

# LEVEL 12

# Student Text

by  
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## PLEASE READ THIS SECTION BEFORE BEGINNING

Essentials in Writing Level 12 is not meant to be completed consecutively. Breaks between compositions and/or focus on literature can be dispersed throughout this program. Completing each lesson consecutively without a break will result in completion of the material in less than a typical 184 days school year. See sample layouts below:

### **Option 1:** Suggested Completion of Essentials in Writing Level 11

1. Complete Section 1 (Sentences). Take a 1-2 day break before beginning Section 2.
2. Complete Section 2 (Paragraphs). Take a 5 day break before beginning Section 3.
3. Complete two essays of Section 3. Take a 3-4 day break between each essay.
4. Complete research paper in Section 4. Take a 5-7 day break after completing the research paper.
5. Complete two essays of Section 3. Take a 3-4 day break between each essay.

NOTE: Breaks can be as short or as long as desired to fit your schedule. Also, several days between major compositions such as essays and research papers can be taken to focus on literature, spelling, and/or vocabulary. For example, you may want to read and study a short story for four or five days between two essays.

### **Option 2:** This option is suggested for students who are behind and want to complete additional lessons throughout the year.

1. Complete Section 1 (Sentences). Take a 1 day break before beginning Section 2.
2. Complete Section 2 (Paragraphs). Take a 1 day break before beginning Section 3.
3. Complete two essays of Section 3. Take a 1 day break between each essay.
4. Complete research paper in Section 4. Take a 3 day break after completing the research paper.
5. Complete two essays of Section 3. Take a 1 day break between each essay.

NOTE: When completing lessons, try to limit completion of each assignment to one day with the exception of “research” during the research paper.

## OTHER IMPORTANT INFORMATION

**Answer Key:** There is no answer key for this grade level. Instead, answers (or sample compositions) are presented in the workbook with each lesson before the assignment. Use compositions presented in the video lessons and workbook as a guide for scoring your student’s compositions.

**Scoring Compositions**: There are two methods of scoring compositions.

1. **Checklist** – With this method, use the checklist to ensure the student has each element needed for the particular composition. Checking a composition may be done by the student, teacher, or both. In the end, the teacher will decide what score was earned based on results indicated by the checklist.
2. **Scoring Guide** (available for essays and research paper) – With this method, choose the appropriate number on the table that best describes the student’s composition for each particular category. Add the numbers together and divide by the total number possible. The answer will be the grade (in percent) the student earned.

### **Final Copy of Compositions**

Final copies may be handwritten or typed. If typed, it is recommended that students publish their compositions using the following guidelines:

Font: Times New Roman, Arial, or Verdana

Size: 14 pt

Double Spaced

### **Time Required to Complete Assignments**

Unless noted otherwise, the assignment given is expected to be completed the same day. However, teachers are at liberty to allow extra time if needed. On some assignments when it is expected that two or more class periods will be needed to complete them, it will be noted with the lesson. For example, on Lesson 10 of Section 4, it is expected that students will need more than one class period to draft three body paragraphs. Therefore, it is noted: “TIME ESTIMATE: 2-3 CLASS PERIODS”

If you have questions, simply call or email me. I’m happy to help!

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## **SUGGESTED APPROACH**

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

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

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

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

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

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

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

Worksheets/assignment sheets are not considered optional.

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

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

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

## **CURRICULUM FORMAT**

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

### **Day One**

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

### **Day Two**

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

### **Day Three**

1. Complete Lesson 2B written work.

### **Day Four**

1. Complete Lesson 2C written work.

### **Day Five**

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

### **Day Six**

1. Complete Lesson 3B written work

### **Day Seven**

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

...AND SO ON

## LEVEL 12 SYLLABUS

This course averages 150+ class periods  
VIDEO – 63 LESSONS  
WORKBOOK –182 PAGES

### SENTENCES

#### **LESSON 1 – INDEPENDENT AND DEPENDENT CLAUSE**

Lesson 1A – Independent and Dependent Clause  
Lesson 1B – Independent and Dependent Clause

#### **LESSON 2 – CREATING COMPOUND SENTENCES**

Lesson 2A – Creating Compound Sentences  
Lesson 2B – Creating Compound Sentences

