# TABLE OF CONTENTS
## UNIT ONE: GRAMMAR

### Introduction
Lesson 1: Introduction to Writing .......................................................... 1

### PARTS OF SPEECH

#### Identify Parts of Speech
Lesson 2: Complete Subjects and Predicates ........................................ 4
Lesson 3: Simple Subject and Predicates .............................................. 6
Lesson 4: Compound Subjects ................................................................. 8
Lesson 5: Compound Predicates ............................................................. 10
Lesson 6: Common and Proper Nouns ..................................................... 13
Lesson 7: Singular and Plural Nouns ......................................................... 16
Lesson 8: Possessive Nouns (Singular) ................................................... 19
Lesson 9: Two Types of Plural Possessive Nouns ..................................... 21
Lesson 10: Pronouns and Antecedents ................................................... 26
Lesson 11: Adjectives .............................................................................. 31
Lesson 12: Action Verbs .......................................................................... 34
Lesson 13: Linking Verbs .................................................................... 36
Lesson 14: Helping Verbs .................................................................... 39
Lesson 15: Adverbs that Modify Verbs ................................................... 41
Lesson 16: Adverbs that Modify Adjectives ........................................... 44
Lesson 17: Prepositional Phrases ............................................................ 46

#### Common Problems
Lesson 18: Subject/Verb Agreement ....................................................... 49
Lesson 19: Don’t and Doesn’t Problem .................................................. 51
Lesson 20: Writing Titles ..................................................................... 53

### TOOLS FOR EFFECTIVE COMMUNICATION

#### Apply Parts of Speech
Lesson 21: Adjectives in Action ............................................................. 56
Lesson 22: Action Verbs in Action ......................................................... 65
Lesson 23: Adverbs in Action ................................................................. 74
Lesson 24: Prepositional Phrases in Action ........................................... 81
Lesson 25: Vivid Language .................................................................. 89

#### Apply Sentence Structure
Lesson 26: Reviewing Types of Sentences .......................................... 97
Lesson 27: Independent Clauses ............................................................ 99
Lesson 28: Compound Sentences .......................................................... 103
Lesson 29: Combining Simple Sentences ............................................. 105
Lesson 30: Dependent Clauses ............................................................... 107
Lesson 31: Complex Sentences (IC DC) .............................................. 109
Lesson 32: Complex Sentences (DC, IC) ............................................ 112
Lesson 33: Incomplete Thoughts .......................................................... 116
Lesson 34: Run-on Sentences ............................................................... 118
Apply Figurative Language
Lesson 35: Figurative Language – Onomatopoeia .................................................. 121
Lesson 36: Figurative Language – Simile ................................................................. 122
Lesson 37: Figurative Language – Metaphor ............................................................ 123
Lesson 38: Figurative Language – Personification ..................................................... 124
Lesson 39: Applying Figurative Language ............................................................... 125

TABLE OF CONTENTS
UNIT TWO: COMPOSITION
Lesson 40: The Writing Process .............................................................................. 129

Paragraphs
Lesson 41: Paragraph Overview – Audience and Purpose ....................................... 132
Lesson 42: Paragraph Overview – Opening, Body, and Closing .............................. 134
Lesson 43: Expository Paragraph – Brainstorm, Organize, Draft ............................ 138
Lesson 44: Expository Paragraph – Revise, Final Draft .......................................... 141
Lesson 45: Persuasive Paragraph – Brainstorm, Organize, Draft ............................. 145
Lesson 47: Descriptive Paragraph – Brainstorm, Organize, Draft ........................... 152
Lesson 48: Descriptive Paragraph – Revise, Final Draft .......................................... 155

Expository Personal Letter
Lesson 49: Expository Personal Letter – Introduction ............................................. 160
Lesson 50: Expository Personal Letter – Personal Letter Format ............................ 161
Lesson 51: Expository Personal Letter – Organize .................................................... 162
Lesson 52: Expository Personal Letter – Draft ......................................................... 163
Lesson 53: Expository Personal Letter – Revise ....................................................... 164
Lesson 54: Expository Personal Letter – Final Draft ................................................ 165

