



Common Sense Press

*Simple to teach. Easy to learn.*

*We teach in a spirit of profound common sense  
so that we can bring each person to maturity.*

*Col. 1:28*



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*Simple to teach. Easy to learn.*

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**About us:**

In 1989, Susan Simpson and Diane Welch published the first Learning Language Arts Through Literature book that launched Common Sense Press. When Susan retired in 2016, John and Diane Welch took over operations. Common Sense Press continues to add curricula designed for homeschoolers, traditional schools, and parents who want to enrich their children's education. With Common Sense Press products, meaningful hands-on activities replace textbook methods that are often detached from the learning process. For example, our Learning Language Arts through Literature series incorporates spelling, reading, vocabulary, grammar, writing, penmanship, and phonics in the same lesson. Research shows that language arts taught in this way is much more effective than when taught in the traditional isolated and fragmented manner.

Before being published, all of our products must pass two tests. First, because we know just how busy a homeschool mom's life can be, we publish materials that are complete and require a minimum of planning. Second, we believe that education is more than just getting the right answer on a multiple-choice test. Learning should be meaningful, comprehensive, and stimulating to the student.

Our products are offered through select resellers at discount prices or can be ordered from our online store.

**Management team:**

John and Diane Welch began homeschooling in 1982 eventually teaching all five of their children. They are now happy to be involved in the homeschooling of their twelve grandchildren (and counting). Their youngest daughter Faith, a recent English/Advertising graduate of Lee University, manages the office, the high school essay assessment service, and all social media. Oldest daughter Katie, a Samford University Art graduate, takes care of graphic design needs. Daughter Erin, a Samford Music graduate, is a published author and blogger. Their son Tim graduated from Universal Technical Institute and helps with warehousing in his spare time. Their daughter Patience, a graduate of the University of Central Florida with a BFA in Graphic Design and a BA in Advertising, illustrated the three new Red Readers and helped get the new 3rd editions of LLATL print worthy.

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# ***Learning Language Arts Through Literature***

Learning Language Arts Through Literature is a complete language arts program for first grade through high school. Using an integrated approach to teaching, students learn the skills appropriate for each grade level in the context of quality literature. Reading real books instead of basal stories makes reading more attractive to the student. This creates a deeper understanding and generates greater interest in grammar, writing mechanics, vocabulary, spelling, and other language skills. The goal of any language arts program should be to equip the student for a lifetime of communication through the written and spoken word.

All levels are written for a 36 week school year. Grades 1-8 include a Teacher's Book written in a conversational format making it easy to use with little or no preparation time for the teacher. Student Activity Books are available for the 1st - 8th grade. All levels include review activities and assessments.

## ***Testimonials:***

“Thank you for continuing to develop and grow Learning Language Arts through Literature! We’ve been using it since our daughter started 1st grade and plan to use it all the way through 12th grade. Our daughter learned to read using this program and our son is on his way now. I love this program through and through. It’s wonderful that it includes handwriting and writing all in one book. There isn’t anything I would change about it and I always tell others how much we love it. It just works for us and we’re truly thankful to you all!”—Mia

“Absolutely amazing this our 3rd year using it we are doing the yellow book and the tan this year! My favorite Language Arts curriculum and it covers all aspects!” —Monique

“Wonderful curriculum that children truly enjoy. I love the no nonsense critical thinking approach Common Sense Press brings to our homeschooling.” —Beth



# ***The Blue Book***

***1st grade skills for beginning readers***

***\$110 for the Complete Program***

***\$34 Teacher Book***

***\$28 Student Book***

***\$17 Short Vowel Readers***

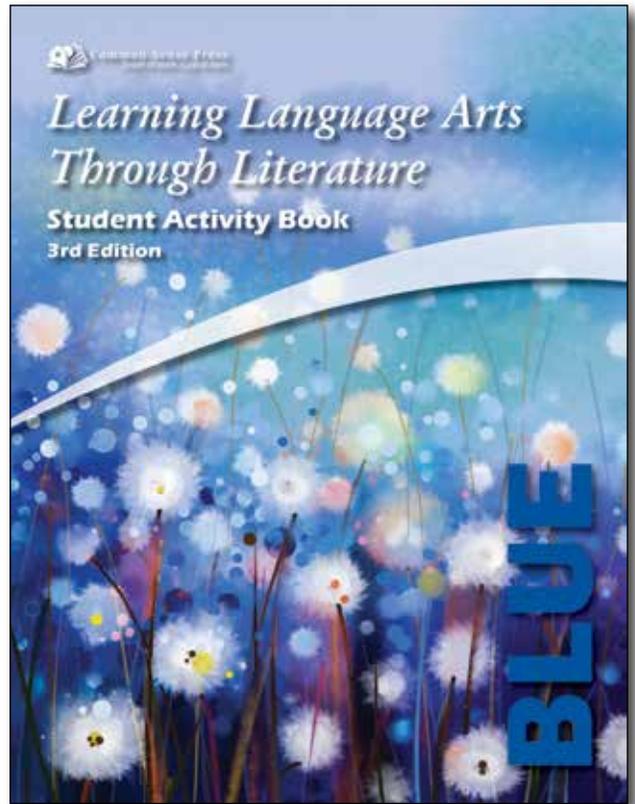
***\$17 Long Vowel Readers***

***\$12 Bridge Readers***

***\$12 Materials Packet***

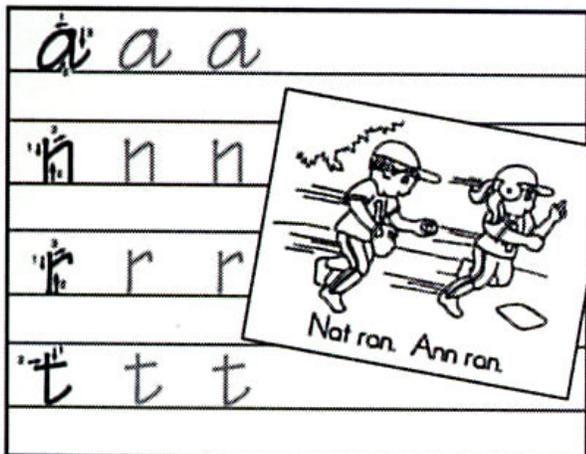
The complete program includes a Teacher Book, a Student Activity Book, 28 readers, and a materials packet, all packaged in a convenient, attractive full-color box.

The Common Sense Reading Program, the Blue Book, for first grade skills, is the perfect reading program for beginning readers. The updated third edition is even easier to use with clearer instructions and a colored companion Student Booklet. Lessons include: phonics instruction using the “Successful Reading for Beginners” series. Your student begins reading stories right away!



- 36 weekly lessons divided into easy-to-use daily plans. Lessons require little or NO preparation! Read-aloud stories and “real books” provide a basis for language arts skills: phonics, reading, spelling, grammar, and higher order thinking skills, even handwriting included.
- The “real book” read alouds for this program may be obtained through your library or purchased from bookstores or catalogs.
- A systematic phonics approach includes: short and long vowels, consonant blends, word families, and sight words.
- Handwriting instruction teaches upper and lower case letters, numbers, and punctuation. Illustrated practice sheets encourage your student to do his best.
- Games, word-wheels, flip books, and MORE hands-on projects and activities are effective for ALL types of learners.
- Assessments enable teachers to evaluate progress. Essential to the program, consumable Student Activity Books may be purchased separately.

Part 1	New Skills Taught	Lesson 1
<p><b>Phonics:</b> initial sound of names  <b>Reading Skills:</b> comprehension, evaluation of story, left to right progression, story recall, details, riddles  <b>Handwriting:</b> shapes, writing letter of first name  <b>Creative Expression:</b> drawing pictures, decorating a sign  <b>Higher Order Thinking Skills:</b> sequencing, categorizing, describing shapes, drawing inferences, interpreting illustrations</p>		
<p><b>Teacher's Note:</b>            This course requires each student have a copy of the <i>Blue Student Activity Book (SAB)</i></p> <p><b>Materials Needed:</b>            index cards            craft supplies  <i>Who Took the Farmer's Hat</i> by Joan L. Nodset            SAB pages 1-6</p>	<p><b>Day 1</b></p> <ol style="list-style-type: none"> <li>We are ready to begin an exciting 36 weeks of reading and language arts instruction. Tell your student that we will be doing activities to help him get ready to read. Find the Shape Cards on the first three rows of page 1 in the <i>Student Activity Book</i>. Cut apart the Shape Cards and give your student one set.</li> <li>Talk about the shapes with your student, encouraging him to use words to tell what the shapes look like. This may spark some imaginative answers.</li> <li>Show your student the second set of Shape Cards, and ask him to match them so that they are in pairs.</li> <li>Ask your student to move all the circular pairs (pictures that are round or have circles inside them) to one side and the pictures using lines to the other side.</li> <li>Ask your student to choose a Circle Shape Card and a Line Shape Card that he likes. Give him a piece of drawing paper, and ask him to copy the shapes. After he has done that to his satisfaction, ask him to draw a picture from one of the shapes. Example: a circle shape becoming a balloon or a line shape becoming a fence or a house. (Keep these shape drawings to be used next week.)</li> </ol> <p><b>Day 2</b></p> <ol style="list-style-type: none"> <li>Find the set of White Letter Cards on pages 1-3 in the <i>Student Activity Book</i>. Cut out these cards for your student.</li> </ol>	



## Scope and Sequence:

### Phonics / Spelling

auditory discrimination - beginning sounds - blends - consonant sounds - decoding new words - ending sounds - long vowel sounds - short vowel sounds - sight words - silent e - vowel pairs - word families

### Reading

character development - context clues - compound words - comprehension - describing characters - dialogue - drawing conclusions - following directions - inferences - left to right progression - maps - moral of a story - oral reading - plot - poetry - predicting outcome - reading aloud - recalling detail - retelling story - rhyme - setting - types of stories

### Grammar

adjectives - alphabet - alphabetical order - antonyms - apostrophes - capitalization - exclamation marks - homonyms - nouns - periods - plurals - possessive nouns - proper nouns - punctuation - synonyms - verbs

### Composition

composing sentences - composing paragraphs - composing stories - letter writing - narration - narration based on a picture - writing sentences

### Research and Study Skills

dictionary - encyclopedia - library - map skills - parts of a book: title page, table of contents, author, illustrator, publisher - reference skills - research - thesaurus - verifying information

### Higher Order Thinking Skills

alphabetical order - categorizing - compare and contrast - context clues - describing - details - drawing conclusions - evaluation of a story - fact and opinion - following directions - grouping - inferences - interpreting illustrations - making a list - matching - memorization - ordinal sequencing - patterns - personal application - predicting outcome - real and make-believe - story recall - sequencing

### Creative Expression

charades - choral reading - coloring - drama - drawing - illustrating sentences - illustrating stories - making a book - memory game - narrating from a picture - puppets - telling a story

### Penmanship

drawing shapes - lower case letters manuscript - upper case letters manuscript - punctuation - numbers - sentences

# ***The Red Book***

***2nd grade skills for beginning readers***

***\$100 for the complete program***

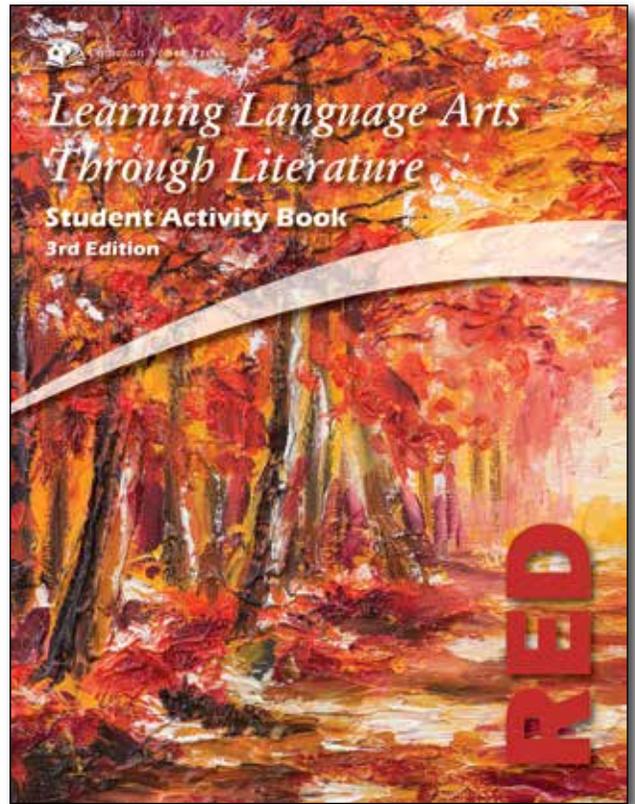
***\$34 Teacher Book***

***\$28 Student Book***

***\$40 Set of 6 readers***

***\$8 for individual readers***

The Common Sense Press second grade reading program continues phonics instruction that will bring confidence and fluency to the beginning reader. Students will enjoy the exciting stories in the readers and use them to learn grammar, creative writing, higher-order thinking skills, and much more. The program includes a Teacher Book, a Student Activity Book, and 6 readers, each containing several stories all packaged in a convenient, attractive full-color box. There are three supplemental readers that can be used for additional practice, but are not necessary for the program.



- 36 weekly lessons divided into easy-to-use daily plans. Lessons require little or NO preparation. Instructions and activities for phonics, reading skills, grammar, creative writing, and higher-order thinking skills taken from six delightful readers. Includes a quick review of first grade phonics and instruction in advanced phonics.
- The “real book” read alouds needed for this program may be obtained through your library or purchased from bookstores or catalogs.
- Enrichment Activities included in The Red Book Program will challenge your student with thinking, writing, and creative activities that are ideal for the fluent reader and easily adaptable for the nonreader.
- Handwriting instruction teaches upper and lower-case letters, numbers, PLUS punctuation. Illustrated practice sheets encourage your students to do their best.
- Games, word-wheels, flip books, and MORE hands-on projects and activities are effective for ALL types of learners.
- Spelling lessons include spelling lists, word puzzles, and spelling tips.
- Assessments enable teachers to evaluate progress. Phonics Facts, Grammar Guides, Syllable Sense, and Punctuation Pointers aid students in remembering the tricks of the trade for reading, grammar, and spelling.



Review Phonics: short vowel sounds  
long vowel sounds  
blend words  
y as in by  
ay as in pay

**Teacher's Note:**  
Remember to make reading aloud a successful event for your student.

**Materials needed:**  
A *Tree Is Nice* by Janice May Udry

**Day 1**

- a. Read the following literature passage to your student. Ask your student to follow you in the *Student Activity Book*.

*Come over to my house,  
I live in a boat.  
I live in a city  
of houses that float.*

*Come into my houseboat.  
Have supper with me.  
I'll give you cold rice  
and a cup of hot tea.*

*Come Over to My House* by Theodore LeSeig.  
Copyright © 1966 by Random House, Inc.  
Reprinted by permission of Random House, Inc.

- b. Talk with your student about the poem. You may use the following questions to help you in your discussion.
  - 1) Do you know anyone who lives in a boat?
  - 2) People from different countries live in different kinds of houses. In what country do you think this person lives?
  - 3) Children from different countries are different in many ways. All children want friends to "come over to my house." Who do you invite to your house?
  - 4) No matter where we live, a home is where we live with the people whom we love. What makes your home special?

- Day 1 a. Listen to your teacher as she reads the following poem.

*Come over to my house,  
I live in a boat.  
I live in a city  
of houses that float.*

*Come into my houseboat.  
Have supper with me.  
I'll give you cold rice  
and a cup of hot tea.*



*Come Over to My House* by Theodore LeSeig.  
Copyright (c) 1966 by Random House, Inc.  
Reprinted by permission of Random House, Inc.

- b. Talk to your teacher about the poem.
- c. Look at the first line of the poem. Underline the word *house*.  
Look at the second line. Underline the naming word.  
Look at the third line. Underline the naming word.  
Look at the fourth line. Underline the naming word.
- d. Read the Short Vowel Words aloud.

**Short Vowel Words**

sat	hot	cup	lip	run	fed
tin	bog	pet	log	mad	ax
zip	jug	tax	gas	val	...