#### **LESSON 3 – COMPLEX SENTENCES**

Lesson 3A – Complex Sentences  
Lesson 3B – Complex Sentences

#### **LESSON 4 – RUN-ON AND COMMA SPLICE SENTENCE ERROR**

Lesson 4 – Correcting Run-Ons and Comma Splices

#### **LESSON 5 – FRAGMENT SENTENCE ERROR**

Lesson 5 – Fragment and Complex Sentences

#### **LESSON 6 – COMPOUND COMPLEX SENTENCES**

Lesson 6A – Compound Complex Sentences  
Lesson 6B – Complex Sentences

#### **LESSON 7 – USING APPOSITIVES**

Lesson 7 – Using Appositive

#### **LESSON 8 – WHO, WHICH, OR THAT CLAUSE**

Lesson 8A – Who, Which, or That Clause  
Lesson 8B – Who, Which, or That Clause

### PARAGRAPHS

#### **LESSON 1 – FORMAL PARAGRAPH**

Lesson 1A – Formal Paragraph Structure  
Lesson 1B – Formal Paragraph Structure

#### **LESSON 2 – EXPOSITORY PARAGRAPH**

Lesson 2A – Expository Paragraph: Plan/Draft  
Lesson 2B – Expository Paragraph Additional Practice

#### **LESSON 3 – PERSUASIVE PARAGRAPH**

Lesson 3A – Persuasive Paragraph: Plan/Draft  
Lesson 3B – Persuasive Paragraph Additional Practice

#### **LESSON 4 – DESCRIPTIVE PARAGRAPH**

Lesson 4A – Descriptive Paragraph: Plan/Draft  
Lesson 4B – Descriptive Paragraph Additional Practice

#### **LESSON 5 – COMPARE AND CONTRAST PARAGRAPH**

Lesson 5A – Compare/Contrast Paragraph: Plan/Draft  
Lesson 5B – Compare/Contrast Paragraph Additional Practice

#### **LESSON 6 – CAUSE/EFFECT PARAGRAPH**

Lesson 6A – Cause/Effect Paragraph: Plan/Draft  
Lesson 6B – Cause/Effect Paragraph Additional Practice

### ESSAYS

#### **LESSON 1 – THE WRITING PROCESS**

Lesson 1 – The Writing Process

#### **LESSON 2 – PARTS OF A FORMAL ESSAY**

Lesson 2 – Parts of a Formal Essay

### EXPOSITORY ESSAY

#### **LESSON 1 – WRITING AN EXPOSITORY ESSAY**

Lesson 1 – Writing an Expository Essay – Organizing Thoughts

#### **LESSON 2 – WRITING AN EXPOSITORY ESSAY**

Lesson 2 – Writing an Expository Essay – Organizing Essay Paragraphs

#### **LESSON 3 – WRITING AN EXPOSITORY ESSAY – CAUSE/EFFECT**

Lesson 3 – Writing an Expository Essay – Cause/Effect – Drafting the Opening Paragraph

#### **LESSON 4 – WRITING AN EXPOSITORY ESSAY – CAUSE/EFFECT**

Lesson 4 – Writing an Expository Essay – Cause/Effect – Drafting Body Paragraphs

#### **LESSON 5 – WRITING AN EXPOSITORY ESSAY – CAUSE/EFFECT**

Lesson 5 – Writing an Expository Essay – Cause/Effect – Drafting Closing Paragraph

#### **LESSON 6 – WRITING AN EXPOSITORY ESSAY – CAUSE/EFFECT**

Lesson 6 – Writing an Expository Essay – Cause/Effect – Revising Word Choice, Sentence Structure, and Content

#### **LESSON 7 – WRITING AN EXPOSITORY ESSAY – CAUSE/EFFECT**

Lesson 7A – Writing an Expository Essay – Cause/Effect – Edit and Publish  
Lesson 7B – Writing an Expository Essay – Cause/Effect – Additional Practice (Optional)

