

Level 1

Second Edition

Student Text

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Essentials in Writing[®]
Where Students Learn to Write

417-256-4191

www.essentialsinwriting.com

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Printed in the United States of America

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Important Note to Parents and Teachers About Working with Students:

Essentials in Writing Level 1 is *not* designed so that Level 1 students can work independently. Students at this age require help to read the instructions for the activities and understand what they need to do to complete the activity. Parents and teachers should expect to work *with* the students through all Level 1 activities.

Important Note About Why the Font Changes in the Level 1 Activities:

Most of Essentials in Writing Level 1 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 style in which Level 1 students will write.

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
- II. Tools for Effective Communication
 - A. Apply Parts of Speech

Unit Two: Composition

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

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

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

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

ASSESSMENTS

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

- 14 assessments
- 2 comprehensive unit assessments
- A personal spelling dictionary
- 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 and written composition activities as well as writing sentences.



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.



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, 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.

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 you only used 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 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 this: 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 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 such, “*NOTE: Below are sample answers. Answers may vary*” precedes such sample compositions. The samples provided are simply for comparison and reference.

Note about Video Lesson for Lesson 28:

The video lesson for Lesson 28: Staying on Topic is the same video lesson as Lesson 27: Staying on Topic. The lesson was intentionally duplicated in order to allow the student to have more practice time with that skill.

LEVEL 1 SYLLABUS

VIDEO – 43 LESSONS WORKBOOK – 163 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 – Introduction to Writing

