Day 1: Subject/Verb Agreement
Lesson 21 Day 2: Subject/Verb Agreement
Lesson 21 Day 3: Subject/Verb Agreement

**Assessment 12 (Lesson 21)*

LESSON 22 – ADJECTIVES IN ACTION

Lesson 22 Day 1: Adjectives in Action
Lesson 22 Day 2: Adjectives in Action
Lesson 22 Day 3: Adjectives in Action
Lesson 22 Day 4: Adjectives in Action
Lesson 22 Day 5: Adjectives in Action

LESSON 23 – ACTION VERBS IN ACTION

Lesson 23 Day 1: Action Verbs in Action
Lesson 23 Day 2: Action Verbs in Action
Lesson 23 Day 3: Action Verbs in Action
Lesson 23 Day 4: Action Verbs in Action
Lesson 23 Day 5: Action Verbs in Action

LESSON 24 – WRITING TYPES OF SENTENCES

Lesson 24 Day 1: Writing Types of Sentences
Lesson 24 Day 2: Writing Types of Sentences
Lesson 24 Day 3: Writing Types of Sentences
Lesson 24 Day 4: Writing Types of Sentences

**Assessment 13 (Lesson 24)*

LESSON 25 – WRITING ITEMS IN A SERIES

Lesson 25 Day 1: Writing Items in A Series
Lesson 25 Day 2: Writing Items in A Series
Lesson 25 Day 3: Writing Items in A Series
Lesson 25 Day 4: Writing Items in A Series
Lesson 25 Day 5: Writing Items in A Series

**Assessment 14 (Lesson 25)*

***UNIT ONE COMPREHENSIVE ASSESSMENT**

(Lessons 2-25)