## **PERSUASIVE ESSAY**

### **LESSON 1 – WRITING A PERSUASIVE ESSAY**

Lesson 1 – Writing a Persuasive Essay – Organizing Thoughts

### **LESSON 2 – WRITING A PERSUASIVE ESSAY**

Lesson 2 – Writing a Persuasive Essay – Organizing Essay Paragraphs

### **LESSON 3 – WRITING A PERSUASIVE ESSAY**

Lesson 3 – Writing a Persuasive Essay – Drafting the Opening Paragraph

### **LESSON 4 – WRITING A PERSUASIVE ESSAY**

Lesson 4 – Writing Persuasive Essay – Drafting Body Paragraphs

### **LESSON 5 – WRITING A PERSUASIVE ESSAY**

Lesson 5 – Writing a Persuasive Essay – Drafting Closing Paragraph

### **LESSON 6 – WRITING A PERSUASIVE ESSAY**

Lesson 6 – Writing a Persuasive Essay – Revising Word Choice, Sentence Structure, and Content

### **LESSON 7 – WRITING A PERSUASIVE ESSAY**

Lesson 7A – Writing a Persuasive Essay – Edit and Publish  
Lesson 7B – Writing a Persuasive Essay – Additional Practice (Optional)

## **LITERARY RESPONSE ESSAY**

### **LESSON 1 – LITERARY RESPONSE ESSAY**

Lesson 1 – Literary Response Essay – Organizing Thoughts

### **LESSON 2 - LITERARY RESPONSE ESSAY**

Lesson 2 – Literary Response Essay – Organizing Essay Paragraphs

### **LESSON 3 - LITERARY RESPONSE ESSAY**

Lesson 3 – Literary Response Essay – Drafting the Opening Paragraph

### **LESSON 4 – LITERARY RESPONSE ESSAY**

Lesson 4 – Literary Response Essay – Drafting Body Paragraphs

### **LESSON 5 – LITERARY RESPONSE ESSAY**

Lesson 5 – Literary Response Essay – Drafting Closing Paragraph

### **LESSON 6 – LITERARY RESPONSE ESSAY**

Lesson 6 – Literary Response Essay – Revising Word Choice, Sentence Structure, and Content

## **LESSON 7 - LITERARY RESPONSE ESSAY**

Lesson 7A – Literary Response Essay – Edit and Publish  
Lesson 7B – Literary Response Essay – Additional Practice (Optional)

## **COMPARE AND CONTRAST ESSAY**

### **LESSON 1 – WRITING A COMPARE AND CONTRAST ESSAY**

Lesson 1 – Writing a Compare and Contrast Essay – Organizing Thoughts

### **LESSON 2 – WRITING A COMPARE AND CONTRAST ESSAY**

Lesson 2 – Writing a Compare and Contrast Essay – Organizing Essay Paragraphs

### **LESSON 3 – WRITING A COMPARE AND CONTRAST ESSAY**

Lesson 3 – Writing a Compare and Contrast Essay – Drafting the Opening Paragraph

### **LESSON 4 – WRITING A COMPARE AND CONTRAST ESSAY**

Lesson 4 – Writing a Compare and Contrast Essay - Drafting the Body Paragraphs

### **LESSON 5 – WRITING A COMPARE AND CONTRAST ESSAY**

Lesson 5 – Writing a Compare and Contrast Essay – Drafting Closing Paragraph

### **LESSON 6 – WRITING A COMPARE AND CONTRAST ESSAY**

Lesson 6 – Writing a Compare and Contrast Essay – Revising Word Choice, Sentence Structure, and Content

### **LESSON 7 – WRITING A COMPARE AND CONTRAST ESSAY**

Lesson 7A – Writing a Compare and Contrast Essay – Edit and Publish  
Lesson 7B – Writing a Compare and Contrast Essay – Additional Practice (Optional)

## **TIMED ESSAY**

### **LESSON 1 – TIMED ESSAY**

Lesson 1 – Timed Essay – Overview

### **LESSON 2 - TIMED ESSAY**

Lesson 2 – Timed Essay – Understanding the Prompt

### **LESSON 3 - TIMED ESSAY**

Lesson 3 – Timed Essay – Organizing Thoughts (Plan)

## **RESEARCH PAPER**

### **LESSON 1 – RESEARCH PAPER (OVERVIEW)**

### **LESSON 2 – RESEARCH PAPER**

Lesson 2 – Step 1: Choose and Narrow Topic

**LESSON 3 – RESEARCH PAPER**

Lesson 3 – Step 2: Research Questions

**LESSON 4 – RESEARCH PAPER**

Lesson 4 – Step 3: Research (Source Cards)

