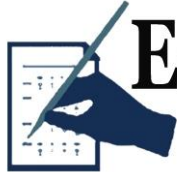


Level 8

Student Text

by
Matthew Stephens



Essentials in Writing
Where Students Learn to Write

417-256-4191

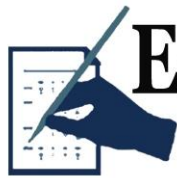
www.essentialsinwriting.com

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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 levels 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 8 SYLLABUS

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

VIDEO – 64 LESSONS (Optional Grammar Review – 15 Lessons)

WORKBOOK – 150 PAGES

LESSON 1 – WHAT IS WRITING?

LESSON 2 – SENTENCE STRUCTURE – INDEPENDENT AND DEPENDENT CLAUSE

Lesson 2 – Independent and Dependent Clause

LESSON 3 – COMPOUND SENTENCES & RUN-ON/COMMA SPLICE SENTENCE ERROR

Lesson 3A – Compound Sentences

Lesson 3B – Combining Ideas Using Compound Sentences

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

LESSON 4 – COMPLEX SENTENCES & FRAGMENT SENTENCE ERROR

Lesson 4A – Complex Sentences

Lesson 4B – Fragments in Complex Sentences

LESSON 5 – COMPOUND COMPLEX SENTENCES

Lesson 5 – Using Compound Complex Sentences

LESSON 6 – PREPOSITIONS AND PREPOSITIONAL PHRASES

Lesson 6A – Prepositions and Prepositional Phrases

Lesson 6B – Using Prepositional Phrases in Writing

LESSON 7 – USING APPOSITIVES

Lesson 7 – Using Appositives

Lesson 7 – Using Appositives in Writing

LESSON 8 – USING FIGURATIVE LANGUAGE IN WRITING – ONOMATOPOEIA, SIMILE, & METAPHOR

Lesson 8 – Using Figurative Language in Writing – Onomatopoeia & Simile/Metaphor

LESSON 9 – USING FIGURATIVE LANGUAGE IN WRITING - PERSONIFICATION

Lesson 9 – Using Figurative Language in Writing - Personification

LESSON 10 – USING FIGURATIVE LANGUAGE IN WRITING – HYPERBOLE

Lesson 10A – Using Figurative Language in Writing – HYPERBOLE

Lesson 10B – Identifying Figurative Language in Writing – Simile, Metaphor, Personification, & Hyperbole

LESSON 11 – USING IMAGERY IN WRITING

Lesson 11 – Using Imagery in Writing

LESSON 12 – DESCRIPTIVE WRITING (SHOW! DON'T TELL!)

Lesson 12 – Descriptive Writing – Choosing Words Carefully

LESSON 13 – FORMAL PARAGRAPH STRUCTURE

Lesson 13 – Formal Paragraph (Opening Sentence)

Lesson 13 – Formal Paragraph (The Body)

Lesson 13 – Formal Paragraph (Closing Sentence)

LESSON 14 – EXPOSITORY PARAGRAPH

Lesson 14 – Expository Paragraph – Plan and Compose

LESSON 15 – DESCRIPTIVE PARAGRAPH

Lesson 15 – Descriptive Paragraph - Plan and Compose

LESSON 16 – PERSUASIVE PARAGRAPH

Lesson 16 – Persuasive Paragraph - Plan and Compose

LESSON 17 – COMPARE AND CONTRAST PARAGRAPH

Lesson 17 – Compare and Contrast Paragraph - Plan and Compose

LESSON 18 – THE WRITING PROCESS

LESSON 19 – WRITING A PERSONAL NARRATIVE - POINT OF VIEW

Lesson 19 – Writing a Personal Narrative - Point of View

LESSON 20 – WRITING A PERSONAL NARRATIVE - MECHANICS OF DIALOGUE

Lesson 20 – Dialogue Between Two People

LESSON 21 – WRITING A PERSONAL NARRATIVE – ORGANIZE THOUGHTS

Lesson 21 – Writing a Personal Narrative – Organizing Thoughts

LESSON 22 – WRITING A PERSONAL NARRATIVE – DRAFT

Lesson 22 – Writing a Personal Narrative – Draft

LESSON 23 – WRITING A PERSONAL NARRATIVE – REVISE (WORD CHOICE/SENTENCE STRUCTURE)

Lesson 23 – Writing a Personal Narrative – Revise Word Choice and Sentence Structure

LESSON 24 – WRITING A PERSONAL NARRATIVE – REVISE (ADDING PURPOSEFUL DIALOGUE)

Lesson 24 – Writing a Personal Narrative – Revise by Adding Purposeful Dialogue

LESSON 25 – WRITING A NARRATIVE – EDIT/PUBLISH

Lesson 25 – Writing a Narrative – Edit/Publish

LESSON 26 – WRITING A SUMMARY

Lesson 26 – Organizing the Summary

LESSON 27 – WRITING THE SUMMARY FROM THE PLAN

Lesson 27 – Writing the Summary from the Plan

LESSON 28 – WRITING A BUSINESS LETTER

LESSON 29 – COMPARE/CONTRAST BUSINESS LETTER (ORGANIZING THOUGHTS)

Lesson 29 – Compare/Contrast Business Letter (Organizing Thoughts)