LESSON 26 – PARTS OF A PARAGRAPH

Lesson 26 Day 1: Parts of A Paragraph

LESSON 27 – PARAGRAPH OVERVIEW

Lesson 27 Day 1: Paragraph Overview

LESSON 28 – STAYING ON TOPIC

Lesson 28 Day 1: Staying On Topic
Lesson 28 Day 2: Staying On Topic

LESSON 29 – PARAGRAPH – BRAINSTORM

Lesson 29 Day 1: Paragraph – Brainstorm

LESSON 30 – PARAGRAPH – ORGANIZE

Lesson 30 Day 1: Paragraph – Organize

LESSON 31 – PARAGRAPH – DRAFT

Lesson 31 Day 1: Paragraph – Draft

LESSON 32 – PARAGRAPH – REVISE

Lesson 32 Day 1: Paragraph – Revise

LESSON 33 – PARAGRAPH – FINAL DRAFT

Lesson 33 Day 1: Paragraph – Final Draft

LESSON 34 – PARAGRAPH – BRAINSTORM

Lesson 34 Day 1: Paragraph – Brainstorm

LESSON 35 – PARAGRAPH – ORGANIZE

Lesson 35 Day 1: Paragraph – Organize

LESSON 36 – PARAGRAPH – DRAFT

Lesson 36 Day 1: Paragraph – Draft

LESSON 37 – PARAGRAPH – REVISE

Lesson 37 Day 1: Paragraph – Revise

LESSON 38 – PARAGRAPH – FINAL DRAFT

Lesson 38 Day 1: Paragraph – Final Draft

**Assessment 15 (Lessons 26-38)*

LESSON 39 – PARTS OF A PERSONAL LETTER

Lesson 39 Day 1: Parts of a Personal Letter

LESSON 40 – WRITING THE DATE

Lesson 40 Day 1: Writing the Date

LESSON 41 – PERSONAL LETTER – BRAINSTORM

Lesson 41 Day 1: Personal Letter – Brainstorm

LESSON 42 – PERSONAL LETTER – ORGANIZE

Lesson 42 Day 1: Personal Letter – Organize

LESSON 43 – PERSONAL LETTER – DRAFT

Lesson 43 Day 1: Personal Letter – Draft

LESSON 44 – PERSONAL LETTER – REVISE

Lesson 44 Day 1: Personal Letter – Revise

LESSON 45 – PERSONAL LETTER – FINAL DRAFT

Lesson 45 Day 1: Personal Letter – Final Draft

**Assessment 16 (Lessons 39-45)*

LESSON 46 – EXPOSITORY WRITING

Lesson 46 Day 1: Expository Writing

LESSON 47 – EXPOSITORY PARAGRAPH – BRAINSTORM

Lesson 47 Day 1: Expository Paragraph – Brainstorm

LESSON 48 – EXPOSITORY PARAGRAPH – ORGANIZE

Lesson 48 Day 1: Expository Paragraph – Organize

LESSON 49 – EXPOSITORY PARAGRAPH – DRAFT

Lesson 49 Day 1: Expository Paragraph – Draft

LESSON 50 – EXPOSITORY PARAGRAPH – REVISE

Lesson 50 Day 1: Expository Paragraph – Revise

LESSON 51 – EXPOSITORY PARAGRAPH – FINAL DRAFT

Lesson 51 Day 1: Expository Paragraph – Final Draft

**Assessment 17 (Lessons 46-51)*

LESSON 52 – PERSONAL NARRATIVE – CHRONOLOGICAL ORDER

Lesson 52 Day 1: Personal Narrative – Chron. Order

LESSON 53 – PERSONAL NARRATIVE – PARTS OF A PERSONAL NARRATIVE

Lesson 53 Day 1: Personal Narrative – Parts of a Personal Narrative

Lesson 53 Day 2: Personal Narrative – Parts of a Personal Narrative

LESSON 54 – PERSONAL NARRATIVE – BRAINSTORM

Lesson 54 Day 1: Personal Narrative – Brainstorm

LESSON 55 – PERSONAL NARRATIVE – ORGANIZE

Lesson 55 Day 1: Personal Narrative – Organize

LESSON 56 – PERSONAL NARRATIVE – DRAFT

Lesson 56 Day 1: Personal Narrative – Draft

LESSON 57 – PERSONAL NARRATIVE – REVISE

Lesson 57 Day 1: Personal Narrative – Revise

LESSON 58 – PERSONAL NARRATIVE – FINAL DRAFT

Lesson 58 Day 1: Personal Narrative – Final Draft

**Assessment 18 (Lessons 52-58)*

LESSON 59 – IMAGINATIVE NARRATIVE – CHRONOLOGICAL ORDER & PARTS OF AN IMAGINATIVE NARRATIVE

Lesson 59 Day 1: Imaginative Narrative – Chron. Order

Lesson 59 Day 2: Imaginative Narrative – Parts of an Imaginative Narrative

LESSON 60 – IMAGINATIVE NARRATIVE – BRAINSTORM

Lesson 60 Day 1: Narrative – Brainstorm

LESSON 61 – IMAGINATIVE NARRATIVE – ORGANIZE

Lesson 61 Day 1: Imaginative Narrative – Organize

LESSON 62 – IMAGINATIVE NARRATIVE – DRAFT

Lesson 62 Day 1: Imaginative Narrative – Draft

LESSON 63 – IMAGINATIVE NARRATIVE – REVISE

Lesson 63 Day 1: Imaginative Narrative – Revise

LESSON 64 – IMAGINATIVE NARRATIVE – FINAL DRAFT

Lesson 64 Day 1: Imaginative Narrative – Final Draft

**Assessment 19 (59-64)*

***UNIT TWO COMPREHENSIVE ASSESSMENT (Lessons 22-64)**

FINAL LESSON – COMPARE YOUR WRITING

Lesson 11 – Singular and Plural Nouns

A **singular noun** refers to one person, place, or thing. **Plural nouns** refer to more than one person, place, or thing.

singular noun → The cat jumps up.

Ellie has many shirts. ← **plural noun**

Most words are made **plural** by adding **-s**.

<u>Singular</u>		<u>Plural</u>
sock	→	socks
window	→	windows
zebra	→	zebras
tree	→	trees

Words that end with the letters **-ch**, **-sh**, **-s**, **-x**, and **-z** are made **plural** by adding **-es**.

<u>Singular</u>		<u>Plural</u>
branch	→	branches
bush	→	bushes
glass	→	glasses
box	→	boxes
buzz	→	buzzes

Lesson 11 – Singular and Plural Nouns

A **singular noun** refers to one person, place, or thing. **Plural nouns** refer to more than one person, place, or thing.

singular noun → This story is sad.