LESSON 2: LETTERS, WORDS, AND SENTENCES

Lesson 2 Day 1 – Letters, Words, and Sentences

Lesson 2 Day 2 – Letters, Words, and Sentences

Lesson 2 Day 3 – Letters, Words, and Sentences

LESSON 3: SPACING WORDS IN SENTENCES

Lesson 3 Day 1 – Spacing Words in Sentences

Lesson 3 Day 2 – Spacing Words in Sentences

Lesson 3 Day 3 – Spacing Words in Sentences

Lesson 3 Day 4 – Spacing Words in Sentences

Lesson 3 Day 5 – Spacing Words in Sentences

LESSON 4: CAPITALIZING THE BEGINNING OF A SENTENCE

Lesson 4 Day 1 – Capitalizing the Beginning of a Sentence

Lesson 4 Day 2 – Capitalizing the Beginning of a Sentence

Lesson 4 Day 3 – Capitalizing the Beginning of a Sentence

Lesson 4 Day 4 – Capitalizing the Beginning of a Sentence

Lesson 4 Day 5 – Capitalizing the Beginning of a Sentence

**Assessment 1 (Lessons 2-4)*

LESSON 5: SENTENCE SUBJECTS

Lesson 5 Day 1 – Sentence Subjects

Lesson 5 Day 2 – Sentence Subjects

Lesson 5 Day 3 – Sentence Subjects

Lesson 5 Day 4 – Sentence Subjects

Lesson 5 Day 5 – Sentence Subjects

LESSON 6: SENTENCE PREDICATES

Lesson 6 Day 1 – Sentence Predicates

Lesson 6 Day 2 – Sentence Predicates

Lesson 6 Day 3 – Sentence Predicates

Lesson 6 Day 4 – Sentence Predicates

Lesson 6 Day 5 – Sentence Predicates

**Assessment 2 (Lessons 5-6)*

LESSON 7: COMPLETE SENTENCES

Lesson 7 Day 1 – Complete Sentences

Lesson 7 Day 2 – Complete Sentences

Lesson 7 Day 3 – Complete Sentences

Lesson 7 Day 4 – Complete Sentences

Lesson 7 Day 5 – Complete Sentences

LESSON 8: INCOMPLETE SENTENCES

Lesson 8 Day 1 – Incomplete Sentences

Lesson 8 Day 2 – Incomplete Sentences

Lesson 8 Day 3 – Incomplete Sentences

Lesson 8 Day 4 – Incomplete Sentences

Lesson 8 Day 5 – Incomplete Sentences

**Assessment 3 (Lessons 7-8)*

LESSON 9: DECLARATIVE SENTENCES

Lesson 9 Day 1 – Declarative Sentences

Lesson 9 Day 2 – Declarative Sentences

Lesson 9 Day 3 – Declarative Sentences

Lesson 9 Day 4 – Declarative Sentences

LESSON 10: INTERROGATIVE SENTENCES

Lesson 10 Day 1 – Interrogative Sentences

Lesson 10 Day 2 – Interrogative Sentences

Lesson 10 Day 3 – Interrogative Sentences

Lesson 10 Day 4 – Interrogative Sentences

LESSON 11: EXCLAMATORY SENTENCES

Lesson 11 Day 1 – Exclamatory Sentences

Lesson 11 Day 2 – Exclamatory Sentences

Lesson 11 Day 3 – Exclamatory Sentences

Lesson 11 Day 4 – Exclamatory Sentences

LESSON 12: IMPERATIVE SENTENCES

Lesson 12 Day 1 – Imperative Sentences

Lesson 12 Day 2 – Imperative Sentences

Lesson 12 Day 3 – Imperative Sentences

Lesson 12 Day 4 – Imperative Sentences

**Assessment 4 (Lessons 9-12)*

LESSON 13: PRACTICE WRITING SENTENCES

Lesson 13 Day 1 – Practice Writing Sentences

Lesson 13 Day 2 – Practice Writing Sentences

Lesson 13 Day 3 – Practice Writing Sentences

Lesson 13 Day 4 – Practice Writing Sentences

**Assessment 5 (Lesson 13)*

LESSON 14: IDENTIFYING COMMON NOUNS

Lesson 14 Day 1 – Identifying Common Nouns

Lesson 14 Day 2 – Identifying Common Nouns

Lesson 14 Day 3 – Identifying Common Nouns

Lesson 14 Day 4 – Identifying Common Nouns

Lesson 14 Day 5 – Identifying Common Nouns

LESSON 15: CATEGORIZING COMMON NOUNS

Lesson 15 Day 1 – Categorizing Common Nouns

Lesson 15 Day 2 – Categorizing Common Nouns

Lesson 15 Day 3 – Categorizing Common Nouns

Lesson 15 Day 4 – Categorizing Common Nouns

Lesson 15 Day 5 – Categorizing Common Nouns

LESSON 16: PROPER NOUNS

Lesson 16 Day 1 – Proper Nouns

Lesson 16 Day 2 – Proper Nouns

Lesson 16 Day 3 – Proper Nouns

Lesson 16 Day 4 – Proper Nouns

Lesson 16 Day 5 – Proper Nouns

**Assessment 6 (Lessons 14-16)*

LESSON 17: SINGULAR AND PLURAL NOUNS

Lesson 17 Day 1 – Singular and Plural Nouns

Lesson 17 Day 2 – Singular and Plural Nouns

Lesson 17 Day 3 – Singular and Plural Nouns

Lesson 17 Day 4 – Singular and Plural Nouns

Lesson 17 Day 5 – Singular and Plural Nouns

**Assessment 7 (Lesson 17)*

LESSON 18: ADJECTIVES

Lesson 18 Day 1 – Adjectives

Lesson 18 Day 2 – Adjectives

Lesson 18 Day 3 – Adjectives

