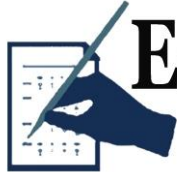


Level 7

Student Text

by
Matthew Stephens



Essentials in Writing
Where Students Learn to Write

417-256-4191

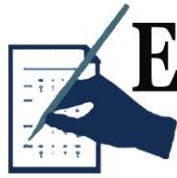
www.essentialsinwriting.com

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Essentials in Writing

Where Students Learn to Write

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 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

SPECIAL NOTE for Levels 7 & 8

Because of the amount of composition to cover before high school, the grammar section of level 7 and 8 is considered supplemental. If you desire that your child review grammar, he/she may watch the “Intense Grammar Review”. However, there are no written assignments for this portion of instruction.

My recommendation is that students watch the review at the beginning of the year. Later, if I am discussing an unfamiliar grammatical term during a core lesson, the student can return the “grammar review” and watch the lesson that coincides with the part of speech he/she wants to review.

LEVEL 7 SYLLABUS

This course averages 120-130 class periods (150 class periods if including grammar review)

VIDEO – 53 LESSONS (Optional Grammar Review – 15 Lessons)

WORKBOOK – 143 PAGES

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

LESSON 1 – WHAT IS WRITING?

No Written Assignments

LESSON 2 – INDEPENDENT AND DEPENDENT CLAUSE

Lesson 2A – Independent and Dependent Clause

Lesson 2A – Independent and Dependent Clause

Lesson 2B – Independent and Dependent Clause

Lesson 2B – Independent and Dependent Clause

LESSON 3 – COMPOUND SENTENCES

Lesson 3A – Compound Sentences

Lesson 3B – Compound Sentences

Lesson 3B – Combining Ideas Using Compound Sentences

Lesson 3C – Run-on and Comma Splice Sentence Error

Lesson 3C – Run-on and Comma Splice Sentence Error

Lesson 3C – Run-on and Comma Splice Sentence Error

LESSON 4 – COMPLEX SENTENCES

Lesson 4A – Complex Sentences

Lesson 4A – Complex Sentences

Lesson 4B – Complex Sentences (FRAGMENTS)

Lesson 4C – Complex Sentences (FRAGMENTS)

LESSON 5 – PREPOSITIONS AND PREPOSITIONAL PHRASES

Lesson 5A – Prepositions and Prepositional Phrases

Lesson 5A – Prepositions and Prepositional Phrases

Lesson 5B – Using Prepositional Phrases in Writing

Lesson 5B – Using Prepositional Phrases in Writing

LESSON 6 – USING APPOSITIVES

Lesson 6A – Using Appositives

Lesson 6A – Using Appositives in Writing

LESSON 7 – FORMAL PARAGRAPH STRUCTURE

Lesson 7A – Formal Paragraph Structure

Lesson 7A – Formal Paragraph (OPENING SENTENCE)

Lesson 7A – Formal Paragraph - OPENING SENTENCE vs. SUPPORTING DETAILS

Lesson 7A – Formal Paragraph - The BODY

Lesson 7A – Formal Paragraph (CLOSING SENTENCE)