LESSON 30 – COMPARE/CONTRAST BUSINESS LETTER - DRAFTING

Lesson 30 – Compare/Contrast Business Letter - Drafting

LESSON 31 – COMPARE/CONTRAST BUSINESS LETTER - REVISING

Lesson 31A – Compare/Contrast Business Letter – Revising

Lesson 31B – Compare/Contrast Business Letter – Edit/Publish

LESSON 32 – PARTS OF A FORMAL ESSAY

LESSON 33 – PERSUASIVE ESSAY (ORGANIZING THE ARGUMENT)

Lesson 33 – Persuasive Essay (Organizing the Argument)

LESSON 34 – PERSUASIVE ESSAY (ORGANIZING BODY PARAGRAPHS)

Lesson 34 – Persuasive Essay (Organizing Body Paragraphs)

LESSON 35 – PERSUASIVE ESSAY (DRAFTING OPENING PARAGRAPH)

Lesson 35 – Persuasive Essay (Drafting Opening Paragraph)

LESSON 36 – PERSUASIVE ESSAY (DRAFTING BODY PARAGRAPHS)

Lesson 36 – Persuasive Essay (Drafting Body Paragraph)

**LESSON 37 – PERSUASIVE ESSAY
(DRAFTING CLOSING PARAGRAPH)**

Lesson 37 – Persuasive Essay (Drafting Closing Paragraph)

**LESSON 38 – PERSUASIVE ESSAY
(REVISING FOR WORD
CHOICE/SENTENCE STRUCTURE)**

Lesson 38 – Persuasive Essay (Revising for Word Choice/Sentence Structure)

**LESSON 39 – PERSUASIVE ESSAY
(EDIT/PUBLISH)**

Lesson 39 – Persuasive Essay (Edit/Publish)

**LESSON 40 – HOW TO CHOOSE AND
NARROW A TOPIC**

Lesson 40 – How To Choose and Narrow a Topic

LESSON 41 – EXPOSITORY ESSAY

Lesson 41 – Expository Essay

**LESSON 42 – EXPOSITORY ESSAY -
ORGANIZING THOUGHTS**

Lesson 42 – Expository Essay – Organizing Thoughts

**LESSON 43 – EXPOSITORY ESSAY –
ORGANIZING BODY PARAGRAPH**

Lesson 43 – Expository Essay – Organizing Body Paragraphs

**LESSON 44 – EXPOSITORY ESSAY –
DRAFTING OPENING PARAGRAPH**

Lesson 44 – Expository Essay – Drafting Opening Paragraph

**LESSON 45 – EXPOSITORY ESSAY –
DRAFTING BODY PARAGRAPH**

Lesson 45 – Expository Essay – Drafting Body Paragraph

**LESSON 46 – EXPOSITORY ESSAY –
DRAFTING CLOSING PARAGRAPH**

Lesson 46 – Expository Essay – Drafting Closing Paragraph

**LESSON 47 – EXPOSITORY ESSAY -
REVISING (CONTENT AND SENTENCE
STRUCTURE)**

Lesson 47 – Expository Essay - Revising (Content and Sentence Structure)

**LESSON 48 – EXPOSITORY ESSAY -
REVISING (WORD CHOICE & ADDING
SENSORY DETAILS)**

Lesson 48 – Expository Essay - Revising (Word Choice & Adding Sensory Details)

**LESSON 49 – EXPOSITORY ESSAY –
EDIT/PUBLISH**

Lesson 49 – Expository Essay – Edit/Publish

**LESSON 50 – HOW TO WRITE A
RESEARCH PAPER (OVERVIEW)**

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LESSON 52 – RESEARCH PAPER

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LESSON 53 – RESEARCH PAPER

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LESSON 54 – RESEARCH PAPER

Lesson 54 – Step 3: Research (Note Cards & Taking Notes)

LESSON 55 – RESEARCH PAPER

Lesson 55 – Step 3: Research (Gathering Information)

LESSON 56 – RESEARCH PAPER

Lesson 56 – Step 4: Thesis & Outline

LESSON 57 – RESEARCH PAPER

Lesson 57 – Step 5: Draft – Drafting the Introduction

LESSON 58 – RESEARCH PAPER

Lesson 58 – Step 5: Draft – Organizing Body Paragraphs

LESSON 59 – RESEARCH PAPER

Lesson 59 – Step 5: Draft – Drafting Body Paragraphs

LESSON 60 – RESEARCH PAPER

Lesson 60 – Step 5: Draft – Drafting the Closing Paragraph

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Lesson 61 – Step 6: Revising Word Choice & Sentence Structure

LESSON 62 – RESEARCH PAPER

Lesson 62 – Step 7: Edit/Publish

LESSON 63 – RESEARCH PAPER

Lesson 63 – Step 8: Citing Sources

LESSON 64 – RESEARCH PAPER

Lesson 64 – Title Page & Outline

SAMPLE

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Lesson 2 –Independent and Dependent Clause

INDEPENDENT CLAUSE DO THESE THINGS

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: I would take Jake with me, but he doesn't feel well.
IC IC

Example: When the announcer started coughing, the lady sitting beside him took over.
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:
Subordinators: *after, although, because, before, if, since, unless, until, whatever, when, and whenever*.