**Scope and Sequence:**

**Phonics**

long vowel sounds - review first grade phonics - r-controlled vowels: ar, ear, er, ir, ur - root words - short vowel sounds - sounds of: au, augh, aw, ay, ea, ee, ei, ew, ie, oi, oo, or, ou, ough, ow, oy, ue, ui - sounds of: al, ch, el, le, nd, sh, th, tion, ture, war, wor - sounds of : a, c, g, s, y - silent consonant in: ck, dge, gn, igh, kn, mb, ph, tch, wh, ur - syllabication - suffix sounds - words families

**Spelling**

copy words - games - how to study words - puzzles - review phonics - spelling tips - suffix

**Reading**

cause and effect - character development - compound words - comprehension - context clues - dialogue - discussion of context - drawing conclusions - facts - fiction - illustrations - main idea - non-fiction - onomatopoeia - opinion - oral reading - ordinal numbers - plot poetry - poetry - reading aloud - real and make-believe - recalling detail - rhyme - setting - summary - syllables

**Grammar**

adjectives - alphabetical order - antonyms - apostrophes - articles - capitalization - commas - common noun - comparative adjective - conjunctions - contractions - days of the week - declarative sentences - exclamation marks - exclamatory sentences - homonyms - hyphen - interrogative sentences - irregular nouns - months of the year - nouns - number words - past tense - periods - plural nouns - possessive nouns - predicate - prefix: un - present tense - pronouns - proper nouns - question marks - quotation marks - singular noun - subject - suffixes: ed,er,est,ful,ing,ly,y - superlative adjectives - synonyms - verbs

**Composition**

address - copying literature - creative writing - dates - descriptive writing - editing - invitations - letter writing - list - narration - paragraph - recording information - report - writing from dictation

**Research and Study Skills**

atlas - dictionary - encyclopedia - library - map - parts of a book - parts of a story - survey - thesaurus - time line

**Higher Order Thinking Skills**

alphabetical order - calendar - categorizing - compare and contrast - context clues - describing - details - drawing conclusions - evaluation of a story - following directions - grouping - inferences - interpreting illustrations - making a list - matching - memorization - ordinal sequencing - patterns - personal application - predicting outcome - real and make-believe - retelling a story - story recall - sequencing

**Creative Expression / Games**

book making - bingo - calendar - card making - diorama - drama - illustrating - interpreting illustrations - poetry - nature walk - oral presentation - pantomime - plays - puppetry - riddles

**Penmanship**

lower case letters manuscript - upper case letters manuscript - numbers - punctuation - sentences

# ***The Yellow Book***

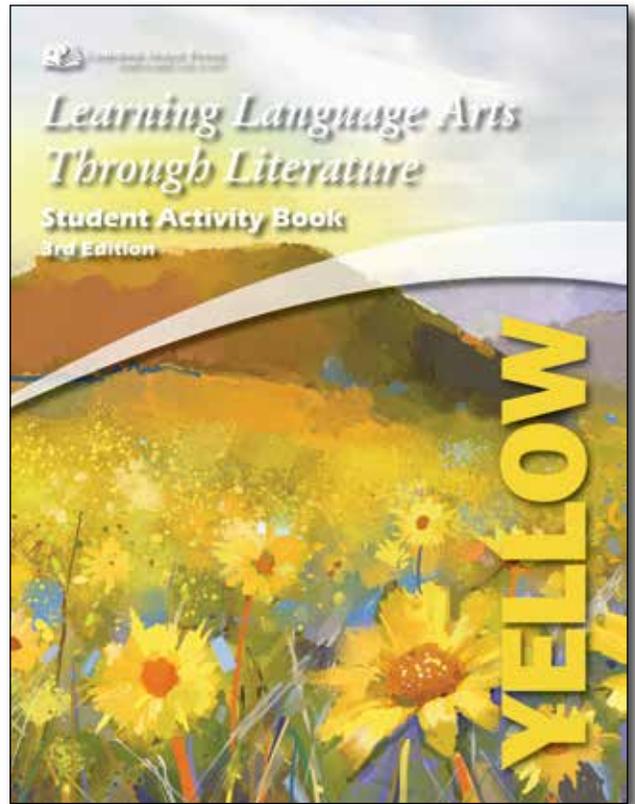
## ***3rd grade skills***

### ***\$34 Teacher Book***

### ***\$28 Student Book***

36 lessons include dictation or copying of literature passages from great books your children will love. *The Tale of Benjamin Bunny* (Beatrix Potter), *Alice's Adventures in Wonderland* (Lewis Carroll), and *The Tale of Jeremy Vole* (Stephen Lawhead), poetry selections and much more. Includes all the language arts skills: reading, spelling (with suggested lists included), grammar, higher order thinking skills, creative writing, and handwriting in an easy-to-use format. For your convenience, Teacher Notes and answers are in the margin of the teacher book. The Skills Index provides an easy reference.

Four Literature Links encourage students in vocabulary building, reading for content, and comprehension. Exciting activities bring each story to life and give your student many opportunities to be creative.



- 36 weekly lessons (which includes 4 Literature Links) divided into easy-to-use daily plans.
- The following 4 books may be used for the Literature Links or you may use other stories which are included in the book:
  - *The White Stallion*, by Elizabeth Shub
  - *Madeline*, by Ludwig Bemelmans
  - *Meet George Washington*, by Joan Heilbroner
  - *The Courage of Sarah Noble*, by Alice Dalgliesh
- Integrated language lessons include: phonics, reading, spelling, grammar, phonics review and higher order thinking skills.
- Focus on Spelling tips help with memorization of spelling rules. Suggested spelling lists are included for each lesson.
- Handwriting Instructions and work pages for cursive writing included.
- Teacher friendly, with little or no preparation needed.
- Review Activities follow most lessons providing additional skill practice.
- Assessments help teachers to evaluate student's progress.



# **The Orange Book**

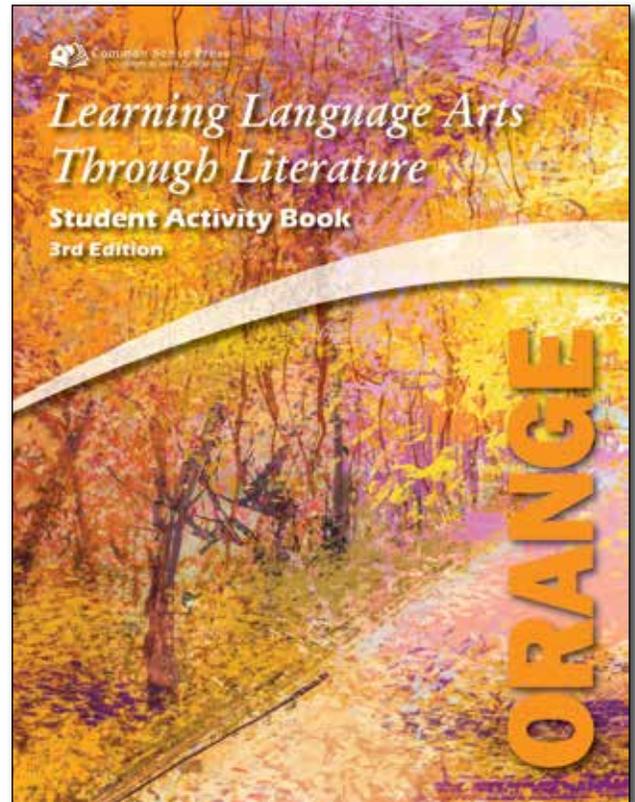
## **4th grade skills**

### **\$34 Teacher Book**

### **\$28 Student Book**

The Orange Book is a blend of dictation of literature passages, book studies, and special writing units. The story writing unit also includes instructions on making and binding their new book. The updated third edition is even easier to use with added editing and synonym practice to strengthen your student's writing. Lessons integrate all the fourth grade language arts skills: grammar, creative writing, composition, spelling, higher-order reasoning, and study skills.

- 36 weekly lessons divided into easy-to-use daily plans. Teacher friendly, with little or no preparation needed. Everyday Words lessons contain dictation, grammar exercises, spelling tips, creative writing, and more.
- Five units that provide the opportunity for your student to apply skills through various styles. The five units include:
  - o Research
  - o Journal Writing
  - o Poetry
  - o Newspaper
  - o Story Writing and Book Making
- Four Book Studies (listed in the order which they appear):
  - o *The Boxcar Children* (Book #1) by Gertrude Chandler Warner
  - o *Wilbur and Orville Wright* by Augusta Stevenson
  - o *Ben and Me: An Astonishing Life of Benjamin Franklin By His Good Mouse Amos* by Robert Lawson
  - o *The Sign of the Beaver* by Elizabeth George Speare
- Each book study contains a summary, vocabulary skills, reading comprehension, and exciting activities.
- Reviews Activities follow most lessons providing additional skill practice.
- Assessments help teachers to evaluate student's progress.





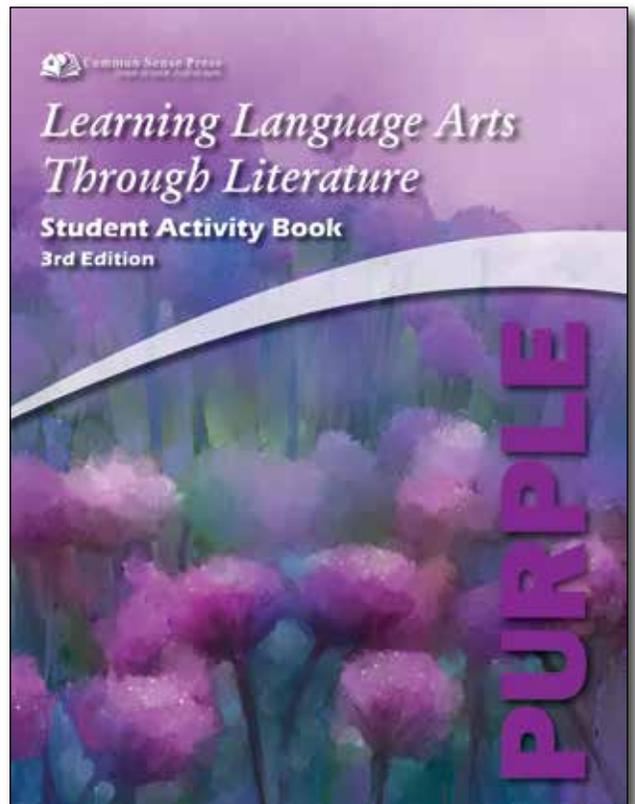
# ***The Purple Book***

## ***5th grade skills***

### ***\$34 Teacher Book***

### ***\$28 Student Book***

The Purple Book is a blend of dictation and unit studies including poetry, oral presentations, and speech making. The updated third edition is even easier to use with added vocabulary and spelling exercises. Lessons integrate all the fifth grade language arts skills: grammar, creative writing, composition, spelling, higher-order reasoning, and study skills.



- 36 weekly lessons divided into easy-to-use daily plans. Teacher friendly, with little or no preparation needed.
- Everyday Words: Students hone in on grammar skills through dictation and writing exercises.
- Speech Making and Oral Presentation Units: Students learn how to make oral presentations such as speeches and stories.
- Poetry Unit: Additional creative writing and expression are taught extensively using poetry.
- Four Book Studies
  - *Farmer Boy* by Laura Ingalls Wilder
  - *Trumpet of the Swan* by E.B.White
  - *Number the Stars* by Lois Lowry
  - *Caddie Woodlawn* by Carol Ryrie Brink
- Each book study contains a summary, vocabulary skills, reading comprehension, and exciting activities.
- The Skills Index provides an easy skill reference.
- Review Activities follow most lessons providing additional skill practice.
- Assessments help teachers to evaluate student's progress.



Mr. Boyer had sent word to all the neighbors that he was grinding cane. People began to drop in—the Tatum, the Cooks and others. The men went to the field where they cut the long cane stalks and hauled them in. They took turns feeding the stalks into the rollers. Cane pulp, called “pummy” fell to the ground at one side.

**The pale green milky-looking cane juice poured out slowly into a barrel on the other side. Flies began to come, attracted by its sweetness. Like the flies, children and grown-ups came too, all eager to taste.**

Selection reprinted from *Strawberry Girl* ©1945 by permission of the Lois Lenski Covey Foundation, Inc.

Day 1

- Read the literature passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher. In your own words, tell your teacher what is happening in this passage.
- As your teacher reads the lines in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.
- List four to six words that you should study for spelling this week, or use the following list of suggested words: juice, barrel, poured, flies, pickle, nickel.

**Spelling Tip**

Words ending with a /I/ sound preceded by a consonant are often spelled **le** or **el**.

**Scope and Sequence:**

**Spelling**

adding suffixes - copying words - plurals of irregular words - plurals of words ending in: ch,f,fe,o,s,sh,x,y,z - spelling tips: ai,ck,ear,el,er,gh, gn,ie,igh,ir,kn,le,ou,ough,ow,sion,tion,ture,u r,wor - words ending in f,l,s,z - studying words - syllabication - vowel pairs: ai,ie,ou,ow

**Reading**

a Book Study Unit on: Farmer Boy, Trumpet of the Swan, Number the Stars, Caddie Woodlawn - accent - biography - character sketch - characters - choral reading - compound words - conclusion - conflict - drawing conclusions - dialect - exaggeration - facts - figurative language - folk tale - introduction - legend - meter - opinion - plot - poetry - point of view - problem solving - quotations - comprehension - rhyme - rhyme scheme - root or base words - setting - similes - skim and scan - solution - summary - super human qualities - supporting sentences - syllables - tall tale - topic - topic sentences - vocabulary

**Grammar**

action verbs - adjectives - adverbs - antecedents - antonyms - apostrophes - base or root words - being verbs - capitalization - commas - common nouns - comparative adjectives - complete predicate - complete sentences - complete subjects - compound sentences - compound subjects - compound verbs - conjunctions - contractions - dates - declarative sentences - direct address - double negative - exclamation marks - exclamatory sentences - fragment - helping verbs - homonyms - hyphen interjections - interrogative sentences - irregular verbs - irregular words - italics - nouns - number words - past tense - periods - plural possessive nouns - plural nouns - plurals of irregular words - prefix - possessive nouns - prefix - preposition - present tense - pronouns - proper nouns - question marks - quotations - regular verbs - simple subjects - singular nouns - singular possessive nouns - suffixes - underlining - verbs - verb phrases - verb tense

**Composition**

copying literature - character sketch - descriptive writing - dialogue writing - editing - envelope - exaggeration - figurative language - indentation - letter writing - list making - outlines - paragraph - parts of a letter - reporting - rhyme - summary - supporting sentences - tall tales - topic - topic sentences - writing poetry - writing from dictation

**Research and Study Skills**

atlas - Bible references - dictionary - encyclopedia - family tree - globe - guide words - interview - list making - newspaper - outline - proofreading - reporting - research - skim and scan - thesaurus - time line

**Higher Order Thinking Skills**

analogy - decision making - directions - facts - memorization - narration - opinion - sequencing events

**Creative Expression / Games**

choral reading - family tree - interviewing - memorizing - meter - poetry - rhyme - role playing - scheme - speech making

**Penmanship**

copying passages - writing final drafts



Mr. Boyer had sent word to all the neighbors that he was grinding cane. People began to drop in—the Tatum, the Cooks and others. The men went to the field where they cut the long cane stalks and hauled them in. They took turns feeding the stalks into the rollers. Cane pulp, called “pummy” fell to the ground at one side.

**The pale green milky-looking cane juice poured out slowly into a barrel on the other side. Flies began to come, attracted by its sweetness. Like the flies, children and grown-ups came too, all eager to taste.**

Selection reprinted from *Strawberry Girl* ©1945 by permission of the Lois Lenski Covey Foundation, Inc.

Day 1

- Read the literature passage silently. Ask your teacher to help you with difficult words. When you are ready, read the passage out loud to your teacher. In your own words, tell your teacher what is happening in this passage.
- As your teacher reads the lines in bold print out loud, write them down. Compare your copy to the literature passage and make corrections.

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- List four to six words that you should study for spelling this week, or use the following list of suggested words: juice, barrel, poured, flies, pickle, nickle.

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**Spelling Tip**

Words ending with a /I/ sound preceded by a consonant are often spelled **le** or **el**.

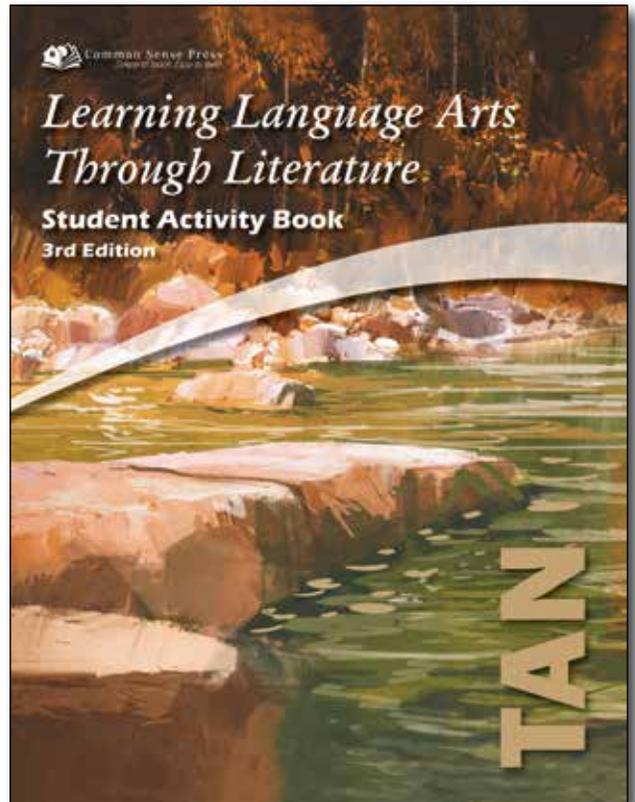
# ***The Tan Book***

## ***6th grade skills***

### ***\$34 Teacher Book***

### ***\$28 Student Book***

6th grade students mature in their language arts skills through 36 lessons. Passages from great literature encourage the reading of timeless classics. Dictation encourages expressive, creative writing. The updated third edition is even easier to use with new lessons that will introduce your student to additional classic literature. The study of suffixes and prefixes lays groundwork for skills needed at upper grade levels.



- 36 weekly lessons divided into easy-to-use daily plans. Teacher friendly, with little or no teacher preparation needed. Integrated language arts lessons including: grammar, spelling, higher-order thinking, and study skills.
- Each lesson provides the opportunity for your students to apply their skills through research, creative writing, journal writing, etc.
- Four Book Studies
  - *Carry On, Mr. Bowditch* by Jean Latham
  - *The Bronze Bow* by Elizabeth George Speare
  - *Big Red* by Jim Kjelgaard
  - *The Horse and His Boy* by C.S. Lewis
- Each Book Study contains a summary, vocabulary skills, reading comprehension, and exciting activities.
- Two Units:
  - Using the Library
  - Writing a Research Paper
- Review Activities follow each lesson providing additional skill practice.
- Assessments aid teachers in identifying strengths and weaknesses.
- The Skills Index provides an easy skill reference.



