

## Excerpt from “Runaway Friends” by Sharon Hambrick

READING 5: *Pages in My Head*, BJU Press

The whistle blew. Both number-one runners ran like their lives depended on it. I tried not to scream too much, but my stomach was tight and nervous. “Come on, run!” I said fiercely under my breath. I looked over at the seats where Grandma and Grandpa were sitting, watching.

My team’s first runner came in a little bit ahead of Kyle’s runner, but the second runners came in about the same time. Our third runner was a little bit slow making the turn, but by the time the fourth runners were heading back toward Kyle and me, it looked like a dead-even race. I wiped my sweaty hands on my clothes and looked over at Kyle. He was staring straight ahead, and determination was written all over his face. I bit my lip. When the runner slapped my hand, I took off faster than I ever had before.

Nothing mattered now but running and winning. I didn’t look to the right or the left. I kept my eyes straight ahead of me. Up ahead was the fence.

I made the turn perfectly. Kyle was two or three steps behind me, but I wasn’t taking any chances on losing to him. Not when Grandma and Grandpa were on the sidelines. I could hear Grandpa shouting, “Go, Rachel! Come on, Rachel!” My team was ahead of me, screaming, jumping up and down. Just a few more yards and—

I didn’t see the rock. It was just a small rock, but when my foot landed on it, I knew I was going down hard. I heard myself scream. I felt

my ankle twist sharply under me as I crashed onto the ground, landing hard. I closed my eyes. All Kyle would have to do now would be to trot slowly across the finish line, and his team would win. I had lost. In front of my grandparents and new friends, I had crashed. I couldn’t wait for summer so we could drive far away from Albuquerque and never come back.

“Rachel, are you okay?”



I opened my eyes. There was Kyle standing over me! He was sweaty and breathing hard.

“Are you all right?” he said again.

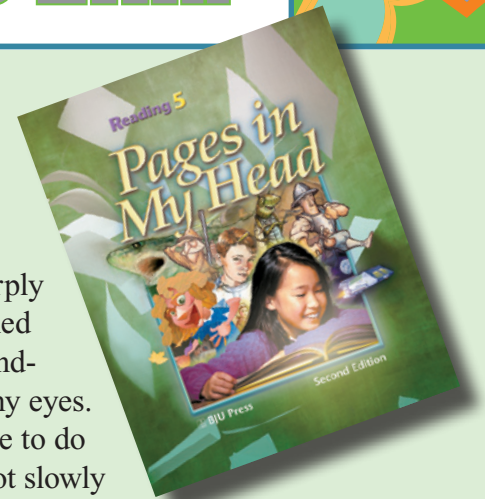
“Go ahead, Kyle,” I said. “Win the race. It’s okay.”

He smiled. “Are you crazy? I know what it’s like to be hurt.” He grinned at me as I began to

hear the approach of other people coming to see how I was. “Besides,” he said, “when I beat you it’s not going to be because you got hurt. It’s going to be because I’m faster than you. . . .”

They called the race a tie, but I knew better. Kyle could have beaten me, but he chose not to. They told me later that he stayed away from the finish line the rest of the afternoon. He didn’t want anyone to say he had won.

The way I figured it, I was the winner that day: I’d found a place and a school and a bunch of friends that I really liked and wanted to keep.



# Chapter 2

## Writing a Personal Narrative

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	25	22			<i>fragment</i>	• Identify fragments
11	Revising Fragments	28–29	23–24			<i>personal narrative</i>	• Revise fragments to express complete thoughts
12	A Personal Narrative	30–31	25–26			<i>first-person point of view</i>	• Analyze a student model of a personal narrative
13	Using Descriptive Details; Revising & Proofreading Together	32–33	27–28			<i>dialogue</i>	• Identify time-order words and phrases
14	Personal Narrative: Planning	34–35	29–30			<i>time-order words and phrases</i>	• Plan, draft, revise, and proofread a class narrative together
15	Personal Narrative: Drafting	36–37	31–32			<i>Writing Process</i>	• Identify the stages of the Writing Process
16	Personal Narrative: Revising	38–39	33–34			<i>planning</i>	• Recognize that descriptive details, strong verbs, and comparisons make writing more vivid
17	Personal Narrative: Proofreading	40–41	35–36			<i>drafting</i>	• Recognize that dialogue makes characters more realistic
18	Personal Narrative: Publishing	42–43			<ul style="list-style-type: none"> <li>• Several published autobiographies</li> <li>• Students' photographs</li> <li>• Transparent notebook sleeve, two pieces of construction paper, yarn for each student</li> <li>• Hole punch</li> </ul>	<i>revising</i>	• Choose a topic for a personal narrative
19	Chapter 2 Review	44–45, S9	37–38	12–13	<ul style="list-style-type: none"> <li>• E-mail addresses for optional Computer Connection</li> </ul>	<i>proofreading</i>	• Plan events, details, and dialogue to include in a personal narrative
20	Cumulative Review	46–47	39–40			<i>publishing</i>	• Plan an opening and a closing for a personal narrative
							• Draft, revise, proofread, and publish a personal narrative
							• Write separate paragraphs for each main event on the planning chart
							• Write separate paragraphs when the speaker changes during dialogue
							• Participate in a writing conference
							• Recall ways to correct fragments
							• Recognize errors using a <i>Proofreading Checklist</i>
							• Define <i>autobiography</i>



Cover the bulletin board with dark brown background and add a bright border. Make the title, “Scooper-Dooper,” colorful. Cut out a large ice-cream dish with five layers of different flavored ice cream. Write one term on each flavor: *Planning*, *Drafting*, *Revising*, *Proofreading*, *Publishing*. Write *My Personal Narrative* on the sundae dish. Give each student a wooden sundae spoon, telling him to write his name on it, attach a small amount of Plasti-Tak, and stick it to the *Planning* scoop. As students move from one writing

stage to another, direct them to move their spoons to the stage being discussed. When the class finishes the publishing stage, display each narrative on the board. Write the imperative sentences around the edges of the board as shown.