Lesson 18 Day 4 – Adjectives

Lesson 18 Day 5 – Adjectives

**Assessment 8 (Lesson 18)*

LESSON 19: ACTION VERBS

Lesson 19 Day 1 – Action Verbs

Lesson 19 Day 2 – Action Verbs

Lesson 19 Day 3 – Action Verbs

Lesson 19 Day 4 – Action Verbs

Lesson 19 Day 5 – Action Verbs

**Assessment 9 (Lesson 19)*

LESSON 20: NOUNS, ADJECTIVES, AND ACTION VERBS

Lesson 20 Day 1 – Nouns, Adjectives, and Action Verbs

Lesson 20 Day 2 – Nouns, Adjectives, and Action Verbs

Lesson 20 Day 3 – Nouns, Adjectives, and Action Verbs

**Assessment 10 (Lesson 20)*

LESSON 21: ADJECTIVES IN ACTION

Lesson 21 Day 1 – Adjectives in Action

Lesson 21 Day 2 – Adjectives in Action

Lesson 21 Day 3 – Adjectives in Action

Lesson 21 Day 4 – Adjectives in Action

Lesson 21 Day 5 – Adjectives in Action

LESSON 22: LIST OF ITEMS

Lesson 22 Day 1 – List of Items

Lesson 22 Day 2 – List of Items

LESSON 23: PARTS OF A PARAGRAPH

Lesson 23 Day 1 – Parts of a Paragraph

LESSON 24: INDENT AND OPENING SENTENCE

Lesson 24 Day 1 – Indent and Opening Sentence

LESSON 25: BODY SENTENCES

Lesson 25 Day 1 – Body Sentences

LESSON 26: CLOSING SENTENCE

Lesson 26 Day 1 – Closing Sentence

LESSON 27: STAYING ON TOPIC

Lesson 27 Day 1 – Staying on Topic

Lesson 27 Day 2 – Staying on Topic

Lesson 27 Day 3 – Staying on Topic

LESSON 28: STAYING ON TOPIC

Lesson 28 Day 1 – Staying on Topic

Lesson 28 Day 2 – Staying on Topic

Lesson 28 Day 3 – Staying on Topic

LESSON 29: PARAGRAPH PRACTICE

Lesson 29 Day 1 – Paragraph Practice

Lesson 29 – Extra Practice

LESSON 30: PARAGRAPH PRACTICE

Lesson 30 Day 1 – Paragraph Practice

Lesson 30 – Extra Practice

LESSON 31: PARAGRAPH PRACTICE

Lesson 31 Day 1 – Paragraph Practice

Lesson 31 – Extra Practice

**Assessment 11 (Lessons 22-31)*

LESSON 32: PERSONAL LETTER

Lesson 32 Day 1 – Parts of a Personal Letter

Lesson 32 Day 2 – Parts of a Personal Letter

LESSON 33: PERSONAL LETTER

Lesson 33 Day 1 – Writing the Date

Lesson 33 Day 2 – Writing the Date

LESSON 34: PERSONAL LETTER

Lesson 34 Day 1 – Writing a Personal Letter

Lesson 34 – Extra Practice

**Assessment 12 (Lessons 32-34)*

LESSON 35 – PERSONAL NARRATIVE

Lesson 35 Day 1 – Chronological Order

LESSON 36: PERSONAL NARRATIVE

Lesson 36 Day 1 – Parts of a Personal Narrative

Lesson 36 Day 2 – Parts of a Personal Narrative

LESSON 37: PERSONAL NARRATIVE

Lesson 37 Day 1 – Organize

LESSON 38: PERSONAL NARRATIVE

Lesson 38 Day 1 – Write

Lesson 38 – Extra Practice

**Assessment 13 (Lessons 35-38)*

LESSON 39: IMAGINATIVE NARRATIVE

Lesson 39 Day 1 – Chronological Order

LESSON 40: IMAGINATIVE NARRATIVE

Lesson 40 Day 1 – Parts of an Imaginative Narrative

Lesson 40 Day 2 – Parts of an Imaginative Narrative

LESSON 41: IMAGINATIVE NARRATIVE

Lesson 41 Day 1 – Organize

LESSON 42: IMAGINATIVE NARRATIVE

Lesson 42 Day 1 – Write

Lesson 42 – Extra Practice

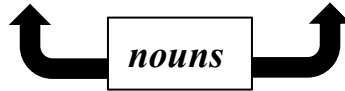
**Assessment 14 (Lessons 39-42)*

FINAL LESSON

Lesson 14 – Identifying Common Nouns

A **noun** is a person, place, or thing. Sentences often have more than one noun.

The desk is by the wall.



Underline all *nouns* in the sentences below.

1. The map helps the man.
2. Jam is yummy!
3. The cat sniffs.
4. The lambs trot.
5. Yams are nasty!
6. Bats catch bugs.
7. The dog sniffs.
8. Fish have fins.
9. The cab honked.

All sentences have at least one noun.



Lesson 14 – Identifying Common Nouns

A **noun** is a person, place, or thing.
Sentences often have more than one noun.

The vet helped the dog.



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.



Write sentences according to the instructions below.

Underline all *nouns* in each sentence.

1. Write a sentence about **a hat**.

2. Write a sentence about **a girl**.

3. Write a sentence about **a frog**.

Lesson 15 – Categorizing Common Nouns

A **noun** is a person, place, or thing. Sentences often have more than one noun.

The fox runs in the grass.



Fill in each blank with a **noun**.

