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Important Note to Parents and Teachers About Working with Students:

Essentials in Writing Level 3 is not designed so that Level 3 students can work independently. Students at this age require help to read the instructions for the activities and to understand what they need to do to complete the activity. Parents and teachers should expect to work with the students through all Level 3 activities.

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 three sections:

I. Writing Sentences
II. Parts of Speech
   A. Identify Parts of Speech
   B. Common Problems
III. Tools for Effective Communication
   A. Apply Parts of Speech
   B. Apply Sentence Structure

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

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

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

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

- 19 assessments
- 2 comprehensive unit assessments
- Spelling Dictionary
- Resource wordlists
- 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.

**Common Problems** – In Unit One, the common problems icon will be present in activities that focus on topics with which students frequently struggle, both Parts of Speech and Sentence Structure topics.

**Grammar Section Toolbox** – In Unit One, the toolbox will be present in all “in action” 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” from the previous unit to improve communication.

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

Scoring written compositions can be challenging due to their subjective nature. Ultimately, the teacher is encouraged to do what works for them, their student, and/or their schooling situation. If the teacher already uses a method to score written compositions, they should stick with it. Along the way, they can consider trying new methods.

If teachers use the checklists provided, they should 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 the strengths and weaknesses evident in the composition.

There are several different ways to utilize the checklists and hold discussions:

1. **Student completes the checklist before turning in the assignment.** The teacher spot-checks a few items and asks the student to point to different items on the checklist evident in the composition and explain why the item was checked.

   *Teacher: “I see you marked that your narrative contains transitions. Show me your transitions.”*
   *Student points to the transitions.*

2. **Teacher checks each item and assigns a grade.** This works well when time is limited. Assign a letter grade based the overall composition using the sample composition provided in the key as a guide. Discuss one or more areas that may or may not include suggested or requested revision.

   After completing the checklist, the teacher might say and ask something like:
   “I noticed that you used only one body sentence in your paragraph. I think you can share more details about your topic. What do you think you could add so that you can share more details about your topic?”

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

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

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

How long should my student spend on one lesson?
Depending on the topic and the student, there are many different variables to consider in such a question. Typically, a good rule to follow is the following: 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 can then 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.

Lesson 22 Day 1 (“Day 1” calendar shown because this lesson has more than one written activity)
1. Preview Lesson 22 Day 1 in the textbook/workbook.
2. Watch Video Lesson 22.
3. Complete Lesson 22 written work for all days with Day 1 calendar icon present.
4. Explain what you learned and preview the next activity (Lesson 22 Day 2).

Lesson 22 Day 2 (“Day 2” calendar shown because this lesson has more than one written activity)
1. Preview Lesson 22 Day 2 in the textbook/workbook.
2. Watch Lesson 22 video again.
3. Complete Lesson 22 written work for all days with Day 2 calendar icon present.
4. Explain what you learned and preview the next activity (Lesson 23).

Lesson 23 (no calendar shown because this lesson has only one written activity)
1. Preview Lesson 23 in the textbook/workbook.
2. Watch Video Lesson 23.
3. Complete Lesson 23 written work.
4. Explain what you learned and preview the next lesson (Lesson 24 Day 1).

Lesson 24 (“Day 1” calendar shown because this lesson has more than one written activity)
2. Watch Lesson 24 video.
3. Complete Lesson 24 written work for all days with Day 1 calendar icon present.
4. Explain what you learned and preview the next activity (Lesson 24 Day 2).

Answer Key
Because some activities require students to compose sentences, paragraphs, letters, and other individualized answers, “Answers may vary” precedes such sample compositions. The samples provided are simply for comparison and reference.
LEVEL 3 SYLLABUS

VIDEO – 83 LESSONS
WORKBOOK – 239 PAGES

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

LESSON 1: INTRODUCTION TO WRITING
Lesson 1 Day 1: Introduction to Writing

LESSON 2: COMPLETE SUBJECTS
Lesson 2 Day 1: Complete Subjects
Lesson 2 Day 2: Complete Subjects

LESSON 3: SIMPLE SUBJECTS
Lesson 3 Day 1: Simple Subjects
Lesson 3 Day 2: Simple Subjects
Lesson 3 Day 3: Simple Subjects

LESSON 4: COMPLETE PREDICATES
Lesson 4 Day 1: Complete Predicates
Lesson 4 Day 2: Complete Predicates