**Writing Topic:** Write about something that happened to you. Include all five parts of the Writing Process.

# CHAPTER rubric 2

## Writing a Personal Narrative

Name \_\_\_\_\_

Writing Process	Points
<b>Planning:</b> made an events/details chart	
<b>Drafting:</b> wrote the first draft	
<b>Revising:</b> improved the first draft	
<b>Proofreading:</b> marked mistakes and corrected them	
<b>Publishing:</b> prepared the final draft and shared it with others	
<b>Writing Process Total</b>	

Content	Points
Has a title	
Tells events in the order that they happened	
Includes time-order words to keep the order clear	
Includes dialogue	
Has an opening that gets attention	
Has a closing that tells how you felt or what you learned	
<b>Content Total</b>	

Mechanics	Points
Uses punctuation correctly	
Uses capital letters correctly	
Uses correct grammar	
Spells words correctly	
<b>Mechanics Total</b>	
<b>Total Score = Writing Process + Content + Mechanics</b>	

Add the following words to your personal spelling list:

\_\_\_\_\_

Comments:

### Scoring Key

**3 points** complete and correct  
**2 points** complete and partially correct  
**1 point** partially complete and partially correct  
**0 points** not attempted or unacceptable

### Objectives

- Identify fragments
- Revise fragments to express complete thoughts

### Literature Link

Discuss the opening sentence of the Literature Link. Explain that in this story the narrator, Rachel, has been trying to adjust to a new school in Albuquerque, New Mexico. Rachel lives with her grandparents, who move often, and she likes to impress students at each new school she attends with her ability to run fast. At this particular school, though, Rachel has found a challenge in racing against Kyle, another student. Kyle was once the fastest runner at the school, but he has had to overcome an injury. He is gradually regaining strength and hopes to win a race against Rachel someday. Read aloud the Literature Link from Worktext page 22; then read the opening sentence aloud again.

- Does the opening sentence of this story get your attention? Why? (yes; It raises questions about which game is being played and what the whistle means.)

Remind the students that when telling a story, a writer usually uses complete sentences so that his story makes sense and flows smoothly.

## Teach for Understanding

### A Identify fragments.

- Write this sentence for display:  
*The whistle blew.*
- Is this a complete sentence? Why? (yes; It has a subject and a predicate and expresses a complete thought.)
- Write this fragment for display:  
*Tried not to scream too much.*
- Is this a complete sentence? Why? (no; It does not express a complete thought.)
- Explain that a group of words that is used as a sentence but does not express a complete thought is called a *fragment*.

A **fragment** is a group of words that is used as a sentence but does not express a complete thought. A fragment may have capitalization and punctuation, but it cannot stand alone. A fragment may be missing a subject or a predicate, or it may be a dependent clause.

*Went to the ocean for vacation.*  
*My family, our two dogs, and I.*  
*Because we had such heavy rains.*

When a fragment is missing a subject, we revise it by adding a subject to make a complete thought.

*Uncle Paul and Aunt Melissa went to the ocean for vacation.*

When a fragment is missing a predicate, we revise it by adding a predicate to make a complete thought.

*My family, our two dogs, and I piled into the station wagon.*

When a fragment is a dependent clause, we revise it by adding an independent clause or deleting the subordinating conjunction.

*Because we had such heavy rains, the river flooded its banks.*  
*We had such heavy rains.*

How can you find fragments in your writing? Read each sentence carefully. Look for sentences that do not express a complete thought and cannot really stand alone.

### Guided Practice

- Write **S** if the group of words is a sentence. Write **F** if the group of words is a fragment.

- F** The pastor of our church.
- S** Everyone played baseball.
- F** When the desserts were all gone.
- F** Sang some choruses together.
- S** We enjoyed the picnic.

- Revise each fragment so that it expresses a complete thought. *Answers will vary.*

- After Mia and Jacob cleaned up the kitchen. *After Mia and Jacob cleaned up the kitchen, we read a chapter from the Bible together.*
- Gave us some delicious homemade bread. *Mrs. Darcy gave us some delicious homemade bread.*

### B Revise fragments to express complete thoughts.

- Explain that since fragments usually do not belong in formal writing, they must be revised so that they are complete sentences. The method we use to revise the fragment depends on the type of fragment it is.
- Point to the fragment on display.
- Which sentence part is missing? (subject)
- How do you think we could revise this type of fragment to make it a complete sentence? (add a subject)
- Choose a student to add a subject to the fragment, making it a complete sentence. Read the sentence aloud.

- Write this fragment for display:

*My team's first runner.*

- Which sentence part is missing from this group of words? (predicate)
- How would we revise this type of fragment to make it a complete sentence? (add a predicate)
- Choose a student to add a predicate to the displayed fragment, making it into a complete sentence.
  - Explain that these two types of fragments are both missing important sentence parts, but there is another type of fragment that is not missing either part. Write this fragment for display:  
*When the runner slapped my hand.*



## Independent Practice

- Write **S** if the group of words is a sentence.  
Write **F** if the group of words is a fragment.

- F 1. Big green and golden apples.
- S 2. The apple orchard had many rows of trees.
- F 3. Carried small wooden baskets with us.
- F 4. Since the trees were loaded with apples.
- S 5. The branches sagged with their weight.
- F 6. Were hidden among the dark green leaves.
- S 7. We picked four baskets full.
- F 8. Apples of many different sizes and colors.

- Revise each fragment so that it expresses a complete thought. *Answers will vary.*

9. Climbed a tree to pick the apples at the top. *Ethan climbed a tree to pick the apples at the top.*
10. Shook the tree to make the apples fall. *Mom shook the tree to make the apples fall.*
11. One big, ripe apple with a reddish gold skin. *One big, ripe apple with a reddish gold skin bounced off the top of my head.*
12. After we had a good laugh. *After we had a good laugh, we scooped up the fallen apples. or We had a good laugh.*
13. My three brothers and I. *My three brothers and I hurried back to the barn with our apples.*
14. Whenever we remember that autumn day. *We still laugh whenever we remember that autumn day. or We remember that autumn day.*



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English 6, Chapter 2, Lesson 11

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- What type of word occurs at the beginning of this fragment? (*subordinating conjunction*)
- What type of clause begins with a subordinating conjunction? (*dependent clause*)
- 7. Explain that this group of words is a dependent clause, which must be joined to an independent clause to express a complete thought. A dependent clause cannot stand alone. When a dependent clause is written as a sentence, followed by a period, it is really a fragment.
- How could we revise this fragment to make it a complete sentence? (*add an independent clause to it or delete the subordinating conjunction*)
- 8. Choose a student to write an independent clause that could logically

be joined to the displayed dependent clause. Remind the students that when the dependent clause is at the beginning of the sentence, it is followed by a comma.

- What type of sentence is this now? (*a complex sentence*)

9. Write these fragments for display:

*Felt my ankle twist sharply under me.  
My grandparents and new friends.  
Because you got hurt.*

10. Choose a student to revise each displayed fragment so that it is a complete sentence. (*Possible answers: I felt my ankle twist sharply under me. My grandparents and new friends came running to me. Because you got hurt, we will stop the race. You got hurt.*)

Language

: LINK :

## Worktext page 23

### Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

## Worktext page 24

### Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises.

## ESL

Remind ESL students that a fragment will not make sense because part of the sentence is missing. Beginning ESL students speak and write in fragmented sentences and may need assistance identifying a complete thought in English. Word order is not as important in some languages as it is in English. Be aware that some languages have no punctuation and others, such as Spanish, may use punctuation at the beginning *and* at the end of a sentence. Capital letters are not used at the beginning of sentences in some languages. When instructing students to construct their own sentences, be sure that ESL students know how to form English alphabet letters, where to write them in relation to the line, and that writing in English flows from left to right. Assistance may be needed with vocabulary on the worktext pages.