Personal Narrative
Lesson 55: Personal Narrative – Word Choice/Transitions ...................................... 169
Lesson 56: Personal Narrative – Details, Adjectives, Action Verbs ............................ 170
Lesson 57: Personal Narrative – Introduction and Brainstorm ................................. 171
Lesson 58: Personal Narrative – Organize ................................................................. 173
Lesson 59: Personal Narrative – Draft ..................................................................... 175
Lesson 60: Personal Narrative – Revise Word Choice and Sentence Structure .......... 177
Lesson 61: Personal Narrative – Final Draft ............................................................ 178

Writing a Summary
Lesson 62: Writing a Summary – Introduction ....................................................... 182
Lesson 63: Writing a Summary – Organize and Draft .............................................. 185
Lesson 64: Writing a Summary – Revise and Final Draft .......................................... 188

Compare and Contrast Writing
Lesson 65: Compare/Contrast – Introduction and Brainstorm .................................. 193
Lesson 66: Compare/Contrast – Organize and Draft Similarities .............................. 194
Lesson 67: Compare/Contrast – Organize and Draft Differences .............................. 197
Lesson 68: Compare/Contrast – Revise .................................................................... 199
Lesson 69: Compare/Contrast – Final Draft ............................................................ 200
Persuasive Writing
Lesson 70: Persuasive Essay – Introduction ................................................................. 204
Lesson 71: Persuasive Essay – Brainstorm, Organize .................................................. 206
Lesson 72: Persuasive Essay – Opening Paragraph ..................................................... 208
Lesson 73: Persuasive Essay – Body Paragraph #1 .................................................... 210
Lesson 74: Persuasive Essay – Body Paragraph #2 .................................................... 212
Lesson 75: Persuasive Essay – Closing Paragraph ...................................................... 214
Lesson 76: Persuasive Essay – Revise Word Choice .................................................. 215
Lesson 77: Persuasive Essay – Revise Sentence Structure ....................................... 216
Lesson 78: Persuasive Essay – Final Draft ................................................................. 217

Research Project
Lesson 79: Research Project – Process .............................................................. 221
Lesson 80: Research Project – Brainstorm, Gathering Information, Organize ......... 223
Lesson 81: Research Project – Organize and Draft .................................................. 232
Lesson 82: Research Project – Revise Sentence Structure and Word Choice .......... 236
Lesson 83: Research Project – Final Draft .............................................................. 238

Conclusion
Progress Check ................................................................................................. 242
LEVEL 5 SYLLABUS

VIDEO – 83 LESSONS
WORKBOOK – 243 PAGES

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

LESSON 1: WHAT IS WRITING?
Lesson 1 – Introduction to Writing

LESSON 2: COMPLETE SUBJECTS AND PREDICATES
Lesson 2 Day 1 – Complete Subjects and Predicates
Lesson 2 Day 2 – Complete Subjects and Predicates

LESSON 3: SIMPLE SUBJECTS AND PREDICATES
Lesson 3 Day 1 – Simple Subjects and Predicates
Lesson 3 Day 2 – Simple Subjects and Predicates

LESSON 4: COMPOUND SUBJECTS
Lesson 4 Day 1 – Compound Subjects
Lesson 4 Day 2 – Compound Subjects

LESSON 5: COMPOUND PREDICATES
Lesson 5 Day 1 – Compound Predicates
Lesson 5 Day 2 – Compound Predicates
Lesson 5 Day 3 – Compound Subjects and Predicates
*Assessment 1 (Lessons 2-5)

LESSON 6: COMMON AND PROPER NOUNS
Lesson 6 Day 1 – Common and Proper Nouns
Lesson 6 Day 2 – Common and Proper Nouns

LESSON 7: SINGULAR AND PLURAL NOUNS
Lesson 7 Day 1 – Singular and Plural Nouns
Lesson 7 Day 2 – Singular and Plural Nouns

LESSON 8: POSSESSIVE NOUNS (SINGULAR)
Lesson 8 Day 1 – Possessive Nouns (Singular)
Lesson 8 Day 2 – Combine Sentences Using Singular Possessive Nouns

LESSON 9: POSSESSIVE NOUNS (PLURAL)
Lesson 9 Day 1 – Possessive (Plural ending in –s)
Lesson 9 Day 1 – Possessive (Plural NOT ending in –s)
Lesson 9 Day 2 – Combining Sentences Using Plural Possessive Nouns
Lesson 9 Day 3 – Singular and Plural (ending in –s) Possessive Nouns
Lesson 9 Day 3 – Singular and Plural Possessive Nouns
*Assessment 2 (Lessons 6-9)