LESSON 5: SIMPLE PREDICATES
Lesson 5 Day 1: Simple Predicates
Lesson 5 Day 2: Simple Predicates
Lesson 5 Day 3: Simple Predicates
*Assessment 1 (Lessons 2-5)

LESSON 6: COMPLETE AND INCOMPLETE SENTENCES
Lesson 6 Day 1: Complete and Incomplete Sentences
Lesson 6 Day 2: Complete and Incomplete Sentences

LESSON 7: TYPES OF SENTENCES AND PUNCTUATION MARKS
Lesson 7 Day 1: Types of Sentences and Punctuation Marks
Lesson 7 Day 2: Types of Sentences and Punctuation Marks
Lesson 7 Day 3: Types of Sentences and Punctuation Marks
*Assessment 2 (Lessons 6-7)

LESSON 8: COMMON AND PROPER NOUNS
Lesson 8 Day 1: Common and Proper Nouns
Lesson 8 Day 2: Common and Proper Nouns
Lesson 8 Day 3: Common and Proper Nouns

LESSON 9: SINGULAR AND PLURAL NOUNS
Lesson 9 Day 1: Singular and Plural Nouns
Lesson 9 Day 2: Singular and Plural Nouns
Lesson 9 Day 3: Singular and Plural Nouns
Lesson 9 Day 4: Singular and Plural Nouns
Lesson 9 Day 5: Singular and Plural Nouns
*Assessment 3 (Lessons 8-9)

LESSON 10: PRONOUNS AND ANTECEDENTS
Lesson 10 Day 1: Pronouns and Antecedents
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Lesson 10 Day 3: Pronouns and Antecedents
Lesson 10 Day 4: Pronouns and Antecedents
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*Assessment 4 (Lesson 10)

LESSON 11: SINGULAR POSSESSIVE NOUNS
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LESSON 12: PLURAL POSSESSIVE NOUNS
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Lesson 15 Day 2: Action Verbs
Lesson 15 Day 3: Action Verbs

LESSON 16: PRESENT, PAST, AND FUTURE TENSE ACTION VERBS
Lesson 16 Day 1: Present, Past, and Future Tense Action Verbs
Lesson 16 Day 2: Present, Past, and Future Tense Action Verbs

LESSON 17: IRREGULAR ACTION VERBS
Lesson 17 Day 1: Irregular Action Verbs
Lesson 17 Day 2: Irregular Action Verbs

LESSON 18: LINKING VERBS
Lesson 18 Day 1: Linking Verbs
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Lesson 40 Day 1: Paragraph Practice – Organize

LESSON 41: PARAGRAPH PRACTICE
Lesson 41 Day 1: Paragraph Practice – Draft

LESSON 42: PARAGRAPH PRACTICE
Lesson 42 Day 1: Paragraph Practice – Revise

LESSON 43: PARAGRAPH PRACTICE
Lesson 43 Day 1: Paragraph Practice – Final Draft
*Assessment 16 (Lessons 38-43)

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Lesson 69 Day 1: Imaginative Narrative
Lesson 69 Day 1: Imaginative Narrative – Chronological Order and Transitions

LESSON 70: IMAGINATIVE NARRATIVE
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LESSON 81: RESEARCH PROJECT
Lesson 81 Day 1: Research Project – Visual Presentation
Lesson 81 Day 2: Research Project – Visual Presentation

LESSON 82: RESEARCH PROJECT
Lesson 82 Day 1: Research Project – Writing a Bibliography

*UNIT TWO COMPREHENSIVE ASSESSMENT (Lessons 32-73)

FINAL LESSON – COMPARING COMPOSITIONS
Lesson 3 – Simple Subjects

A simple subject is the main word (noun) of the complete subject that tells who or what the sentence is about.

**An old lady sat on the bench.**

**Her green scarf snagged on a nail.**

Underline each simple subject.

1. Jackie went to second grade.

2. The little girl wanted a new friend.

3. A boy with a blue hat sat next to her at lunch.

4. His name was Ben.

5. The children played together during recess.

6. Their parents picked them up after school.

7. The new friends waved goodbye to each other.

Complete each sentence with a simple subject.

1. The old __________________________ barked all day.

2. A small __________________________ fell from the tree.

3. __________________________ is my sister.