## Transparency Master page S45

Lesson 11

- Write the sentence. Underline the complete subject once.

Circle the simple subject.

1. This science experiment is fun. *This science experiment is fun.*
2. Salty water makes objects more buoyant. *Salty water makes objects more buoyant.*

- Write **S** if the sentence is a simple sentence.

Write **C** if the sentence is a compound sentence.

3. A carrot or a potato will float in salty water. **S**

- Write the preposition from the sentence.

4. If you swam in the Dead Sea, you would float easily. *in*

- Write the word that makes sense.

5. wet : moisture      hot : \_\_\_\_\_ (heat, burned, oven) *heat*



### Worktext pages 25–26

#### Objectives

- Analyze a student model of a personal narrative
- Identify time-order words and phrases
- Plan and draft a class narrative together

#### Materials

- Overhead transparency or chart paper for drafting and displaying the class narrative

#### Note

This interactive lesson incorporates Worktext pages 25–26 into the Teach for Understanding section.

If you are working with one student, you may choose to model the writing of the personal narrative for the student or work together with the student. The student and the teacher would take turns contributing a sentence until the essay is complete.

### Introduction

Discuss the characters and the ending of the Literature Link. Read aloud the excerpt from “Runaway Friends” again. This time, encourage the students to think about the characters in the story as they read along with you.

- Do you feel as if the characters are real people? Why? (yes; because we hear their voices and understand their emotions)

Explain that including dialogue in a personal narrative is an important key to making the characters seem real.

- How does the narrator feel at the end of this story? (like a “winner”; She is grateful for her new friends and wants to keep them.)

## Teach for Understanding

#### A Discuss the student model.

1. Read aloud the information at the top of Worktext page 25. Then read aloud Stephen’s personal narrative.
- Have you ever had an experience similar to Stephen’s? (Answers will vary; allow a few students to share their camp experiences.)
2. Point out that Stephen’s narrative has a beginning, a middle, and an end. In the opening of his narrative, he tells about his feelings at the beginning of his week at camp.
- How did he feel at the beginning? (disappointed, frightened, eager to go back home)

A **personal narrative** is a story about something that happened to you. Often a personal narrative tells about an experience that you learned something from. It includes your thoughts or feelings about that experience. Stephen wrote this personal narrative about an experience that turned out differently from what he expected.



#### The Week of a Lifetime

I knew it was going to be a long week at camp as soon as I opened the door of my cabin. The only bunk left had a big hole in the mattress, and it was right by the window. The window was broken so it wouldn’t shut all the way, and there was some kind of pungent weed growing right outside that made me start sneezing. I almost decided right then and there to go back home with my parents.

But my dad squeezed my shoulder and said, “Hope you have a great week, Stephen. Remember that your best friend is always with you.” I knew he was talking about the Lord. Right after they left, I went outside the cabin and prayed.

Things started to get better soon. I met my counselor, Mr. Jerry, and he took me to see the horses. After that, it was time for lunch. The hot dogs in the dining hall were terrific! I sat with Daniel and Luis, a couple of the guys in my cabin.

Before long, I completely forgot about going home. The week at camp sped by like a video in fast-forward. I enjoyed swimming, horseback riding, the fun games, and all the good services in the chapel. I still sneezed sometimes at night, but most nights I fell asleep before I even closed my eyes.

The best part of the week came after cabin devotions on Thursday night. Just before we climbed into our bunks, I heard Daniel say, “Mr. Jerry, could you show me how to be saved?” Mr. Jerry got his Bible and took Daniel out on the porch. I tried to stay awake, but I fell asleep. The next day, Daniel woke us all up by leaping out of bed and saying, “Hey, guys, guess what? I’m a Christian now!”

If I had gone home from camp with my parents that first day, I would have missed out on the week of a lifetime. I am so glad I decided to stay. I made a lot of new friends, and I got to know my best friend even better.

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3. Point out that the middle of the narrative tells the events of the week and reveals how his feelings changed.

- What were some of the things that happened to change his feelings? (He met and liked his counselor, he saw the horses, he ate a good lunch and made some new friends, and a camper in his cabin trusted Christ as Savior.) [BATs: 1b Repentance and faith, 5c Evangelism and missions]
- 4. Read aloud the closing paragraph again, pointing out that the closing tells about his feelings at the end of the week of camp.
- How did Stephen feel at the end of his week? (happy, glad he had stayed, excited about his experiences)

#### B Discuss the tips for writing a personal narrative.

1. Read aloud the information at the top of Worktext page 26. Then read and discuss *Tips for Writing a Personal Narrative*.
- Does the opening sentence in Stephen’s narrative make you want to keep reading? (yes; It makes us curious about what he sees when he opens the cabin door.)
2. Read aloud the section on time-order words on Worktext page 26. Encourage the students to skim the words and phrases listed on the page. Then direct attention back to Stephen’s narrative.
- Which time-order words or phrases has Stephen used to keep the order of events clear in his narrative?

Personal narratives are always told in the **first-person point of view**. As you write a personal narrative, use the pronouns *I* and *me* to refer to yourself. Stephen wrote his personal narrative about an experience that was happy. You may also choose to write about unusual, exciting, scary, sad, or humorous experiences.

### Tips for Writing a Personal Narrative

1. Think about who will read your personal narrative. Write about something those people would be interested in reading about.
2. Write about something that you remember well.
3. Make the story sound natural so that readers could imagine your voice telling it aloud.
4. Get the readers' attention with your opening sentence.
5. Tell the events of the narrative in the order that they happened. Use time-order words and phrases to make the order clear.
6. Add details that will help your readers picture each event. Use comparisons and strong verbs to make descriptions vivid.
7. Use **dialogue**, spoken conversation, to make the people in your narrative come alive. Remember to use quotation marks around someone's spoken words.
8. Make your ending sentence tell what you learned or how you felt about what happened.

Notice that Stephen used time-order words in his narrative. The time-order words tell the readers when the events of the story are happening and help to keep them in order. Below is a list of some time-order words and phrases that you may want to use in your own personal narrative.

#### Time-Order Words and Phrases

after a while	immediately	later	sometimes
afterward	in the meantime	next	soon
as soon as	just then	now	the next day
before long	last Friday	once	then
finally	last July	right after	two years ago
first	last winter	shortly after	when

- Underline the time-order words and phrases in Stephen's narrative on page 25.



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English 6, Chapter 2, Lesson 12

## ESL

As you work through this chapter, ESL students will need lots of support and modeling. Keep directions simple and check frequently for understanding. Remember that writing well in a second language comes after understanding, reading, and speaking well in that language.

Guide the students through the narrative, instructing them to underline the time-order words and phrases as volunteers name them.

