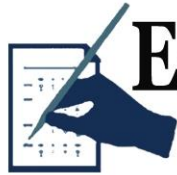


# Level 2

# Student Text

by  
Matthew Stephens



**Essentials in Writing**  
Where Students Learn to Write

417-256-4191

[www.essentialsinwriting.com](http://www.essentialsinwriting.com)

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Dear Parents/Teachers,

Thank you for allowing me the opportunity to partner with you in your child's education. I look forward to our journey together.

Up front, I want you to know that your feedback is valuable to me. Development of Essentials in Writing is ongoing and I encourage you to share positive comments and suggestions.

On the next few pages, you will find the suggested approach, curriculum format, and a syllabus for planning.

For those of you who have opted to print worksheets and/or assignment sheets, I recommend printing them at the beginning of the year rather than waiting to print them each day.

As always, I want to keep the lines of communication open and prayerfully ask that you contact me with any questions or concerns. I like to hear your compliments as well.

You may reach me via email at [info@essentialsinwriting.com](mailto:info@essentialsinwriting.com) or by phone at **417-256-4191**.

Sincerely,

Matthew Stephens  
Founder, Essentials in Writing

## **SUGGESTED APPROACH**

1. Look at the worksheet/assignment sheet for today's lesson.
2. Watch the video lesson.
3. Complete the assignment.
4. Look at the next lesson.

### **1. Look at the worksheet/assignment sheet for the day's lesson.**

Looking at the assignment will help students be prepared for the content of the lesson. As they watch the video portion of the lesson, they will be listening in terms of what the assignment sheet will require.

### **2. Watch the video lesson.**

Present the new concept to the student. Depending on the student, you may want to watch the lesson with the student, or you may allow the student to watch the lesson alone.

### **3. Complete the assignment.**

Students will complete the worksheet or assignment sheet. During this time, it's very important for students to "think out loud" as they complete the assignment. If this isn't possible due to disturbance of other students, they may wait until they are finished and then explain the new concept to a third party.

Worksheets/assignment sheets are not considered optional.

### **4. Look at the next lesson.**

Again, it's important for students to be aware of what they will be learning.

**How long should I spend on one lesson?** – This depends on the topic and the student. There are many different variables to consider in such a question. Typically, a good rule to follow is: Don't complete the worksheets/assignment sheets unless the student understands the concepts presented in the video lesson. You may need to watch the video more than once. Then, students will complete the worksheet/assignment sheets after and understanding of the new concept is evident.

## **CURRICULUM FORMAT**

Video lessons and worksheets/assignment sheets are titled to correspond with each other by number. Additionally, written work titled “A” will be completed the first day (after watching the video), “B” the second day, “C” the third day, and so on. If a lesson only has “A” written work, move to the next video lesson the following day. Look at the example below for more details.

### **Day One**

1. Look at Lesson 1A worksheet(s).
2. Watch Video Lesson 1.
3. Complete Lesson 1A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

### **Day Two**

1. Look at Lesson 2A worksheet(s).
2. Watch Video Lesson 2.
3. Complete Lesson 2A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

### **Day Three**

1. Complete Lesson 2B written work.

### **Day Four**

1. Complete Lesson 2C written work.

### **Day Five**

1. Look at Lesson 3A worksheet(s).
2. Watch Video Lesson 3.
3. Complete Lesson 3A written work. (Only if concept taught in video is understood.)
4. Student explains what he/she has learned.

### **Day Six**

1. Complete Lesson 3B written work

### **Day Seven**

1. Look at Lesson 4A worksheet(s).
  2. Watch Video Lesson 4.
  3. Complete Lesson 4A written work. (Only if concept taught in video is understood.)
  4. Student explains what he/she has learned.
- ...AND SO ON

## LEVEL 2 SYLLABUS

This course averages 70-80 class periods.

**VIDEO – 44 LESSONS**  
**WORKBOOK – 89 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 1A - What is Writing?

Lesson 1B - What is Writing?