Lesson 7B – Formal Paragraph

Lesson 7B – Formal Paragraph

Lesson 7C – Narrative Paragraph

Lesson 7C – Narrative Paragraph

LESSON 8 – THE WRITING PROCESS

Lesson 8A – The Writing Process

Lesson 8A – The Writing Process

LESSON 9 – MECHANICS OF DIALOGUE

Lesson 9A – Mechanics of Dialogue

Lesson 9A – Dialogue Between Two People

Lesson 9B – Dialogue Between Two People

LESSON 10 – USING FIGURATIVE LANGUAGE IN WRITING

Lesson 10A – Using Figurative Language in Writing

Lesson 10A – Using Figurative Language in Writing - ONOMATOPOEIA

Lesson 10A – Using Figurative Language in Writing - SIMILE

Lesson 10A – Using Figurative Language in Writing - METAPHOR

LESSON 11 – USING FIGURATIVE LANGUAGE IN WRITING - PERSONIFICATION

Lesson 11A – Using Figurative Language in Writing - PERSONIFICATION

Lesson 11A – Using Figurative Language in Writing - PERSONIFICATION

LESSON 12 – USING FIGURATIVE LANGUAGE IN WRITING - HYPERBOLE

Lesson 12A – Using Figurative Language in Writing - HYPERBOLE

Lesson 12A – Using Figurative Language in Writing - HYPERBOLE

Lesson 12B – Identifying Figurative Language in Writing

Lesson 12C – Identifying Figurative Language in Writing

LESSON 13 – USING IMAGERY IN WRITING

Lesson 13A – Using Imagery in Writing

Lesson 13A – Using Imagery in Writing

Lesson 13A – Using Imagery in Writing

Lesson 13B – Using Imagery in Writing

Lesson 13C – Choosing Words Carefully

LESSON 14 – POINT OF VIEW

Lesson 14A – Point of View

Lesson 14A – Point of View

LESSON 15 – WRITING A PERSONAL NARRATIVE

Lesson 15A – Writing a Personal Narrative

Lesson 15A – Writing a Personal Narrative

Lesson 15A – Writing a Personal Narrative - PREWRITE - BRAINSTORM

Lesson 15A – Writing a Personal Narrative - PREWRITE - ORGANIZING THOUGHTS

Lesson 15A – Writing a Personal Narrative - PREWRITE - ORGANIZING THOUGHTS

LESSON 16 – WRITING A PERSONAL NARRATIVE – DRAFTING

Lesson 16A – Writing a Personal Narrative – DRAFTING

LESSON 17 – WRITING A PERSONAL NARRATIVE – REVISING

Lesson 17A – Writing a Personal Narrative – REVISING
Lesson 17B – Writing a Narrative – REVISING - Revising to Add Purposeful Dialogue

LESSON 18 – WRITING A NARRATIVE – EDIT/FINAL COPY

Lesson 18A – Writing a Narrative – EDIT/FINAL COPY
Lesson 18A – Writing a Narrative – CHECKLIST

LESSON 19 – PERSUASIVE BUSINESS LETTER

Lesson 19A – Persuasive Business Letter
Lesson 19A – Persuasive Business Letter

LESSON 20 – PERSUASIVE WRITING (ORGANIZING THOUGHTS)

Lesson 20A – Persuasive Writing (Organizing Thoughts)

LESSON 21 – PERSUASIVE WRITING (ORGANIZING THE ARGUMENT)

Lesson 21A – Persuasive Writing (Organizing the Argument)

LESSON 22 – PERSUASIVE WRITING (DRAFTING INTRODUCTION)

Lesson 22A – Persuasive Writing (Drafting Introduction)
Lesson 22A – Persuasive Writing (Drafting the Body)

LESSON 23 - PERSUASIVE WRITING (REVISING FOR WORD CHOICE)

Lesson 23A - Persuasive Writing (Revising for Word Choice)

LESSON 24 – PERSUASIVE WRITING (EDIT/PUBLISH)

Lesson 24A – Persuasive Writing (Edit/Publish)
Lesson 24B –Persuasive Writing CHECKLIST

LESSON 25 – EXPOSITORY WRITING/FIVE PARAGRAPH ESSAY

Lesson 25A – Expository Writing/Five Paragraph Essay
Lesson 25A – Expository Writing - Five-Paragraph Essay

LESSON 26 – WRITING A FIVE PARAGRAPH EXPOSITORY ESSAY - ORGANIZING THOUGHTS

Lesson 26A – Writing a Five Paragraph Expository Essay - ORGANIZING THOUGHTS
Lesson 26B – Writing an Expository Essay - BP #1 – Organizing the Paragraph
Lesson 26B – Writing an Expository Essay - BP #2 – Organizing the Paragraph
Lesson 26B – Writing an Expository Essay - BP #3 – Organizing the Paragraph

LESSON 27 – WRITING AN EXPOSITORY ESSAY - DRAFTING THE OPENING PARAGRAPH

Lesson 27A – Writing an Expository Essay - DRAFTING THE OPENING PARAGRAPH
Lesson 27A – Writing an Expository Essay - OPENING PARAGRAPH

LESSON 28 – WRITING AN EXPOSITORY ESSAY - DRAFTING BODY PARAGRAPH

Lesson 28A – Writing an Expository Essay - DRAFTING BODY PARAGRAPHS

LESSON 29 – WRITING AN EXPOSITORY ESSAY - CLOSING PARAGRAPH

Lesson 29A – Writing an Expository Essay - CLOSING PARAGRAPH

LESSON 30 – WRITING AN EXPOSITORY ESSAY - REVISING WORD CHOICE AND ADDING SENSORY DETAILS

Lesson 30A – Writing an Expository Essay - Revising Word Choice and Adding Sensory Details
Lesson 30B –Writing an Expository Essay (Edit/Publish)
Lesson 30B – Five-Paragraph Expository Essay Checklist