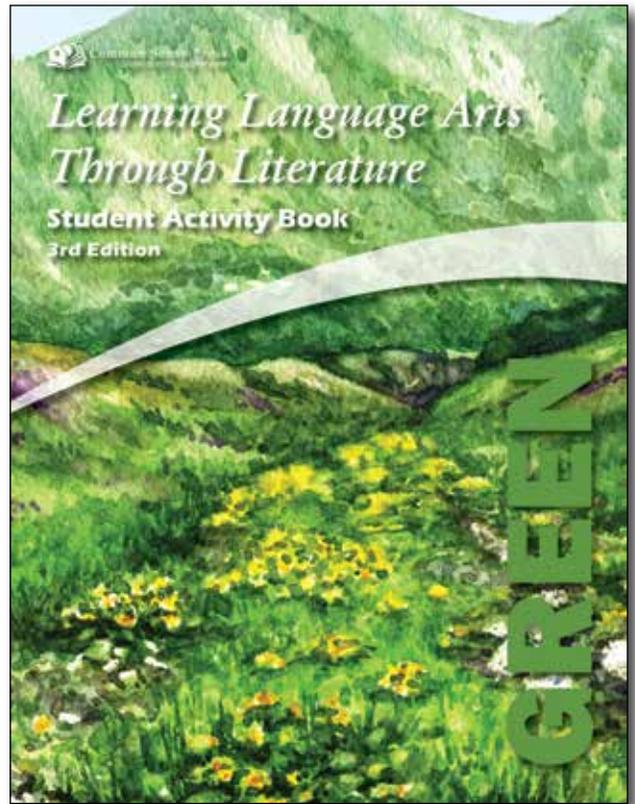
# **The Green Book**

## **7th grade skills**

### **\$34 Teacher Book**

### **\$28 Student Book**

The updated third edition is even easier to use with added exercises that will strengthen your student's reading comprehension and writing skills. Based on dictation lessons, the Everyday Words unit teaches grammar, sentence structure, and sentence diagramming using classical literature for the middle school student. The Poetry Unit encourages an appreciation while memorizing, reciting, and analyzing various poems. In the Short Story Unit, students will analyze the elements of a story, develop a plot line, write dialogue and much more. In the Research Unit, students will learn how to do research in an easy to follow step by step plan for student and teacher.



- 36 weekly lessons divided into easy-to-use daily plans. Teacher friendly, with little or no teacher preparation needed!
- Three Unit Studies
  - Poetry
  - Short Story
  - Research
- Three Book Studies
  - *The Star of Light* by Patricia St. John
  - *The Mysterious Benedict Society* by Trenton Lee Stewart
  - *Much Ado About Nothing* - a play by William Shakespeare
- Each Book Study contains a summary, vocabulary skills, reading comprehension, and exciting activities.
- The Skills Index provides an easy skill reference.
- Review Activities follow each lesson providing additional skill practice.
- Assessments aid teachers in identifying strengths and weaknesses.



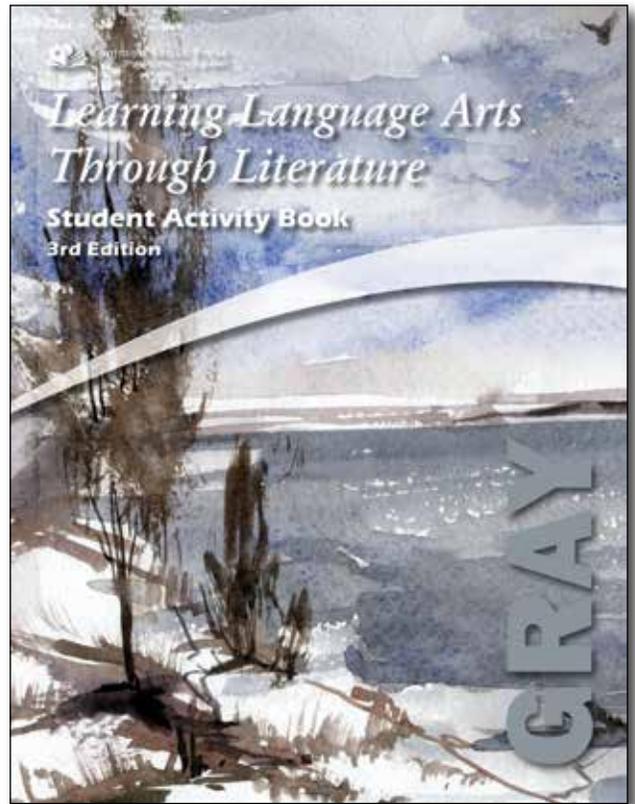
# **The Gray Book**

## **8th grade skills**

### **\$34 Teacher Book**

### **\$28 Student Book**

Primarily based on dictation, your student will learn all the components of language arts in one easy to use book. A five week Writing Unit prepares students for high school writing and research as well as continued study in prefixes, suffixes, and roots words. Four Book Studies are designed to expand understanding through various activities involving reading and writing skills. The updated third edition is even easier to use with new lessons and analogies study.



- 36 weekly lessons divided into daily plans. Teacher friendly, with little or no preparation needed.
- Integrated language arts lessons including: grammar, spelling, higher order thinking, and study skills. Encouraging a love for classical literature, through dictation students learn punctuation, capitalization, parts of speech, grammar, creative writing, and more.
- Spelling lists each week from the most Commonly Misspelled Words.
- Vocabulary Building exercises bring meaning to vocabulary in context making it useful in everyday language. Continued study of suffixes, prefixes, and root words prepares students for college testing.
- Four Book Studies (listed in the order they appear):
  - o *Daddy-Long-Legs* by Jean Webster
  - o *A Lantern in Her Hand* by Bess Streeter Aldrich
  - o *Eric Liddell* by Catherine Swift
  - o *God's Smuggler* by Brother Andrew
- A five week Writing Unit prepares students for high school writing and research.
- The Skills Index provides an easy skill reference.
- Reviews Activities follow each lesson providing additional skill practice.
- Assessments help teachers to evaluate student's progress.

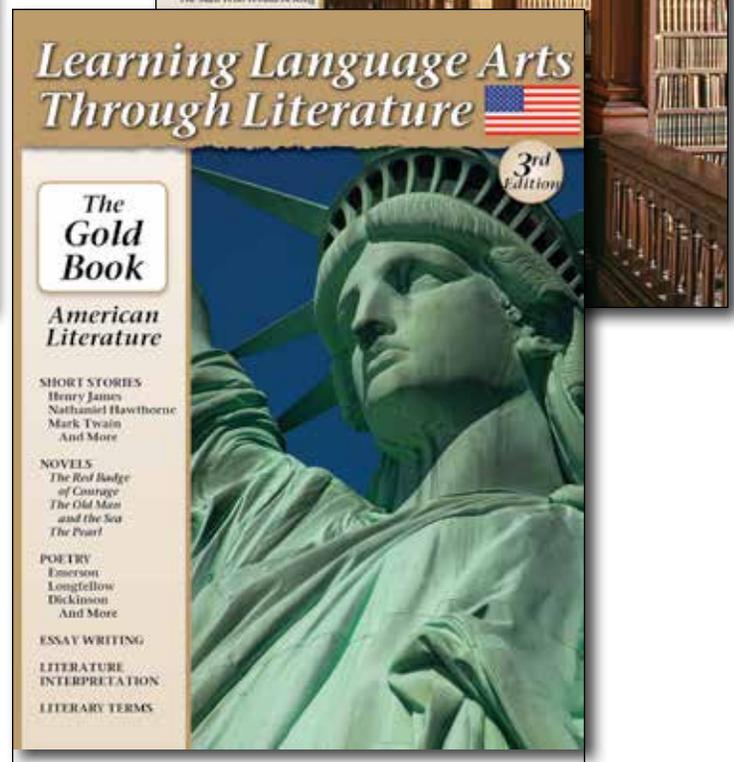
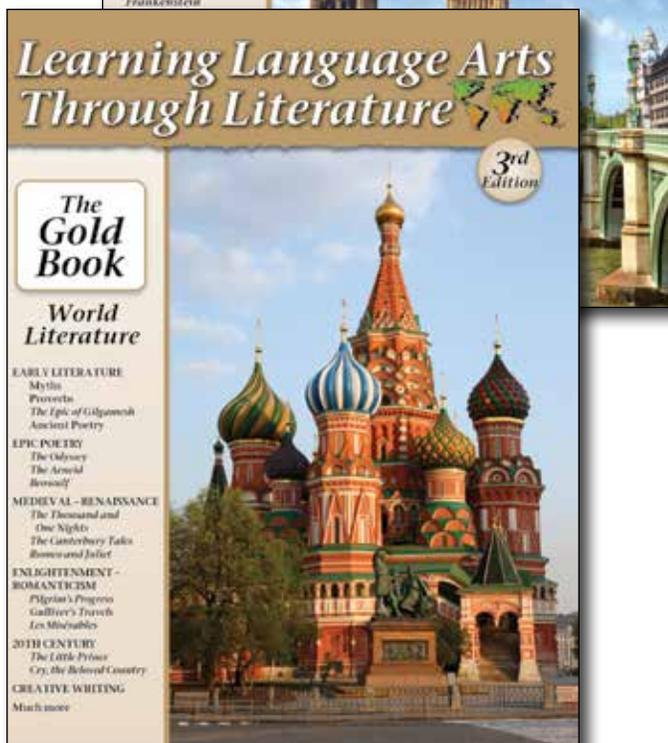
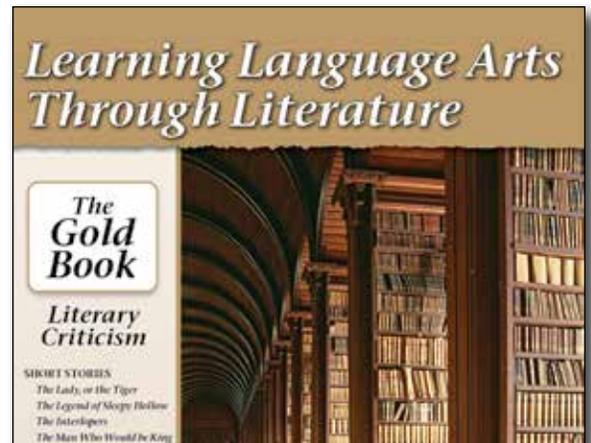


# Learning Language Arts Through Literature – Gold Books

## High School Skills

The Gold Book series includes World Literature, American Literature, British Literature, and Literary Criticism. Each book is a complete course that satisfies high school language arts requirements. The Gold Book series is designed to encourage the high school student's ability to read and understand literature, develop the ability for verbal and written expression, enable him to interpret and access literary meaning in terms of content and philosophy, and clearly state a position in response. Easy to use, each book is written for student self-direction. A Teacher's Guide with answers is located in the back of each book along with novel summaries to enable the teacher to engage with the student.

Course notes and test booklets containing main points, tests, and answer keys for each unit are available to assist you in the grading process needed for high school transcripts. As a further help, our Essay Assessment Service offers personal assessment of the major writing assignments for each course.



# **The Gold Book – World Literature**

## **High School skills**

**\$27 Textbook**

**\$24 A World Literature Anthology**

**\$14 World Literature Notes, Tests, Answers**

Unit 1 - Early Literature Study introduces the student to world literature through the earliest recorded writings, many of which began as oral tradition. These include fables, myths, fairytales, folktales, and parables as well as poetry and sacred texts of ancient cultures.

Unit 2 - Epic Study introduces the student to heroic stories from seven different cultures spanning hundreds of years. Students will be able to identify the elements that make up epic literature and will apply this knowledge to writing their own epic stories. Guided by thought-provoking questions, the student will compare and contrast these epics by analyzing characters and identifying qualities valued by each culture.

Unit 3 - Novel Study takes an in-depth look at three classic works of literature from ancient times to modern. The student will learn to interpret literature and formulate an opinion of each novel. In addition to reading these full length books, students will be introduced to many books through an “over-view” of the work giving a broad foundation from which to expand their learning.

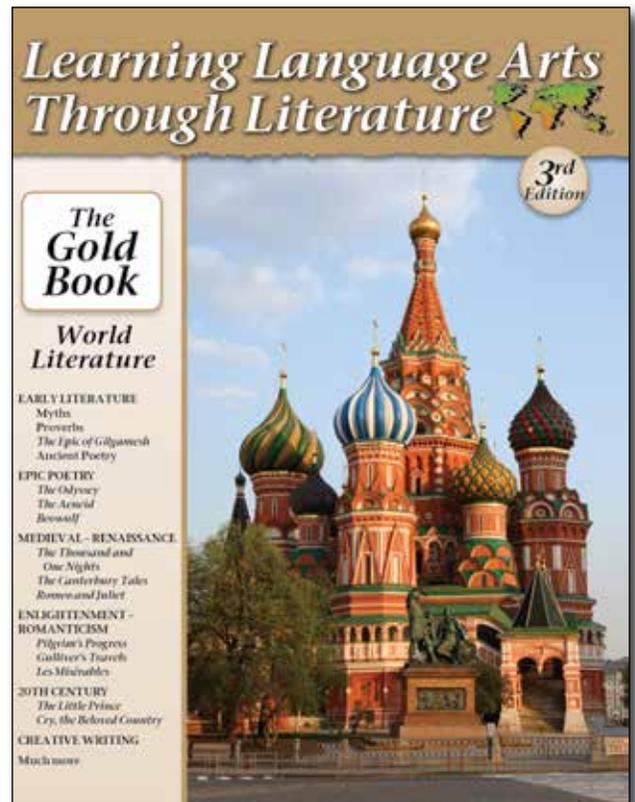
Unit 4 - Poetry Study includes the poetry of ancient Greece and Rome, poetry from Egypt, Japan, China, the Middle East, and the European sonnet. Students will thoroughly review meter, rhyme scheme, and literary terms.

Unit 5 - Play Study leads the student in reading two full length plays - Shakespeare’s Romeo and Juliet and a comedy of manners play, “The Importance of Being Earnest.”

Short Stories Study allows the student to explore plot lines, characters, settings, and themes of nine short stories from France, America, England, Russia, Canada, and New Zealand.

To complete the assignments in this manual, the student will need the following books:

- *A World Literature Anthology*. Common Sense Press.
- *The Odyssey* - Homer. Barnes & Noble Classics.
- *No Fear Shakespeare, Romeo and Juliet* - Shakespeare, William. Spark Publishing.
- *The Little Prince* - de Saint-Exupéry, Antoine. Mariner Books.
- *Cry, the Beloved Country* - Paton, Alan. Scribner.



Hwæt. We Gardena in gear-dagum,  
 þeodcyninga, þrym gefrunon,  
 hu ða æþelingas ellen fremedon.  
*Beowulf*

1. a. The above lines are not the result of someone typing with his hands on the wrong keys. They are the opening lines of *Beowulf*, an epic poem written between 700-1000 A.D. *Beowulf* is considered to be the finest work of Anglo-Saxon literature. Add *Beowulf* to your epic timeline.

- b. Old English was spoken by the Anglo-Saxons and is actually closer to modern German than it is to modern English. Here is a translation of the above lines:

What. We of the Spear-Danes in old days  
 of the people-kings, power heard,  
 how the princes brave deeds did.

You can see why we have to read a translation of this English! You will be reading from a translation by Lesslie Hall, published in 1892.

- c. Who were the Anglo-Saxons? Where did they come from?

- d. *Beowulf* is a long poem consisting of more than 3,000 lines. There are three literary terms you should be familiar with when studying *Beowulf*. First, The Anglo-Saxons' poems were written in **alliterative** verse. Alliteration is when words begin with the same initial sound.

Ex: Peter Piper picked a peck of pickled peppers.

A more classical example can be found in Samuel Coleridge's poem "Kubla Khan":

Five miles meandering with a mazy motion.

Alliteration was very important to the metrical scheme of Anglo-Saxon poetry.

- e. Secondly, **caesura** was also very important in Anglo-Saxon verse. Caesura is a complete break in a line of poetry. Here is an example of caesura from a poem by Alexander Pope, "An Essay on Man":

Know then thyself, presume not God to scan;  
 The proper study of Mankind is Man.

Read the translation of the first lines of *Beowulf* above using caesura. Notice the dramatic effect.

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## Scope and Sequence:

### Reading Skills/Short Stories

Early literature: myths, folktales, fairytales, fables, African proverbs and dilemma tales, parables - The Aeneid - The Pillow Book - The Epic of Gilgamesh

**Epic Poetry:** The Odyssey - The Mahabharata/The Ramayana - The Aeneid - Beowulf - The Song of Roland - The Nibelungenlied

**Medieval/Renaissance:** The Thousand and One Nights - The Rubaiyat of Omar Khayyyam - Canterbury Tales - Romeo and Juliet - Don Quixote

**Enlightenment/Romanticism:** Pilgrim's Progress - The Divine Comedy - Gulliver's Travels - Faust, Book One - Doctor Faustus - The Devil and Tom Walker - The Picture of Dorian Gray - Les Miserables - The Importance of Being Earnest - The Short Story - 20th Century: The Little Prince - Cry the Beloved Country

critical thinking - predicting outcomes - metaphor - simile - alliteration - parallelism - flashback - frame story - foreshadowing - narration - theme - paraphrase - soliloquy - oral reading - satire - hyperbole - verbal irony - parody - allegory - motif - protagonist - antagonist - dues ex machine - comedy of manners play - epigram - pun - characters - setting - theme - plot - plot line - conflict - point of view - first/third person - objective/limited/omniscient - stream of consciousness - climax - exposition - rising action - falling action - resolution (denouement) - summary - novella - Christ figure - epilogue

### Composition

Argument and persuasion - prewriting - topic sentence - editing - compare and contrast - epic story writing - creative writing - newspaper article - writing poetry - paraphrase - character sketch - summary - book report

### Poetry

The great hymn of the Aten - Rig Veda - The Book of Songs - tanka Poetry - haiku - lyric poetry - ghazal - sonnets - consonance - assonance - pivot words - meter - metrical pattern - feet - ode - epics - Homeric simile - rhyme scheme - caesura - kenning - laisses - quatrain - personification - iambic pentameter - blank verse - tercets

What. We of the Spear-Danes in old days  
 of the people-kings, power heard,  
 how the princes brave deeds did.