Jo has boxes of shoes. ← **plural nouns**



Fill in each blank with the **plural** of the indicated noun.

1. The _____ sit on the fence. (*bird*)

2. Hal made blue clay _____. (*cup*)

3. My cat is stuck in the _____! (*branch*)

4. A dad got gifts for his _____. (*girl*)

5. The _____ ring bells. (*church*)

6. My _____ are cold! (*hand*)

7. People use _____ to chop logs. (*ax*)

Lesson 11 – Singular and Plural Nouns

A *singular noun* refers to one person, place, or thing. *Plural nouns* refer to more than one person, place, or thing.

singular noun



The paper is blank.

A girl hugged her friends.



plural noun



Write if the underlined nouns are *singular* or *plural*.

Singular OR Plural ?

1. A boy ran past me!

2. The jar crashed on the carpet.

3. The big man shakes his keys.

4. We stacked chairs in the closet.

5. A puppy sleeps in the sun.

6. Dee likes toys.

7. My foot hurts!

8. Cars on the road go fast.

Lesson 11 – Singular and Plural Nouns

A *singular noun* refers to one person, place, or thing. *Plural nouns* refer to more than one person, place, or thing.

singular nouns → A feather is on my pillow.

Chickens run fast! ← *plural noun*



Write sentences according to the instructions below.

Use a *plural noun* in each sentence and underline it.

1. Write a sentence about **what clothes you like to wear.**

2. Write a sentence about **your favorite toys.**

3. Write a sentence about **your best friends.**

4. Write a sentence about **swimming.**

Don't forget to reference and add to your personal *Spelling Dictionary* in the Assessment/Resource Booklet! This will help you spell words that you use often.

Lesson 21 – Subject/Verb Agreement

Subjects are always nouns. Some subjects are *singular*.

A monkey eats bananas.

singular subject

Nouns can also be *plural*, so some subjects are *plural*.

Monkeys eat bananas.

plural subject

When you use a *singular subject*, you must use a *singular verb*. In the same way, when you use a *plural subject*, you must use a *plural verb*.

Singular

He run fast.



He runs fast.



He are sad.

He is sad.

Plural

They run.



They runs.



They are sad.

They is sad.

This is called *subject/verb agreement* because the subject and the verb match.

Most of the time, *singular verbs* end with an *-s*, and *plural verbs* do not end with an *-s*.

Lesson 21 – Subject/Verb Agreement

When you use a *singular subject*, you must use a *singular verb*. In the same way, when you use a *plural subject*, you must use a *plural verb*. This is called *subject/verb agreement* because the subject and the verb match.

The bird eats a worm.

singular subject
and verb

Horses eat hay.

plural subject
and verb



In the sentences below, circle the *subject* and underline the *verb*.

1. The ball bounces up and down.
2. Raindrops splash on the sidewalk.
3. Tigers climb trees.
4. Judy likes drawing.
5. The music is loud!



Identify whether the sentences above have *singular* or *plural* subjects and verbs.

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

Lesson 21 – Subject/Verb Agreement

When you use a *singular subject*, you must use a *singular verb*. In the same way, when you use a *plural subject*, you must use a *plural verb*. This is called *subject/verb agreement* because the subject and the verb match.

Dedra talks a lot.

singular subject
and verb

My parents talk about money.

plural subject
and verb



Fill in the blanks with verbs from the word bank.

Remember to match *singular subjects* with *singular verbs* and *plural subjects* with *plural verbs*!

1. Cows _____ grass.
2. A cat _____ on the fence.
3. The baker _____ bread.
4. Kids _____ on beds.
5. Leaves _____ to the ground.
6. The chair _____ blue.
7. Teachers _____ to kids.
8. Dad _____ at Mom.
9. Dogs _____ belly rubs.
10. The glass _____.

<u>Singular</u>	<u>Plural</u>
is	are
likes	like
bakes	bake
reads	read
walks	walk
munches	munch
sleeps	sleep
falls	fall
breaks	break
smiles	smile

Lesson 23 – Action Verbs in Action



Action verbs tell what the subject does. They are tools that writers use to communicate effectively with the reader.

Action verbs inform the reader what is happening in the sentence. Using descriptive **action verbs** makes your writing interesting to the reader.

Some **action verbs** do a better job than others at showing the reader the action of the sentence.