### **LESSON 2 – LETTERS, WORDS, AND SENTENCES**

Lesson 2A – Letters, Words, and Sentences

### **LESSON 3 - DECLARATIVE SENTENCES (OR TELLING SENTENCE)**

Lesson 3A - Declarative Sentences (or Telling Sentence)

### **LESSON 4 - INTERROGATIVE SENTENCES**

Lesson 4A - Interrogative Sentences

### **LESSON 5 – EXCLAMATORY (EXCITED) SENTENCES**

Lesson 5A – Exclamatory (Excited) Sentences

Lesson 5B – Types of Sentences

### **LESSON 6 – SENTENCE SUBJECTS**

Lesson 6A – Sentence Subjects

Lesson 6B – Sentence Subjects

### **LESSON 7 – SENTENCE PREDICATES**

Lesson 7A – Sentence Predicates

Lesson 7B – Sentence Predicates

### **LESSON 8 - COMPLETE SENTENCES AND FRAGMENTS**

Lesson 8A - Complete Sentences and Fragments

Lesson 8B - Complete Sentences and Fragments

Lesson 8C - Subjects, Predicates, and Sentence Fragments

### **LESSON 9 – IDENTIFYING NOUNS**

Lesson 9A – Identifying Nouns

Lesson 9B – Identifying Nouns

### **LESSON 10 – IDENTIFYING PROPER NOUNS**

Lesson 10A – Identifying Proper Nouns

Lesson 10B - Proper Nouns

### **LESSON 11 – SPELLING PLURAL NOUNS (PART 1)**

Lesson 11A – Spelling Plural Nouns (Part 1)

Lesson 11B – Spelling Plural Nouns

### **LESSON 12 – SPELLING PLURAL NOUNS (PART 2)**

Lesson 12A – Spelling Plural Nouns (Part 2)

Lesson 12B – Spelling Plural Nouns

### **LESSON 13 – INTRODUCING PRONOUNS**

Lesson 13A – Introducing Pronouns

### **LESSON 14 – PRONOUN PRACTICE**

Lesson 14A – Pronoun Practice

### **LESSON 15 – MORE PRONOUN PRACTICE**

Lesson 15A – More Pronoun Practice

Lesson 15B – More Pronoun Practice

### **LESSON 16 – ACTION VERBS**

Lesson 16A – Action Verbs

Lesson 16B – Action Verbs

### **LESSON 17 – INTRODUCING ADJECTIVES (IDENTIFYING)**

Lesson 17A – Introducing Adjectives (Identifying)

Lesson 17B – Identifying Adjectives

### **LESSON 18 – USING ADJECTIVES IN SENTENCES**

Lesson 18A – Using Adjectives in Sentences

Lesson 18B – Using Adjectives in Sentences

### **LESSON 19 - CAPITALIZATION IN SENTENCES AND NAMES OF PEOPLE**

Lesson 19A - Capitalization in Sentences and Names of People

Lesson 19B - Capitalization in Sentences and Names of People

### **LESSON 20 – CAPITALIZING NAMES OF CITIES AND STATES**

Lesson 20A – Capitalizing Names of Cities and States

Lesson 20B - Capitalizing Names of Cities and States

### **LESSON 21 – ALPHABETIZING WORDS (FIRST LETTER)**

Lesson 21A – Alphabetizing Words (First Letter)

### **LESSON 22 – ALPHABETIZING WORDS (SECOND LETTER)**

Lesson 22A – Alphabetizing Words (Second Letter)

**LESSON 23 - PARTS OF A FRIENDLY LETTER (PERSONAL LETTER)**

Lesson 23A - Parts of a Friendly Letter (Personal Letter)

**LESSON 24 - PARTS OF A FRIENDLY LETTER: HEADING AND GREETING**

Lesson 24A - Parts of a Friendly Letter: Heading and Greeting

**LESSON 25 - PARTS OF A FRIENDLY LETTER: CLOSING AND SIGNATURE**

Lesson 25A - Parts of a Friendly Letter: Closing and Signature

**LESSON 26 - PARTS OF A FRIENDLY LETTER: BODY**

Lesson 26A - Parts of a Friendly Letter: Body

Lesson 26B – Writing a Friendly Letter (Personal Letter)

Lesson 26C – Parts of a Friendly Letter (Personal Letter)