**LESSON 5 – RESEARCH PAPER**

Lesson 5 – Step 3: Research (Note Cards and Taking Notes)

**LESSON 6 – RESEARCH PAPER**

Lesson 6 – Step 3: Research (Gathering Information)  
(One week of Class Periods)

**LESSON 7 – RESEARCH PAPER**

Lesson 7 – Step 4: Thesis & Outline

**LESSON 8 – RESEARCH PAPER**

Lesson 8 – Step 5: Draft – In-Text Citations

**LESSON 9 – RESEARCH PAPER**

Lesson 9 – Step 5: Draft – Drafting Introduction

**LESSON 10 – RESEARCH PAPER**

Lesson 10 – Step 5: Draft – Organizing Body Paragraphs

**LESSON 11 – RESEARCH PAPER**

Lesson 11 – Step 5: Draft – Drafting Body Paragraphs (2-3 Class Periods)

**LESSON 12 – RESEARCH PAPER/PROJECT  
PROCESS**

Lesson 12 – Step 5: Draft – Drafting the Closing Paragraph

**LESSON 13 – RESEARCH PAPER/PROJECT  
PROCESS**

Lesson 13 – Step 6: Revise – Revising for Word Choice & Sentence Structure (2-3 Class Periods)

**LESSON 14 – RESEARCH PAPER/PROJECT  
PROCESS**

Lesson 14 – Step 7: Edit/Publish (2 Class Periods)

**LESSON 15 – RESEARCH PAPER/PROJECT  
PROCESS**

Lesson 15 – Step 8: Citing Sources

**LESSON 16 – RESEARCH PAPER/PROJECT  
PROCESS**

Lesson 16 – Adding a Title Page and Outline



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# SECTION 1: SENTENCES

## Lesson 1 – Independent and Dependent Clause

### INDEPENDENT CLAUSE

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

Example: *Kris has cut all ties to previous negative influences.*

IC

Example: *Our new house has a large fenced pasture,* so *there will*

IC

IC

*be enough space for our farm animals.*

### DEPENDENT CLAUSE

A *dependent clause* may contain a subject, a verb, or BOTH. However, a *dependent clause* can NOT stand alone as a sentence because it does not express 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, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while*

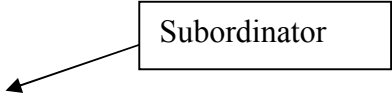
Subordinator

Example: *The government will shut down* *unless lawmakers decide to*

IC

DC

balance the budget.



Example: Although Hector often thought about joining choir, he never

DC

talked to his friends about it.

IC

## Lesson 1A – Independent and Dependent Clause

### ASSIGNMENT

**A. On a sheet of notebook paper, write five sentences (independent clause). Remember, the sentence only needs a subject and a verb with no subordinators.**

**B. On a sheet of notebook paper, write five sentences that begin with dependent clauses. Begin each dependent clause with a subordinator. Common subordinators are:**

*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*

**Place a comma at the end of dependent clause. (You will learn more about this later.)**

**C. Search the internet, a book, or a magazine to learn more about something you are interested in. Find five sentences that contain both a dependent and independent clause. (Be sure to look for subordinators.)**

**D. Memorize as many subordinators as you can.**

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## Lesson 1B – Independent and Dependent Clause

### ASSIGNMENT

**Choose any or all of the activities below for today's practice.**

**A. On a sheet of notebook paper, write five sentences (independent clause). Remember, the sentence only needs a subject and a verb with no subordinators.**

**B. On a sheet of notebook paper, write five sentences that begin with dependent clauses. Begin each dependent clause with a subordinator. Common subordinators are:**

*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*

**Place a comma at the end of dependent clause. (You'll learn more about this later.)**

**C. Search the internet, a book, or a magazine to learn more about something you are interested in. Find five sentences that contain both a dependent and independent clause. (Be sure to look for subordinators.)**

**D. Memorize as many subordinators as you can.**

## Lesson 2A – Expository Paragraph: Plan

Expository writing is used to explain, inform, or give information. It is important for the author to use words that clearly show the reader what he/she is talking about. Look at the steps taken to write the paragraph modeled in today's lesson.