1. The _____ went to class. (*Person*)
2. The _____ is small. (*Thing*)
3. I went to the _____. (*Place*)
4. The _____ helps the boy. (*Person*)
5. The ram jumped on the _____. (*Thing*)
6. Glenn went to the _____. (*Place*)
7. The _____ pets the kitten. (*Person*)
8. The _____ drank milk. (*Thing*)

Lesson 21 – Adjectives in Action



An **adjective** describes a noun in a sentence. **Adjectives** are tools writers use to help readers see, smell, taste, hear, feel, and experience what is described.

The fox dug a den. → The **red** fox dug a den.



Fill in the blanks with **adjectives**.

1. The _____ hut sagged.
2. A _____ hog ran.
3. Anna sang a _____ song.
4. Pat frosted a _____ cake.
5. The _____ boy jumped.
6. Beth is _____.
7. The _____ man danced.
8. The rat ran under the _____ rug.
9. Alex tells a _____ tale.
10. Mel sat in the _____ sun.

Adjectives give more information and make your writing more interesting.



Lesson 21 – Adjectives in Action

An *adjective* describes a noun in a sentence. *Adjectives* are tools writers use to help readers see, smell, taste, hear, feel, and experience what is described.

The map helped. → The old map helped.



Fill in the blanks with *adjectives*.

1. The _____ pig wiggles.
2. Elle brushes her _____ cat.
3. The _____ man jumps.
4. The _____ boy jogged.
5. Don left the _____ cab.



Rewrite the sentences below. Add at least one *adjective* to each sentence.

1. The woman had lunch.

-
2. The kid finished the puzzle.

-
3. Max picks the bud.
-

Lesson 21 – Adjectives in Action

An *adjective* describes a noun in a sentence. *Adjectives* are tools writers use to help readers see, smell, taste, hear, feel, and experience what is described.

The boy wore pants.



The tall boy wore black pants.

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.



Write sentences according to the instructions below. Use at least one *descriptive adjective* in each sentence and underline it.

1. Write a sentence about **a car**. What is the car like?

2. Write a sentence about **a plum**. What is the plum like?

3. Write a sentence about **a dress**. What is the dress like?

Lesson 24 – Indent and Opening Sentence

An ***indent*** is the space before the first sentence of a paragraph. To make an ***indent***, put your finger on the left margin of your paper and start your first sentence to the right of your finger.

The ***opening sentence*** is the first sentence in your paragraph. It tells the reader what the paragraph will be about. To make an ***opening sentence***, decide what the main idea of your paragraph will be.



Now the reader knows that the paragraph will be about the writer's cat!



Circle the best ***opening sentence*** for a paragraph about your house.

- A. I ice skate in the winter.
- B. I live in a cozy house.
- C. Dogs are the best pets.
- D. Jan sang a song.



Lesson 25 – Body Sentences

Body sentences are in the middle of a paragraph. This is where the writer talks about the topic.



Write a *body sentence* for the *opening sentence* below.

Kara has a jet.