LESSON 10 – PRONOUNS AND ANTECEDENTS
Lesson 17 Day 1 – Pronouns and Antecedents
Lesson 17 Day 2 – Pronouns and Antecedents
Lesson 17 Day 3 – Pronouns and Antecedents
*Assessment 3 (Lesson 10)

LESSON 11: ADJECTIVES
Lesson 11 Day 1 – Adjectives
Lesson 11 Day 2 – Adjectives
*Assessment 4 (Lesson 11)

LESSON 12: ACTION VERBS
Lesson 12 Day 1 – Action Verbs
Lesson 12 Day 2 – Action Verbs

LESSON 13: LINKING VERBS
Lesson 13 Day 1 – Linking Verbs
Lesson 13 Day 2 – Linking Verbs
Lesson 13 Day 3 – Action Verbs and Linking Verbs

LESSON 14: HELPING VERBS
Lesson 14 Day 1 – Helping Verbs
Lesson 14 Day 2 – Helping Verbs
*Assessment 5 (Lesson 12-14)

LESSON 15: ADVERBS THAT MODIFY VERBS
Lesson 15 Day 1 – Adverbs That Modify Verbs
Lesson 15 Day 2 – Adverbs That Modify Verbs

LESSON 16: ADVERBS THAT MODIFY ADJECTIVES
Lesson 16 Day 1 – Adverbs That Modify Adjectives
Lesson 16 Day 2 – Adverbs That Modify Verbs and Adjectives
*Assessment 6 (Lessons 15-16)

LESSON 17 – PREPOSITIONAL PHRASES
Lesson 17 Day 1 – Prepositional Phrases
Lesson 17 Day 2 – Prepositional Phrases
*Assessment 7 (Lesson 17)

LESSON 18 – SUBJECT/VERB AGREEMENT
Lesson 18 Day 1 – Subject/Verb Agreement
Lesson 18 Day 2 – Subject/Verb Agreement
*Assessment 8 (Lesson 18)

LESSON 19 – DON’T AND DOESN’T PROBLEM
Lesson 19 Day 1 – Don’t and Doesn’t Problem
Lesson 19 Day 2 – Don’t and Doesn’t Problem
*Assessment 9 (Lesson 19)

LESSON 20 – WRITING TITLES
Lesson 20 Day 1 – Writing Titles
Lesson 20 Day 1 – Writing Titles: Books, Stories, and Poems
*Assessment 10 (Lesson 20)
LESSON 45 – PERSUASIVE PARAGRAPH
Lesson 45 Day 1 – Brainstorm
Lesson 45 Day 1 – Organize
Lesson 45 Day 1 – Draft

LESSON 46 – PERSUASIVE PARAGRAPH
Lesson 46 Day 1 – Revise
Lesson 46 Day 1 – Final Draft

LESSON 47 – DESCRIPTIVE PARAGRAPH
Lesson 47 Day 1 – Brainstorm
Lesson 47 Day 1 – Organize
Lesson 47 Day 1 – Draft

LESSON 48 – DESCRIPTIVE PARAGRAPH
Lesson 48 Day 1 – Revise
Lesson 48 Day 1 – Final Draft
*Assessment 21 (Lessons 41-48)

LESSON 49 – EXPOSITORY PERSONAL LETTER
Lesson 49 Day 1 – Introduction

LESSON 50 – EXPOSITORY PERSONAL LETTER
Lesson 50 Day 1 – Personal Letter Format

LESSON 51 – EXPOSITORY PERSONAL LETTER
Lesson 51 Day 1 – Organize

LESSON 52 – EXPOSITORY PERSONAL LETTER
Lesson 52 Day 1 – Draft

LESSON 53 – EXPOSITORY PERSONAL LETTER
Lesson 53 Day 1 - Revise

LESSON 54 – EXPOSITORY PERSONAL LETTER
Lesson 54 Day 1 – Final Draft
*Assessment 21 (Lesson 49-54)

LESSON 55 – PERSONAL NARRATIVE
Lesson 55 Day 1 – Transitions

LESSON 56 – PERSONAL NARRATIVE
Lesson 56 Day 1 – Details, Adjectives, Action Verbs