- f. The final literary term is **kenning**. A kenning is usually two hyphenated words that describe a noun or activity.

Ex: whale-road = the sea

In *Beowulf*, the body is referred to as bone-house and a lord is called a ring-giver. An example in modern English is calling our cars gas guzzlers. Try writing your own kenning.

- g. Even though *Beowulf* is written in Old English, the story takes place in Scandinavia in the 5<sup>th</sup> or 6<sup>th</sup> century, before Christianity had been introduced. Although the story takes place in a pagan culture, the story was recorded by Christian scribes, and Christian themes are present throughout the poem.

- h. *Beowulf* opens with a genealogy that leads to Hrothgar, son of King Halfdane. Hrothgar is a mighty warrior who amasses many followers and much wealth. He builds a great hall called Heorot Hall where he keeps his throne and throws big parties. These parties become a source of irritation to a local demon named Grendel.

Then the mighty war-spirit endured for a season,  
 Bore it bitterly, he who bided in darkness,  
 That light-hearted laughter loud in the building  
 Greeted him daily; there was dulcet harp-music,  
 Clear song of the singer. He said that was able  
 To tell from of old earthmen's beginnings,  
 That Father Almighty earth had created

- i. Find an example of alliteration in the above lines.
- j. Why was Grendel so bothered by the noise in the great hall?
- k. How is Grendel identified in the following?

A foe in the hall-building: this horrible stranger  
 Was Grendel entitled, the march-stepper famous  
 Who dwelt in the moor-fens, the marsh and the fastness;  
 The wan-mooded being abode for a season  
 In the land of the giants, when the Lord and Creator  
 Had banned him and branded. For that bitter murder,

# ***The Gold Book – American Literature***

***High School skills***

**\$27 Textbook**

**\$14 American Literature Notes, Tests, Answers**

Students will read and analyze classic poems, short stories, and novels by the best and most influential American authors.

Short Story Unit delves into the works of Henry James, Nathaniel Hawthorne, James Thurber, Mark Twain, and others. Students learn about the elements of a short story, evaluating plots, interpreting literature, and much more.

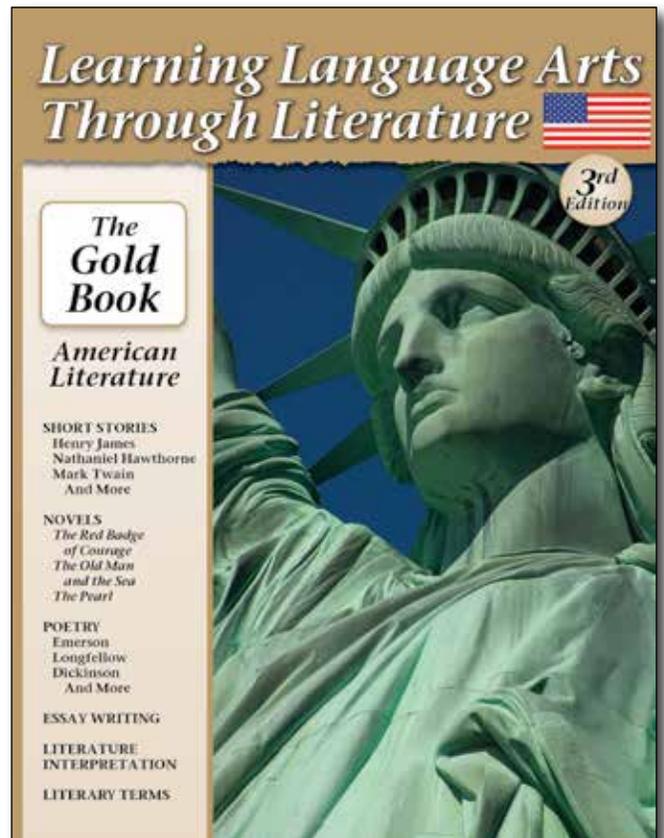
Novel Units take an in-depth look at famous American novels. Students are challenged with thought-provoking questions, learn to interpret literature, analyze characters, and more.

The Essay Unit includes the process and uses for expository, descriptive, and narrative essays.

The Poetry Unit includes the poetry of notable American poets such as Emerson, Longfellow, Dickinson, Frost, Cummings, Auden, and more. Your student will analyze poetry, interpret poetry, and learn various poetic styles.

To complete the assignments in this manual, the student will need the following books which may be obtained through your library or purchased from bookstores or catalogs:

- *Great American Short Stories* - Edited by Wallace and Mary Stegner, Random House.
- *The Mentor Book of Major American Poets* - Edited by Oscar Williams and Edwin Honig, Penguin.
- *The Old Man and the Sea* - Ernest Hemingway, Simon and Schuster.
- *The Pearl* - John Steinbeck, Penguin.
- *The Red Badge of Courage* - Stephen Crane, Random House.



1. a. Sherwood Anderson (1876-1941) is one of America's best and most popular storytellers. Most of his stories revolve around his home town of Camden, Ohio. Using this small town as a base, Anderson was able to translate the episodes of the town's citizens into a wide range of story and theme.
- b. "Unlighted Lamps" by Sherwood Anderson does not contain chapters or numbered parts. However, it does contain five natural story breaks denoted by double spacing. Look over the story and number the "parts" or story breaks. The first part is the beginning of the story: "Mary Cochran went out of the rooms..." Now look for the next story break beginning, "On the Sunday evening Mary..." Find all the story parts and number them in your book. We will refer to these story parts throughout the lesson.
- c. Read "Unlighted Lamps" by Sherwood Anderson in *Great American Short Stories*.
- d. Define the following words from the story.
  - 1) gesticulated
  - 2) antagonism
  - 3) inanimate
2. a. Look over Parts One and Two of "Unlighted Lamps."
- b. What is the conflict in this story? How would you classify this conflict?
- c. Is the setting of the story important to the outcome?
- d. Describe the character Duke Yetter and explain how he heightens the conflict.
- e. Why does Mary enjoy walking through the rough neighborhood in the upper part of town? Give a sentence from the story that supports your answer.
- f. How do the rumors concerning Mary's mother add to her desire to escape from town? Give a sentence from the story that supports your answer.
- g. Often an author uses people or things as **symbols** for ideas he wishes to relate to the reader. The fight that breaks out between the two boys symbolizes the conflict between Mary and the townspeople. Which boy is the symbol for the townspeople and which is the symbol for Mary? Explain your answer. (More information on symbols is found in Lesson 28, 2g.)
 

What does this tell you about the way Mary feels?
- h. Why does Mary react so angrily to Duke Yetter's intrusion?

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## Scope and Sequence

### Reading Skills/Short Stories

Great American Short Stories - Wallace and Mary Stegner - The Mentor Book of Major American Poets - Oscar Williams and Edwin Honig - The Old Man and the Sea - Ernest Hemingway - The Red Badge of Courage - Stephen Crane - The Pearl - John Steinbeck - character study - conflict - flat characters - round characters - crisis - outlines - elements of fiction - setting - plot - foreshadowing - irony - themes - outcome - supporting your answer - point of view - first person narrative - omniscient author - third person objective - main character - interpretation - allegory - figurative meaning - novella - character development - plot development - topics - reference books - stream-of-consciousness - compare and contrast - comparison

### Essays

rhetorical techniques - compare and contrast - extended definitions - argument and persuasion - expository writing - research papers - topics - subtopics - conclusions - coherence - transitional devices - concluding paragraphs - introductory paragraph - evidence - first body paragraphs - outlines - supportive topics - thesis statements

### Poetry

personification - imagery - metaphors - comparisons - similes - syntax and form - moods - sonnets - iambic pentameter - sestets - tercets - quatrains - topics - stanzas - rhyme groups - abstractions - symbolism

- i. In viewing this area of town through Mary's eyes, does she believe there is a definite line that divides classes of people? Support your answer with examples from the text.
- j. Do you believe that a class system still exists today? Is it different in any way? Write a few paragraphs explaining your viewpoint.
3. a. Reread Part Three of "Unlighted Lamps."
  - b. It is evident that Mary has led a very isolated life. Based on what you have read, is this isolation entirely due to the way she is treated by the townspeople or is it somewhat due to her response to others? Support your answer with examples from the story.
  - c. What does the laborer's story reveal to us about the relationship between Mary and her father?
  - d. How is Mary affected by the laborer's story?
4. a. Reread Part Four of "Unlighted Lamps."
  - b. What does Dr. Cochran's sending away his wife reveal about the relationship between him and Mary?
  - c. What does the scene about the announcement of his wife's pregnancy further reveal about Dr. Cochran's feelings? Why is he unable to show affection? Support your answer with sentences from the story.
  - d. Two types of literature are realism and romanticism. **Realism** describes a story in which the author gives a realistic view of life. It usually involves everyday people and does not necessarily have a "happy ending." **Romanticism** is based more on an imaginary view of life, with heroes and happy endings. Would you classify "Unlighted Lamps" as realism or romanticism? Why?
  - e. "Unlighted Lamps" is part of a collection of short stories entitled *Winesburg, Ohio*, by Sherwood Anderson. The author felt the stories belonged together and should be read collectively rather than separately.
 

Optional: Locate the book, *Winesburg, Ohio*, at your library and read other selections. Do you agree with the author that they should be read as a complete work rather than as separate short stories?
5. a. Reread Part Five of "Unlighted Lamps."

# **The Gold Book – British Literature**

## **High School skills**

### **\$27 Textbook**

### **\$8 British Literature Poetry Anthology**

### **\$14 British Literature Notes, Tests, Answers**

Classic poems and novels by the best and most influential British authors were selected to demonstrate literary principles.

Poetry Study includes the poetry of notable British poets from the Romantic and Victorian periods and Modern Age. Included among the greats are Wordsworth, Shelley, Keats, Tennyson, Arnold, Hopkins, Eliot, Owen, Graves, and more.

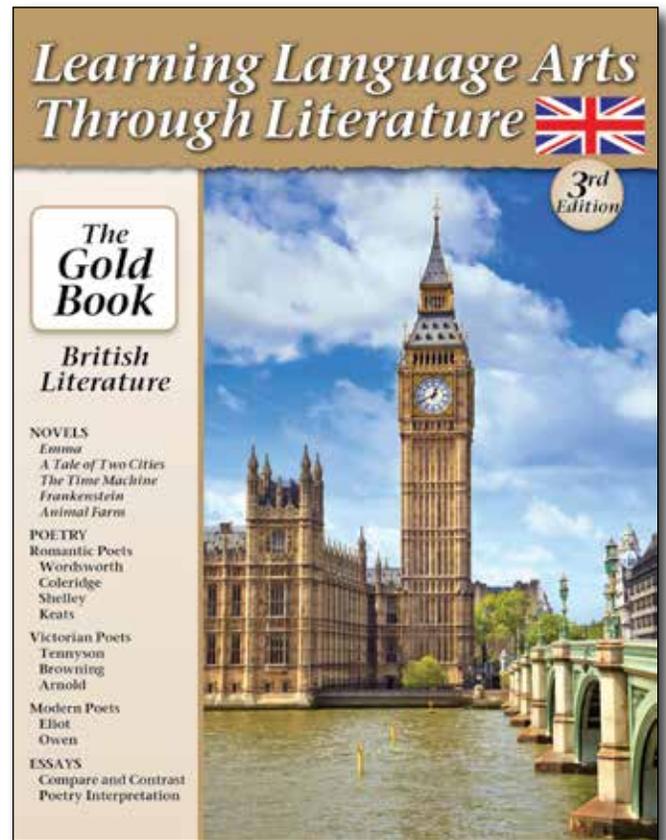
Essay Study includes the process of writing three 500-word essays, including one essay interpreting poetry. Complete instructions guide students to understanding and success.

Novel Studies take an in-depth look at five well-known British novels. Students are challenged with thought-provoking questions, learn to interpret literature, analyze characters, and more.

Book Reviews and writing assignments offer students opportunity to read good literature, write a summary, and formulate an opinion of the book.

To complete the assignments in this manual, the student will need the following books which may be obtained through your library or purchased from bookstores or catalogs:

- *Frankenstein, or, The Modern Prometheus* - Mary Shelley. Bantam-Random House (or any edition of the 1818 publication).
- *Emma* - Jane Austen. Bantam-Random House.
- *A Tale of Two Cities* - Charles Dickens. Penguin Group.
- *The Time Machine* - H.G. Wells. (Any unabridged publication).
- *Animal Farm* - George Orwell. (Any unabridged publication).
- *A British Poetry Anthology* - This anthology has been compiled by Common Sense Press for use with Learning Language Arts Through Literature, The Gold Book - British Literature to be used in place of The Mentor Book of Major British Poets, which is out of print.



Lessons 9-12 Novel Study - *Frankenstein, or, The Modern Prometheus* by Mary Shelley  
Published by Bantam Books (or any edition of the 1818 publication)

1. a. Link to the Author: Mary Shelley

Mary Shelley was born on August 30, 1797 in London, England. Her parents were freethinking radicals; their home was often visited by philosophers, poets, and writers. Among these visitors was the romantic poet Percy Bysshe Shelley whom she ran away with at the age of sixteen. Mary's own life was similar to a Gothic tale filled with tragedies; one tragedy was the death of her husband Percy at the age of twenty-four. Though often overlooked as a literary figure during the romantic era, her novel *Frankenstein* remains today a classic. Despite many suitors Mary chose to remain a widow until her death in 1851.

- b. In Mary Shelley's *Frankenstein*, the original telling of the story, one will not find a hunchbacked sidekick, nor grisly details of body parts and desecrated graves, nor great detail of bizarre, futuristic scientific equipment. Also missing is "Dr. Frankenstein" himself; Victor Frankenstein was a student when he created the creature. Young Victor claims to have philanthropic intentions; he is certainly no mad scientist. Further inaccuracies in the celluloid versions include the personage of the creature. He is nothing of the slow-witted, creaking, ponderous fellow of movie fame; instead, he speaks eloquently and pointedly. This synthesis of monstrosity and intellect instill in the reader a much wider array of feelings towards the monster than simply fear or disgust. While such obtuse details may make for popular filmography they utterly diminish the entire point of Shelley's great work. If you have ever seen any of the movies made about the monster, forget them now. You are about to read the original, the story as it was meant to be known, a story chilling in its possibilities and its indictments.

It is interesting to note that the idea for this story arose from a ghost story contest. The game took place during vacation in the Swiss Alps, a truly sublime arena for what must have been as eloquent and imaginative a storytelling contest as any in history. While the others' efforts soon dissipated into the mountain air Shelley's mind quickly formed her masterpiece with the very zeal, fervor, and celerity that the young Victor (Frankenstein) formed his.

- c. Major characters in *Frankenstein*:

Robert Walton: an explorer on an expedition in the Arctic  
Victor Frankenstein: the creator of the "monster"  
William Frankenstein: Victor's youngest brother  
Justine Moritz: an orphan girl who lives with the Frankensteins  
Henry Clerval: Victor's close friend

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## Scope and Sequence

### Reading Skills/Short Stories

Frankenstein - Mary Wollencroft Shelley - Emma - Jane Austen - A Tale of Two Cities - Charles Dickens - The Time Machine - H.G. Wells - Animal Farm - George Orwell

### Poetry

A British Poetry Anthology - British Poets - Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Arnold, Hopkins, - Hardy, Eliot, Owen, Graves - abstract - archaism - blank verse - Classical sonnet - closed couplet - commentary - concrete - couplet - dialect - diction - dramatization - enjambment - free verse - heroic couplet - history of poetry - iamb - iambic pentameter - image - line - metaphor - meter - modern age - octave - onomatopoeia - personification - Petrarchan sonnet - primitivism - quatrain - rhyme - romanticism - romantic period - run-on - sentimentalism - sestet - Shakespearean sonnet - simile - sonnet - sprung rhythm - stanza - stream-of-consciousness - symbol - syntax - Victorian period - villanelle

### Composition

body paragraph - book report - compare and contrast essay - concluding paragraph - introductory paragraph - outline - poetry interpretation essay - supporting sentence - thesis statement - topic sentence

Elizabeth Lavenza: an orphan girl whom the Frankensteins adopt; Victor's bride-to-be  
M. Waldman: the professor who urges Victor to study modern science  
Frankenstein's "monster": Victor's creation

- d. In reading stories and novels one should always try to look for themes or main ideas woven throughout the story. A theme may be as simple as the beauty and power of nature, or more complex, such as one character's transgression of natural law. *Frankenstein* by Mary Shelley has both of these themes and others.

Begin today by reading Letters 1-4 of Shelley's *Frankenstein*.

- e. Letter 1  
To whom is Robert Walton writing?
- f. What seems to be Walton's motivation in his exploration?
- g. Letter 2  
What does Walton feel is missing in his life?  
Note the allusion Walton makes to Coleridge's "The Rime of the Ancient Mariner."
- h. Letters 3 and 4  
What predicament does Walton and his crew find themselves in late July?
- i. Describe the three major events that occur within hours of each other.
- j. Despite his enfeebled condition what does the stranger ask of his rescuers before allowing himself to be drawn into the ship?
- k. What soon becomes Walton's impression of the stranger?
- l. Although we don't know what has happened to the stranger what does he say about his life?
- m. Walton's regard for the stranger increases magnanimously over the days and weeks that follow. At one point he refers to the stranger as a "divine wanderer." Why do you think he holds the man in such high revere?

When reading stories with narrators within the action be aware that the narrators are not necessarily entirely reliable. With Walton's letters to his sister Shelley has created a framework narrative for the novel. Note that at the end of the fourth letter we have a second narrator.

2. a. Read Chapters 1-2.