The best **action verbs** show the reader the action instead of telling the reader the action.

Show!

Don't tell.

The tall man fell down.

The tall man tripped over the old log.

I was happy when I got a puppy.

I jumped with joy when my dad gave me the new puppy!

The glass doll fell down the stairs and broke.

The glass doll tumbled down the stairs and cracked on the floor!

A woman in a big red hat left the house.

A woman with a big red hat rushed out of the house.

Lesson 23 – Action Verbs in Action

Action verbs tell what the subject does. They are tools that writers use to communicate effectively with the reader.

Using descriptive **action verbs** makes your writing interesting to the reader.

descriptive action verb

A brown mouse dashed out of a hole in the wall.



Complete each sentence with a descriptive **action verb**.

1. The yellow dog _____ at the man.
2. Eric _____ seven blue cupcakes.
3. Mel _____ many pretty roses.
4. Monkeys _____ in the trees.
5. Three apples _____ out of the basket.
6. A woman _____ the small cat.
7. I _____ a pet lion.
8. Dan _____ on the icy pond.

Lesson 23 – Action Verbs in Action

Action verbs tell what the subject does. They are tools that writers use to communicate effectively with the reader.

Using descriptive **action verbs** makes your writing interesting to the reader.

descriptive action verb

Andy colored a picture for her mother.



Circle the sentence that is more descriptive. Pay attention to the **action verbs**!

1. The wild dog is loud at night.
*The wild dog **barks** loudly all night.*
2. Carl **tossed** a ball to his dad.
*Carl **gave** a ball to his dad.*
3. The egg shell **broke** on the sidewalk.
*The egg shell **cracked** on the hard sidewalk.*
4. Sally **licked** a lollipop.
*Sally **ate** a lollipop.*
5. The joke **was** funny!
*The girls **laughed** at the funny joke!*
6. Some cats **nap** in the sun.
*Lazy cats **relax** in the warm sun.*
7. I **got** a box of chocolates!
*I **opened** a box of chocolates!*
8. The hat **fell** off the man's head.
*The hat **flew** off the man's head in the wind!*

Descriptive action verbs tell the reader what is happening in the sentence.

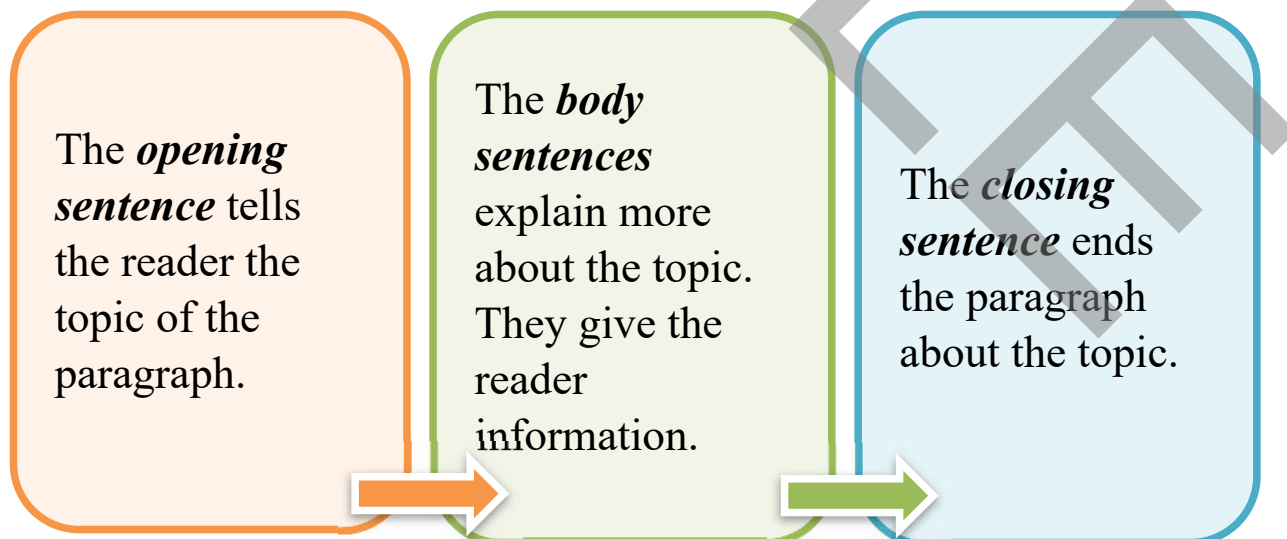


Lesson 46 – Expository Writing

Expository writing explains, describes, or informs. An *expository paragraph* tells the reader about something.