Relative pronoun: *that, who, which*

Example: The police officer issued a citation because the man was speeding.
IC DC

Example: Before the man pulled over, the police officer activated the red and blue lights.
DC IC

Lesson 2 – 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. whenever Jack takes his dog on a walk _____
2. the energetic students received a prize _____
3. before you go to the store _____
4. the black stallion ran swiftly across the meadow _____
5. unless you brush your teeth twice a day _____
6. students who study regularly learn better _____
7. when she had an automobile accident _____
8. because the leg on the table is broken _____
9. the desk in the den is 100 years old _____
10. leopards have dark spots on their back _____
11. even though it is cloudy today _____
12. whether Stacy sings at the competition or not _____
13. I will try to attend your party _____
14. anyone can learn to ice skate _____
15. if he has enough money to buy a motorcycle _____
16. before the rain came _____
17. the elderly lady plays the piano _____
18. that Kyle read _____

Lesson 2– Independent and Dependent Clause

Name: _____

A. Jake wrote a persuasive business letter to a local restaurant. Each clause is numbered. On the lines provided, write IC if the clause is independent and DC if the clause is dependent.

¹*Even though most of the food at McDonalds is unhealthy,* ²*this restaurant has a tremendous opportunity to change this and create a better image to its customers. Let's face it;* ³*McDonalds has a bad reputation in the world of healthy eating.* ⁴*If McDonalds began to provide healthy food to its patrons,* ⁵*the impact upon the health of these people will be positive. In return,* ⁶*McDonalds's image would be improved.*

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

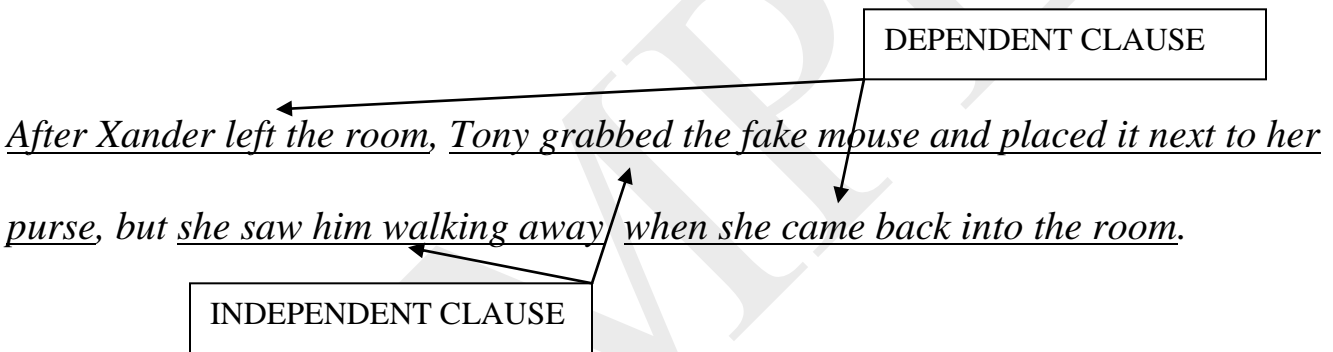
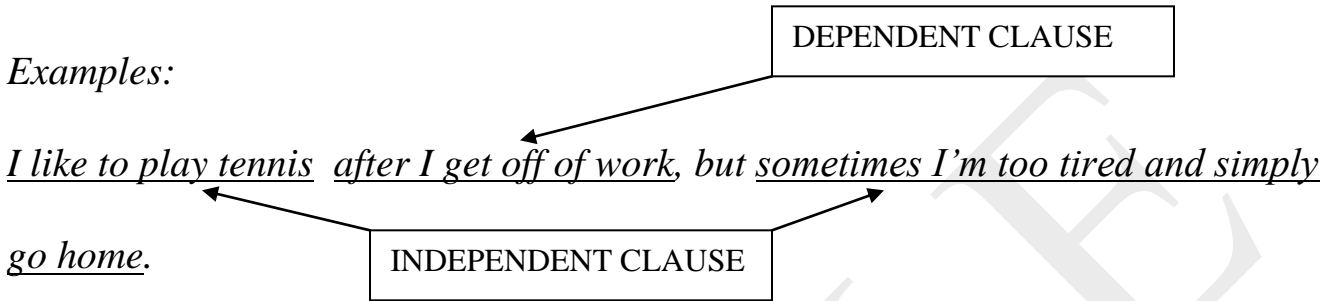
Often a dependent clause begins with one of the following words: *after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.*

B. Read all of the “partial sentences” below. Add an independent clause or dependent clause to each sentence below. Be sure to add a comma after the dependent clause if it precedes the independent.

1. I can't take you to the park _____
2. _____ we won't be able to go tomorrow either.
3. The muddy pathways are messy _____
4. _____ we will be able to go to the park.
5. Sunny days at the park are fun _____

Lesson 5 – Compound Complex Sentences

A *compound complex sentence* contains two independent clauses and one or more dependent clauses.



Punctuation rules for compound and complex sentences apply within the compound complex sentence.

Remember, a dependent clause can begin 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.*

On a separate sheet of paper, write five compound complex sentences. Then, as shown in the example above, label each clause.

Lesson 5 – Using Compound Complex Sentences

Name: _____

Oftentimes, sentences can be combined to make compound complex sentences.

Simple Sentences:

Charlie ate. His stomach was bulging. He finally stopped.

Combined to Make a Compound Complex Sentence:

Charlie ate until his stomach was bulging, and he finally stopped.

Create a compound complex sentence by combining each sentence below.

1. Even though everyone brought a snack, we ran out of food. I had to go to the store and grab more chips, fruit, and soda. This all happened before the event was over.