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Lesson 34A –Compare/Contrast Essay (Body Paragraph #1)

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Lesson 35A –Compare/Contrast Essay (Body Paragraph #2)

LESSON 36 –COMPARE/CONTRAST ESSAY (CLOSING PARAGRAPH)

Lesson 36A –Compare/Contrast Essay (Closing Paragraph)

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Lesson 40A – Descriptive Writing (SHOW! DON'T TELL!) - Revising Word Choice
Lesson 40B – Descriptive Writing (Edit/Publish)
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Lesson 44A – Research Paper/Project Process - Step 3: Research (Source Card)

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Lesson 50A – Research Paper/Project Process - Step 5: DRAFT – Drafting the Closing Par.

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SAMPLE

Lesson 2A – Independent and Dependent Clause

INDEPENDENT CLAUSE

An *independent clause* contains BOTH a subject and a verb, and it can stand alone as a sentence that makes a complete thought. A sentence CAN contain more than one *independent clause*.

Example: Carol wants to eat with me, but she doesn't like pizza.
IC IC

Example: Even if you think you can't, I know you can.
DC IC

DEPENDENT CLAUSE

A *dependent clause* may contain a subject, a verb, or BOTH. However, a *dependent clause* can NOT stand alone as a sentence. A *dependent clause* does not make a complete thought. A sentence CAN contain more than one *dependent clause*.

Often a dependent clause begins with one of the following words: *after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.*

Example: You passed the test because you studied for five hours.
IC DC

Example: Since Katy passed the test, she was ecstatic!
DC IC

Lesson 2A – Independent and Dependent Clause

Name: _____

Identify each clause. Write “IC” on the line if it’s an independent clause and “DC” if it’s a dependent clause.

1. when the mailman came _____
2. Fred enjoys his lunch _____
3. unless I allow you to _____
4. although my car is moving _____
5. I am going on a picnic _____
6. the dog found a carcass _____
7. the students gave a performance _____
8. because Bill plays the guitar _____
9. I decided to share my joy _____
10. if you decide to go with us _____
11. we're planning to host a carnival _____
12. when Kyle is finished eating _____
13. the skunk is stinky _____
14. even though Dereck is listening _____
15. if Carols bakes a cake _____
16. Before Justin leaves for work _____
17. The grungy looking man stole my purse _____
18. Anyone can play the piano _____
19. Whether you like it or not _____
20. I'll try to keep the dog inside _____

Lesson 2B– Independent and Dependent Clause

Name: _____

A. Below you will find independent and dependent clauses underlines. On the lines provided, write IC if the clause is independent and DC if the clause is dependent.

Many people get sick (1)when they ride a roller coaster. I never get sick when I ride, but (2)my friend always gets sick. Every year when we go to Silver Dollar City, he says that he will not ride a roller coaster (3)even if I do. However, (4)when I get on Wildfire, there he is right next to me. (5)After the ride is over, (6)he runs to the bathroom. I guess the thrill of the ride is worth the result.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Often a dependent clause begins with one of the following words: *after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while*.

B. Add a dependent clause to each sentence below. Begin each dependent clause with a word from the list above.

1. Sasha will walk to the bus _____

2. _____ she will sit in seat number nine.

3. She will get to sit by herself _____

4. _____ she will get off the bus.

5. She will walk to her locker _____

6. _____ she will go to class.

Lesson 2B – Independent and Dependent Clause

Name: _____

Look at the underlined clauses in the sentences below. Write “IC” on the line beside the sentences if the underlined clauses are *independent clauses* and “DC” if they are *dependent clauses*.

Example: Since Karen turned sixteen today, she will take her drivers test.

DC

IC

1. After Karen took the written test, she took the driving test.

2. Unless she passes her driving test, she will not get her license.

3. She was very nervous even though she had studied for sixth months.

4. She would have to score very well in order to get her license.

5. She realized she had passed when she saw “100%” on her score sheet.

6. She was thrilled!

7. If she would not have passed the test, she would’ve had to wait four weeks.

Lesson 6 – Using Appositives

Name: _____

An *appositive* is a noun or noun phrase that renames another noun right beside it. The *appositive* can be a short or long combination of words. Look at these examples:

Brent, ***a basketball player***, challenged the referee's call.