**LESSON 27 - PARTS OF A PARAGRAPH**

Lesson 27A - Parts of a Paragraph

**LESSON 28 - PARTS OF A PARAGRAPH: INDENTIONS AND OPENING SENTENCES**

Lesson 28A - Parts of a Paragraph: Indentions and Opening Sentences

**LESSON 29 - PARTS OF A PARAGRAPH: BODY SENTENCES**

Lesson 29A - Parts of a Paragraph: Body Sentences

**LESSON 30 - PARTS OF A PARAGRAPH: CLOSING SENTENCES**

Lesson 30A - Parts of a Paragraph: Closing Sentences

Lesson 30B – Paragraph Practice

Lesson 30B – Paragraph Checklist

**LESSON 31 – USING ADJECTIVES IN WRITING**

Lesson 31A – Using Adjectives in Writing

**LESSON 32 - OTHER WRITTEN FORMS OF COMMUNICATION – THANK YOU NOTE**

Lesson 32A - Other Written forms of Communication Thank You Note

Lesson 32B – Other Written forms of Communication Invitations

**LESSON 33 – OTHER WRITTEN FORMS OF COMMUNICATION - LISTS**

Lesson 33A – Other Written forms of Communication - Lists

Lesson 33B - Written Forms of Communication Reviewing the Friendly Letter

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Lesson 34A – Introducing the Writing Process

Lesson 34A – Review the Writing Process

**LESSON 35 – THE WRITING PROCESS: PREWRITING/ORGANIZING THOUGHTS**

Lesson 35A – The Writing Process:

Prewriting/Organizing Thoughts

**LESSON 36 – THE WRITING PROCESS: DRAFTING**

Lesson 36A – The Writing Process: Drafting

**LESSON 37 – THE WRITING PROCESS: REVISING**

Lesson 37A – The Writing Process: Revising

**LESSON 38 – THE WRITING PROCESS: EDITING**

Lesson 38A – The Writing Process: Editing

**LESSON 39 – THE WRITING PROCESS: FINAL DRAFT/PUBLISHING**

Lesson 39A – The Writing Process: Final

Draft/Publishing

Lesson 39A – Descriptive Paragraph Checklist

**LESSON 40 – WRITING A NARRATIVE**

Lesson 40A –Narrative Writing (Organizing Thoughts)

**LESSON 41 –NARRATIVE WRITING DRAFTING**

Lesson 41A –Narrative Writing Drafting

**LESSON 42 – REVISING THE NARRATIVE FOR TRANSITIONS**

Lesson 42A – Revising the Narrative for Transitions

**LESSON 43 – EDITING THE NARRATIVE**

Lesson 43A – Editing the Narrative

**LESSON 44 – MAKING A FINAL DRAFT OF YOUR NARRATIVE**

Lesson 44A – Making a Final Draft of Your Narrative

Lesson 44A – The Writing Process: Final

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Narrative – Final Copy

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## Lesson 1A - What is Writing?

Name: \_\_\_\_\_

Sometimes you may have something you want to say to someone, but you are not able to speak to him in person. The only option you have is to tell him in writing.

There are rules that you must follow when you write. This helps the reader understand you easily when they read what you have written.

**Look at the sentences below. Each sentence contains a problem that makes it difficult to read. Write the number of each sentence on the lines next to the error that was made in each sentence.**

### ERRORS

\_\_\_\_ Words spelled incorrectly

\_\_\_\_ No spacing between words

\_\_\_\_ No capitalization

\_\_\_\_ No punctuation

### SENTENCES

1. i want john to help brook with her math.
2. John wants books paper pencils and erasers
3. tomorrowIwillgowithyoutotown.
4. Thuh cat iz triing two clime thuh chree.





## Lesson 1B - What is Writing?

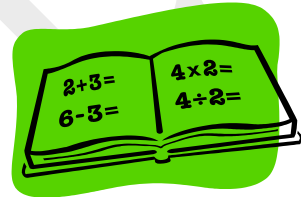
Sometimes you may have something you want to say to someone, but you are not able to speak to him in person. The only option you have is to tell him in writing.

There are rules that you must follow when you write. This helps the reader understand you easily when they read what you have written.

**Correct the sentences below on the lines provided. Even though you may not be able to correct each mistake, do your best. You'll be learning more about these errors later.**

### SENTENCES

1. i want john to help brook with her math.