2. I enjoy playing piano. I like to play when no one is home. That happens very little.

3. Skyler will stretch. He will jog for five minutes to warm up. He will lift weights.

4. Everyone got sick. The chicken was spoiled. Mine only lasted 24 hours.

5. While I was singing, I got a frog in my throat. My voice made a funny sound.

NOTE: Do not write the essay. Simply brainstorm and narrow your topic.

Lesson 41 – Writing an Expository Essay

An *expository essay* is used to inform (give information) or explain something to a particular audience through written language without trying to persuade.

“Five guys on the court working together can achieve more than five talented individuals who come and go as individuals.” Retired American professional basketball player Kareem Abdul-Jabbar may have been talking about the basketball court, but his quote can apply to the home as well. There are many ways teens can help out in the home that make the home a peaceful and enjoyable place for all.

Teens can make life in the home more enjoyable by performing physical labor. Every family member, including teenagers, can do some part to help keep the family organized. Teens can help by washing dishes, doing laundry, and cleaning house. Teenagers can also help in the home by working in the yard. For example, they can easily help with mowing and watering plants and flowers. By using the body, teenagers are not only maintaining healthy habits, but they are also contributing by helping out around the home.

Responsible teens can be a huge blessing around the home. They can really help out by doing specific chores without being told. Every teenager should be responsible enough to make his bed, clean up his room, and put things away that are out of place. Teenagers can even help out by actually looking for things that need to be done. For example, she can change the trash liners or run to town to buy milk. Simply being responsible can be a great help, which leads young teens to be responsible adults later in life.

Being a peacemaker is probably the most difficult role a teenager can have in the home, but it yields the most positive results. Many teens can help out in the home by simply overlooking wrongs and being aware of the individual differences of the family members. For example, when a brother or sister has offended someone, a responsible teen’s reaction often affects the peace and the outcome of a dispute. Teens can also be helpful members of the home by being willing to admit wrongs. Even adults have difficulty with this sometimes, but teenagers can show maturity and responsibility by offering humble and sincere apologies when they are needed. Peacemaking requires self-denial, but it can be a huge benefit in the home.

In every family, each member contributes to the well-being of the family unit, but teenagers can play a special role in this unit. As responsible workers who help out when needed and who help maintain peace and harmony in the home, teenagers are

just as important to the family structure as parents! Truly, in the game of life, young teenagers have a lot to offer on the home court.

Lesson 41 – Writing an Expository Essay

There are many parts to a five paragraph essay, but no need to worry. You already know them!

A **paragraph** is made up of three parts:

1. opening sentence
2. body sentences (details)
3. closing sentence

A **five paragraph essay** is made up of *similar* parts:

1. opening paragraph
2. body paragraphs – (three detail paragraphs)
3. closing paragraph

Each one of the **body paragraphs** of an essay contain:

1. opening sentence
2. body sentences
3. closing sentence

FIVE PARAGRAPH ESSAY OUTLINE

- I. Opening Paragraph
 - A. Hook & other introductory statements
 - B. Thesis statement
- II. Body Paragraph #1 (Topic detail #1)
 - A. Opening Sentence
 - B. Detail Sentences
 - C. Closing Sentence
- III. Body Paragraph #2 (Topic detail #2)
 - A. Opening Sentence
 - B. Detail Sentences
 - C. Closing Sentence
- IV. Body Paragraph #3 (Topic detail #3)
 - A. Opening Sentence
 - B. Detail Sentences
 - C. Closing Sentence
- V. Closing Paragraph

- A. Restate thesis
- B. Closing statements

Lesson 41 – Writing an Expository Essay

An *expository essay* is used to inform (give information) or explain something to a particular audience through written language without trying to persuade.

Read the prompts below and choose one.