### Read the Prompt

In today's lesson, the modeled paragraph was written to this prompt:

*Weather affects people in many different ways. Activities chosen for a particular day are often affected by the weather. In a paragraph, explain the best thing to do on a rainy day.*

### Organize the Paragraph

Look at the paragraph plan below that was organized using a paragraph planner:

OS	rainy days can be great days for indoor activities
D#1	quiet activities
EX	read, clean out a closet, color or draw
D#2	busy activities
EX	board games, cook, exercise
CS	even rainy days can be full of fun

## ASSIGNMENT

**Choose one of the writing prompts below. Then, on a clean sheet of paper, organize your paragraph or use a paragraph planner in the back of the workbook.**

1. Oftentimes girls earn extra money babysitting. What things does a babysitter need to know when babysitting young children?
2. Helping out in the community can not only make one feel like he/she is contributing to the community in a positive way, but it can also have a positive impact on the community itself. What would make a good service project in your community?
3. Many families enjoy having a pet in their home. What animal would make the greatest pet (pretend that your animal is not dangerous, poisonous, or scary)?
4. Teachers often affect students in many ways. Some have a positive effect on students while others have a negative effect. What makes someone a good teacher?

## **Lesson 2A – Expository Paragraph: Draft**

### **Quality Paragraph Written from Plan**

*Rain seems to bring people down sometimes, but rain can also bring a nice change to everyday routines if the time is taken to consider a change of pace. For example, there are a number of quiet indoor activities that can be done if it is raining outside. Everyone can benefit from reading a good book or cleaning out an overcrowded closet, not to mention the sheer joy of coloring or drawing with young children. There are also a number of more energetic activities that people tend to overlook unless a rainy day is keeping them indoors. The whole family can enjoy a board game on a rainy day, work together to exercise, or try out new recipes in the kitchen. Rain has an interesting effect on people. Have fun indoors, or simply go outside and play in the rain.*

### **Ineffective Paragraph Sample**

*Rain can change your routine. You can do things inside. You can read, clean or draw. Also, you can do energetic things. You can play a board game or exercise and even cook something new. Overall you can still have fun inside when it's raining outside.*

**NOTE: Avoid writing simple paragraphs. Your goal in expository writing is to explain...not give basic information.**

## **ASSIGNMENT**

**Use the paragraph plan you completed in the last lesson to guide you as you write the expository paragraph.**



## **Lesson 2B – Expository Paragraph**

### **ASSIGNMENT**

- A. Read the writing prompts below.**
- B. Choose one and follow the directions given in the prompt.**
- C. On a clean sheet of paper, organize the paragraph or use a paragraph planner in the back of the workbook.**
- D. Write the expository paragraph from the plan.**

1. Oftentimes girls earn extra money babysitting. What things does a babysitter need to know when babysitting young children?

2. Helping out in the community can not only make one feel like he/she is contributing to the community in a positive way, but it can also have a positive impact on the community itself. What would make a good service project in your community?

3. Many families enjoy having a pet in their home. What animal would make the greatest pet (pretend that your animal is not dangerous, poisonous, or scary)?

4. Teachers often affect students in many ways. Some have a positive effect on students while others have a negative effect. What makes someone a good teacher?

5. Everyone enjoys receiving a gift. What is the perfect gift?

## EXPOSITORY PARAGRAPH CHECKLIST

<b>Organization and Content</b>	
	My main idea is clear.
	A quality topic sentence is present and introduces the topic clearly after making general statements about the topic.
	The body includes supporting details that clearly relate to the topic.
	The body includes examples or explanations of each detail that help communicate information to the reader.
	I transitioned properly between ideas in the body using an effective transition words.
	A quality closing sentence that wraps up the ideas presented in the paragraph is evident.
	The information is presented in a logical sequence which leads to an understandable composition.
<b>Word Choice and Sentence Structure</b>	
	I used words that are effective and clearly communicate my ideas to the reader.
	I avoided using the word "you" in my paragraph.
	I avoided using filler words such as "just" in my paragraph.
	I have used a variety of sentence structures.
<b>Mechanics</b>	
	I have spelled my words correctly.
	I have used capitalization correctly.
	I have used punctuation correctly.