LESSON 57 – PERSONAL NARRATIVE
Lesson 57 Day 1 – Introduction
Lesson 57 Day 1 – Brainstorm

LESSON 58 – PERSONAL NARRATIVE
Lesson 58 Day 1 – Organize

LESSON 59 – PERSONAL NARRATIVE
Lesson 59 Day 1 – Draft

LESSON 60 – PERSONAL NARRATIVE
Lesson 60 Day 1 – Revise

LESSON 61 – PERSONAL NARRATIVE
Lesson 61 Day 1 – Final Draft
*Assessment 22 (Lesson 55-61)

LESSON 62 – WRITING A SUMMARY
Lesson 62 Day 1 – Introduction

LESSON 63 – WRITING A SUMMARY
Lesson 63 Day 1 – Organize and Draft

LESSON 64 – WRITING A SUMMARY
Lesson 64 Day 1 – Revise
Lesson 64 Day 1 – Final Draft

LESSON 65 – COMPARE/CONTRAST WRITING
Lesson 65 Day 1 – Introduction and Brainstorm

LESSON 66 – COMPARE/CONTRAST WRITING
Lesson 66 Day 1 – Organize Similarities
Lesson 66 Day 1 – Draft Similarities

LESSON 67 – COMPARE/CONTRAST WRITING
Lesson 67 Day 1 – Organize Differences
Lesson 67 Day1 – Draft Differences

LESSON 68 – COMPARE/CONTRAST WRITING
Lesson 68 Day 1 – Revise

LESSON 69 – COMPARE/CONTRAST WRITING
Lesson 69 Day 1 – Final Draft
*Assessment 24 (Lesson 65-69)

LESSON 70 – PERSUASIVE ESSAY
Lesson 70 Day 1 – Introduction

LESSON 71 – PERSUASIVE ESSAY
Lesson 71 Day 1 – Brainstorm
Lesson 71 Day 1 – Organize

LESSON 72 – PERSUASIVE ESSAY
Lesson 72 Day 1 – Hook
Lesson 72 Day 1 – Organize and Draft Opening Paragraph

LESSON 73 – PERSUASIVE ESSAY
Lesson 73 Day 1 – Organize Body Paragraph #1
Lesson 73 Day 1 – Draft Body Paragraph #1

LESSON 74 – PERSUASIVE ESSAY
Lesson 74 Day 1 – Organize Body Paragraph #2
Lesson 74 Day 1 – Draft Body Paragraph #2

LESSON 75 – PERSUASIVE ESSAY
Lesson 75 Day1 – Organize and Draft Closing Paragraph

LESSON 76 – PERSUASIVE ESSAY
Lesson 76 Day 1 – Revise Word Choice
LESSON 77 – PERSUASIVE ESSAY
Lesson 77 Day 1 – Revise Sentence Structure

LESSON 78 – PERSUASIVE ESSAY
Lesson 78 Day 1 – Final Draft
*Assessment 25 (Lesson 70-77)

LESSON 79 – THE RESEARCH PROJECT
Lesson 79 Day 1 – Process

LESSON 80 – THE RESEARCH PROJECT
Lesson 80 Day 1 – Brainstorm
Lesson 80 Day 1-5 – Gather Information and Organize

LESSON 81 – RESEARCH PROJECT
Lesson 81 Day 1 – Draft
Lesson 81 Day 2 – Draft
Lesson 81 Day 3 – Draft

LESSON 82 – RESEARCH PROJECT
Lesson 82 Day 1 – Revise Sentence Structure
Lesson 82 Day 1 – Revise Word Choice

LESSON 83 – RESEARCH PROJECT
Lesson 83 Day 1 – Final Draft
Lesson 83 Day 2 – Final Draft

*UNIT TWO COMPREHENSIVE ASSESSMENT
(Lessons 34-72)

FINAL LESSON
Comparing Compositions (2 pages)
CONTENT

Unit One: Grammar and Other Topics
All lessons within this unit teach students how to identify and apply parts of speech. Content is divided into two sections:

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

Unit Two: Composition
In this unit, students explore many different types of compositions, focusing on the parts of compositions, the writing process, and applying effective writing tools.