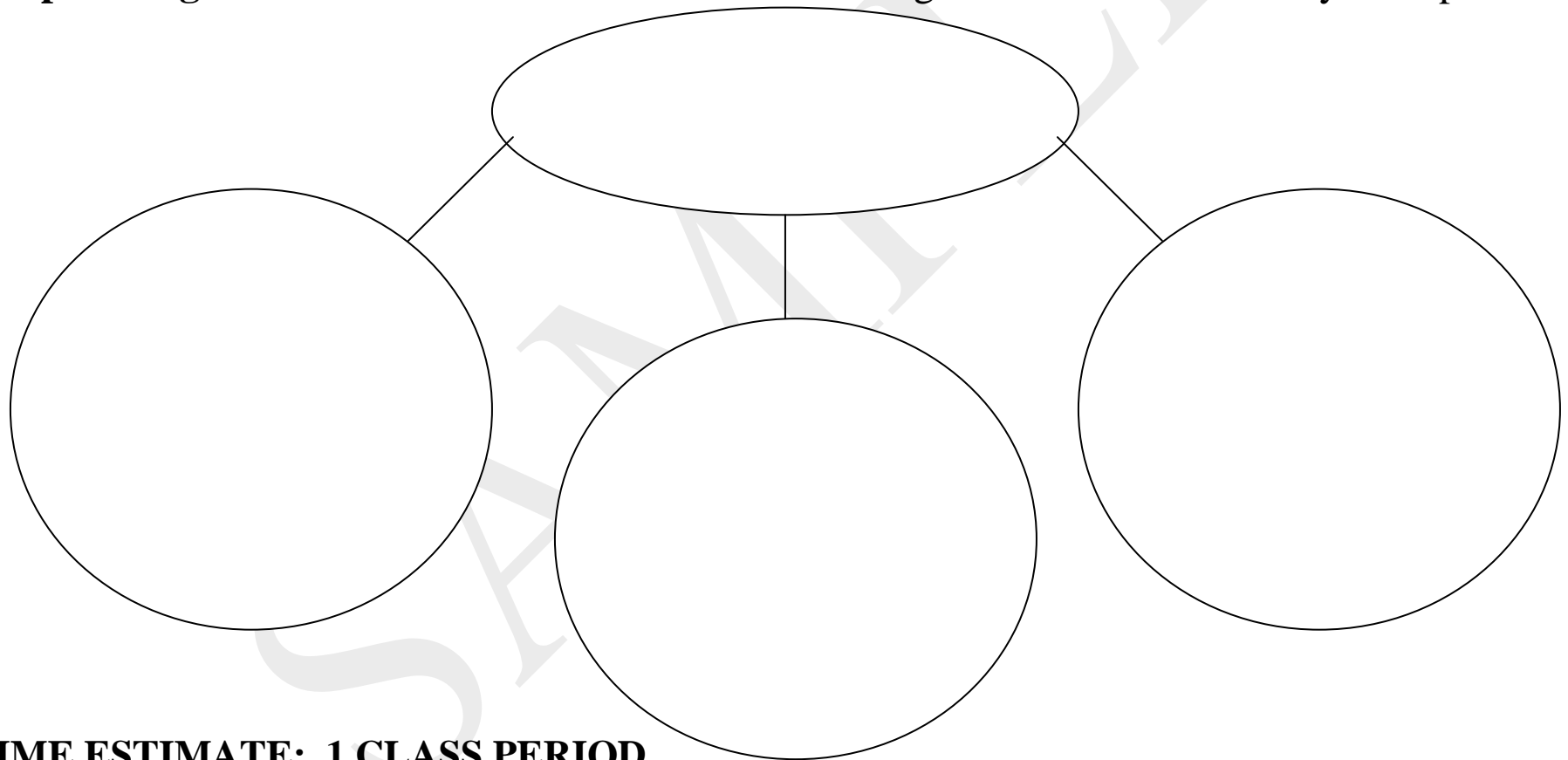
1. Some teens live with parents whose employment requires continuous relocation. Explain the effect moving from place to place can have on a teenager. Be sure to include quality details and examples.
2. Some people love music and some do not. In an expository essay, explain how music impacts your life. Be sure to include quality details and examples.
3. Although parenting can be tough, it is evident that parents have an enormous impact on their children. Write an expository essay to explain the impact of parents on their children. Be sure to include quality details and examples.
4. Life isn't always easy. If you could change one thing about your life, what would it be? In an expository essay, explain one thing you would change about your life. Be sure to include quality details and examples.

Lesson 42 – Writing an Expository Essay

ORGANIZING THOUGHTS

Name: _____

Graphic Organizer: *Use the bubble chart below to organize the details about your topic.



TIME ESTIMATE: 1 CLASS PERIOD

Lesson 43 – Writing an Expository Essay

BODY PARAGRAPH #1 – Organizing the Paragraph

Name: _____

Now it's time to organize your *first body paragraph*. Use the information you gave in your graphic organizer to begin organizing a body paragraph that supports your topic. The information for your opening sentence should be taken from one of the bubbles in your graphic organizer.

BODY PARAGRAPH 1, 2, 3 - TIME ESTIMATE: 1 CLASS PERIOD

Opening Sentence	
Detail #1	
Show/Example	
Detail #2	
Show/Example	
Detail #3	
Show/Example	
Closing Sentence	

Lesson 43 – Writing an Expository Essay
BODY PARAGRAPH #2 – Organizing the Paragraph

Name: _____

Now it's time to organize your *second body paragraph*. Use the information you gave in your graphic organizer to begin organizing a body paragraph that supports your topic. The information for your opening sentence should be taken from one of the bubbles in your graphic organizer.

NOTE: Use a transition in your opening sentence.

Opening Sentence	
Detail #1	
Show/Example	
Detail #2	
Show/Example	
Detail #3	
Show/Example	
Closing Sentence	

Lesson 43 – Writing an Expository Essay

BODY PARAGRAPH #3 – Organizing the Paragraph

Name: _____

Now it's time to organize your *third body paragraph*. Use the information you gave in your graphic organizer to begin organizing a body paragraph that supports your topic. The information for your opening sentence should be taken from one of the bubbles in your graphic organizer.

NOTE: Use a transition in your opening sentence.

Opening Sentence	
Detail #1	
Show/Example	
Detail #2	
Show/Example	
Detail #3	
Show/Example	
Closing Sentence	

Lesson 44 – Writing an Expository Essay

DRAFTING THE OPENING PARAGRAPH

An *expository essay* is used to inform (give information) or explain something to a particular audience through written language without trying to persuade.

The *opening paragraph* is where you introduce the topic and *hook* your audience. *Hooks* are important because they make the reader want to continue reading.

Below are examples of hooks that could have been used with today's video lesson:

Sensory Description – Describe in detail to set the stage.

Example: Peaceful whispers in the morning, gentle encouraging words throughout the day, and a sweet spirit to lend a hand...

Emotional Statement – Use strong emotion to set the stage.

Example: “Shut up! Everyone around here is driving me crazy!”

Statistics – Use a statistic to set the stage.

Example: Over 90% of family problems are relational.