### C Plan a class narrative together.

1. Select a topic for a class narrative (e.g., the first day of school, a special art or science project, an outing, or a recess activity).
  2. Work with the students to list three or four of the main events from that experience in the order that they happened. List the events for display.
- Which details do you remember about these events? What did you see, hear, smell, taste, or feel? What did people say during these events?
3. Write descriptive details and dialogue to the right of each item on display.

### D Draft a class narrative together.

1. As time allows, draft a class narrative or a narrative paragraph together. Choose a student to draft an attention-getting opening sentence.
2. Choose volunteers to continue drafting each sentence, using the list and the details as a guide. Remind them to include time-order words or phrases to tell clearly when the events of the narrative happened.
3. Choose a student to draft a closing to the narrative that sums up his feelings about the experience.
4. Save this draft of the class narrative for further work in Lesson 13.



### Transparency Master page S45

Lesson 12

► Write the sentence. Underline the complete predicate once.  
Circle the simple predicate.  
1. The dolphins travel in groups. The dolphins (travel) in groups.

► Write the sentence. Underline the compound subject or predicate.  
Circle the conjunction.  
2. Dolphins jump and dive playfully. Dolphins jump (and) dive playfully.

► Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.  
3. Because they are mammals, they must come to the surface for air. (Because) they are mammals, they must come to the surface for air.

► Write the preposition from the sentence.  
4. I enjoy learning about dolphins. about

► Write the sentence with correct ending punctuation.  
Use the code to label the sentence.  
5. Dolphins are intelligent animals.  
Dolphins are intelligent animals. Dec.

**CODE**  
Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory





### Worktext pages 27–28

#### Objectives

- Identify the stages of the Writing Process
- Recognize that descriptive details, strong verbs, and comparisons make writing more vivid
- Recognize that dialogue makes characters more realistic
- Revise the class narrative together
- Proofread the class narrative together

#### Materials

- Class narrative from Lesson 12

#### Note

This interactive lesson incorporates Worktext pages 27–28 into the Teach for Understanding section.

### Introduction

Discuss the stages of the Writing Process. Direct attention to Worktext pages 330–33 in the Writing Handbook. Briefly discuss the five stages of the Writing Process.

- Which two parts of the Writing Process did we complete in our class narrative during the previous lesson? (*planning and drafting*)

Explain that the class will complete revising and proofreading together during this lesson.

## Teach for Understanding

#### A Discuss using descriptive details in writing.

- Write the five senses (seeing, hearing, smelling, tasting, touching) for display. Explain that descriptive details appeal to one or more of the five senses and help to make writing come to life for the reader.
- Read aloud the first paragraph from Stephen's narrative on Worktext page 27, encouraging the students to look for the descriptive details that Stephen included.
  - What are some details that appeal to our sense of sight? (*the hole in the mattress, the broken window*)
  - Which detail appeals to our sense of smell? (*the pungent weed outside that made Stephen sneeze*)
- Read aloud the paragraph that contrasts this description with the weaker one:

In his personal narrative, Stephen uses descriptive details to help his readers picture the events. Notice the details he gives in the first paragraph.

*I knew it was going to be a long week at camp as soon as I opened the door of my cabin. The only bunk left had a big hole in the mattress, and it was right by the window. The window was broken so it wouldn't shut all the way, and there was some kind of pungent weed growing right outside that made me start sneezing. I almost decided right then and there to go back home with my parents.*

Stephen could have written, "The cabin didn't look nice, and I was allergic to something." But then we would not have been able to picture the cabin in our minds, and we would not know what was causing his allergic reaction. The details about the hole in the mattress, the broken window, and the weed make Stephen's narrative more vivid and interesting.

Stephen also used strong verbs and comparisons to make his descriptions come alive. Compare this description from Stephen's rough draft with his revised description.



*The week at camp passed quickly. I enjoyed swimming, horseback riding, the fun games, and all the good services in the chapel. I still sneezed sometimes at night, but most nights I fell asleep quickly.*

The strong verb "sped" replaces "passed quickly."

The comparison "like a video in fast-forward" tells just how quickly the week seemed to pass.

*The week at camp sped by like a video in fast-forward. I enjoyed swimming, horseback riding, the fun games, and all the good services in the chapel. I still sneezed sometimes at night, but most nights I fell asleep before I even closed my eyes.*

Stephen uses a humorous, exaggerated description, "before I even closed my eyes," to tell how quickly he fell asleep at night.

The thesaurus in your Writing Handbook can help you find strong verbs to replace weak ones in your writing.

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"The cabin didn't look nice, and I was allergic to something." Point out that this weak description does not bring any pictures to our minds, nor does it make any appeal to our sense of smell.

- Read aloud the next two excerpts from Stephen's narrative, pointing out that the first is from his rough draft and the second is from his revised draft.
  - Which paragraph is more interesting? (*the second one*)
- Briefly discuss each of the changes that Stephen made to his revised paragraph.
  - What strong verb does Stephen use to replace *passed quickly*? (*sped*)

- What comparison does Stephen make in the revised paragraph? (*compares the quick passing of time to watching a video in fast-forward*)
- What descriptive exaggeration does Stephen use to show how quickly he fell asleep? (*fell asleep before he even closed his eyes*)
- Point out that the thesaurus on Worktext pages 316–29 in the Writing Handbook is a good source of strong verbs to replace weak ones. Explain that the thesaurus lists common words and gives *synonyms*, words with similar meanings, which could replace those words. Direct the students to find the entry in the thesaurus for the verb *go*, using the guide words at the top of the page. Explain that the words are listed in





Adding descriptive details is just one thing we may need to work on during the revising stage of our personal narrative. Here is a checklist to use when revising a personal narrative. We will check the class narrative for one item on the list at a time. After we have completed the checklist, we can go back and work on the items we were unable to check off.

## Revising Checklist

- ☐ 1. Our opening gets attention.
- ☐ 2. We told about the events in order.
- ☐ 3. We used time-order words and phrases to keep the order clear.
- ☐ 4. We included dialogue that made our characters seem real.
- ☐ 5. We included descriptive details to make our experience vivid.
- ☐ 6. Our closing tells what we learned or how we felt about what happened.

► After we have finished revising, we will check the class narrative for mistakes. Here is a checklist to use when proofreading a personal narrative. We will use the proofreading marks to mark mistakes that need to be corrected.

## Proofreading Checklist

- ☐ 1. We indented the first line of each paragraph.
- ☐ 2. We used complete sentences.
- ☐ 3. We put a capital letter at the beginning of each sentence.
- ☐ 4. We put a punctuation mark at the end of each sentence.
- ☐ 5. We used correct punctuation within sentences.
- ☐ 6. We looked for misspelled words.