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# **The Gold Book – Literary Criticism**

## **High School Skills**

### **\$27 Textbook**

### **\$21 A Literary Criticism Anthology**

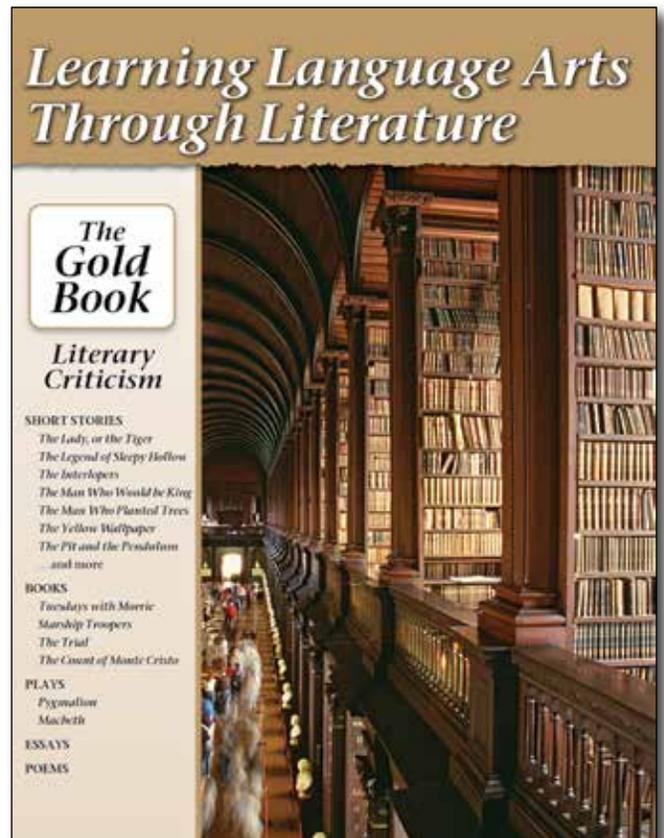
The main goal of the course is to prepare the student for college level writing. All the writing assignments are based on literature and intended to challenge the student's ability to think critically. Students will be introduced to different methods of literary criticism and given instructions, along with example papers, on writing essays. By the end of the course, the student will have written a short memoir, a college essay, nine five-paragraph essays, three five-page essays, and one ten-page essay.

The Gold Book – Literary Criticism is designed for 11th and 12th grade students and is organized by following literary criticism techniques:

- Focus on the Reader
- Focus on the Author
- Focus on the Culture, Society, History
- Focus on the Work
- Focus on Poetry
- Focus on Satire

To complete the assignments in this book, the student will need access to the internet and/or a library as well as the following books:

- *A Literary Criticism Anthology*, published by Common Sense Press
- *Tuesdays with Morrie* by Mitch Albom, published by Broadway Books
- *Starship Troopers* by Robert Heinlein, published by Ace Trade
- *The Trial* by Franz Kafka, translated by Breon Mitchell, published by Schocken Books
- *No Fear Shakespeare, Macbeth*, by William Shakespeare, published by Spark Publishing
- *The Count of Monte Cristo* by Alexander Dumas, published by Townsend Press, Inc.



## Day 1

For almost as long as literature has existed, people have been interested in analyzing it. Today, we call this type of writing **literary criticism**, the evaluation and interpretation of literature. While there are many, many forms of critiquing literature, we will be looking in depth at only four of them. Each of the styles focuses on a different aspect of the work.

In the coming weeks we will focus on the reader, the author, the culture, and the work. As we read a variety of short stories, poems, novels and more, we will endeavor to look at each work through the lens of one particular style. Any work can be examined under any of these styles; however, you will find that certain works lend themselves better to one style or another.

- a. The first style we will experiment with is sometimes known as **reader response**. While it may seem strange to our contemporary ears, it was once thought that the reader brought nothing to the work. That each piece of literature was complete in itself and could only be interpreted as the author intended.

Now we are very comfortable with the idea that each of us brings something different to a text and that even returning to a piece of literature at a later date can change the meaning for the reader. Our own life experiences shape the way we view the world and color our interpretation of what we read. A child reading *Peter Pan* might be enthralled with Peter's carefree adventurous spirit and long to join him, but when rereading the story as an adult, might be appalled at Peter's heartless cruelty. The same story, the same reader, but different life experiences change the interpretation.

Like the college application essay you finished in the last lesson, a reader response paper will also be in the first person. You will need to interact with the text. What does it mean to you? How does it apply to your life? Of what does it make you think? What do you believe the author was trying to say and do you agree with him or her? There is no right or wrong answer in your critique. It is a personal response for you that, while shared by other readers, is completely subjective. Reading other people's response to the same work might help you flesh out your own feelings and thoughts as well.

You will read four short stories this week. Be thinking and taking notes as you read. Write down your thoughts and your reactions to the story. Bookmark sections that stand out to you and sections that support what you think the author's main point is.

- b. Read the short story "The Handsomest Drowned Man in the World" by Gabriel Garcia Marquez (1927-2014). Get a copy from the library or search online for "The Handsomest Drowned Man in the World full text."

**Scope and Sequence****Reading Skills/Short Stories, Books, Plays, Essays**

Short stories: The Handsomest Drowned Man (Marquez), The Curious Case of Benjamin Button (Fitzgerald), The Lady or the Tiger Stockton), The Three Questions (Tolstoy), The Legend of Sleepy Hollow (Irving), The Bet (Chekhov), The Story of an Hour (Chopin), Interlopers (Saki), The Door in the Wall (Wells), Beyond Lies the Wub (Dick). The Nightingale and the Rose (Wilde), The Yellow Wallpaper (Gilman), The Man Who Would be King (Kipling), Everyday Use (Walker), 2BR02B (Vonnegut), The Man Who Planted Trees (Giono), The Secret Life of Walter Mitty (Thurber), The Pit and the Pendulum (Poe), The Fly (Mansfield), The Most Dangerous Game (Connell)

Books: Tuesdays With Morey (Albom), Starship Troopers (Heinlein), The Trial (Kafka), The Count of Monte Cristo (Dumas)

Plays: Pygmalion (Shaw), Macbeth (Shakespeare)

Essays: Faith and Fiction (Buechner), A Presidential Candidate (Twain)

**Writing**

Literary criticism: Focus on the Reader, Focus on the Author, Focus on the Culture, Society, History, Focus on the Work, Focus on Poetry, Focus on Satire, formalism – moralism – narrative; five-paragraph essay- five-page essay - ten-page essay – memoir – outlining – research – thesis statement – topic sentences – Work Cited page – Citing – MLA – plagiarism – paraphrase – rough draft – editing – introductory paragraph – rough draft – proofreading – format – college essay – memoir – passive/active voice – biography – autobiography – memoir – annotated bibliography – satire – irony – dramatic irony – situational irony- verbal irony – hyperbole – sarcasm – showing/telling – theme – stream of consciousness – block quote – plot

**Poetry**

close reading – alliteration – allusions – assonance – cluster criticism – conceit – consonance – diction – free verse – imagery – internal rhymes – metaphor – meter – mood – onomatopoeia – personification – rhyme scheme – symbolism – tone

## Day 2a

**The Curious Case of Benjamin Button** — F. Scott Fitzgerald

## Chapter I

As long ago as 1860 it was the proper thing to be born at home. At present, so I am told, the high gods of medicine have decreed that the first cries of the young shall be uttered upon the anaesthetic air of a hospital, preferably a fashionable one. So young Mr. and Mrs. Roger Button were fifty years ahead of style when they decided, one day in the summer of 1860, that their first baby should be born in a hospital. Whether this anachronism had any bearing upon the astonishing history I am about to set down will never be known.

I shall tell you what occurred, and let you judge for yourself. The Roger Buttons held an enviable position, both social and financial, in ante-bellum Baltimore. They were related to the This Family and the That Family, which, as every Southerner knew, entitled them to membership in that enormous peerage which largely populated the Confederacy. This was their first experience with the charming old custom of having babies – Mr. Button was naturally nervous. He hoped it would be a boy so that he could be sent to Yale College in Connecticut, at which institution Mr. Button himself had been known for four years by the somewhat obvious nickname of "Cuff."

On the September morning consecrated to the enormous event he arose nervously at six o'clock dressed himself, adjusted an impeccable stock, and hurried forth through the streets of Baltimore to the hospital, to determine whether the darkness of the night had borne in new life upon its bosom.

When he was approximately a hundred yards from the Maryland Private Hospital for Ladies and Gentlemen he saw Doctor Keene, the family physician, descending the front steps, rubbing his hands together with a washing movement – as all doctors are required to do by the unwritten ethics of their profession.

Mr. Roger Button, the president of Roger Button & Co., Wholesale Hardware, began to run toward Doctor Keene with much less dignity than was expected from a Southern gentleman of that picturesque period. "Doctor Keene!" he called. "Oh, Doctor Keene!"

The doctor heard him, faced around, and stood waiting, a curious expression settling on his harsh, medicinal face as Mr. Button drew near.

"What happened?" demanded Mr. Button, as he came up in a gasping rush. "What was it? How is she? A boy? Who is it? What—"

"Talk sense!" said Doctor Keene sharply. He appeared somewhat irritated.

"Is the child born?" begged Mr. Button.

Doctor Keene frowned. "Why, yes, I suppose so—after a fashion." Again he threw a curious glance at Mr. Button.

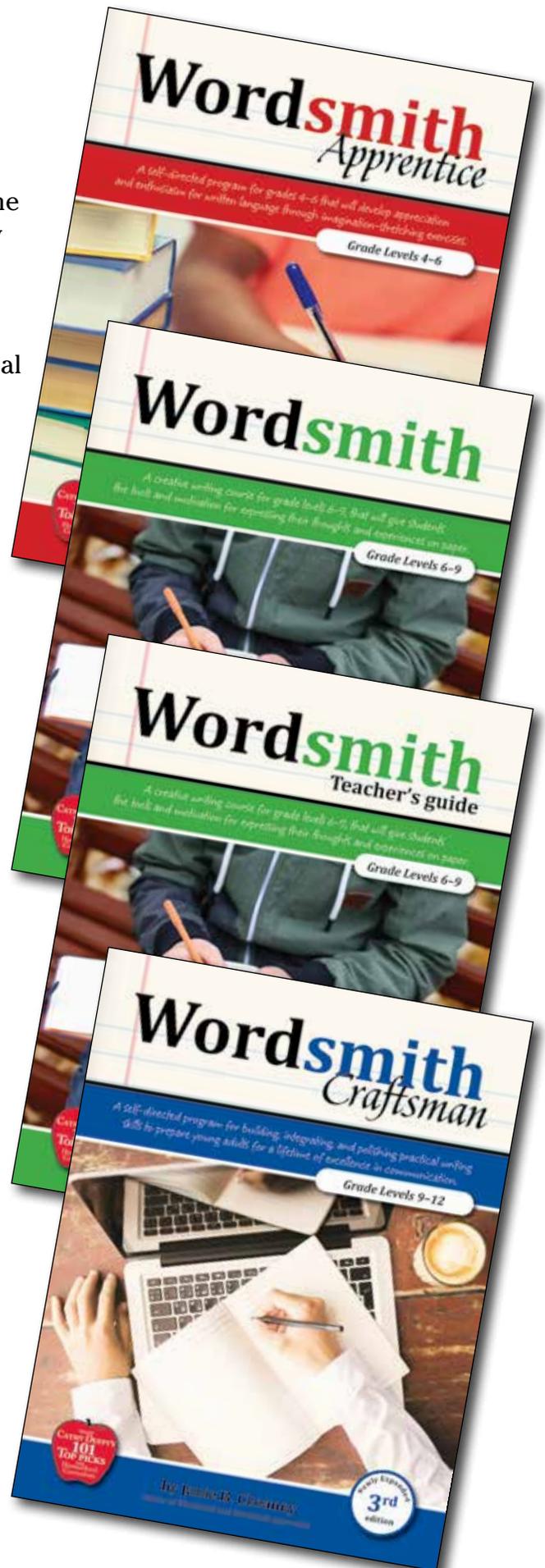
"Is my wife all right?"

"Yes."

## Wordsmith

For fourth grade skills and up, the Wordsmith series is the perfect companion to Learning Language Arts Through Literature. Young people will find easy, step-by-step instructions to improve their writing skills. The series provides a brief review of grammar followed by instruction on building stronger sentences, exercises in writing descriptive, narrative, persuasive, and expository essays, creating dialogue, story writing, notetaking, and more. Plus, students build the essential skills of every good writer: practice in proofreading and revising.

For more information about Wordsmith and to contact the author directly, visit the new Wordsmith website. <https://wordsmithseries.com/>

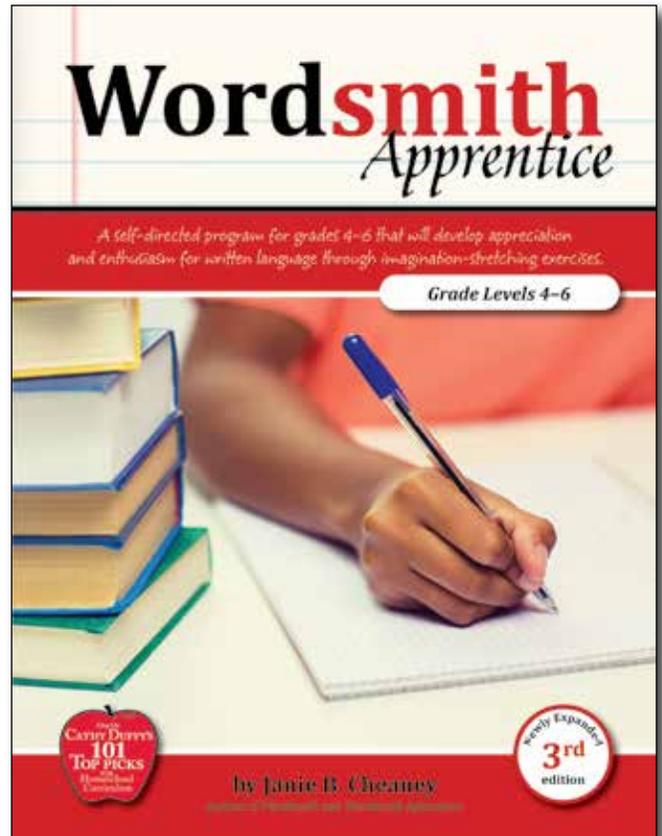


# Wordsmith Apprentice

4th through 6th grade skills

\$18 Textbook

All the practicality, humor and fun of Wordsmith, but written for the younger student, ages 9-12. An easy to use writing course encouraging students to develop their writing skills as they participate in every role on a newspaper staff: editor, reporter, writer, etc. Children develop a love for writing as they express themselves through sentence and paragraph writing, persuasive writing, and much more. The third edition has a larger font and cleaner type for easier reading. With added examples and delightful new illustrations, developing writing skills is made fun and easy.



## PART II: MODIFIERS AND MORE COMPLEX SENTENCES

### MODIFIERS COMPLETE SENTENCES

LEARN TO RECOGNIZE THEM, WRITERS ADVISE

You've learned the two basic forms of a sentence: subject-verb or subject-verb-object. Everything else in the sentence is a modifier of some kind. In this section we will learn what the chief modifiers are.

### ADJECTIVES SPOTTED NEXT TO NOUNS

**Adjectives** are usually placed before the nouns they modify. But there is an exception: sometimes, one or more adjectives follow a linking verb (see page 22 if you don't remember what a linking verb is). When that happens, the adjective is called a **complement**, because the adjective goes along with (or "complements") the subject.

But nouns can be complements, too. How can you tell if the word after a linking verb is a noun or an adjective? Compare the sentences below:

Mr. Jones is a policeman.      The girls are students.  
Mr. Jones is brave.              The girls are smart.

In your mind, read the underlined word in each sentence before the subject: *Policeman Mr. Jones. Brave Mr. Jones.* Which combination sounds better?

If "brave Mr. Jones" sounds better, then *brave* must be an adjective. If *smart girls* makes more sense than *students girls*, then *smart* is an adjective. If any word sounds correct and makes sense when you hear it in front of a simple noun, like "girl" or "man" or "thing," it's an adjective.

In the sentences below, circle every word within the parentheses that makes sense (there may be more than one). Check your answers on page 129.

1. The (is, grow, pretty, dishes) girl sighed.
2. The (take, newspapers, red-headed, friendly) boy smiled.
3. Tony was (pleased, were, squirrel, upset).
4. The (books, handsome, around, bashful) gentleman paused.
5. The preschool class is (run, fun, noisy, beside).

I COMPLETED THIS EXERCISE ON \_\_\_\_\_.

Every word in a sentence has a job to do. *The job of the adjective is to modify, or describe, a noun.* That's easy to remember, isn't it? You can begin helping us with adjectives right away.

## PART II: MODIFIERS AND MORE COMPLEX SENTENCES

### WRITERS IN SOCIAL WHIRL

The following two articles are part of our society page—or they will be as soon as you fill each blank space with a word that sounds right. Ask an adult or older sibling to help if you can't think of any suitable words, but all the blanks have to be filled. Use your imagination: there are several possibilities for each blank, but all the words you choose will be adjectives. The spaces simply could not be filled with anything else!

#### LOCAL CELEBRITIES PULL FOR CHARITY

The third annual Hospital Auxiliary Tug-of-War and Mud Slide was a \_\_\_\_\_ success. Our city's finest took part, including Mayor O.B. Juste, Channel 4's \_\_\_\_\_ meteorologist Sunny McCloud, The suave, \_\_\_\_\_ attorney, Owen Sosume, and \_\_\_\_\_ local author Paige Turner. Shortly after noon at Central Park, captains Juste and Turner chose their teams, which then took their places on opposite sides of the \_\_\_\_\_ mud puddle created for this occasion. To the \_\_\_\_\_ cheers of their fans, the two teams seesawed back and forth until Turner's band gave a mighty tug and pulled our \_\_\_\_\_ mayor and his team into the puddle. A \_\_\_\_\_, \_\_\_\_\_ time was had by all, and the hospital auxiliary reports that the two \_\_\_\_\_ tug-of-war teams raised over \$5000 to buy new play equipment for the children's unit.