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

Example: A peaceful home is a nurturing environment for growth.

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

Example: “Five guys on the court working together can achieve more than five talented individuals who come and go as individuals.”

Lesson 44 – Writing an Expository Essay

DRAFTING THE OPENING PARAGRAPH

Now it's time to write your *opening paragraph*. You're ready to introduce your topic and *hook* your audience. The opening paragraph of your expository essay should include three elements:

1. Hook
2. Other opening statements
3. Thesis statement (main argument) – *This comes from the “top” bubble on your graphic organizer.*

Look at the example below:

“Five guys on the court working together can achieve more than five talented individuals who come and go as individuals.” Retired American professional basketball player Kareem Abdul-Jabbar may have been talking about the basketball court, but his quote can apply to the home as well. There are many ways teens can help out in the home that make the home a peaceful and enjoyable place for all.

Hook

Opening Statements

Thesis Statement

A. On a sheet of notebook paper, begin writing the opening paragraph of your expository essay.

Remember:

1. Begin with a catchy phrase to get your reader's attention. This is called a hook.
2. Finish by introducing your topic. Do not give details about the topic because you'll do that in the body paragraphs.
3. Be sure to write on every other line so that you'll have room to revise later.

B. When you have finished writing your opening paragraph, place a check next to each element that was included in your opening paragraph.

___ Hook ___ Other opening statements ___ Thesis statement

TIME ESTIMATE: 1 CLASS PERIOD

Lesson 45 – Writing an Expository Essay

DRAFTING BODY PARAGRAPHS

Now it's time to write the *body paragraphs*. Each body paragraph provides your reader with an explanation of your topic in an organized paragraph. The information in each body paragraph is taken directly from each paragraph planner. Look at the example below:

Paragraph Planner for Body Paragraph #1

OS: Teens can make life at home enjoyable by working.

D#1: work at home

Ex#1: wash dishes, do laundry, clean house

D#1: work in yard

Ex#1: mow the lawn and water flowers

CS: Using the body, teens can help out in the home.

Body Paragraph #1 Draft from Paragraph Planner

Teens can make life in the home more enjoyable by performing physical labor. Every family member, including teenagers, can do some part to help keep the family organized. Teens can help by washing dishes, doing laundry, and cleaning house. Teenagers can also help in the home by working in the yard. For example, they can easily help with mowing and watering plants and flowers. By using the body, teenagers are not only maintaining healthy habits, but they are also contributing by helping out around the home.

On a sheet of notebook paper, below the opening paragraph you recently completed, compose each body paragraph using the information you organized in Lesson 43.

Be sure to write on every other line so that you'll have room to revise later.

TIME ESTIMATE: 1-2 CLASS PERIODS

Lesson 46 – Writing an Expository Essay

DRAFTING THE CLOSING PARAGRAPH

Now it's time to compose your *closing paragraph*. You are ready to close the essay. The closing paragraph contains two main parts:

1. Closing statements
2. Restate the main idea (thesis statement) of your essay.

Look at the example below:

In every family, each member contributes to the well-being of the family unit, but teenagers can play a special role in this unit. As responsible workers who help out when needed and who help maintain peace and harmony in the home, teenagers are just as important to the family structure as parents! Truly, in the game of life, young teenagers have a lot to offer on the home court.

The diagram consists of two rectangular boxes with arrows pointing to specific parts of the paragraph. The top box, labeled 'Closing Statements', has an arrow pointing to the first sentence: 'In every family, each member contributes to the well-being of the family unit, but teenagers can play a special role in this unit.' The bottom box, labeled 'Restating Thesis', has an arrow pointing to the last sentence: 'Truly, in the game of life, young teenagers have a lot to offer on the home court.'

On a sheet of notebook paper, below the body paragraphs you recently completed, write the closing paragraph to your essay. Be sure to include closing statements and restate your thesis.

NOTE: *Try to tie your closing statements to the hook in your opening paragraph.*

TIME ESTIMATE: 1 CLASS PERIOD

Lesson 47 – Writing an Expository Essay

Revising Content and Sentence Structure

Now it's time to revise your expository essay and look for opportunities to combine short, choppy sentences. You will also explore the content to make sure it effectively communicates to the reader.

Look at the example below:

Part of a body paragraph – Before Revision:

Teens can help in the home by being a peace maker. Many teens can help out by overlooking wrongs. For example, when offended by someone at home, responsible teens can help by overlooking the wrong.

The same paragraph – After Revision:

Being a peacemaker is probably the most difficult role a teen can have in the home, but it yields positive results. Many teens can help out by respecting the individuality of members of the family. For example, when a teen has been offended, a responsible reaction would be to overlook the offence and forgive with the understanding that he/she often offends others, too.

Begin revising your rough draft. As you read each word aloud, look for opportunities to combine or restructure sentences. Also, check the content to be sure it effectively communicates what you are trying to say.

Check off each paragraph as it is revised.

___ Opening Paragraph ___ Body Paragraph #3
___ Body Paragraph #1 ___ Closing Paragraph
___ Body Paragraph #2



Remember, there may be times when you change NOTHING during revision. Only make revisions that improve your writing!

TIME ESTIMATE: 1-2 CLASS PERIODS

Lesson 48 – Writing an Expository Essay

Revising for Word Choice and Adding Sensory Details

Now it's time to revise your expository essay and look for opportunities to change the words you used to words that are more expressive.