Brent, ***a professional basketball player***, challenged the referee's call.

Brent, ***a hot-tempered professional basketball player***, challenged the referee's call.

Brent, ***a massive, hot-tempered basketball player***, challenged the referee's call.

Often appositives are used to combine sentences. Place a comma before and after an appositive.

Example: Graceland is located in Memphis, Tennessee. It was the home of Elvis Presley.

Graceland, ***Elvis Presley's home***, is located in Memphis Tennessee.

Lesson 6 – Using Appositives in Writing

Name: _____

A. Underline the appositive phrases in the sentences below.

1. Kara, the one singing the loudest, loves music.
2. The deceased, Roger Taylor, was 99 when he passed away.
3. Cocoa, Beth's favorite cat, climbs the curtains!
4. Drake's car, the one with the smashed bumper, will be towed away.
5. The Smith's daughter, Anne Marie Smith, won the spelling bee two years in a row.

B. Combine the sentences below using an appositive.

1. During a tornado, the first rule is to move away from windows. The first rule is one of the most important rules.

2. This shirt is my favorite. The shirt was autographed by Babe Ruth.

3. Changing a spark plug in a lawn mower can eliminate problems. Changing a spark plug is a simple procedure.

4. The man behind the wheel was at fault in the crash. The man was Allen Riley.

5. My teacher taught me how to write correctly. My teacher is Mrs. Day.

Lesson 19 – Persuasive Business Letter

Name: _____

BUSINESS LETTER

A *business letter* is a letter written in formal language and is used when writing from one business or organization to another or for the purpose of corresponding with an organization, customer, client or other person.

A *business letter* looks different than a personal letter. It is written without indentations and includes more information about the party to whom the letter is written than a personal letter.

A business letter has many parts:

1. Heading
2. Date
3. Inside Address
4. Salutation (Greeting)
5. Body
6. Closing
7. Signature

PERSUASIVE WRITING

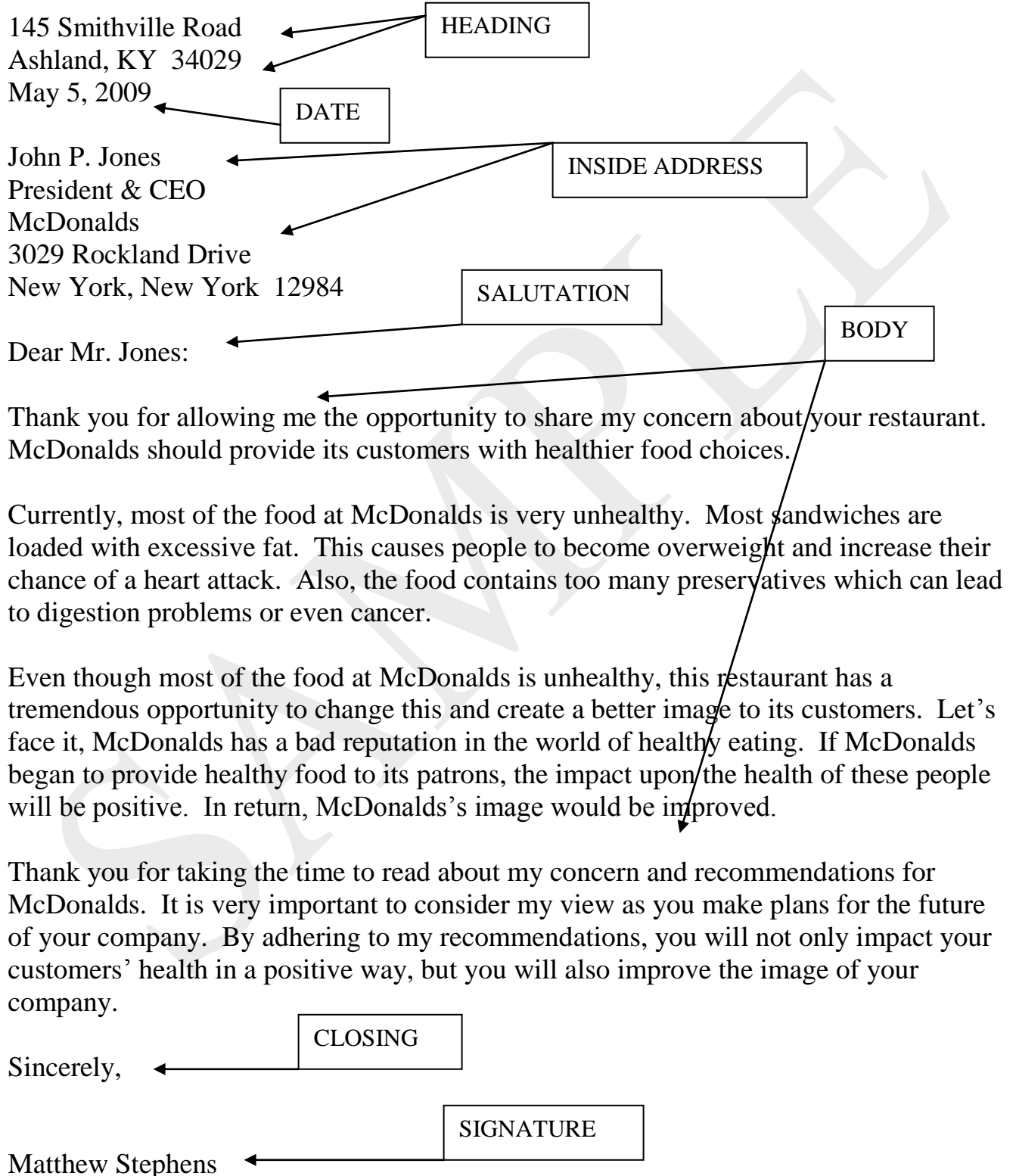
Use *persuasive writing* to convince the reader to agree with your point of view. In persuasive writing, you must state your opinion and use examples or facts to sway your reader's opinion.