### Proofreading Marks

- Add
- Delete
- Capital letter
- Lowercase
- Move



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English 6, Chapter 2, Lesson 13

alphabetical order. Call attention to the synonyms that could be used instead of go. (*depart, leave, move, proceed, race, run, travel*)

## B Discuss using dialogue in a personal narrative.

► How does using dialogue improve a personal narrative? (*Adding dialogue makes characters seem more real; it shows their personalities.*)

Explain that even if a student cannot remember the exact words a person in his narrative said, he can make up dialogue that gives the *sense* of what was said in order to show that character's personality.

## C Guide in revising the class narrative.

1. Briefly discuss the information about revising a personal narrative on Worktext page 28, pointing out that the revising stage is a good place to add descriptive details if the narrative does not include enough. Discuss the function of each of the proofreading marks.

2. Display the class narrative that the students drafted together in Lesson 12.

► Which descriptive details did we use in our narrative?

Underline any occurrences of sensory description, strong verbs, and comparison in the class narrative. Decide where more could be added, using the

## Teach for Understanding—Continued

thesaurus if necessary. Model using the proofreading marks to make the suggested changes.

3. Notice any sentences that contain dialogue. Decide whether more dialogue can be added.
4. Discuss each of the other points on the *Revising Checklist* on Worktext page 28. Revise the class narrative together.

## D Guide in proofreading the class narrative.

1. While the students work briefly on an independent activity, make a new copy of the narrative that includes the revisions marked. Insert at least one fragment into the class narrative. Also insert several errors in spelling, capitalization, and punctuation.
2. Discuss the information about proofreading and each point on the *Proofreading Checklist*. Check the narrative for mistakes in each area, looking for only one or two types of mistakes at a time. Look carefully at the punctuation in the sentences with dialogue.
3. Model using the proofreading marks to make corrections.
4. Choose a student to read the finished narrative aloud. Explain that publishing, the last step in the Writing Process, is sharing the writing with others.

alphabetical order. Call attention to the synonyms that could be used instead of go. (*depart, leave, move, proceed, race, run, travel*)

## B Discuss using dialogue in a personal narrative.

► How does using dialogue improve a personal narrative? (*Adding dialogue makes characters seem more real; it shows their personalities.*)

Explain that even if a student cannot remember the exact words a person in his narrative said, he can make up dialogue that gives the *sense* of what was said in order to show that character's personality.

## C Guide in revising the class narrative.

1. Briefly discuss the information about revising a personal narrative on Worktext page 28, pointing out that the revising stage is a good place to add descriptive details if the narrative does not include enough. Discuss the function of each of the proofreading marks.

2. Display the class narrative that the students drafted together in Lesson 12.

► Which descriptive details did we use in our narrative?

Underline any occurrences of sensory description, strong verbs, and comparison in the class narrative. Decide where more could be added, using the



## Transparency Master page S46

Lesson 13

- Write whether the sentence is simple, compound, or complex.  
1. If you go to Utah, you will see deserts and mountains. **complex**
- Write the sentence. Underline the preposition and circle the object of the preposition.  
2. Scorpions hide under rocks. **Scorpions hide under rocks.**
- Write the sentence. Underline the complete predicate once. Circle the simple predicate.  
3. The desert plants bloom beautifully in spring. **The desert plants bloom beautifully in spring.**
- Write S if the sentence is a simple sentence. Write C if the sentence is a compound sentence.  
4. Many animals live in the desert, and all have special ways to survive. **C**
- Write the sentence with correct ending punctuation. Use the code to label the sentence.  
5. Look at those prairie dogs. **or ! Imp. or Exc.**

**CODE**  
Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

## Objectives

- Choose a topic for a personal narrative
- Plan events, details, and dialogue to include in a personal narrative
- Plan an opening and a closing for a personal narrative

## Materials

- Writing folder for each student (See pages xix–xx for suggestions.)

## Note

This interactive lesson incorporates Worktext pages 29–30 into the Teach for Understanding section.

## Introduction

Discuss possible topics for a personal narrative. Explain that each student will be writing a personal narrative about one of his own experiences.

- What types of experiences would make good topics for a personal narrative?  
(happy, unusual, exciting, scary, sad, funny)

Write for display these six categories: happy, unusual, exciting, scary, sad, and funny. Model selecting experiences from your own life that fit into two or three of these categories. Briefly tell the students about each experience as you list it for display. Point out that some experiences might fit more than one category—for example, an experience could be both happy and funny, or another could be both unusual and scary.

## Personal Narrative: Planning

Name \_\_\_\_\_



After Stephen had chosen the topic of his week at camp, he was ready to plan his personal narrative. He completed this chart to place the events in order and to recall details about each one.

Topic: my week at camp

Opening: opening the door of my cabin

Events	Details and Dialogue
1. <u>Looking at my cabin</u>	<ul style="list-style-type: none"> <li>• <u>hole in the mattress of my bunk</u></li> <li>• <u>broken window</u></li> <li>• <u>weed that made me sneeze</u></li> </ul>
2. <u>Deciding to stay at camp</u>	<ul style="list-style-type: none"> <li>• <u>Dad: "Your best Friend is always with you."</u></li> <li>• <u>went outside and prayed</u></li> </ul>
3. <u>Getting used to camp</u>	<ul style="list-style-type: none"> <li>• <u>meeting Mr. Jerry</u></li> <li>• <u>horses</u></li> <li>• <u>hot dogs for lunch</u></li> <li>• <u>meeting Daniel and Luis</u></li> </ul>
4. <u>Enjoying camp activities</u>	<ul style="list-style-type: none"> <li>• <u>swimming</u></li> <li>• <u>horseback riding</u></li> <li>• <u>games</u></li> <li>• <u>services in the chapel</u></li> </ul>
5. <u>Daniel's getting saved</u>	<ul style="list-style-type: none"> <li>• <u>asked Mr. Jerry for help</u></li> <li>• <u>went outside while we slept</u></li> <li>• <u>Daniel: "I'm a Christian now!"</u></li> </ul>

Closing: glad I stayed at camp

Stephen included exact details about each event. He even included specific things that the people in his narrative said. Because this is only a plan and not a draft, he did not write complete sentences.

English 6, Chapter 2, Lesson 14

29

## Teach for Understanding

## A Guide the students in choosing a topic for a personal narrative.

1. Leaving the six categories on display, tell each student to make a list of experiences he has had that fit into some of these categories. Give the students several minutes to think and make their lists. Encourage each student to write down at least three experiences.
2. Explain that each of these experiences is a possible topic for a personal narrative. Direct each student to look over the list he has made and ask himself these questions:
  - Which experience do I remember most clearly?

- Which experience taught me something new?
- Which experience would be most interesting to my classmates?
3. Direct each student to place a check mark by the topic he would like to write about.

## B Guide each student in planning the events, details, and dialogue to include in his narrative.

1. Read the information at the top of Worktext page 29 and discuss Stephen's planning chart. Point out that he listed the main events of his experience in order; then he listed details that helped to explain and elaborate on each one. He even listed bits of *dialogue*, or spoken conversation, that he wanted to include.