- 
2. John wants books paper pencils and erasers

- 
3. tomorrowIwillgowithyoutotown.

- 
4. Thuh cat iz triing two clime thuh chree.



## Lesson 8A - Complete Sentences and Fragments

Name: \_\_\_\_\_

Remember that a complete sentence has a subject and a predicate. When a sentence does not have any one of these, the sentence is incomplete. Incomplete sentences are called *sentence fragments*.

To identify the subject, ask: “Who or what?”

To identify the predicate, ask: “Did what?” or “Is what?”

**A. Look at the sentence fragments below. Write what is missing from these fragments in the blank: subject or predicate?**

1. My mother. \_\_\_\_\_

2. Saw a deer in the yard. \_\_\_\_\_

3. Jake’s friend. \_\_\_\_\_

4. Cried all the way home. \_\_\_\_\_

5. My uncle. \_\_\_\_\_

**B. Rewrite the fragments above to make them complete.**

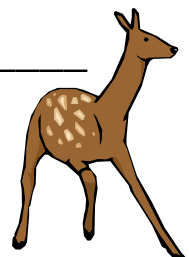
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_





## Lesson 8C - Subjects, Predicates, and Sentence Fragments

### REVIEW

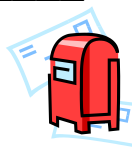
Name: \_\_\_\_\_

We already know that a complete sentence has a subject and a predicate. When a sentence does not have either a subject or a predicate, the sentence is incomplete. Incomplete sentences are also called *sentence fragments*.

**A. The following fragments are missing either a subject or a predicate. If the fragment is missing a subject, write “subject” in the blank. If it is missing a predicate, write “predicate.”**

1. Lives on Drury Lane. \_\_\_\_\_
2. Went to church on Sunday. \_\_\_\_\_
3. My buddy Rover. \_\_\_\_\_
4. Mount Rushmore. \_\_\_\_\_
5. Will be a lot of hard work. \_\_\_\_\_

**B. Turn the fragments below into sentences by writing your own subject or predicate. In the parentheses, put a P if you wrote a predicate and an S if you wrote a subject.**

1. \_\_\_\_\_ mows the lawn every Saturday. ( )
2. The thunderstorm \_\_\_\_\_ . ( )
3. \_\_\_\_\_ walked to the mailbox.  ( )
4. \_\_\_\_\_ says he will eat all the ice cream! ( )
5. This small box turtle \_\_\_\_\_ . ( )

## Lesson 40 – Writing a Narrative

*Narrative* writing tells what action happens, sort of like how a sports announcer talks. A narrative has a ***beginning, middle, and end***. All events are in chronological order (the order in which they happen).

**Henry, a second grade student, wrote a narrative. Read Henry’s narrative.**

*Once I was walking home from my grandmother’s house and it was dark. While I was walking I thought I heard something in the bushes. Suddenly, something jumped out and growled at me. I was scared to death. My legs started running as fast as they could. When I got home, I ran into the house. A few minutes later, my brother, Scott, came through the door laughing so hard. He had hid in the bushes and scared me on my way home.*

**NO WRITTEN ASSIGNMENT**



## Lesson 40 –Writing a Narrative (Organizing Thoughts)

*Narrative* writing tells what action happens, sort of like how a sports announcer talks. A narrative has a *beginning, middle, and end*. All events are in chronological order.

**Have you ever gotten scared before? Write a narrative about a time you were scared. Use the graphic organizer below to organize your thoughts.**

**Narrative Title:**

Beginning	
-----------	--

Common transitions: After, Before, During, Later, Next, Soon

Middle	
--------	--

Common transitions: After, Before, During, Later, Next, Soon

End	
-----	--



## Lesson 42 – Revising the Narrative for Transitions

Name: \_\_\_\_\_

After you've completed the *drafting* step of The Writing Process, you're ready to begin *revising*.

This step is important because you will improve your narrative.