It's also important to consider:

1. ***audience*** – who will be reading your persuasive writing
2. ***purpose*** – why you are writing

Lesson 19 – Persuasive Business Letter

Study the parts of a business letter below. Notice the persuasive techniques used.



Lesson 20 – Persuasive Writing (Choose a Topic)

Name: _____

Persuasive writing is different from expository writing because your goal in persuasive writing is to *convince* the reader to agree with your view regarding an issue.

In *persuasive writing*, it's important to consider your *audience*. The *audience* is the people who will be reading your composition. They are the ones you are trying to *convince* to agree with your view regarding the subject of your persuasive writing piece.

In this assignment, you will be writing a persuasive business letter. Visit with your parents and determine whether or not there is a controversial situation in your community, state, or nation that you would like to address. Then, write your persuasive business letter with this topic in mind.

If you cannot decide on a topic, choose one below.

1. Imagine that you have decided to start an after-school activity club (of your choice) in your community. Write a letter to persuade a local business to donate products or funds to help your club. Be sure to include specific reasons and details that would make your club beneficial to students in the community.
2. Imagine that lawmakers in your state are planning to require that all students attend public school facilities for English and Mathematics. After thinking about the issue, write your local representative a letter persuading him or her to accept your views on this requirement. Be sure to include specific reasons and details to support your position.
3. Imagine that you recently rode your bicycle through your city and realized that there were few sidewalks or bike lanes on streets. Write a letter to your town or city council asking them to add sidewalks or bike lanes on the streets. Be sure to include specific reasons and details to support your position.

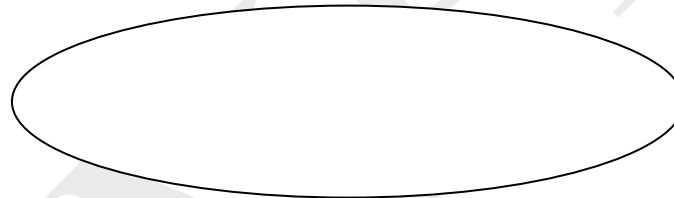
Lesson 20 – Persuasive Writing (Organizing Thoughts)

Name: _____

Organize your thoughts using the graphic organizer below. Draw the bubbles for your details and examples.

Persuasive Writing Graphic Organizer

Convincing statement goes here



TIME ESTIMATE: 1-2 CLASS PERIODS

Lesson 21 – Persuasive Writing (Organizing the Argument)

Name: _____



Let's make sure you have the information you need before you start drafting.

Using the information you wrote in the graphic organizer, fill in the blanks below.