4. __________________________ saw a frog at the pond.
Lesson 3 – Simple Subjects

A **simple subject** is the main word (noun) in the **complete subject** that tells who or what the sentence is about.

\[ \text{simple subject} = \text{bird (the main word in the complete subject)} \]

*A bird with big wings flew across the sky.*

Underline each **simple subject** in the paragraph below.

*A big storm blew through a small town. Strong winds destroyed windows and walls! Old buildings fell all over the city! The people in the town were sad after the storm. Then, many men with tools came. The men fixed the broken windows and walls. They built new buildings. The small town thanked the men for their help!*

Complete the paragraph by adding **simple subjects** where they are missing.

_________________________________________________________ likes to cook. His favorite _________________ to make is pasta with sauce. His kind, old _________________ gave him the recipe. _________________ made the meal for his family. His _______________________________ loved the meal. _______________________________ is a great cook.
Lesson 3 – Simple Subjects

A simple subject is the main word (noun) of the complete subject that tells who or what the sentence is about.

*Seth* claps his hands.

**Simple subject** = Seth

Write sentences according to the instructions below. Circle the simple subject and underline the complete subject of each sentence.

1. Write a sentence about a dog.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. Write a sentence about rain.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

3. Write a sentence about a car.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

4. Write a sentence about tennis.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
Lesson 16 – Present, Past, and Future Tense Action Verbs

An action verb tells what the subject does.

Action verbs that describe something happening right now are in the present tense. The action is happening in the present—right now!

*Jack strums the guitar.*

The action is happening right now!

Most verbs in the present tense end with an -s.

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<tr>
<th>calls</th>
<th>turns</th>
<th>laughs</th>
<th>dances</th>
<th>hugs</th>
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Verbs can also be in the past tense. They describe something that happened in the past. The action already happened!

*Jack strummed the guitar.*

The action is not happening right now. The action happened in the past.

Most verbs in the past tense end with -ed.

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<tr>
<th>called</th>
<th>turned</th>
<th>laughed</th>
<th>danced</th>
<th>hugged</th>
</tr>
</thead>
</table>

Verbs can also be in the future tense. They describe something that happens in the future. The action will happen later!

*Jack will strum the guitar.*

The action has not happened yet. The action will happen in the future.

Future tense action verbs are two words: “will + verb.”

| will call | will turn | will laugh | will dance | will hug |
Lesson 16 – Present, Past, and Future Tense Action Verbs

Action verbs that describe something happening right now are in the **present tense**. Action verbs that describe something that already happened are in the **past tense**. Action verbs that describe something that will happen are in the **future tense**.

Hal *plays* soccer.  Hal *played* soccer.  Hall *will play* soccer.

Write whether the underlined verbs are in the **present tense**, the **past tense**, or the **future tense**.

**Present OR Past OR Future ?**

1. Cass *peeled* the orange slowly.

2. The panda *sleeps* all night.

3. We *will go* to the store tomorrow.

4. Sam often *talks* loudly.

5. The bulky cow *chews* the grass.

6. Mom *will send* the letter.

7. The writer *typed* on the computer.

8. My sister *cries* after the movie.

9. I *will try* my best at the game!

10. The puppy *sniffed* my shoes.
Lesson 16 – Present, Past, and Future Tense Action Verbs

Action verbs that describe something happening right now are in the present tense. Action verbs that describe something that already happened are in the past tense. Action verbs that describe something that will happen are in the future tense.

He parks the car.  He parked the car.  He will park the car.

Rewrite the sentences and change the present tense action verbs to the tense indicated.

1. Sam steams a cup of milk.
   Past: ____________________________

2. The sandcastle crumbles.
   Future: __________________________

3. A snail moves slowly.
   Past: ____________________________

4. Wolves howl at the moon.
   Future: __________________________

5. Ezra tosses the ball to Jerry.
   Past: ____________________________

6. I make a cake for the party.
   Future: __________________________

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Lesson 27 – Adverbs in Action

Adverbs change verbs. Most adverbs end with -ly. Adverbs describe verbs by telling the ready how the action is being done.

Adding adverbs to sentences makes your writing more descriptive and interesting. Look at how adding adverbs change the examples below:

Moira looked out the window.

Moira anxiously looked out the window.

My brother handed over the present.

My brother reluctantly handed over the present.

However, using too many adverbs can make your sentence confusing.

The car began to roll down the hill.

Suddenly, the car quickly began to roll down the hill loudly.

Using the same adverb too many times can be confusing, too.

The vase fell. It cracked. Pieces flew across the floor. My mom screamed.