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

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

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

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

- 25 assessments
- 2 comprehensive unit assessments
- resource wordlist
- additional organizers
ACTIVITIES AND ICONS

In Unit One, students learn to identify and apply the parts of speech.

Identify activities help students learn to identify parts of speech in written language.

Apply activities help students identify and apply parts of speech that are tools to aid in effectively communicating with written language. This provides students with tools they will use when writing in Unit Two.

Progression of identify and apply activities within each practice session:
1. Students identify parts of speech in sentences.
2. Students apply what they have learned through fill-in-the-blank activities.
3. Students identify parts of speech in written compositions.
4. Students apply what they have learned through fill-in-the-blank, writing sentences, and/or written composition activities.

Grammar Section Toolbox – In Unit One, the toolbox will be present on all “apply” activities. The toolbox serves as a reminder to students that the skills practiced on the page are tools to help them communicate effectively in writing. In Unit Two, the toolbox reminds students when revising compositions to use their writing “tools” to improve communication.

The Writing Process – The icons remind students which step of the writing process they are completing.

Extra Practice – After all steps of each composition have been complete and parents or teachers have completed the checklist, students have the opportunity to practice writing another composition of the same type. They read the prompt on the “Extra Practice” page, and, just as before, watch each video lesson before completing each step of the writing process for the new composition. When organizing thoughts, students may draw graphic organizers on notebook paper or use additional organizers provided in the Assessment/Resource Booklet.

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

Scoring written compositions can be challenging due to their subjective nature. Ultimately, I encourage you to do what works for you, your student, and/or your schooling situation. If you already use a method to score written compositions, stick with it. Along the way, try new methods.

If you use the checklists provided, focus primarily on completion and conversation. Use the checklist as a guide to discuss how effective or ineffective the composition is as a whole and strengths and weaknesses evident in the composition.

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 on the overall composition using the sample composition provided in the key as a guide. Discuss one or more areas that may or may not include suggestions or requested revision.

   After completing the checklist, the teacher might say and ask something like:

   “I noticed that your hook for your opening paragraph of the expository essay is weak. I think it is weak because you didn’t grab my attention. What do you think you could add or change that might help grab my attention?”

3. **Assign a completion grade.** Use the checklist as a guide to make sure the assignment is complete. Assign any letter grade based on the fact that the student followed each step of the writing process and the composition contains all parts indicated in the checklist.

   This option works well when time is limited and the teacher and student want to move on to the next composition.

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Additional Information:

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

1. View the video lesson.
2. Read the text for today’s lesson.
3. Complete the assignment.
4. Verbally describe today’s lesson and preview the next lesson.

How long should my student spend on one lesson?
Depending on the topic and the student, there are many different variables to consider in such a question. Typically, a good rule to follow is: Do not complete the worksheets/assignment sheets unless the student understands the concepts presented in the video lesson. Students may need to watch the video more than once. After an understanding of the new concept is evident, students will complete the activity.

Textbook/Workbook Format
Video lessons and textbook/workbook lessons correspond by title and number.

Lesson numbers indicate individual days unless the calendar icon is shown. See example below.

(Please note numerical references are for examples only.)

Lesson 8 (no calendar shown because this lesson has only one written activity)
1. Preview Lesson 8 in the textbook/workbook.
2. Watch Video Lesson 8.
3. Complete Lesson 8 written work.
4. Explain what you learned and preview the next lesson (Lesson 9).

Lesson 9 Day 1 (“Day 1” calendar shown because this lesson has more than one written activity)
1. Preview Lesson 9 Day 1 in the textbook/workbook.
2. Watch Video Lesson 9.
3. Complete Lesson 9 written work for all days with Day 1 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 9 Day 2).

Lesson 9 Day 2 (“Day 2” calendar shown because this lesson has more than one written activity)
1. Preview Lesson 9 Day 2 in the textbook/workbook.
2. Watch Lesson 9 video again.
2. Complete Lesson 9 written work for all days with Day 2 calendar icon present.
3. Explain what you learned and preview next activity (Lesson 9 Day 3).

Lesson 10 (no calendar shown because this lesson has only one written activity)
1. Preview Lesson 10 in the textbook/workbook.
2. Watch Video Lesson 10.
3. Complete Lesson 10 written work.
4. Explain what you learned and preview the next activity (Lesson 11 Day 1).