1. My argument: _____

Detail/Reason #1: _____

Examples: _____

Detail/Reason #2: _____

Examples: _____

Last call: _____

TIME ESTIMATE: 1 CLASS PERIOD

Lesson 22 – Persuasive Writing (Drafting Introduction)

Name: _____

Now it's time to create a hook and write your opening statements. Below are examples of hooks you can use:

Sensory Description – Describe in detail to set the stage.

Example: The crisp, cool air fills your lungs as a sea of purple and orange stretch before you as the sun rises.

Emotional Statement – Use strong emotion to set the stage.

Example: Without ice cream, my life would be useless.

Statistics – Use a statistic to set the stage.

Example: Over 80% of all accidents happen in automobiles.

Short and Memorable – Get to the point to set the stage.

Example: Let's face it; cancer kills!

Humor/Anecdote/Question – Use humor or an anecdote to set the stage.

Example: Have you ever heard, "If the shoe fits, wear it"?

On the lines below, write your introduction:

Hook: _____

Remaining introductory statements _____

NOTE: Sometimes a delicate introduction can be more effective as in my sample business letter.

TIME ESTIMATE: 2-3 CLASS PERIODS TO COMPLETE PAGES 69-70

Lesson 22 – Persuasive Writing (Drafting the Body)

Name: _____

Use the information you wrote in Lesson 21 (Organizing Thoughts) to write the body of your persuasive letter on a clean sheet of notebook paper. Be sure to double space your writing so that you have room to revise later.

Lesson 22 – Persuasive Writing (Drafting the Closing)

Name: _____

Now it's time to close the persuasive letter. Don't forget to use a transition, restate your argument (thesis), and make a call to action.

On the lines below, write your closing statement of your persuasive letter.

Opening statement with argument: _____

Other closing statements: _____

Make a final plea for your reader to be convinced of what you've written

Lesson 23 - Persuasive Writing (Revising for Word Choice)

Name: _____



Use *persuasive writing* to convince the reader to agree with your point of view. In persuasive writing, you must state your opinion and use examples or facts to sway your reader's opinion.

Revise the letter you wrote in the last lesson. Check off each step as you complete it.

____ Reread the paragraph and touch each word as you read. Check the first word of each sentence. Does each sentence begin with the same word? If so, combine sentences or rewrite them so they do not all begin with the same word.

____ **Reread the paragraph aloud. Look for opportunities to add adjectives to make your writing more descriptive.**

____ Circle words that need to be replaced. Then, look them up in a thesaurus or at www.thesaurus.com to find a better word to use in its place.

____ **Check your sentence structure to determine if you can create complex or compound sentences so that you are using a variety of sentence structures.**

TIME ESTIMATE: 1 CLASS PERIOD



Lesson 24A – Persuasive Writing (Edit/Publish)

Name: _____

Now that you've revised your draft, you're ready to write your final copy on a clean sheet of notebook paper and edit for capitalization, punctuation, and spelling errors.

Check off each step as you complete it.

____ 1. Touch each word and read aloud. As you read, look for mistakes in *capitalization*.

____ 2. Touch each word and read aloud. As you read, look for mistakes in *punctuation*.

____ 3. Touch each word and read aloud. As you read, look for mistakes in *spelling*.

____ 4. Check to make sure all parts of a business letter are evident and proper capitalization and punctuation are used with each part.

NOTE: If you are typing your final copy, be sure to follow these guidelines:

Font: Arial, Times New Roman, or Verdana ONLY

Font Size: 14 pt

Double Spaced

TIME ESTIMATE: 1-2 CLASS PERIODS

Lesson 24B –Persuasive Writing CHECKLIST

Introduction

Did you state your opinion?

Did you grab the reader’s attention?

Body

Does your letter contain detailed arguments?
--

Do you give examples of your details/reasons?

Are your details/reasons and examples strong?

Conclusion

Does your ending make a final plea and restate your argument?

Overall

Do you have a clear beginning, middle, and end?

Do you use transition words between details/reasons?
--

Did you use vivid language to make the argument real?

Did you stay on topic?

Mechanics

I have spelled my words correctly.

I have used capitalization correctly.

I have used punctuation correctly.

I indented each time I started a new paragraph.