I COMPLETED THIS ASSIGNMENT ON \_\_\_\_\_.

## ***Scope and Sequence***

### **Wordsmith Apprentice was created with two basic purposes in mind:**

- 1) To supplement and apply grammatical principles. Many students learn punctuation, parts of speech, and basic sentence structure as workbook “exercises” but don’t necessarily see the relevance to actual writing. Every grammatical principle taught in Wordsmith Apprentice will be applied to several unusual exercises and at least one writing project, reinforcing the idea that there’s a reason we learn this stuff!
- 2) To introduce the student to several types and purposes of writing, in an imaginative way that will create enthusiasm for the subject. The newspaper theme provides a practical, relevant format for exploring the many ways we use the written word.

### **PART ONE: NOUNS, VERBS AND SENTENCES**

#### **Nouns**

Principles taught: how to recognize nouns by “noun markers” (articles); the difference between proper and common nouns; the importance of specific nouns over general ones.

Projects: “For sale” ads, cinquain and other types of “form” poetry

#### **Verbs**

Principles taught: the difference between action, helping and linking verbs; preferring vivid actions verbs

Projects: “Help wanted” ads, action poetry, writing definitions

Sentence structure

Principles taught: the two basic sentence forms; subject and predicate; compounding; the four sentence types

Projects: picture captions; invitations; letters; newspaper headlines

### **PART TWO: MODIFIERS**

#### **Adjectives and adverbs**

Principles taught: how to recognize adjectives and adverbs and how they are used

Projects: games and word puzzles; diamante poems

Prepositions

Principles taught: what prepositions are and how they are used

Projects: expanded picture captions, display ads, real-estate ads, travel writing, book reviews

### **PART THREE: ORGANIZING AND REPORTING**

#### **Paragraphs**

Principles taught: recognizing topic sentences and sentences that don’t belong; good organization

Projects: recipe writing, household hints, writing synopses for movies and TV shows, organizing a contest

#### **Reporting**

Principles taught: the five “W’s” (who, what, when, where, why), plus “how”

Projects: fictional and actual news stories

#### **Dialogue**

Principles taught: what dialogue is and how it is represented on paper

Projects: comic strips

Introductory sentences and paragraphs

Principles taught: what makes an interesting “hook”

Projects: writing original articles from pictures; interviews

#### **Fact and Opinion**

Principles taught: the difference between reporting and opining; steps to writing an opinion piece

Project: editorials

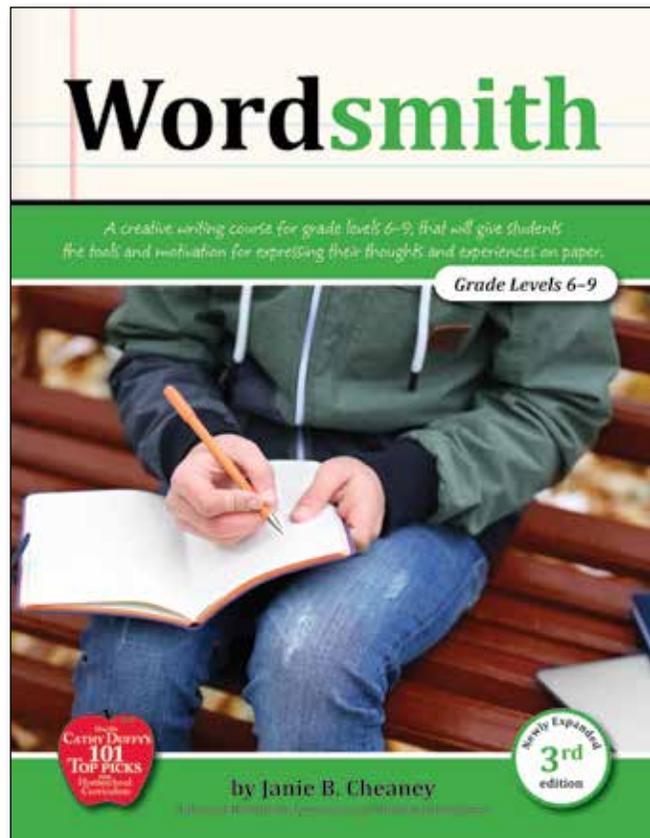
# Wordsmith

6th through 9th grade skills

\$18 Textbook

\$8 Teacher's Guide

For sixth grade skills and up, Wordsmith is the perfect companion to Learning Language Arts Through Literature. For young people who want to improve their writing skills, step-by-step instructions are provided that will help any writer improve his techniques. The introduction provides a brief review of grammar followed by instruction on building stronger sentences, exercise in descriptive and narrative writing, creating dialogue, story writing, and writing from a particular point of view. Plus, the essential skills of every good writer, practice in proofreading and revising. The third edition contains updated information, additional material, and more illustrations.



WORDSMITH - PART THREE

## 1. EXPLORING SENSORY EXPERIENCE

You receive information the same way everyone else does--through the senses. What you *sense* (see, hear, smell, feel and taste) affects what you *think*. Can you ever hear sleigh bells without thinking of Christmas? The senses are like windows that open directly to experience, and people who live in the same culture share many of the same sensory impressions. Sparkling tinsel, the sharp scent of pine, warm gingerbread cookies, and smooth red ribbon are all images that say "Christmas" to many of us.

Try an experiment. On the lines below, write something about Christmas that relates to each of the five senses. Try to think of at least one descriptive adjective to go with each impression, like *smooth* red ribbon, or *sparkling* tinsel.

Christmas:

\_\_\_\_\_ (sight)  
\_\_\_\_\_ (sound)  
\_\_\_\_\_ (touch)  
\_\_\_\_\_ (taste)  
\_\_\_\_\_ (smell)

Merry Christmas!

Do you know what you've just done? You've written a poem!

Your poem doesn't rhyme, but poem and rhyme aren't necessarily the same thing. In fact, the poetry you'll be writing in this section will almost certainly be better if it *doesn't* rhyme. The reason is that while you're busy thinking of words that rhyme (*Ummm, 'plink,' 'pink,' 'sink,' 'stink'...*), you may overlook the very words that would best express your feelings. I have only one rule for poetry:

Poetry is the art  
of choosing words to say  
just what you want to say  
in the smallest possible space.

More than any other kind of writing, poetry works with feelings and impressions. This is where your senses come in.

WORDSMITH - PART THREE

**EXERCISE 1-A.** Think of your favorite season of the year: winter, spring, summer or fall. Each season has its special character, its own holidays, smells, sounds, and activities. On a blank piece of notebook paper, write a poem about the season you like best. Don't let the assignment scare you--just use the model of your Christmas poem. That is, write the name of the season on the first line, write an impression from this season for each of the five senses, and end with the name again, modified by a descriptive adjective that sums up the whole experience for you.



Do you like what you've done? Ask two people--a parent and a friend, for example--to read your poem and tell you if the words you chose suggest the season to them. You may want to change a line or two, or think harder about a particular taste or smell. When your poem is perfect (or as perfect as you can make it), copy or print it.



**EXERCISE 1-B.** Write similar poems about the other three seasons. Think about them, write your impressions, and correct the lines. If you like them, chances are someone else will too, so consider this:

Copy or print your poems on good-quality paper. If you print in "landscape" format and fold the paper in half, it makes a perfect booklet size. Add illustrations, choose patterned paper or card stock for a cover, and sew or staple the pages together. Your original poetry would make a priceless, one-of-a-kind gift for a parent or grandparent (and it wouldn't cost much!).



**EXERCISE 1-C.** Now for a challenge. Try writing a poem about a color, describing how that color would taste, smell, sound and feel. Here's an example:

Purple looks rich, like a king's robe.  
Purple feels soft and smooth as velvet.  
Purple smells dark and sweet as violets.  
Purple sounds like the mellow notes of a French horn.  
Purple tastes dark and wild as blackberries.

If purple doesn't appeal to you, think of robin's-egg blue, or vermilion, or ochre. Think about two or three colors and write poems comparing how they would look, sound, taste, smell, and feel. Follow the pattern given above, or use your own pattern.

## ***Scope and Sequence***

Wordsmith is written for young people who are just beginning to explore their experiences, feelings and responses. The purpose of the book is to develop confidence in self-expression, first by learning some basic techniques of effective writing, and second by discovering that their own experience contains plenty of material to write about. Some of the topics that Wordsmith Apprentice touches upon are addressed more systematically here. Parts One and Two contain exercises and short assignments to reinforce the principles taught. In Part Three, the student moves beyond exercises into longer assignments, developed according to an orderly process of thinking, organizing, writing, evaluating, and re-writing. Every chapter includes a “Just Imagine” exercise or assignment, where the student is encouraged to apply what she has just learned to an imaginary situation.

### **PART ONE: WORD GAMES**

#### **Nouns**

Nouns as a major “building block” of language; preferring concrete and specific nouns over general ones; proofreading.

#### **Verbs**

Verbs as the other “building block”; action and linking verbs; preferring strong action verbs over weak or linking verbs; using verbs to show emotion.

#### **Adverbs**

The function of adverbs; preferring strong verbs over weak verb/adverb combinations

#### **Adjectives**

The function and variety of adjectives; the difference between descriptive and qualitative adjectives; over-use of adjectives

#### **Prepositions**

The function of prepositions: to turn nouns into modifiers; the flexibility of prepositional phrases

#### **Pronouns**

How pronouns are used; the pronoun-antecedent connection; avoiding confusion with pronouns

### **PART TWO: BUILDING STRONGER SENTENCE**

#### **Basic Sentence Structure**

Subjects and predicates; fragments

#### **Successful Sentence Construction**

Common “weak” constructions and how to avoid them (particularly “it has” and “there is”); sentence transformation techniques; preferring active voice over passive

#### **Making Connections**

Coordinating conjunctions; subordinating conjunctions; semi-colons

#### **Combinations**

Combining sentences through appositives, relative pronouns, relative clauses, participles and participial phrases

### **PART THREE: NOW WE’RE WRITING!**

#### **Exploring Sensory Experience**

The importance of the senses in connecting writer and reader; writing sensory poems

#### **Figures of Speech**

What similes, metaphors and personifications are; how they are used

#### **Special Places**

The use of sensory impressions in describing a place; first steps in revision

#### **Describing a Person**

“Framing” a person at a particular time and place; descriptions of strangers and of people you know well

#### **Narrative Writing I - Sequence and Detail**

Telling events in order; the use of sensory images and details

#### **Narrative Writing II - Focus**

The importance of narrowing thoughts and impressions to a particular event; finding the focus and holding it; the difference between narrative and summary; writing about personal experiences; advanced revision

#### **Dialogue**

What dialogue and how it is indicated; using dialogue to indicate character traits, add interest, and move the narrative along; speech tags and when to use them; interviews; radio plays

#### **Point of View**

First, second and third person; imagining and including other points of view in personal narratives

#### **Story**

The difference between narrative and plot; basic story structure; re-interpreting personal experience as a story; effective opening sentences and paragraphs  
Final assignment: incorporating word choice, strong sentence constructions, effective organization, sensory detail, dialogue, focus, and point of view, shape an incident from your life into a short story.

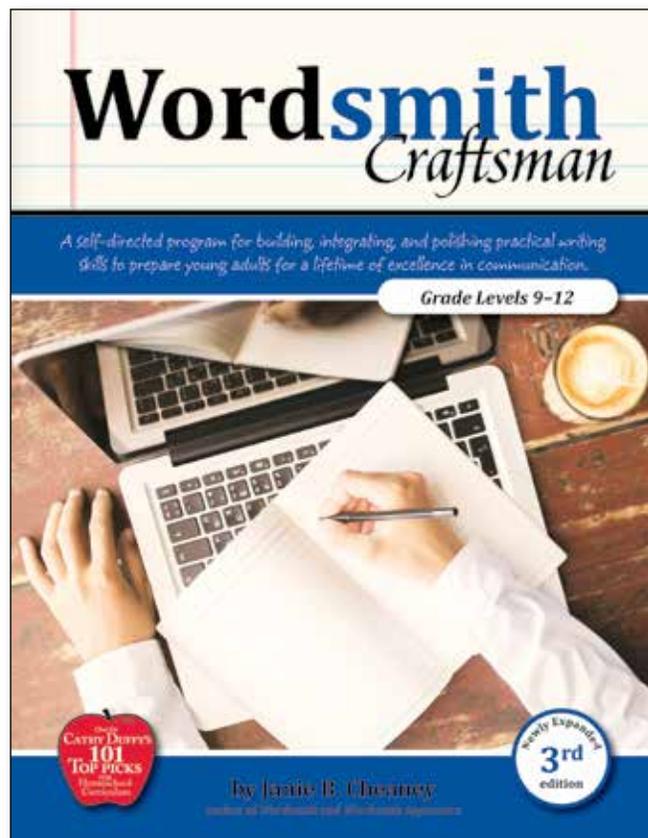
APPENDICES: How to Proofread; How to Revise; Action Verb List; Student examples; Four Review Quizzes

# Wordsmith Craftsman

9th through 12th grade skills

## \$18 Textbook

The third and last of the Wordsmith series focuses on building, integrating, and polishing practical writing skills. This self-directed program allows students to take charge of their assignments and schedules. Strong in preparing the student for college, Part 1 addresses practical, everyday writing: notes, outlines, personal correspondence, summaries, business letters and reports. Part 2 focuses on the power of language: paragraphs (principles, types, and organization), writing techniques, and developing a personal writing style. Part 3 concentrates on essay writing: descriptive, narrative, expository, and persuasive essays. Wordsmith equips young adults for a lifetime of excellence in communication skills.



### PART THREE: THE ESSAY

No student can escape THE ESSAY. Essays are everywhere: on tests, in the newspaper, in fat leather-bound volumes of “Collected Works,” in literature textbooks and magazines of every sort. High school and college students are continually required to read, analyze, and write them. What’s the big deal about essays?

An essay is a written expression of the author’s thoughts, conclusions, or findings on any given subject. If that seems too broad a definition, let’s take a moment to consider what the essay is *not*.

- \* It’s not fiction because an essay is based on the thoughts, experiences, and sensations of an actual person in the actual world.
- \* It’s not poetry because the ideas are not arranged in poetical form and do not rely on “poetical” language or imagery for their impact.
- \* It’s not a simple narrative because, even if the writer has a story to tell, he also has a stated reason for telling it.
- \* It’s not a news article or report because the overall tone is more personal.
- \* It’s not a recipe, caption, resume, or instruction sheet, because at first glance it appears to have no practical application!

But even with all these exclusions, essays can be about anything and run in length from a few paragraphs to many pages (John Locke’s *Essay on Human Understanding* covers two volumes). The essay is excellent practice for all types of writing and a great exercise for planning, organizing, and thinking.

Essay writing is more than a school exercise, however. Any written expression of your thoughts, centered on a single theme or idea, can be considered an essay. From time to time, such a written expression may be exactly what you need to get you into the college of your choice, secure the job of your dreams, remove an obstacle from your path, or change someone’s mind about an important issue. In Part Three of this book, you will learn how to put together a well-written essay.

Are you excited yet? Let’s get started.

### WORDSMITH CRAFTSMAN - PART THREE

#### ESSAY STRUCTURE

Every piece of writing must have some structure or form in order to make sense. Picking your way through a chaotic essay can be as frustrating as trying to find a word in a dictionary that’s not alphabetized. Neither the essay nor the dictionary would have much reason for existing. Fortunately, the basic essay form is so simple you can memorize it right now. Here it is:

Introduction  
Body  
Conclusion

Think of it as a parade. First come the veterans with flags, the police on motorcycles, the high-stepping majorettes with a banner—any or all of which will clear the street and capture the attention of the crowd. The body of the parade can be two miles or two blocks long, and varied in color and pitch, but all of it moves in the same direction. Finally, every parade should wind up with a designated conclusion—like a patrol car or cleanup squad. After they go by the crowd spills into the street, understanding that the event is over and they will not be run over by a renegade float.

Within this basic outline of Introduction, Body, and Conclusion, almost all essays can be classified with the same labels we assigned to paragraphs: **descriptive**, **narrative**, **expository**, and **persuasive**. To these we’ll add one more: **critical**.

Each of these can be identified by one more factor: personal investment. There’s something of the writer in every essay, even the factual, expository type. Otherwise, there would be no difference between an expository essay and a news report or textbook chapter. A ranking of essay types from least to most personal would look like this:

Impersonal			Personal	
Expository	Persuasive	Critical	Narrative	Descriptive

We’ll explore the personal element more as we go on.

Although you have learned to identify individual paragraphs as one of four types, classifying an essay is not always simple. Most essays contain a *mixture* of narration, description, exposition, or persuasion—or all four. But only one type will characterize the overall essay, and with a little practice you should be able to classify a piece according to the dominant type.

## ***Scope and Sequence***

The purpose of Wordsmith Craftsman is to prepare students for college and beyond, with an emphasis on writing and thinking skills that will be useful to them for the rest of their lives. The approach is a bit more structured and serious than the other two books, but still friendly and accessible. High school is the target grade level, but Wordsmith Craftsman can also serve as a complete college freshman composition course.