Point out that he also wrote down his ideas for the opening and the closing of his narrative.

2. Tell each student to write his chosen topic on the *Topic* line of his chart on Worktext page 30.
3. Explain that he may find it easier to plan the opening and closing of his narrative after he has planned the order of events.
4. Direct him to think of his experience as a play that he is watching in his mind. Tell him to think through the whole experience and then to complete the left side of the chart by listing the main events in the order that they happened.
5. Read the paragraph about Stephen's details at the bottom of Worktext

► Complete this chart to plan your personal narrative.

Topic: \_\_\_\_\_

Opening: \_\_\_\_\_

Events	Details and Dialogue
1. _____ _____	• _____ • _____ • _____ • _____
2. _____ _____	• _____ • _____ • _____ • _____
3. _____ _____	• _____ • _____ • _____ • _____
4. _____ _____	• _____ • _____ • _____ • _____
5. _____ _____	• _____ • _____ • _____ • _____

Closing: \_\_\_\_\_

► Keep this chart to use in Lesson 15.

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Teach for Understanding—Continued

- write his idea on the *Opening* line of the chart.
4. Direct each student to think about the main impression from his experience—the thing that he learned or the way he felt when the experience was over. Point out that Stephen’s main impression was that he was glad he had stayed at camp. Direct each student to write his idea for the closing on the *Closing* line of the chart.
5. Instruct each student to save this chart to use as he drafts his narrative in Lesson 15.

ESL

ESL students may need oral prompting and discussion with the teacher to write details related to their chosen topics. They may lack the English vocabulary to complete the chart independently. Some ESL students may need to dictate their stories to the teacher or illustrate the steps and have assistance writing sentences to match the pictures.

page 29. Direct the students to write additional details to make each event more real and vivid to their audience.

C Guide each student in planning an opening and a closing for his narrative.

1. Read aloud Stephen’s opening: “I knew it was going to be a long week at camp as soon as I opened the door of my cabin.” Write the word *action* for display, explaining that this is one way of beginning a personal narrative. In Stephen’s narrative, beginning with the action of opening the cabin door makes the reader interested in what Stephen is going to find on the other side. Explain that the goal of an opening is to get the

- reader “hooked” so that he will want to continue reading your narrative.
2. Write the words *dialogue* and *question* for display. Explain that these are two other interesting ways to begin a narrative. For example, Stephen could have begun his narrative with dialogue between him and his father:
- “Well, this looks like the right cabin, Stephen,” said Dad. “What do you think of it?”
- “I think I want to go home,” I said.
- Stephen could have also chosen to begin with an intriguing question, such as:
- Have you ever spent a whole week sleeping on a mattress with a hole in it?
3. Instruct each student to plan the type of opening he will use and to



Transparency Master  
page S46

Lesson 14

► Write the sentence. Underline the compound subject or predicate. Circle the conjunction.

1. Mandy and I are going horseback riding.  
Mandy and I are going horseback riding.

2. We will walk or trot on the trails behind the pasture.  
We will walk or trot on the trails behind the pasture.

► Write the sentence. Underline the dependent clause. Circle the subordinating conjunction in the clause.

3. Before we go inside, we will feed the horses.  
Before we go inside, we will feed the horses.

► Write the preposition from the sentence.

4. We will play games after dinner. after

► Write the sentence with correct ending punctuation. Use the code to label the sentence.

5. What a fun day it will be! Exc.

CODE  
Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory





## Objectives

- Draft a personal narrative
- Write separate paragraphs for each main event on the planning chart
- Write separate paragraphs when the speaker changes during dialogue

## Materials

- Each student's planning chart (Worktext page 30) from Lesson 14
- Overhead transparency of Stephen's planning chart from Worktext page 29

## Note

This interactive lesson incorporates Worktext pages 31–32 into the Teach for Understanding section.

## Introduction

Discuss the drafting stage of the Writing Process.

- What did we do during the drafting stage of our class narrative? (*wrote out the narrative for the first time*)
- What will you be using as a guide as you draft your personal narrative? (*the planning chart that lists events, details, and dialogue to include*)

## Teach for Understanding

## A Discuss elements to include in the personal narrative.

1. Direct attention to the students' planning charts (Worktext page 30) completed during Lesson 14. Write *time-order words and phrases* for display. Choose volunteers to name examples of time-order words and phrases. (See the list on Worktext page 26.)

- What is the purpose of time-order words and phrases? (*to tell when events of a narrative are happening and to keep them in order*)

Allow time for each student to jot down time-order words and phrases that he may want to include beside each main event on his planning chart.

2. Write *dialogue* for display. Remind the students that including the actual spoken words of characters in the narrative will make the experience come alive for the reader. Direct each student to check his planning chart to see whether he has planned any dialogue to include

in the *Details and Dialogue* column. Encourage him to plan to include at least one character's spoken words.

## B Discuss paragraphing in the personal narrative.

1. Call attention to Stephen's rough draft on Worktext pages 31–32. Read aloud the information at the top of the page; then read through the draft together.

- How many paragraphs are in Stephen's narrative? (*six*)
- How did Stephen know when to begin each new paragraph? (*when he told about each new event on his planning chart*)

2. Display the overhead transparency of Stephen's planning chart. Point out that his first paragraph com-

## My Week at Camp

## Opening

*I knew it was going to be a long week at camp as soon as I opened the door of my cabin. The only bunk left had a big hole in the mattress. It was right by the window. The window was broken so it wouldn't shut all the way. There was some kinda pungent weed growing right outside that made me start sneezing. I almost decided to go back home with my parents.*

## Looking at my cabin

## Deciding to stay at camp

*But my dad squeezed my shoulder and said, "Hope you have a great week Stephen. Remember that your best friend is always with you." I knew he was talking about the Lord. I went outside the cabin and prayed.*

## Getting used to camp

*Things started to get better. I met my counsiler, Mr. Jerry, and he took me to see the horses. After that, it was time for lunch. The hot dogs in the dining hall were great! I sat with Daniel and Luis, a couple of the guys in my cabin.*



lines his opening and his first main event. Each of the next four paragraphs deals with one of his main events. The last paragraph is his closing.