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

Lesson 24B –Persuasive Writing



Business Letter Format Check List

Format

	Heading: includes writer's address
	Heading: includes date
	Inside Address: includes individual and firm (company) writing to
	Inside Address: includes address of the firm/individual
	Salutation: includes "Dear" and the name of person you are addressing
	Salutation: ends with a colon
	Body: includes written content
	Closing: includes a professional word such as "Sincerely"
	Closing: ends with a comma
	Signature: includes printed/typed signature and hand-written signature

Mechanics

	Nothing indented
	One space between heading/date and inside address
	One space between inside address and salutation
	One space between salutation and body
	One space between body and closing
	Multiple spaces (usually four) between closing and printed signature

PERSUASIVE BUSINESS LETTER SCORING GUIDE

	Organization/Content	Thesis Statement	Reasons/Examples that Support Thesis	Mechanics	Letter Format
4	Demonstrates a clear understanding of "who" will be reading the letter and uses appropriate vocabulary and arguments.	A strong statement of the author's position on the topic is clear .	Includes two or more reasons that support the thesis. Specific and relevant examples are given that show how each reason supports the author's position.	Contains few , if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.	Contains all parts of a business letter formatted correctly.
3	Demonstrates a general understanding of "who" will be reading the letter and uses general vocabulary and arguments.	A statement of the author's position on the topic is clear .	Includes two or more reasons that support the thesis. Some examples are given that show how each reason supports the author's position.	Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.	Contains most parts of a business letter and mostly formatted correctly.
2	Demonstrates some understanding of "who" will be reading the letter.	A statement of the author's position on the topic is present but vague .	Includes one or two reasons that support the thesis. Examples that show how each reason supports the author's position are vague or missing .	Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.	Contains several parts of a business letter and some correct format evident.
1	No understanding of "who" will be reading the letter.	A statement of the author's position on the topic is missing .	One or few reasons that support the thesis. Examples that show how each reason supports the author's position are missing .	Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.	Contains a few parts of a business letter and little correct format evident.

Total this section: _____ Total this section: _____ Total this section: _____ Total this section: _____

Total all sections _____ /20 = _____ %

ANSWER KEY

F 1. **F** 2. **C** 3. **C** 4. **F** 5. **F** 6. **F** 7. **F** 8. **C** 9. **F** 10. **F**
11. **C** 12.

Lesson 4B – Complex Sentences (FRAGMENTS) CORRECTIONS

1. Then I went to see a movie with Jerrica but not Kyle.
2. Shawn and Kerri's wedding was filled with heart warming moments such as when he sang a song he wrote for her.
5. It can be really embarrassing to be so emotional especially when you make a mistake on your first day on the job. You feel like a moron.
6. My first helicopter ride was breath taking and terrifying although I didn't act like I was scared.
7. In high school most college bound students enroll in college prep courses to be academically prepared for college.
8. Taylor shut the car door not realizing that the dog, Toto, had his tail in the door.
10. Making his decision quickly, Thomas ordered a burger and fries hoping the man behind him would stop complaining.
11. Mason and Tara were having a fantastic time until Mason rode the Tilt-a-Whirl and got sick.
12. With the phone in one hand and the pot holder in the other, I grabbed the skillet and attempted to remove it from the stove.

Lesson 4C – Complex Sentences (FRAGMENTS)

ANSWERS MAY VARY – EXAMPLE BELOW – Simply make sure there are no fragments in the student's writing.

Jason grew up in a little town near the creek bottom on a large family farm. He was a hard working young man in the field and a studious boy in his studies. When he was a young fella, he gave his heart to his father. Throughout his childhood and preteen years, he listened to his father's instruction because he had been taught that by doing so he would gain wisdom.

As a young man, one day he was presented the possibility to begin farming his own plot of land. His father told him this opportunity would provide him with a way to put into practice what he had been learning at home. Responsibility was always on the forefront of his father's teaching along with other important character qualities such as honesty, respect, and service.

After requesting advice from his father, he made a decision to accept the plot of land and began to put much effort and work into the land. He desired to one day have his own "place" where he could bring a beautiful wife and raise his children. Since the land joined his father's farm, Jason understood the positive impact his father would have on his own children.

Years later, Jason (accompanied by his elderly father) stood before his own teenage son, Tanner, and presented him with an opportunity much like the one he experienced thirty years before.

Lesson 5A – Prepositions and Prepositional Phrases

1. The teacher in the middle of the room gave a speech yesterday.
 2. Stacy took his mother a bouquet of roses for Mother's Day.
 3. Jake ran and hid behind the chair when Peter came in the room.
 4. I rode the four-wheeler by the creek with my friend.
 5. Every person in the car got sick when we rode with Bill on Tuesday.
- ANSWERS MAY VARY – EXAMPLE BELOW**
2. The man in the middle of the street sang a song with his dog.
 3. The man in the green suit jacket sang a song beside me.
 4. The man without any teeth sang a song.
 5. The man from Ireland sang a song in the gym.