Answer Key
Because some activities require students to compose sentences, paragraphs, letters, essays and such, “Answers may vary” precede such sample compositions. The samples provided are simply for comparison and reference.
Lesson 6 – Common and Proper Nouns

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

Underline each **common noun**.

1. tape  
2. Paula Street  
3. John Adams  
4. telephone  
5. Stuttgart

6. daffodil  
7. freedom  
8. Jennifer Drive  
9. Mr. Randolph  
10. county

11. council  
12. Vietnam War  
13. barn  
14. sorrow  
15. Engineer

Underline each **proper noun**.

1. J.R.R. Tolkien was a writer.
2. Tolkien wrote some of the best works in the fantasy genre.
3. He wrote a children's book titled *The Hobbit*.
4. *The Hobbit* follows the adventure of a character named Bilbo.
5. The little hobbit faces a dragon named Smaug.
6. *The Lord of the Rings* is a series that follows *The Hobbit*.
7. The main character of the new story is Frodo, Bilbo's nephew.
8. Both stories are set in the fictional world called Middle-earth.
9. Both *The Hobbit* and *The Lord of the Rings* have been made into films.
10. Tolkien was an amazing writer.
Lesson 21 – Adjectives in Action

Beware! Dangerous Words Ahead!

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

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

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

Instead of…

- cool
- happy
- nice
- small
- sad

Try one of these…

- wonderful, marvelous, fantastic, incredible, terrific
- delighted, beaming, blissful, pleased, cheerful
- pleasant, charming, enjoyable, lovely, polite
- miniature, peewee, tiny, microscopic, puny
- gloomy, sorrowful, tragic, glum, heartbroken
Lesson 32 – Complex Sentences (DC, IC)

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

When the independent clause comes first in a sentence, do not place a punctuation mark between the independent clause and the dependent clause.

\[ I \text{ get new jeans all the time} \quad \text{because I wear them out quickly.} \]

When the dependent clause comes first in a sentence, separate the clauses with a comma.

\[ \text{Because I wear them out quickly,} \quad I \text{ get new jeans all the time.} \]

Combine the independent and dependent clauses to form a complex sentence. Use this format: DC, IC

1. I was rather nervous because I had never ridden a bike before

2. if I fell off it would hurt

3. when I first tried to ride I tumbled onto the pavement

4. I got back on the bike after Dad put a Band-Aid on my knee

5. although it took a while riding became easier

6. I am a champion rider now even though I had a rough start
Lesson 32 – Complex Sentences (DC, IC)

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

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

DC

IC

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

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

2. _______________________, her mother and father cheered with all their might!

3. Even though Cheryl loved her dog, ______________________

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

5. _______________________, the stray cat found shelter in a nearby dumpster.

6. _______________________, it had seemed like a great idea.

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

8. _______________________, Gabby made her brother and sister very happy.
Lesson 32 – Complex Sentences (DC, IC)

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

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

Rewrite the paragraph and change the underlined sentences into complex sentences. Use this format: DC, IC

Lexie showed up early. She was the lead actress. She had rehearsed and rehearsed for this play. It was the first time she had ever gotten the lead part. The main character was a feisty girl with fiery hair. Lexie had red hair. The teachers had picked her for the lead. It was now opening night. She knew she would do well. She was still anxious. The time came to start the play. Lexie readied her fiery hair. She stepped out into the spotlight.
Lesson 32 – Complex Sentences (DC, IC)

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

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

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

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

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

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

5. The doorbell rang. I got up off the couch in a hurry. I was very excited to see my cousins again.
Revision is the process of taking what you have written and making changes in order to make your writing more effective. Using stronger verbs, replacing words, or simply changing sentence structure can improve communication.

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

**Draft**
Danielle fell.

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

**Revise your draft.** Start by reading your draft out loud, touching each word as you read. Search for opportunities to add or change words, phrases, or sentences to improve your writing.

Reading your draft out loud and touching each word as you read will help you revise more effectively.

- Touching each word will help you focus on one thing at a time.
- Additionally, you might notice things you didn’t see before when you hear yourself read.

**Read your draft aloud, touching each word as you read.**

- [ ] Revised word choice
- [ ] Revised sentence structure