Look at the example below:

Part of a body paragraph – Before Revision:

*Responsible teens can be a **huge** blessing around the home. They can **really** help out by doing **specific** chores without being told.*

The same paragraph – After Revision:

*A **teen that is responsible** can be a **tremendous** blessing around the home. They can help out by doing **predetermined** chores without being told.*

Begin revising your rough draft by reading our draft aloud. As you read, look for opportunities to add *adjectives, adverbs, and other words or phrases* that can give more information.

NOTE: Use a thesaurus to find optional words. If you do not have one, you can use an online version for free at www.thesaurus.com.

Example: Instead of *walked*, use: *ambled, meandered, wandered, or shuffled*

Check off each paragraph as it is revised.

___ Opening Paragraph ___ Body Paragraph #3
___ Body Paragraph #1 ___ Closing Paragraph
___ Body Paragraph #2



Remember, there may be times when you change NOTHING during revision. Only make revisions that improve your writing!

TIME ESTIMATE: 1-2 CLASS PERIODS

Lesson 49 –Writing an Expository Essay (Edit/Publish)

Now that you’ve revised your draft, you’re ready to write your final copy and edit for mistakes in capitalization, punctuation, and spelling.

You may edit while you write your final draft on clean sheets of notebook paper. If so, be sure to edit your final draft one last time in order to correct mistakes that were made while you were copying your final draft.

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*.

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 CLASS PERIOD

Five-Paragraph Expository Essay Checklist

Opening Paragraph/Introduction

Did you introduce your topic?

Is your topic stated clearly in your thesis statement?
--

Body – (See Checklist at Bottom)

Does your body contain details about your topic?
--

Do you give examples of your details?

Are your details strong and descriptive?
--

Closing Paragraph/Conclusion

Does your closing paragraph restate the thesis and bring the essay to a close?
--

Overall

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

Do you use transition words between details/ examples and paragraphs?

Did you use vivid language to make the description 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 used paragraphs correctly.

BODY PARAGRAPHS CHECKLIST

Body Paragraph 1

Contains a quality opening sentence that supports the main topic.

Gives details and examples of my topic sentence in this paragraph.
--

Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

Body Paragraph 2

Contains a quality opening sentence that supports the main topic.

Gives details and examples of my topic sentence in this paragraph.
--

Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

Body Paragraph 3

Contains a quality opening sentence that supports the main topic.

Gives details and examples of my topic sentence in this paragraph.
--

Contains a closing sentence that successfully brings the paragraph to a close or transitions to the next.

FIVE PARAGRAPH – EXPOSITORY ESSAY SCORING GUIDE

	Organization/Content	Opening, Thesis Statement, and Conclusion	Sentence Structure Word Choice	Mechanics
4	<ul style="list-style-type: none"> Opening paragraph, body, and closing paragraphs follow an effective organizational style; Appropriate and effective transitions are used between paragraphs and thoughts. Detailed support and examples are used effectively. 	<ul style="list-style-type: none"> Introduction is inviting and includes a well formed thesis statement which gives an overview of the purpose while the conclusion clearly restates the author's main objective and effectively closes the essay. 	<ul style="list-style-type: none"> Sentences reflect variety in length and kind; (compound and complex sentences). Few if any tense/subject verb agreement errors; Word choice is rich and varied. 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
3	<ul style="list-style-type: none"> Opening paragraph, body, and closing paragraphs follow a basic organizational style; General transitions are used between paragraphs and thoughts. General support and examples are used effectively. 	<ul style="list-style-type: none"> Introduction includes a thesis statement which gives an overview of the purpose while the conclusion restates the author's main objective and closes the essay. 	<ul style="list-style-type: none"> Sentences reflect some variety in length and kind; (more compound than complex sentences). Occasional if any tense/subject verb agreement errors; Word choice is clear and reasonably precise. 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
2	<ul style="list-style-type: none"> Opening paragraph, body, and closing paragraphs follow a vague organizational style; Few transitions are used between paragraphs and thoughts. Support is vague and lacks examples. 	<ul style="list-style-type: none"> Introduction, thesis statement, and/or conclusion is vague. 	<ul style="list-style-type: none"> Sentences reflect little variety in length and kind; (mostly simple sentences). Contains tense/subject verb agreement errors; Word choice is basic. 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors may interfere with the reader's understanding of the writing.
1	<ul style="list-style-type: none"> Organization detracts from content. Transitions between paragraphs and thoughts are missing. Lacks support and examples. 	<ul style="list-style-type: none"> Introduction, thesis statement, and conclusion are not clear or missing. 	<ul style="list-style-type: none"> Sentences are simple and fragmented; Errors obstruct meaning. Word choice is vague. 	<ul style="list-style-type: none"> Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors interfere with the reader's understanding of the writing.

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

Total all sections _____/16 = _____%

ANSWER KEY

Lesson 2 – Independent and Dependent Clause

1. DC
2. IC
3. DC
4. IC
5. DC
6. IC
7. DC
8. DC
9. IC
10. IC
11. DC
12. DC
13. IC
14. IC
15. DC
16. DC
17. IC
18. DC

Lesson 2– Independent and Dependent Clause

1. DC
2. IC
3. IC
4. DC
5. IC
6. IC

ANSWERS MAY VARY

1. I can't take you to the park since it is raining.
2. Unless it stops raining, we won't be able to go tomorrow either.
3. The muddy pathways are messy because it has rained for three days.
4. After the ground dries up, we will be able to go to the park.
5. Sunny days at the park are fun when there's no mud puddles to avoid.