Like every paragraph, an *expository paragraph* has three parts: **opening sentence**, **body sentences**, and **closing sentence**.








Lesson 48 – Expository Paragraph Organize

Make a plan for an *opening sentence*, *body sentences*, and a *closing sentence*.

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

 Write ideas for the beginning of your paragraph. Write what your topic is.
Opening
 Write ideas for the middle of your paragraph. Write details about your topic.
Detail
Detail
Detail
 Write ideas for the end of your paragraph. Close your topic.
Closing



Lesson 49 – Expository Paragraph Draft

Drafting is the process of taking the ideas from your plan and turning them into sentences. Your first *draft* does not need to be perfect.

O	sloths
---	--------

D	hang from trees
D	funny
D	cool

C	sloths
---	--------

The *body sentences* should:

- explain the topic
- give the reader information

Look at how the graphic organizer above is turned into a *paragraph*:

My favorite animal is a sloth. It hangs from trees. It is funny. It is cool! I like sloths.



Lesson 50 – Expository Paragraph

Revise

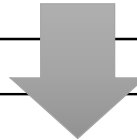


Revision is when you make changes in your writing to make it better.

Remember, you do not have to change everything you have written. Only make changes that make your writing clearer or more descriptive.

Draft

It is funny.



Revised

It looks funny when it hangs from trees.

Revise your draft.

- Read your draft out loud.
- Touch each word as you go.
- Look for adjectives and action verbs that can be more descriptive.

Check off each item you have completed.

- Revised adjectives
- Revised action verbs
- Revised sentences

Lesson 51 – Expository Paragraph Checklist

Indent and Opening Sentence

- Did you write an opening sentence?
- Does your opening sentence introduce the topic?
- Did you indent your opening sentence?

Body Sentences

- Did you stay on topic?
- Did you write three or more body sentences?

Closing Sentence

- Did you write a closing sentence?
- Does the closing sentence end your topic?

Overall

- I have used descriptive adjectives.
- I have used descriptive action verbs.

Mechanics

- I have checked my spelling.
- Each proper noun has a capital letter.
- Each sentence begins with a capital letter.
- Each sentence has an end mark.

Lesson 52 – Personal Narrative Chronological Order

When a story is told in *chronological order*, the events are described in the same order that they happened.

Transitions are words that help show the order of events.

Finally, I ran all the way home.



The events below are not in *order*. Number the events in the *order* that they happened. Pay attention to *transitions*!

1. _____ Finally, I won the race!
_____ Second, I ran as fast as I could.
_____ First, I was at the start line.
2. _____ Next, I fell.
_____ Finally, I got back up.
_____ First, I tripped on the path.
3. _____ Finally, my friends left.
_____ First, I walked in.
_____ Then, I knew it was a party.
_____ Next, my friends jumped out at me.
_____ We had so much fun!