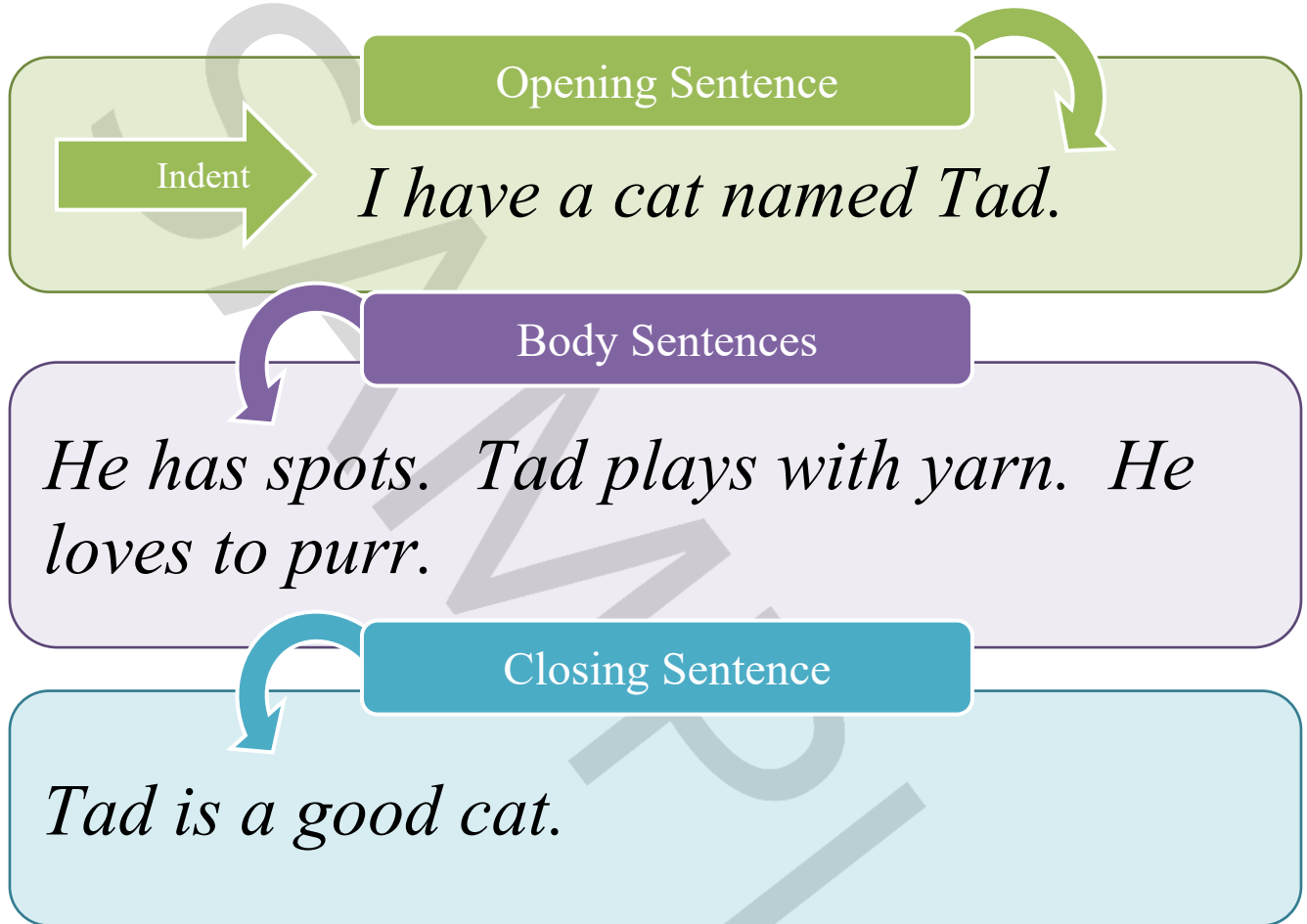
The *paragraph* below is missing a body sentence. Write a *body sentence* in the blank that helps describe the topic.

Ross has a piglet. It is pink.

The pig has a pen. It is a cute piglet!

Lesson 26 – Closing Sentence

The ***closing sentence*** is the last sentence in a paragraph. ***The closing sentence*** comes after the body sentences. Like the opening sentence, it does not add details.



Circle the ***closing sentence*** that best fits the ***opening sentence***: Gemma is a vet.

- A. I have red hair.
- B. She sings a song.
- C. She helps pets.
- D. What is your name?

Lesson 27 – Staying on Topic



For your reader to understand your paragraph, you must stay on topic. ***Staying on topic*** means that your paragraph will only include sentences that tell your reader about the topic.

I have a dog. His name is Max. Max does tricks. My sister likes cats. Max is a great dog!



Off topic!



Choose the sentence that does *not* belong in a paragraph about frogs.

- A. Frogs are small animals.
- B. They have long legs.
- C. I have a dog in my yard.
- D. They live in swamps.

Hmm... Something does not belong.



Underline the sentence that does *not* belong in the paragraph below.

Fred lives on a hill. He sleds down the hill in the winter. His sister lives in Texas. He rolls down the hill in the summer. Fred likes living on a hill.