3. Explain that there is another reason for beginning a new paragraph. Write this dialogue for display:

*"What do you think of the cabin, Stephen?" asked Dad.*

*"I don't think I like it," said Stephen.*

- At what point would we begin a new paragraph in this dialogue? Why? (*at Stephen's words, "I don't think I like it"; A new paragraph should start each time a speaker changes during dialogue.*)

Point out that if a student includes a conversation between two or more people in his narrative, he should begin

Enjoying camp activities

*Before long, I completely forgot about going home. The week at camp passed quickly. I enjoyed swimming, horseback riding, the fun games, and all the good services in the chapel. I still sneezed sometimes at night, but most nights I fell asleep quickly.*

Daniel's getting saved

*The best part of the week came after cabin devotions on thursday night. Just before we climbed into our bunks. I heard Daniel ask Mr. Jerry if he could show him how to be saved. Mr. Jerry got his Bible and took Daniel out on the porch. I tried to stay awake but I fell asleep. The next day, Daniel woke us all up by getting out of bed and saying, "Hey, guys, guess what? I'm a Christain now!"*

Closing

*If I had gone home from camp with my Parents that first day, I would have missed out on a great week. I am so glad I decided to stay. I made a lot of new friends, and I got to know my best friend even better.*

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► Draft your personal narrative on your own paper. Use your planning chart on Worktext page 30.

English 6, Chapter 2, Lesson 15

a new paragraph each time there is a different speaker.

### C Guide each student in drafting his personal narrative.

1. Direct each student to have his planning chart available to enter on the computer. (**Note:** If computers are not available, direct the students to write their planning charts on notebook paper.)
2. Explain that it is often easier to draft the main events and details before drafting the opening and closing. (**Note:** If the students are using notebook paper, remind them to leave some blank space at the top of their papers in which to draft their openings.)
3. Allow time in class for each student to draft his narrative. Remind him to double-space (or if using notebook paper to leave a blank line after each line of writing). When each student has finished, direct him to read his narrative silently to make sure that he has included everything he planned to write.
4. Direct each student to think of a title for his narrative. Explain that the title should be something that tells or hints at the main impression of the experience.
5. Remind each student to save his draft to work with in the next lesson.

ESL

ESL students may need assistance in writing the first draft. Some students may need to dictate the narrative to the teacher. ESL students who are more independent should be monitored frequently for understanding.



### Transparency Master page S47

Lesson 15

- Write the sentence. Underline the dependent clause. Circle the subordinating conjunction in the clause.
1. Whenever Grandpa goes to New Hampshire, he buys maple syrup. Whenever Grandpa goes to New Hampshire, he buys maple syrup.
- Write the sentence. Underline the preposition and circle the object of the preposition.
2. Maple syrup comes from maple tree sap. Maple syrup comes from maple tree sap.
- Write the sentence. Underline the complete subject once. Circle the simple subject.
3. This sugary sap is collected in the spring. This sugary sap is collected in the spring.
- Write S if the sentence is a simple sentence. Write C if the sentence is a compound sentence.
4. The tree is tapped, and the syrup is collected in buckets. C
- Write the sentence with correct ending punctuation. Use the code to label the sentence.
5. Can you boil the syrup to make sugar? Int.
- Can you boil the syrup to make sugar? Int.

CODE  
Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory



### Worktext pages 33–34

#### Objectives

- Participate in a writing conference
- Revise a personal narrative

#### Materials

- Each student's rough draft from Lesson 15

#### Note

This interactive lesson incorporates Worktext pages 33–34 into the Teach for Understanding section.

### Introduction

Discuss the revising stage of the Writing Process.

- Which two stages of the Writing Process have we completed with our personal narratives? (*planning and drafting*)
- Which stage comes next? (*revising*)

Point out that at this stage of the Writing Process, it is often helpful to get someone else's opinion on your rough draft. Another person can often help locate things that need to be changed in your writing. Explain that during the revising stage, each student will be having a conference about his personal narrative with another student.

## Teach for Understanding

### A Discuss the revision of the student model.

1. Read aloud the paragraph about Stephen's conference with Midori on Worktext page 33. Then direct the students to look over the changes that Stephen made to his rough draft.
- What is the problem with having several short sentences in a row? (*It can make the writing sound choppy instead of smoothly flowing.*)
- What kind of sentences has Stephen made by combining short sentences? (*compound sentences*)
- What time-order words or phrases has he added? (*right then and there; right after they left; soon*) Point out that these words and phrases make the timing of events more exact for the reader.
- Which descriptive words has he substituted for more common words? (*terrific for great; leaping for getting*)

Stephen shared his rough draft with his classmate Midori. She enjoyed reading about the experiences Stephen had at camp. As she looked over the *Revising Checklist*, she suggested that Stephen add a few more time-order words and

phrases. She also found some places where he could use more descriptive words and details. Here is Stephen's rough draft with his revisions marked on it.

Stephen changed his title to reflect the main idea of his experience.

He combined sentences to keep from having several short ones in a row.

He added more time-order words and phrases to keep the order of events clear.

He used the thesaurus to find better descriptive words.

#### The Week of a Lifetime

~~My Week at Camp~~

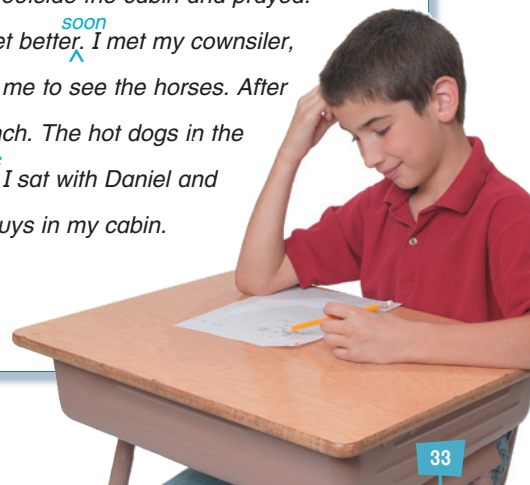
I knew it was going to be a long week at camp as soon as I opened the door of my cabin. The only bunk left had a big hole in the mattress, <sup>and</sup> it was right by the window. The window was broken so it wouldn't shut all the way, <sup>and</sup> there was some kinda pungent weed growing right outside that made me start sneezing. I almost <sup>right then and there</sup> decided <sup>to</sup> go back home with my parents.

But my dad squeezed my shoulder and said, "Hope you have a great week Stephen. Remember that your best friend is always with you." I knew he was talking <sup>Right after they left,</sup> about the Lord, <sup>soon</sup> I went outside the cabin and prayed.

Things started to get better. I met my counsiler, Mr. Jerry, and he took me to see the horses. After that, it was time for lunch. The hot dogs in the dining hall were <sup>terrific</sup> ~~great~~. I sat with Daniel and Luis, a couple of the guys in my cabin.

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English 6, Chapter 2, Lesson 16



- Why did he add another line of dialogue to the fifth paragraph? (*to make the character of Daniel more lifelike*)
- 2. Point out that Stephen revised his title to go along with the revised line in his closing.
- How does the new title sum up Stephen's main impression more clearly? (*It reveals that the week at camp was important in his life.*)

### B Conduct writing conferences.

(*Note:* If you are working with one student, the writing conference may involve the student's meeting with you, with another family member, or with a friend.)

1. Read aloud the items on the *Revising Checklist* on Worktext page 34. Explain that the students should think

about this checklist as they read their own narratives and as they listen to their partners' narratives.