Common
Transitions

First

Next

Then

Finally

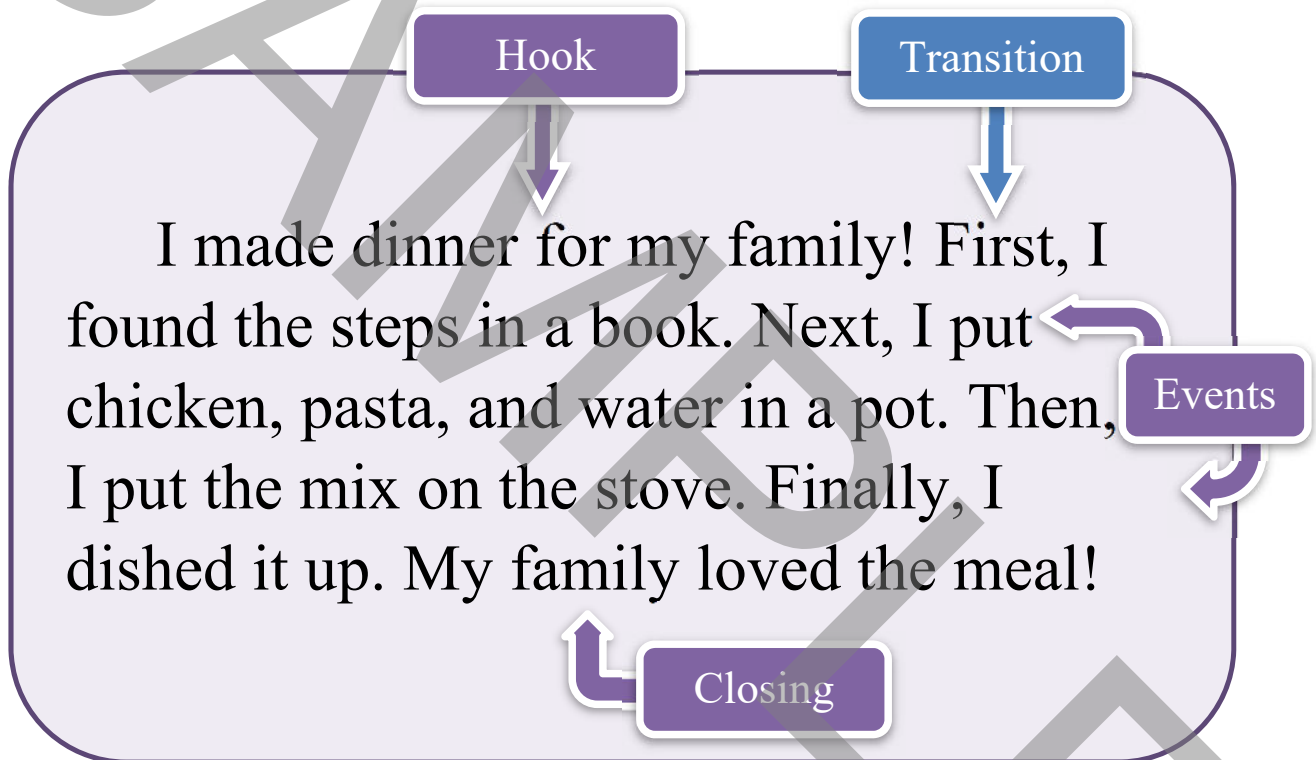
After

Lesson 53 – Personal Narrative

Parts of a Personal Narrative

A *personal narrative* is a story about something that happened to you.

A *personal narrative* is formatted like a paragraph. You need to indent and introduce the story. Write an interesting *hook* to grab your reader’s attention. Then, write at least three body sentences and a closing.



The *hook* grabs your reader’s attention and introduces your personal narrative.

The *events* are written in the order that they happened.

The *closing* ends the personal narrative.



Lesson 54 – Personal Narrative Brainstorm

Before you start writing a personal narrative, you must choose a topic. Brainstorm many ideas to write about after you read the prompt.

Read the prompt. Brainstorm ideas using the graphic organizer and choose a topic.

Prompt

Write a personal narrative about something you did last summer.

First, make a list of things you did last summer.

Next, choose three things from the box above and write them in the boxes below.

--	--	--

Finally, draw a line through two things and write your final choice in the box below. This thing will be your topic.

Lesson 58 – Personal Narrative Checklist

Opening Sentence	
<input type="checkbox"/>	Did you indent your opening sentence?
<input type="checkbox"/>	Does the opening sentence introduce your topic?
<input type="checkbox"/>	Does the opening sentence grab your reader's attention?
Body Sentences	
<input type="checkbox"/>	Did you include at least four events?
<input type="checkbox"/>	Did you include at least three transitions?
<input type="checkbox"/>	Did you stay on topic?
Closing Sentence	
<input type="checkbox"/>	Did you write a closing sentence?
<input type="checkbox"/>	Does the closing sentence end your topic?
Overall	
<input type="checkbox"/>	Did you use descriptive action verbs?
<input type="checkbox"/>	Did you use descriptive adjectives?
Mechanics	
<input type="checkbox"/>	I have checked my spelling.
<input type="checkbox"/>	Each sentence has a capital letter.
<input type="checkbox"/>	Each proper noun has a capital letter.
<input type="checkbox"/>	Each sentence has an end mark.