**Get your draft that you completed in the last lesson. You might want to use a colored pencil, crayon, or pen to complete your revisions. Then, follow the steps below. As you complete each step, place a check in the box next to the step.**

*REMEMBER: You can watch the video lesson again at any time to see how I did my revisions.*

- 1. *Read the entire paragraph out loud and think about what you've written.*
- 2. *Add transition words like **after**, **before**, **later**, **next**, **soon**, **while**, or **suddenly** between events in your story if they are not already there.*
- 3. *Also, look to see if you started any sentences with the same word. Then, try to change the sentences so that every sentence doesn't begin with the same word.*





## Lesson 43 – Editing the Narrative

Name: \_\_\_\_\_

After you are finished *revising*, you're ready to begin *editing*.

This step is important because you want to make sure there are no capitalization, punctuation, or spelling errors.

**Get the revised draft that you completed in the last lesson. Then, follow the steps below. As you complete each step, place a check in the box next to the step.**

*REMEMBER: You can watch the video lesson again at any time to see how I did my editing.*

- 1. Read the entire narrative out loud and touch each word as you say it. If you find any errors, correct them.
- 2. Check to see if the first letter of every word that begins a sentence is capitalized.
- 3. Check to see if every sentence ends with the correct punctuation mark. (Sometimes, we accidentally put a period after a sentence that asks a question instead of a question mark.)
- 4. Check to see if there are any misspelled words. Correct any that you find.



## Lesson 44A – Making a Final Draft of Your Narrative

Name: \_\_\_\_\_

After you are finished *editing*, you're ready to begin your *final draft* and *publishing*.

**Get your revised and edited draft that you completed in the last lesson. Then, follow the steps below. As you complete each step, place a check in the box next to the step.**

- 1. Copy down the revised and edited draft on the next page. Be careful to make sure that you copy it down correctly.
- 2. When you are finished, read the entire narrative out loud and touch each word as you say it. If you find any errors, correct them.
- 3. Check to see if the first word of every sentence begins with a capital letter and the sentence ends with the correct punctuation mark.
- 4. Check to see if there are any misspelled words. Correct any that you find.



***\*Complete your final draft on the next page.***

# Lesson 44A – The Writing Process: Final Draft/Publishing

## Narrative – Final Copy

Title: \_\_\_\_\_

Don't forget to indent.



\_\_\_\_\_

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*Congratulations! You have now completed your first narrative using the Writing Process! Celebrate with ice cream!*

## Lesson 44B –Narrative Writing CHECKLIST

*Narrative* writing tells what action happens, sort of like how a sports announcer talks. A narrative has a **beginning, middle, and end**. All events are in chronological order.

Use the following checklist to assess your work.



Narrative Title: \_\_\_\_\_

By: \_\_\_\_\_

My narrative has a clear beginning, middle, and end.

Yes. I can do it.		I'm getting better, but I need some help.	No, I can't do this. Please show me again.
-------------------	--	---	--

My narrative is interesting and makes the reader want to read more.

Yes. I can do it.		I'm getting better, but I need some help.	No, I can't do this. Please show me again.
-------------------	--	---	--

I use transitions between events.

Yes. I can do it.		I'm getting better, but I need some help.	No, I can't do this. Please show me again.
-------------------	--	---	--

I spell words correctly, capitalize the beginning of sentences and names of people and places, and punctuate my sentences correctly.

Yes. I can do it.		I'm getting better, but I need some help.	No, I can't do this. Please show me again.
-------------------	--	---	--

What will you do differently next time? \_\_\_\_\_

---



---



---



---

# ANSWER KEY

## Lesson 1A - What is Writing?

- 4 Words spelled incorrectly
- 3 No spacing between words
- 1 No capitalization
- 2 No punctuation

## Lesson 1B - What is Writing?

1. I want John to help Brook with her math.
2. John wants books, paper, pencils, and erasers.
3. Tomorrow, I will go with you to town.
4. The cat is trying to climb the tree.

## Lesson 2 – Letters, Words, and Sentences

1. I want to eat some ice cream.
2. John wants cookies.
3. Our cat is eating its food.
4. Take out the trash.
5. The box is in the way.
6. Grandma makes the best cookies.
7. My birthday is on Saturday.

## Lesson 3 - Declarative (Telling) Sentences

- (3. Bring me some water.)
- (5. What is your name?)

### ANSWERS MAY VARY – EXAMPLE BELOW

1. Bobby ate his pizza.
2. The elephant stepped on my toe.
3. My coach helps me run.
4. Jenny's mom is nice.
5. Maria goes to town.