Lesson 3A – Compound Sentences

1. Jason was definitely wrong, yet he would not admit his error publicly. (Do not use "but".)
2. The championship game was today, but Tyler was in too much pain to play.
3. Local residents can vote at the appropriate polling locations, and they can vote by absentee ballot.
4. I enjoy listening to orchestra music, but I enjoy choral music most.
5. We can go to the movies, or we can rent a movie and stay at home.
6. The local emergency response team suggests we raise more money for emergency services, for there will be a shortage of emergency responders in the future.
7. Carl can play almost any stringed instrument, but he cannot play the cello.
8. The local residents refuse to use their mailboxes, for they have had too many incidents where their mail was stolen.
9. Esther was going to ride the motorcycle, so she put on a helmet.

Lesson 3A – Compound Sentences

1. Sasha's cookies looked good on the outside, but the taste of the cookies was a different story.
2. The children are tired of playing games, so I called Taylor and asked him to take them to the park.
3. Kennel owners will need to meet federal requirements for kennels, or they will be forced to close.
4. Gavin owned a 1966 Chevy for 30 years, yet he never got it out of the garage. (Do not use "but".)
5. Storms tore through our neighborhood last night, but I didn't wake up one time.

ANSWERS MAY VARY

6. I want to buy a new swimming pool, yet I never seem to have enough money.
7. David is in severe pain most of the time, so he takes tons of painkillers.
8. The talent show was a complete success, but I don't think we made enough to purchase new uniforms.
9. Karli volunteers at the local school for the handicapped, and she volunteers at the hospital.
10. There are many likeable people in my art class, yet I often feel left out.

Lesson 3B – Combining Ideas Using Compound Sentences

Another unusual thing about Fran is her eating habits. She believes breakfast, lunch, and supper foods do not exist. She will eat fried chicken for breakfast if she gets the urge, and she often eats scrambled eggs with biscuits and gravy for lunch. She may eat dessert before lunch, or she may eat it after lunch. Sometimes she eats peanut butter and jelly for supper. Just before bed, Fran often enjoys a bowl of oatmeal, but she never eats it when she wakes up.

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

1. RO - Tracy is excited when church camp rolls around every year. He enjoys spending time with friends and learning about God's Word.
2. RO - Carlos is eager to leave on vacation; he loves traveling with his family.
3. CS - Our hens and chicks roam our little farm in the day, but at night they head for the chicken coop.

4. RO - Kay's son plays violin in the community orchestra, and he also directs the children's orchestra.
5. CS - After crash landing in the forest, Dan made it out of the wreckage alive, but his head injury left him blind.
6. CS - The weatherman is predicting six inches of snow, so I'd better find my boots!
7. RO - Benjamin sang a solo in last year's concert, and he hopes to do the same this year, too.
8. C
9. RO - I always agree with Liberty, and she always agrees with me.
10. RO - The game was cancelled because of the rain, so it has been rescheduled for next week.
11. CS - Conserve energy; use it wisely.
12. RO - The manager's sister lives in Florida, and his brother lives in Colorado.

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

My father retired from the Air Force last year, and he is writing a book about his experiences. Because his vision is weak, he dictates to me, and I record the information. Sometimes he gets a bit emotional when he shares traumatic experiences. I wait until he recovers, and we continue on.

Last week he told about a dangerous mission he had to complete with one of his colleagues. He and his colleague were scouting enemy territory, and the mission was dangerous and tedious. My father explained that when he returned to the base, his hands were dripping with sweat.

Today he shared about losing his best friend, Joey. Both were fighter pilots. One month before they were discharged, there was a terrible accident that took Joey's life. Joey and my father were conducting a mock attack. Joey made a slight error in a dangerous maneuver, and it cost him his life.

Although these experiences are difficult for my father to recall, I'm glad he's willing to share them. This book will allow people to read about my father's experiences in the Air Force, and it will allow my grandchildren to know their great-grandfather even though they have never met him.

Lesson 4A – Complex Sentences

1. It will not be complete before the due date even if I finish drafting my essay today.
2. Since I forgot to clean them out this spring, the gutters were not working properly.
3. I tripped over a flower bed and fell flat on my back while I was attempting to coax the dog back into the yard.
4. Everyone had plenty to eat because there was so much food at the church dinner.
5. Unless I am losing, I thoroughly enjoy playing crochet.
6. Before rehearsal begins on Friday, Sheri will deliver the flowers and the wedding cake.

Lesson 4A – Complex Sentences

ANSWERS MAY VARY

1. The Gramers moved to the United States in 1875 where they settled near Chicago.
2. Because many Germans began migrating to the United States, the settlement grew rapidly.
3. The settlement was quickly rebuilt after a catastrophic fire destroyed much of the settlement in 1901.
4. Although the weather is often rainy and humid, most people don't mind it.
5. Many visitors enjoy exploring the area on vacation because it is one of the most beautiful places in America.

Lesson 4B – Fragments in Complex Sentences

1. F - I have never eaten octopus, but I've always wanted to.
2. C - Darla sang a solo at state competition. Like most other soloists at the competition, she earned an I rating.
3. F - The employees at the bank have to be patient even though angry customers get loud and obnoxious.
4. F - We decorated the house with streamers and balloons while Jon was sleeping.
5. F - The dog raced through the kitchen and knocked over the trash can before I could stop him.