Suddenly, the vase fell. Suddenly, it cracked. Pieces suddenly flew across the floor. My mom suddenly screamed.
Lesson 27 – Adverbs in Action

Adverbs change verbs. Most adverbs end with -ly. Adverbs describe verbs by telling the reader how the action is being done. Adding adverbs to sentences makes your writing more descriptive and interesting.

However, using too many adverbs can make your sentence confusing. Using the same adverb too many times can be confusing, too.

The sentences below contain no adverbs. Rewrite them and make them more descriptive by adding adverbs.

1. An elf named Jerry worked for Santa Claus.

2. He created toys like the other elves.

3. Jerry dreamed of a different job.

4. He wanted to become a dentist.

5. The other elves made fun of Jerry.

6. They told him that his dream was silly.

7. Even Santa rejected Jerry’s dream.

8. Jerry refused to give up.
Lesson 49 – Expository Personal Letter

A personal letter is a letter you write to family or friends. A letter has five main parts: date, greeting, body, closing, and signature.

March 3, 2020

Dear Levi,

My family bought a new dog! The puppy is a German Shepherd and Labrador mix. She has dark brown fur. Sometimes she looks completely black! Her name is Bear because she has huge paws! She is very sweet. You should come see her soon!

Your friend,

Preston

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

The date is where you write what day it is.

The greeting is on the left side. Write “Dear” and then the name of the person you are writing to. Write a comma after their name.

The body of a letter is like a paragraph. You must indent, write an opening sentence, body sentences, and a closing sentence.

The closing is right after the body. Write a closing like “Your friend” and add a comma at the end.

The signature is where you write your name at the very end of the letter.
Lesson 50 – Expository Personal Letter

Organize

Make a plan for an opening sentence, body sentences, and a closing sentence for the body of your personal letter.

Use the graphic organizer to plan your letter about your topic.

- **Opening**
  - Write ideas for the beginning of your letter. Write what your topic is.

- **Detail**
  - Write ideas for the middle of your letter. Write details about your topic.
  - Write ideas for the middle of your letter. Write details about your topic.

- **Closing**
  - Write ideas for the end of your letter. Close your topic.
Lesson 52 – Expository Personal Letter

Revise

Look for ways to add descriptive adjectives and action verbs to your writing. If your sentences all begin with the same word, look for ways to use different beginning words.

Remember, you do not have to change *everything* you have written. Only make changes that *improve* your writing.

**Draft**

*I would have a great time.*

**Revised**

*Overall, spending an entire day with you would be very special.*

**Revise your draft.** Read your draft out loud, and touch each word as you read. Look for ways to add or change details, words, or sentences.

- Reading out loud will help you notice details you do not see when you read silently.
- Touching each word will help you focus on one thing at a time.

**Read your draft out loud, and touch each word as you read.**

☐ Revised words

☐ Revised sentences
Lesson 54 – Persuasive Paragraph

*Persuasive writing* tries to convince a reader using facts and examples to support an opinion.

**Persuasion** usually takes one of two forms.

1. The writer wants the reader to believe or not to believe something.
2. The writer wants the reader to do or not to do something.

Look at this example of a *persuasive paragraph*. This paragraph is answering the prompt: *Should dogs be allowed on city sidewalks? Persuade your reader to agree with your opinion.*

The opening sentence reveals the writer’s *persuasive opinion*.

Dogs should be allowed on city sidewalks. Dogs need exercise. If dogs are not allowed on the sidewalk, they will have to walk in the street. That is dangerous! Also, a friendly dog on the sidewalk will make people happy. Dogs should be allowed to walk on sidewalks with their owners.

The details *support* the persuasive opinion with facts and examples.
Lesson 56 – Persuasive Paragraph
Draft

In a draft, take the ideas from your plan and make them complete sentences.

At this step of the writing process, your writing does not have to be perfect. Instead, try to make your ideas clear.

**Draft your paragraph. Use the ideas from your plan.**

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Lesson 58 – Persuasive Paragraph
Final Draft

Make a copy of your revised draft on a new piece of paper. Edit your writing to make sure capitalization, punctuation, and spelling are correct.

Copy your revised draft on the lines below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Read your final draft out loud, and touch each word as you read. Correct all capitalization, punctuation, and spelling errors.

☐ Corrected capitalization errors
☐ Corrected punctuation errors
☐ Corrected spelling errors