*Teachers, make sure the sentences are complete and declarative.*

## Lesson 4 - Interrogative (Asking) Sentences

- (3. Stop eating the cake!)
- (4. Beth's horse likes to jump over fences.)

### ANSWERS MAY VARY – EXAMPLE BELOW

1. Who told Mom?
2. How will you hold the horse?
3. Where is my shoe?
4. What did you do?
5. Why are you crying?

*Teachers, make sure the sentences are complete and interrogative.*

## Lesson 5A – Exclamatory (Excited) Sentences

1. How are doing today?
4. Mary's dog is limping.

### ANSWERS MAY VARY – EXAMPLE BELOW

1. They won the prize!
2. The dog bit me!
3. On Thursday, I go to Grandma's house!
4. I won the lottery!
5. The winner is Matt!

*Teachers, make sure the sentences are complete and exclamatory.*

## Lesson 5B – Types of Sentences

1. Will you call me today? *interrogative*
2. I feel sick. *declarative*
3. Jeff fell off the swing! *exclamatory*
4. Are you going to town? *interrogative*
5. The dog bit me! *exclamatory*

### ANSWERS MAY VARY – EXAMPLE BELOW

Interrogative – Are you sick?

Declarative – I love you.

Exclamatory – You are amazing!

*Teachers, make sure the sentences are complete and the correct type.*

## Lesson 6A – Sentence Subjects

1. The tree is old.
2. The artist paints with many colors.
3. A bird was in his beard.
4. He plays basketball.
5. I liked that movie.
6. John's basketball is flat.

7. The box on the table is torn.
9. The mouse ran across the room.
10. Our mother makes the best spaghetti!

1. Most flowers start to grow in the spring.
2. The big volcano is about to erupt!
3. Brittany plays hopscotch at recess.

## Lesson 6B – Sentence Subjects

### ANSWERS MAY VARY – EXAMPLE BELOW

1. Jill ran up the hill
2. Scott went to see his grandma.
3. I am going to go to the movies with Chris.
4. The man delivered the mail to our doorstep.
5. I bought popsicles for my brothers.
6. Mom brought me a handful of roses.
7. Sarah cried when she saw the broken vase.

*Teachers, make sure the sentences are complete and have a complete subject.*

## Lesson 7A – Sentence Predicates

1. My grandfather owns a tire shop.
2. Many artists enjoy painting.
3. The man's beard was long.
4. He plays basketball on Saturday with his friends.
5. I liked that movie.
6. Mary's song was beautiful.
7. The janitor swept the floor.
9. The mouse ran across the room.
10. Our mother makes the best spaghetti!

1. The new student lives with his grandparents.
2. Grandma's sugar cookies are the best in the world.
3. The domino tower is about to fall!

## Lesson 7B – Sentence Predicates

### ANSWERS MAY VARY – EXAMPLE BELOW

1. The woman in the dress is nice.
2. The big, brown box is mine.
3. Chris got a drink.
4. Our dog ate his food.
5. On Sunday, I went to Jake's house.
6. The little girl by the wall sang a song.
7. My brother and sister are nice.

*Teachers, make sure the sentences are complete and have a complete predicate.*

## Lesson 8A - Complete Sentences and Fragments

1. My mother. predicate
2. Saw a deer in the road. subject
3. Jakes friend. predicate
4. Cried all the way home. subject
5. My uncle. Predicate

### ANSWERS MAY VARY – EXAMPLE BELOW

1. Mom always cooks my meals.
2. Chris saw a deer in the road.
3. On Monday we went to the park.
4. I cried all the way home.
5. My uncle needs a friend.

*Teachers, make sure the sentences are complete with both subjects and predicates.*

## Lesson 8B - Complete Sentences and Fragments

My friend Jessica likes to collect butterflies. She has all kinds. She has yellow butterflies and blue butterflies. She enjoys playing with them. I would like some butterflies, too. Maybe I will have my own butterfly collection someday.

## Lesson 8C - Subjects, Predicates, and Sentence Fragments

1. Lives on Drury Lane. Subject
2. Went to church on Sunday. Subject
3. My buddy Rover. Predicate