### **PART ONE: WRITING EVERY DAY**

#### **Take a Note**

How to make notes to yourself and organize your time

#### **Study Notes and Outlines**

The skill of note-taking and why it's important; taking notes from verbal and written sources; outlining

#### **Personal Letters**

General outlines for thank-you notes, keeping-in-touch letters (and e-mails), fan letters, letters of support and letters of apology; do's and don't's for each type

#### **Business letters**

Business letter etiquette and form; letters of complaint and request

#### **Summaries**

What summaries are and how they are used; how to write a summary

#### **Business Reports**

Writing in the business world, e.g. proposals, feasibility studies, market research; how to conceive, organize, and present a plan

### **PART TWO: LANGUAGE POWER**

#### **Paragraphs**

Basic principles of the paragraph; four paragraph types; eight models of paragraph organization

#### **Writing Techniques That Really Work!**

Using more and better verbs; preferring personal to impersonal forms; being specific; preferring active over passive; showing as preferred to telling; avoiding wordiness and clichés

#### **Steps Toward a Personal Writing Style**

Arranging words for emphasis; using transitional words and phrases; "loaded" words and selective detail; honesty in writing

### **PART THREE: THE ESSAY**

#### **Introduction to Essays**

Basic essay structure; how to brainstorm ideas to write about; determining an essay topic and defining a thesis

#### **Writing the Essay, Step By Step**

The writing process (think, organize, write, evaluate, rewrite)

#### **The Descriptive Essay**

Determining a focus; using sensory details

#### **The Narrative Essay**

Organizing events in sequence; keeping the focus; writing introductory paragraphs

#### **The Expository Essay**

Basic research and sources of information; using oral sources; using personal experience as an expository source (e.g., travel writing)

#### **A Word About Research Papers**

Two types of research papers; the most critical step: choosing a workable thesis (Note: Wordsmith Craftsman does not contain detailed information on how to write a research paper, but the material on research in the Expository section will give the student a head start in this area.)

#### **The Critical Essay**

What "criticism" is, in this context; positive and negative criteria for judging a work; pitfalls of review writing; the difference between a review and a critical essay.

#### **The Art of Persuasion**

Three types of assertions and how they are defended; the four elements of persuasion; how to organize an argument; determining common ground; the use and misuse of emotion; writing a strong conclusion  
APPENDICES: Forms for note-taking and summary-writing; answers to exercises; expanded Dewey decimal system; summaries of the steps in writing all five essay types; common fallacies of argument

# Paragraph Writing for Kids

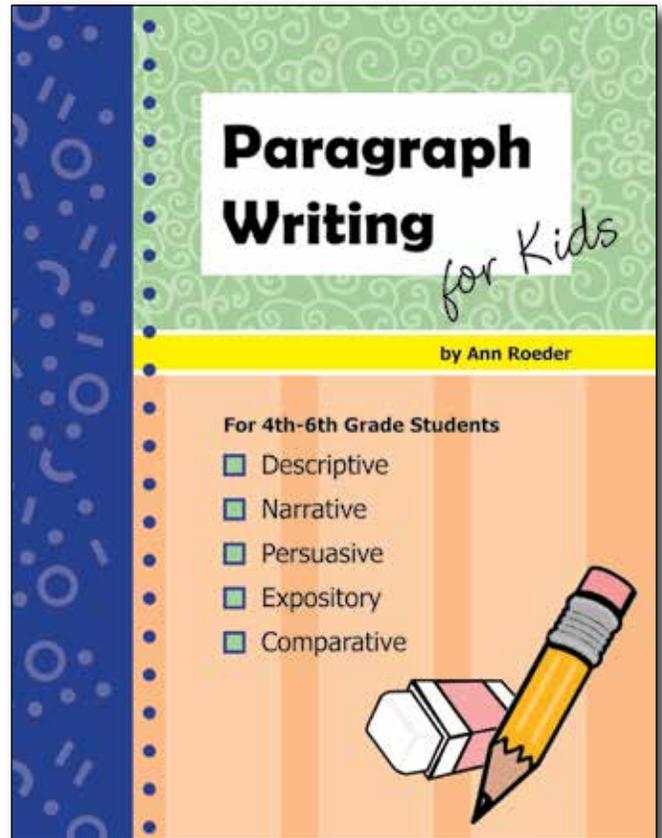
4th through 6th grade skills

## \$18 Textbook

Paragraph Writing for Kids teaches the basic skills of composition, with special emphasis on the thought processes necessary for clear, organized writing. Students are guided through the creation of five types of paragraphs:

- Descriptive
- Narrative
- Persuasive
- Expository
- Comparative

Designed to be student-directed, Paragraph Writing for Kids is an effective, fun way to prepare students for writing longer essays.



### Exercise 2A: Choosing the Basic Subject

In this unit, you will write about an experience that happened to you during a family outing, trip, or entertainment. You will retell the incident from your own point of view, in first person (using the pronoun "I"). Your paragraph could be a simple recollection of details, or it could follow a story line, with a problem and a resolution. The following example is a recollection of details, arranged in the order in which they occurred.

The most delightful experience of my life was the time my mother took me to see a ballet. We arrived at the theater in the afternoon, clutching tickets marked with the magical words "Swan Lake." As we made our way to our seats in the balcony, I was enchanted by the red velvet cushions, crystal chandeliers, and golden decorations. Then the lights dimmed. A full orchestra began the familiar, haunting overture. At last, the curtain rose, revealing scenery so lovely I felt transported into another world. The first dancers appeared, dressed in elaborate costumes, and for the next two hours my attention was entirely focused on the graceful movements of the ballet. It was a time of wonder I will never forget.

Here is a paragraph which follows a story line, with a problem and a resolution.

On my tenth birthday, my dad took me to see a baseball game that almost didn't happen. Our local minor league team, the Bayview Buzzards, was scheduled to play their archrivals, the Carville Cougars. But as we climbed to our seats in the stadium, heavy rain clouds closed in. I feared the worst, and sure enough, just as the Buzzards came out to warm up, big, round drops began to fall. The teams retreated to their dugouts. Workers appeared with a

giant tarp to cover the field. The announcer, however, insisted that the storm would blow over in thirty minutes. My dad produced a couple of rain ponchos, and he and I went to the concession stand to buy hot dogs. Thirty minutes later, we were back in our seats, cheering for the Buzzards as they took the field under a sunny sky. Our team won that day, and the victory was all the more special because I had feared there would be no game at all.

Your first task is to choose an experience to write about. Have you and some member(s) of your family recently been to a concert, play, sports event, or other entertainment? Perhaps you were part of a performance that your family attended. Has your family ever visited a theme park? Have you taken a trip to visit relatives, or to see some historical or natural attraction? Maybe you went on an outing close to home—to a park, a museum, or a carnival. Choose an experience that you remember well and can write about in detail. Enter it in the box below. (Examples: "Mom and I Visit the Art Museum," "A Trip to Grandma's House," "A Day at the County Fair," "An Afternoon at the Lake," "Our Trip to the Amusement Park," etc.)

### BASIC SUBJECT FOR A NARRATIVE PARAGRAPH:

# ***The Great Editing Adventure***

***4th through 6th grade skills***

## **Volume 1**

**\$15 Teacher Book**

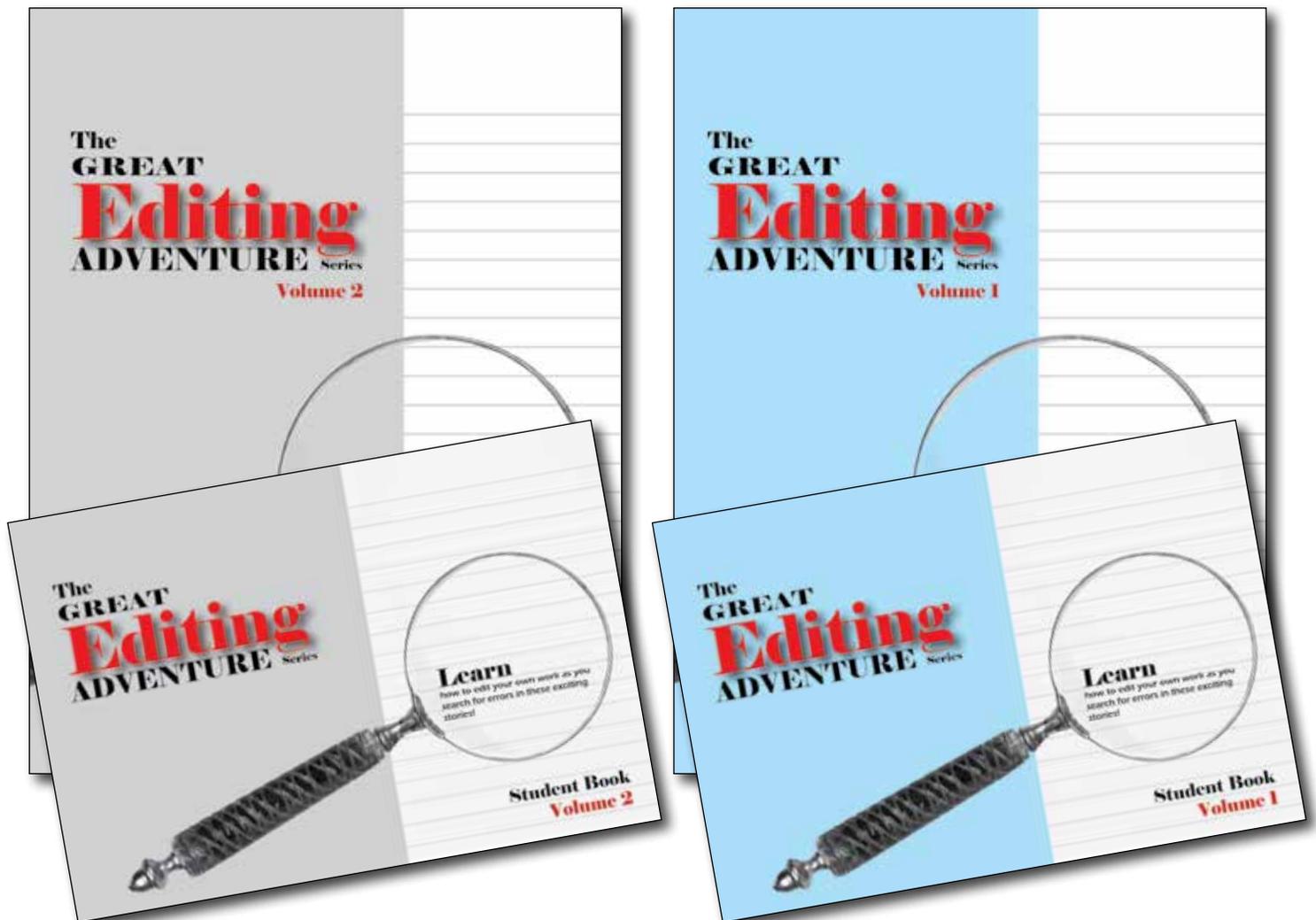
**\$10 Student Book**

## **Volume 2**

**\$15 Teacher Book**

**\$10 Student Book**

Written by the creators of Learning Language Arts Through Literature, students learn and review grammar as they search for the errors in these exciting stories. Volume I contains three separate stories with a total of 90 lessons. Editing exercises teach and review grammar, writing mechanics, spelling, vocabulary, finding synonyms with a thesaurus, and dictionary use. Volume II includes three brand new adventure stories with a total of 90 lessons. Editing exercises teach and review grammar, writing, spelling, vocabulary, and more.



Lesson 19

However, she didn't lose no hope. Inside Lois suitcase was an object that looked similar to a gigantic hot water bottle. She put hoses on the water source unzipped the bag and stepped inside.

However, she <sup>1</sup>didn't <sup>2</sup>lose <sup>3</sup>hope. Inside Lois's <sup>4</sup>suitcase was an object that looked similar to a gigantic hot water bottle. She put hoses on the water source, <sup>5</sup>unzipped <sup>6</sup>the bag, and stepped inside.

Note: No commas are used in gigantic hot water bottle. Hot water bottle is one thing with only one adjective, gigantic, describing it.

Rules

- 1. didn't lose hope - Do not use more than one negative word in a sentence. Some negative adverbs are: *not* (or *n't*), *hardly*, *never*, *scarcely*, *barely*. Some negative words are *no*, *nothing*, *none*, *no one*, *nobody*.  
Ex: Nothing wasn't going to stop him from finishing his work. (Incorrect)  
Nothing was going to stop him from finishing his work. (Correct)
- 2. Lois's - If the singular of a word ends in *s*, add '*s*' to form the possessive, unless the second *s* makes pronunciation difficult.  
Ex: Lois's suitcase  
Mr. Nichols' house
- 3. water source, - Use commas to separate three or more items or groups of words in a series.
- 4. unzipped - If a word has more than one syllable, (like *forgot*) ending with one vowel and one consonant, and the accent is on the last syllable, you must double the last consonant before adding a suffix beginning with a vowel.
- 5. bag, - Use commas to separate three or more items or groups of words in a series.
- 6. stepped - One syllable words ending with one vowel and one consonant need a double consonant when adding a suffix beginning with a vowel.

Lesson 19

However, she didn't lose no hope. Inside Lois suitcase was an object that looked similar to a gigantic hot water bottle. She put hoses on the water source unzipped the bag and stepped inside.

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Lesson 5

When I placed my hand's on Saul, he immediately recieved his sight and was baptized

When I placed my <sup>1</sup>hands on Saul, he immediately <sup>2</sup>received <sup>3</sup>his sight and was baptized.

Answer: Ananias (Acts 9:10-18)

Rules

- 1. hands - No apostrophe is needed here; hands is plural, not possessive.
- 2. received - *i* before *e*, except after *c*, and in words that say *ay* as in *neighbor* and *weigh*. (See exceptions p. 5.)
- 3. baptized. - Every sentence must end with a period, question mark, or exclamation mark.

Lesson 5

When I placed my hand's on Saul, he immediately recieved his sight and was baptized

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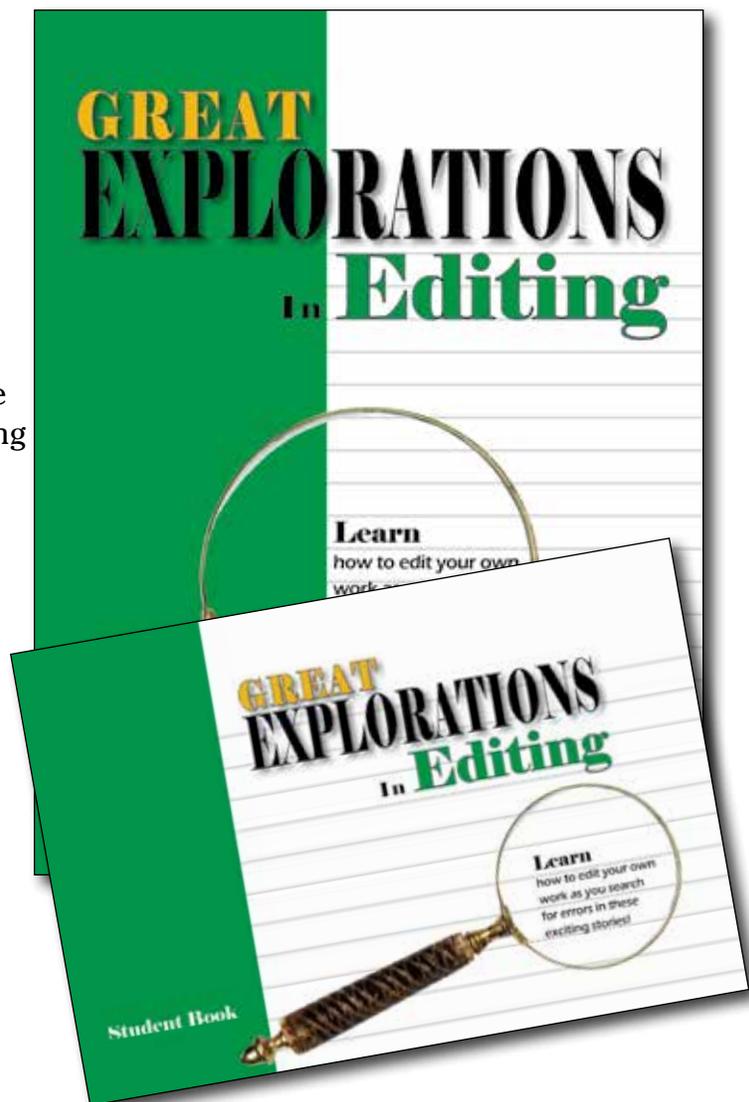
# Great Explorations in Editing

7th through 9th grade skills

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**\$10 Student Book**

Since introducing the Great Editing Adventure Series, we've been receiving requests to offer a similar program for the higher level, seventh grade and up. This advanced series is now available, using the same practical, easy-to-use approach that you expect and appreciate.



## LESSON 34

1. *Transitions* - Transitions are useful linking expressions which can show time, location, contrast, compare, etc. (see pg 97.)

Ex: Jason lost his money which he had saved to buy a red rat snake. He would have to wait a few more months.

Revised: Jason lost his money which he had saved to buy a red rat snake. Consequently, he would have to wait a few more months. (The transitive word "consequently" links the first sentence to a conclusive sentence.)

-  **Special Exploration:** As you edit the passage, look at the third and fourth sentence. Rather than beginning each sentence with the word *then*, think of a useful transition which can be used to link sentences.

Long ago, a Bedouin wedding consisted of an elaborate feast. First, a fish was stuffed with eggs, and baked inside a chicken. Then the chicken was stuffed into a whole sheep and roasted over a fire. Then the roasted sheep was stuffed into a camel and baked in a specially made oven.

Long ago, a Bedouin wedding consisted of an elaborate feast. First, a fish was stuffed with eggs and baked inside a chicken. Next, the chicken was stuffed into a whole sheep and roasted over a fire. Finally, the roasted sheep was stuffed into a camel and baked in a specially made oven.

### Rules:

- eggs and - Separate two independent clauses by placing a comma before the conjunction. Do not use a comma to separate a compound verb.  
"...fish was stuffed...and baked."
- Spelling tip - specially - When adding the suffix *ly* to a word ending in *l*, do not drop the *l*.