Lesson 32 – Personal Letter

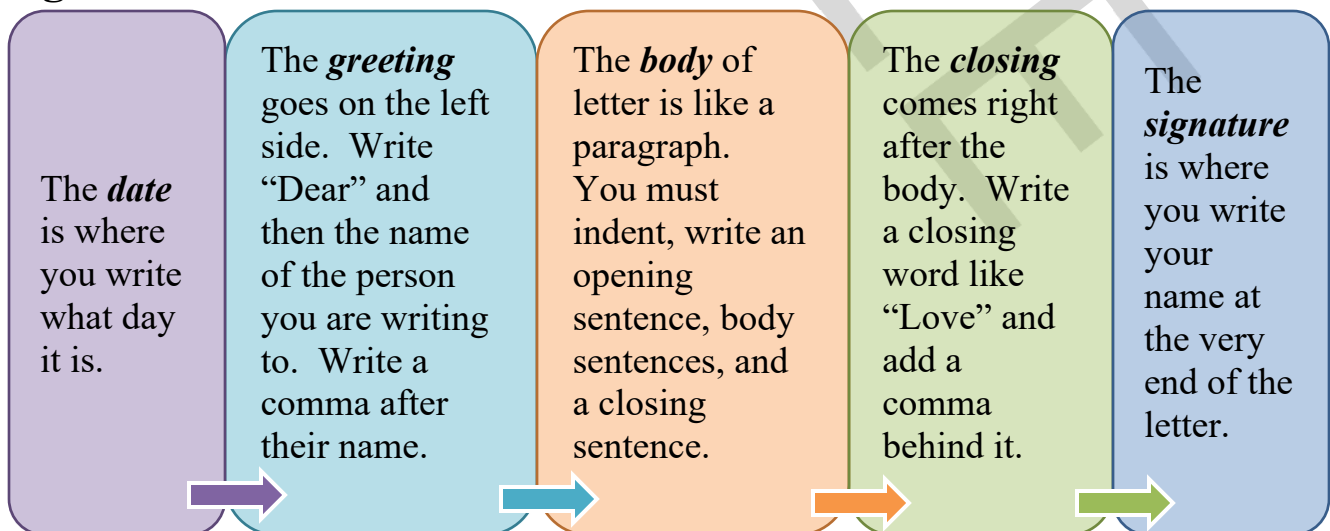
Parts of a Personal Letter

A *personal letter* is a letter you write to family or friends.

Look at the *personal letter* below and read the labels that go with each part.



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



Lesson 33 – Personal Letter

Writing the Date

The *date* tells the reader the month, day, and year. The *date* is written at the beginning of a personal letter on the right side.

December 23, 2018



Write the correct dates on the lines provided below.
Remember to write the month, day, year, and a comma.

1. Today

2. Yesterday

3. Tomorrow

4. The date you were born

5. The date your mother was born

6. The first date in December this year

7. Thanksgiving last year

Lesson 34 – Personal Letter

Writing a Personal Letter

A *personal letter* is a letter you write to family or friends.

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.

Write a *personal letter* to your friend telling him or her about what you did this weekend.

Greeting

Date

Body

Closing → _____

Signature → _____

Lesson 34 – Personal Letter Checklist

Body Paragraph

Did you indent your body paragraph?

Does your body paragraph have an opening sentence?

Does your body paragraph have three or more body sentences?

Are all of your sentences on topic?

Does your body paragraph have a closing sentence?

Mechanics

I have spelled my words correctly.

Each sentence begins with a capital letter.

Each proper noun begins with a capital letter.

Each sentence ends with an end mark.

I have included all parts of a letter (checklist on next page).

Lesson 34 – Personal Letter Format Checklist

Date

Is the date is in the upper right hand side of the paper?

Is the month capitalized?

Is there a comma between the day and the year?

Greeting

Is “Dear” is capitalized?

Is the person’s name is capitalized?

Did you write a comma after the person’s name?

Body

Did you indent the first sentence?

Closing

Did you write the closing below the body, in the middle of the page?

Did you capitalize the first word of the closing?

Did you write a comma after the closing?

Signature

Is your signature lined up with the closing?

Did you capitalize your signature?

EXTRA PRACTICE

Writing a Personal Letter

Now it is
your turn!



Write a letter to your cousin (or another relative) telling them about a game you like to play.



1. Write the ***date*** on the right side of your paper.



2. Write the ***greeting*** on the left side of your paper on the second line.



3. Write a ***body*** paragraph. Be sure to indent and stay on topic. Read your body paragraph to look for mistakes.



4. Create a ***closing*** after the body. Begin your closing in the middle of the next line.



5. End your letter with your ***signature***. Write your name on the last line under the closing.