Lesson 5B – Using Prepositional Phrases in Writing

ANSWERS MAY VARY – EXAMPLE BELOW

1. Seth hid his money inside his coat pocket in his closet.
2. The crowd laughed with me in the middle of the arena.
3. The lights on the walls flickered before the show.
4. The politician spoke on the stage spoke about finances.
5. The angry men with the tall lady in the polka-dotted dress left.
6. The little girl tripped over the curb in front of the store.
7. Rocky sat in the middle of the room crying with his twin brother.
8. Yesterday, I watched a documentary about the holocaust with my father.
9. The airliner landed safely on the runway before the sun set.
10. Carlos fell off the motorcycle in the middle of the field.

Lesson 5B – Using Prepositional Phrases in Writing

ANSWERS MAY VARY – EXAMPLE BELOW

While I was mowing the grass at Hazel Thompson's place, I saw a huge black snake in the middle of the yard. It was huge and slithered through the grass like a surfer on a wave. When I finally caught it by the back of the neck, I realized it was four feet long. The white color on its belly was a pale white, but the top of its back was black. Suddenly, it coiled around my arms and writhed in my hands as I staggered around the yard. Thankfully, Hazel helped me get it off my arms and we let it go by the fence in the yard.

LESSON 6 – Using Appositives in Writing

1. Kara, the one singing the loudest, loves music.
2. The deceased, Roger Taylor, was 99 when he passed away.
3. Cocoa, Beth's favorite cat, climbs the curtains!
4. Drake's car, the one with the smashed bumper, will be towed away.
5. The Smith's daughter, Anne Marie Smith, won the spelling bee two years in a row.

1. During a tornado, the first rule, one of the most important rules, is to move away from windows.
2. This shirt, the one autographed by Babe Ruth, is my favorite.
3. Changing a spark plug in a lawn mower, a simple procedure, can eliminate problems.
4. The man behind the wheel, Allen Riley, was at fault in the crash.
5. My teacher, Mrs. Day, taught me how to write correctly.

Lesson 7A – Formal Paragraph (OPENING SENTENCE)

1. Wreath
- b. Wreaths are used in interesting ways.
2. Castles in Germany
- c. Did you know that Germany is famous for its beautiful castles?
3. Building a Tree house
- a. Building a tree house is easy.
4. Bees
- c. Bees are very interesting insects.
5. Summer vacation
- b. This summer I went to the beach on vacation.

Lesson 7A – Formal Paragraph

OPENING SENTENCE vs. SUPPORTING DETAILS

1. **OS** Last week I visited my friend, John.
SD We hunted on Monday and Tuesday and swam in the pool on Wednesday.
2. **SD** He succeeded George Washington and preceded Thomas Jefferson.
OS John Adams was the second president of the United States.
3. **SD** Now he can play several different songs on the piano.
OS Steve's brother is teaching him how to play the piano.
4. **OS** Our garden is in full swing.
SD We have tomatoes, corn, and cucumbers.
5. **OS** Going on a float trip can be fun if you know what you're doing.
SD First, make sure you do not lean too far to one side.
6. **SD** They have awesome, gentle personalities.
OS Poodles are the best dog to have as a pet.
7. **SD** Some of them focus on events happening around the world.
OS Newspapers give us all kinds of news.

Lesson 7A – Formal Paragraph - The BODY

Yesterday, I had one of those days that made me wish I'd stayed in bed all day. It started on the wrong foot when the alarm clock failed to go off, and I was running late for work. Of course, I was driving a bit above the speed limit I guess you could say in an effort to get to work. My car is an amazing car and it's easy to drive above the speed limit. After a few minutes, I noticed flashing lights in my rear-view mirror. I'm already late for work, and now I'm getting pulled over. The officer walked up to the car and asked for my driver's license and proof of insurance. At that moment I realized that my proof of insurance was lying on the counter in the kitchen at home. I had gotten it in the mail and forgot to put it in the car. Car insurance is expensive and useless in my opinion. I explained the dilemma to the officer. He smiled and walked back to his car. Moments later, he came back to the driver's side and handed me a ticket for speeding. I rolled up the window, muttered a few complaints, and pulled back onto the highway wondering how in the world I was going to explain to my boss why I was late.