## Lesson 4 – Writing a Persuasive Essay

### BODY PARAGRAPH #3 SAMPLE

#### Body Paragraph #3 Plan

OS	people just stay up too late these days
D#1	technology
EX	teenagers on cell phones, social networks
D#2	television and movies in primetime
EX	family comes together later in p.m., family time is later
CS	bedtime rituals and routines are shifting to late-night

#### Quality Body Paragraph #3 Written from Plan

*People these days are just staying up too late. One reason for this is the growing attention to technology. Parents and teens alike will agree that cell phones and social networking keep people up later at night. In addition, television and movie viewing during primetime hours have affected sleep patterns in our society. Since many families reunite at home later in the evening than in previous decades, family time has shifted to later evening hours as well. While bedtimes seem to be shifting to later in the evening, it would be smart for our society to recognize the need for an early afternoon nap period.*

#### Ineffective Body Paragraph #3 Sample

*People these days stay up to late. One reason could be technology. Teenagers stay up because of cell phones, and social networking. Families come together later in the evening. That is family time. Bedtime rituals and routines are shifting to late-night.*

## Lesson 5 – Writing a Persuasive Essay

### DRAFTING CLOSING PARAGRAPH SAMPLE FROM VIDEO MODEL

#### Closing Paragraph Plan

Restate Thesis	all American students and workers can benefit from an afternoon rest
Elaborate	early morning rush, stress, and late evening bedtimes
TP CS	whining, crying, tired teenagers and adults like toddlers

#### Quality Closing Paragraph Written from Plan

*Truly, all American students and workers can benefit from an afternoon rest period or nap that is acceptable across the country and built into the existing school and work day. So many people in our country rise early each day with hectic morning schedules and then undergo a full day of stress that carries over into the late evening hours, it would make sense to incorporate healthy, reasonable naptimes in the afternoon so that the American people take care of themselves and their bodies. Unfortunately, this is not standard procedure across the country yet, and we suffer through the whining, crying, emotionally tired teenagers and adults who act like toddlers after 2:00 p.m.; something must be done to help these people act their age!*

#### Ineffective Closing Paragraph Sample

*All American students and workers benefit from an afternoon rest. An early morning rush, stress and late evening bedtimes can result in tiredness and fatigue. When people are tired they get whiny and cry and teenager and adults act like toddlers.*

### ASSIGNMENT

**On a sheet of paper, draft the closing paragraph of the essay. Be sure to use the plan you made in the beginning as a guide. Do not forget to double space the draft so that you have space to revise later.**

## Lesson 6 – Writing a Persuasive Essay

### REVISING WORD CHOICE, SENTENCE STRUCTURE, AND CONTENT

Revision is one of the most important steps of writing. During revision, time is taken to explore every aspect of the composition and make changes that will have a positive effect on communication with the reader. During revision, focus on word choice, sentence structure, and content.

#### Body Paragraph #3 DRAFT

*People these days are just staying up too late. One reason for this is the growing attention to technology. Parents and teens alike will agree that cell phones and social networking keep people up later at night. In addition, television and movie viewing during primetime hours have affected sleep patterns in our society. Since many families reunite at home later in the evening than in previous decades, family time has shifted to later evening hours as well. While bedtimes seem to be shifting to later in the evening, it would be smart for our society to recognize the need for an early afternoon nap period.*

#### Body Paragraph #3 REVISION

*Unfortunately, people these days are staying up too late, resulting in less overnight sleep than ever before. One reason for late-night bedtimes involves the growing attention to technology. Parents and teens alike will agree that cell phones and social media keep people of all ages awake later at night moving bedtime routines even further into the late hours of the evening. In addition, television and movie viewing during prime time hours have affected sleep patterns in our society. Since many families reunite at home later in the evening than in previous decades, family time has shifted to later evening hours as well. While bedtime seems to be shifting to a late-night activity, it would be smart for our society to recognize the need for an early afternoon nap period in order to accommodate the changes our society has endured.*

### ASSIGNMENT

**Revise each paragraph of the rough draft for word choice, sentence structure, and content. Only make changes that help IMPROVE communication with the reader.**