## Lesson 34

*Transitions*

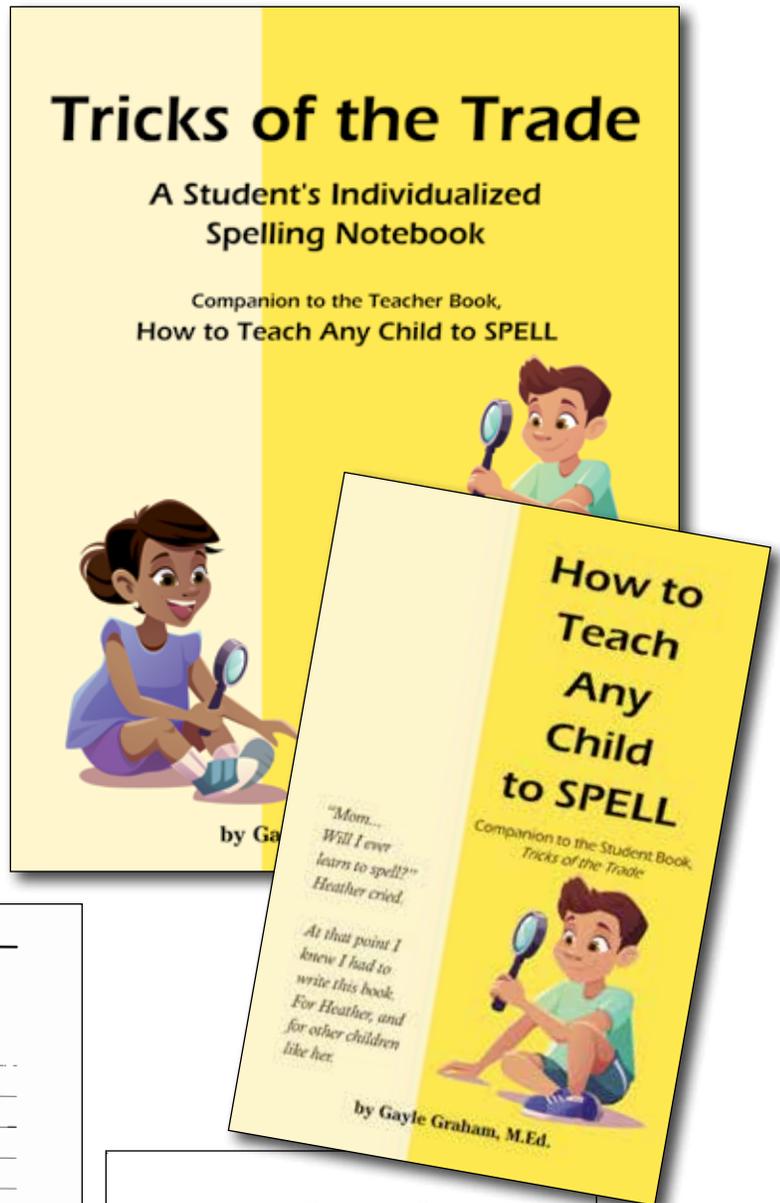
Long ago, a Bedouin wedding consisted of an elaborate feast. First, a fish was stuffed with eggs, and baked inside a chicken. Then the chicken was stuffed into a whole sheep and roasted over a fire. Then the roasted sheep was stuffed into a camel and baked in a specially made oven.

# Spelling Program

**\$9 How to Teach Any Child to Spell (teacher book)**

**\$13 Student Book**

If you happen to be a person with a strong visual memory, you remember how words look. Poor spellers, however, can't recall how a word should look. In *How to Teach Any Child to Spell*, Gayle Graham offers a simple solution to the problem: Pull the students' own misspelled words from the context of their own writing. Categorize and study those words using the students' individualized spelling notebooks, *Tricks of the Trade*.



CONSONANTS - Pairs, Triple/One Sound		
'ou'	/oo/	group
acoustic		

CONSONANTS - Pairs, Triple/One Sound		
'ph'	/f/	phone
photograph		

CONSONANTS - Pairs, Triple/One Sound		
'sh'	/sh/	ship
refresh		

♥ Chapter 4 ♥

## The Building Blocks

Consonants, Vowels, Syllables

Each child's spelling needs are specific. If he's a fluent reader, he's already absorbed a lot of spelling patterns. Now your job as a tutor is to help him discover exactly what else he needs to learn.

Poor spellers are usually greatly relieved to find written language is predictable. Even if they were taught to read with phonics, they might not realize spelling has patterns, too. Explaining written language patterns solves much of the problem.

It's really not that complicated. Just tell your students words are made from building blocks. If we know a little about the blocks that build words, we can spell just about anything. The first building blocks are called consonants. **Consonants** are sounds produced by partially obstructed air blocked by the lips, teeth, or tongue. For example, we use our lips to form the sound of /p/. Our teeth and tongue make the sound of /t/. Make sure your student can clearly enunciate each consonant sound.

The second building blocks are called vowels. **Vowels** are sounds which flow freely from the mouth and throat. The shape of the mouth determines the correct pronunciation of vowels. Say them attached to a simple word (instead of isolated) for practice. Many parents

# Great Science Adventures

Great Science Adventures is a multi-grade level curriculum for teacher and students in one book. Each of the ten studies include 24 lessons with all the lab and review activities necessary to reinforce the content and all the graphics needed to complete the activities. In addition, the teacher will find an easy to follow format complete with concepts, vocabulary words, clear directions, questions to ask, writing assignments, and assessments. Enrichment exercises integrate the subject matter with other disciplines, including appropriate literature to read and web sites to visit. All writing assignments are coded by ability level making the program useable for students in grades K - 8th. This also enables you to teach all your children at the same time using one curriculum. We recommend that higher-level students have access to reference materials for their assignments.

In each of the 24 lessons, students make a Lots of Science Library Book using the masters provided inside.

For lab activities, our exclusive Investigative Loop process helps students get the most from their experience. Complete and clear directions are provided, along with materials lists, questions to ask and data for students to record.

3D Graphic organizers make complicated material simple. Students see and touch each part, increasing understanding and retention. Teacher Pages include vocabulary words, concept maps, assessments, assignments for all grade levels, and enrichment activities.



# Great Science Adventures

1st through 8th grade skills

## \$24 Textbook

Discovering Earth's Landforms and Surface Features; students explore the physical features of the earth. Topics include the lithosphere, earthquakes, volcanoes, rocks, minerals, rivers, lakes, oceans, and more.

Discovering the Oceans: students will learn about waves, tides, currents, estuaries, coral reefs, ocean creatures, and more.

The World of Space: students explore space while learning about the solar system, galaxies, sun, planets, comets, meteorites, and more.

Discovering the Human Body: introduces students to the major body systems: skeletal, muscular, respiratory, nervous, digestive, and more.

The World of Insects and Arachnids: leads the student through a study of insects' physical characteristics, reproduction, metamorphosis, migration, etc. as well as focusing on arachnids - spiders, mites, ticks, etc.

The World of Plants: students will learn about photosynthesis, transpiration, the different types of plants, the parts of plants, plant reproduction, pollination, and more.

The World of Vertebrates: a study of the characteristics of fish, amphibians, reptiles, birds, and more.

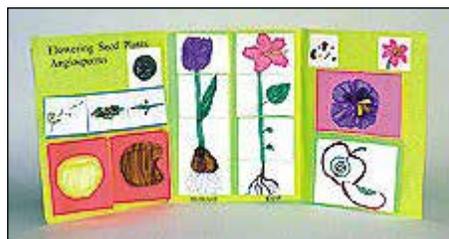
Discovering Atoms, Molecules, and Matter: students will learn about the physical properties of matter, the periodic table, elements, how molecules bond, chemical reactions, and more.

The World of Light and Sound: introduces the student to how light reflects, refracts, and travels as well as how sound travels and is measured.

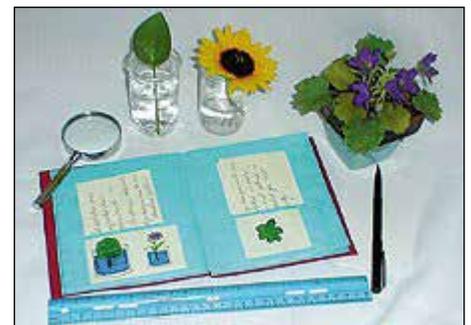
The World of Tools and Technology: students learn about work, friction, planes, pulleys, levers, gears, and more.



Lots of Science Library Books



Labs



3-D Graphic Organizers

## Great Science Adventures

### Lesson 5



## What are earthquakes?

### Lithosphere Concepts:

- Any tremor or vibration in Earth's crust is called an earthquake.
- Earthquakes are most likely to occur at continental plate boundaries and fault lines.
- When continental plates suddenly shift, serious earthquakes result.
- The point in the lithosphere where the slip occurs is called the focus of the earthquake. The epicenter is the point on earth's surface above the focus.
- When the continental plates stop moving, rocks resettle, causing aftershocks in the area of the earthquake.
- Scientists who study earthquakes use two different scales to measure them, the Richter scale and the Mercalli scale.

**Vocabulary:** earthquake focus vibrate aftershocks  
\*Richter scale \*Mercalli scale

**Read:** *Lots of Science Library Book #5.*

### Activities:

#### Earthquakes – Graphic Organizer

**Focus Skills:** explaining concepts labeling sketches

**Paper Handouts:** a copy of Graphic 5A

*Landforms and Surface Features of Earth*

**Graphic Organizer:** Glue Graphic 5A under the previous page in *Landforms and Surface Features of Earth* at the glue line.

✍ Explain what you have learned about earthquakes. Color the illustrations. Draw your own examples on the left page.

✍✍ Use the *Lots of Science Library Book #5* to label the illustrations. Write clue words about earthquakes: *vibrations, slide in plates, focus, aftershocks.*

✍✍✍ Complete ✍✍. Research the *Fascinating Physical Features of Earth* examples from the *Lots of Science Library Book #5* or other examples of earthquakes. Write a descriptive or expository paragraph about them on the left page.

#### Fascinating Facts about Earth – Graphic Organizer

**Focus Skill:** map reading

**Paper Handouts:** a copy of Graphics 5B-C

*Earth Shutter Fold Project*

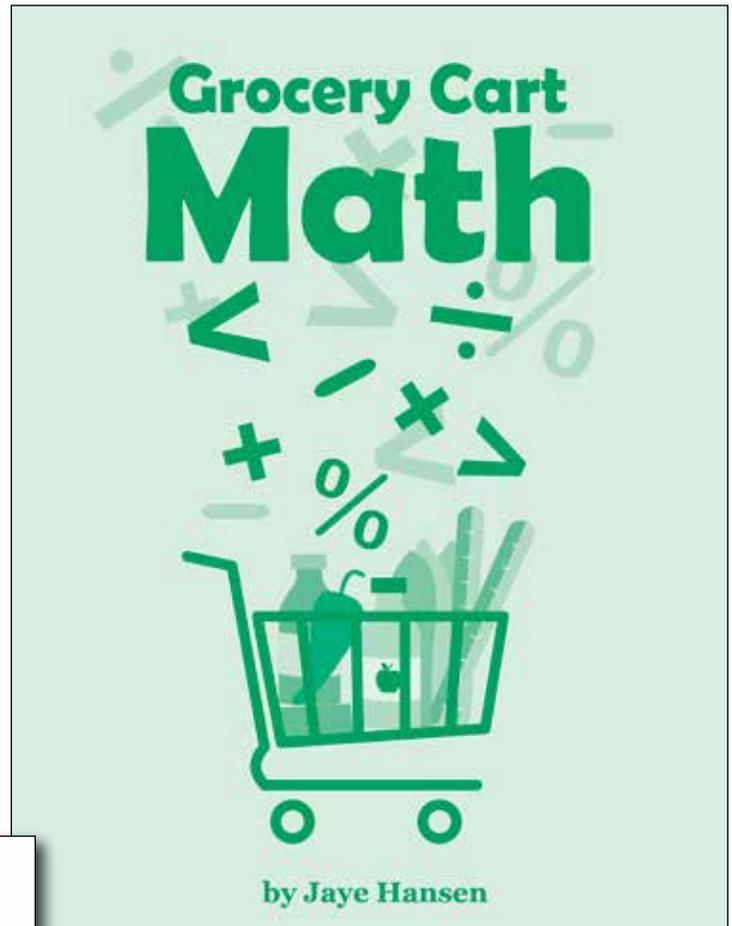
# Grocery Cart Math

4th through 6th grade skills

## \$10 Textbook

Make grocery store trips a fun part of your school day with Grocery Cart Math. Students learn basic math skills through regular trips to the grocery store. Each section contains specific activities to do at the store, at home, and questions to discuss with Mom and Dad.

This book, wonderfully illustrated and easy to read, is an excellent way for children to learn about different forms of currency with meaningful learning activities for everyone.



1. List ten items in Mom's shopping cart that cost less than \$1.00.
2. Write the exact price of each item.

Item	Price				
Example: doughnut	32¢	1		1	2
1. _____					
2. _____					
3. _____					
4. _____					
5. _____					
6. _____					
7. _____					
8. _____					
9. _____					
10. _____					



1. Then, write how many quarters, dimes, nickels and pennies you would need for each item. Use as few coins as possible.



Practice "paying" Mom or Dad for each item. Use real money.

# One Hundred Sheep

1st through 6th grade skills

\$10 CD

We all know how to count by 2, 5, and 10. Learning to count by 3, 4, etc. is important as well. This skill, known as skip counting, is used in every math process from multiplication to algebra. Using exciting and familiar stories from the Gospels as a basis for the lyrics, these original songs teach and reinforce counting for numbers 2-10. Children love to sing these clever and educational songs as they learn number relationships and Bible stories too!

## The Shepherd Boy and the Stars

Ezra was a delightful little shepherd boy who had a clear-cut liking for counting stars. Not only did it pass the time at night, but the mystery of God's glory wrapped up in the night sky filled him with joy and wonder. Imagine his awe upon witnessing a sky full of angels. Background scripture for this little tale is found in Luke 2:8-20.

Ezra was ten years old.  
He lived in Bethlehem,  
A long time ago,  
When the Romans had control.

His daddy was a shepherd  
Who kept his flock by night.  
Ezra would come along,  
Yes eagerly come along.

And he would lay his head upon his arm  
And gaze into an endless sky,  
And count the stars that danced In space way up high.

2, 4, 6, 8, 10, and 12,  
14, 16, 18, 20, 22 (Chorus)  
24, 26, 28, and 30,  
32, 34, 36, 38.

One night the air was cool  
the skies clear and calm.  
He heard a lovely song,  
like a whisper on a breeze.

And looking up he saw a sight  
That took his breath away.  
There were angels gathering there,  
They were gathering from everywhere.

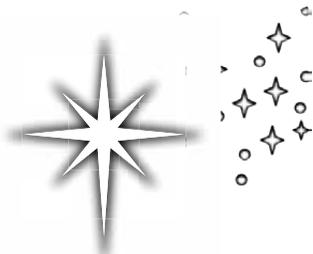
They had come to announce a Savior's birth,  
Christ the Lord, the living Word.  
Born in a stable in Bethlehem is what he heard.

{chorus}

As the glory the of the moment,  
Swelled and swirled in the night  
With the shepherds on their knees  
In a holy fright.

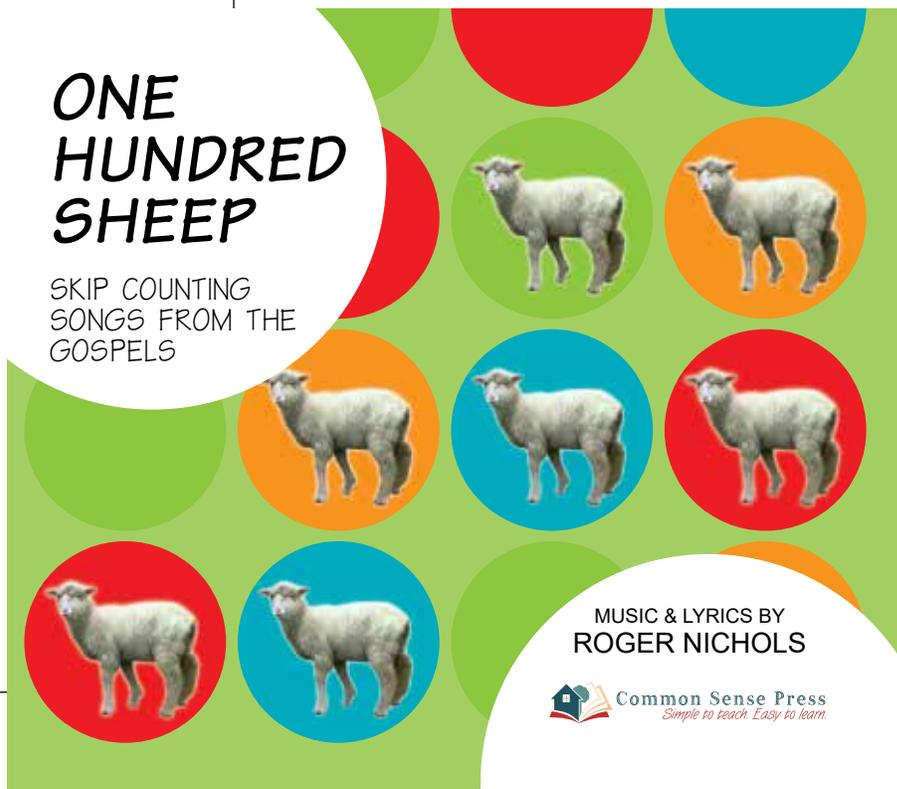
Ezra found himself  
with his head on his arm  
Gazing into the sky,  
counting angels with delight,  
He counted.

{Chorus}



## ONE HUNDRED SHEEP

SKIP COUNTING SONGS FROM THE GOSPELS



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