2. Point out the importance of kindness when pointing out errors or making suggestions for someone else's writing. Encourage the student to use these sentence openers [BAT: 5d Communication]:

"I really liked \_\_\_, but . . ."

"Could you tell me more about . . ."

"Do you think it would be clearer to say . . ."

"I had a question about . . ."

3. Model how a writing conference works by selecting a volunteer to sit beside you to read his narrative aloud; then offer comments. (*Note:* See a sample dialogue on page 39.)



Stephen improved some of his descriptions to make them more interesting.

He added another line of dialogue.

He changed his wording to better describe the importance of the week.

Before long, I completely forgot about going home.  
 The week at camp ~~passed quickly~~ <sup>sped by like a video in fast-forward</sup>. I enjoyed swimming,  
 horseback riding, the fun games, and all the good  
 services in the chapel. I still sneezed sometimes at night,  
 but most nights I fell asleep ~~quickly~~ <sup>before I even closed my eyes</sup>.  
 The best part of the week came after cabin devotions  
 on thursday night. Just before we climbed into our bunks.  
 I heard Daniel ~~ask Mr. Jerry if he could show him how~~ <sup>say, "Mr. Jerry, could you show me how to be saved?"</sup>  
~~to be saved.~~ Mr. Jerry got his Bible and took Daniel out  
 on the porch. I tried to stay awake but I fell asleep. The  
 next day, Daniel woke us all up by ~~getting~~ <sup>leaping</sup> out of bed and  
 saying, "Hey, guys, guess what? I'm a Christain now!"  
 If I had gone home from camp with my Parents that  
 first day, I would have missed out on ~~a great week~~ <sup>the week of a lifetime</sup>. I am  
 so glad I decided to stay. I made a lot of new friends, and  
 I got to know my best friend even better.

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► Revise your personal narrative using the **Revising Checklist**. Use proofreading marks to mark your changes.

### Revising Checklist

- ☐ 1. My opening gets attention.
- ☐ 2. I told about the events in order.
- ☐ 3. I used time-order words and phrases to keep the order clear.
- ☐ 4. I included dialogue that makes my characters seem real.
- ☐ 5. I included descriptive details to make my experience vivid.
- ☐ 6. My closing tells what I learned or how I felt about what happened.

### Proofreading Marks

-  Add
-  Delete
-  Capital letter
-  Lowercase

English 6, Chapter 2, Lesson 16

### Sample Writing Conference:

**Teacher:** I enjoyed reading about your first cooking experience, Elizabeth. You gave some good details about the funny things that happened. Could you tell me a little more about the burnt rolls? How did they look when they came out of the oven? Did you serve them even though they were burnt?

**Elizabeth:** They were really black on top! They were too hard and crusty to eat.

**Teacher:** I think those details would be nice to add to your fourth paragraph. Then in your fifth paragraph, maybe use a synonym in place of *went quickly*. Look up *go* in the thesaurus.

**Elizabeth:** Okay. I'll try a better word. Do you think my closing is okay?

**Teacher:** Yes, I liked how you ended the narrative on a funny note while still telling what you learned from the experience. But maybe you could also include your family's response to the meal. What did they think of it? What did they say?

**Elizabeth:** Well, Dad said that he hadn't tasted such good macaroni and cheese since he was a little boy. I think I'll put that in. Thanks!

## ESL

ESL students will benefit more from individual or small-group conferences with the teacher than from peer conferences. ESL students may have difficulty providing understandable, useful feedback to other students because they cannot locate the mistakes in English. To gradually train ESL students to be involved in peer conferences, begin by directing them to locate mistakes in their own papers. ESL students should sit in on conferences between English-speaking students. Provide them with a short checklist of questions to ask when they begin participating in peer conferences.



### Transparency Master page S47

Lesson 16

► Write the sentence. Underline the compound subject or predicate. Circle the conjunction.

1. Mom stirs and pours the batter.  
~~Mom stirs and pours the batter.~~

► Write S if the sentence is a simple sentence. Write C if the sentence is a compound sentence.

2. She bakes the muffins for twenty minutes. **S**

► Write the sentence. Underline the dependent clause. Circle the subordinating conjunction in the clause.

3. When they are done, she lets them cool.  
~~(When) they are done, she lets them cool.~~

► Write the sentence. Underline the preposition and circle the object of the preposition.

4. She puts them in a container.  
~~She puts them in a container.~~

► Write the word that makes sense.

5. builder : bricks      writer : \_\_\_\_\_ (write, book, words) **words**

4. Pair each student with a partner to read his personal narrative. Remind him to use the *Revising Checklist* to help him listen for changes that need to be made. Allow time for each set of partners to discuss their ideas. (**Note:** The conferences can also be with small groups or with the whole class meeting with you. Each student would read his essay aloud; then suggestions for improvement would be offered.)

### C Guide in revising the personal narratives.

1. Briefly review the proofreading marks, noting the marks Stephen used to make each of his changes.
2. Direct each student to go through his personal narrative again, using

a colored pencil (optional) to make any revisions.

3. Direct each student to write out a new copy of his personal narrative, making the changes he marked on his rough draft. Tell each student to save his revised narrative for future work. (**Note:** Students can find errors more easily during proofreading in Lesson 17 if they have a new copy, complete with revision changes. If they do not have time to recopy the essay, students can use the revised copy to proofread in Lesson 17. If many changes are made to a particular paragraph, students may want to make a new copy of that paragraph.)

## Objectives

- Recall ways to correct fragments
- Recognize errors using a *Proofreading Checklist*
- Proofread a personal narrative

## Materials

- Each student's revised draft from Lesson 16

## Note

This interactive lesson incorporates Worktext pages 35–36 into the Teach for Understanding section.

## Introduction

Review ways to correct fragments. Write these fragments for display:

*Made my bed every day.*

*The gigantic green banana.*

*When I picked up the sleeping kitten.*

Choose a volunteer to rewrite each fragment so that it is a complete sentence. After each fragment is corrected, discuss what the student did to correct it. (*added a subject; added a predicate; joined it to an independent clause or deleted the subordinating conjunction*)

## Teach for Understanding

## A Discuss the student model.

- Read aloud the information at the top of Worktext page 35. Remind the students that looking for only one or two types of mistakes at a time will help them find mistakes more easily.
  - Discuss the corrections Stephen made to his personal narrative. Point out the proofreading marks he used to indicate each one. Point out that because Stephen had several different types of mistakes in his narrative, he needed to read the narrative several times to find them all.
- Where do you think Stephen found the correct spellings of words such as *mattress* and *counselor*? (*in a dictionary or a good speller could have helped him*)
  - Why did he add a comma before *Stephen* in the second paragraph? (*A comma always comes before and/or after a noun of direct address.*)
  - Why did Stephen capitalize the word *friend* in that paragraph and then again in the

Personal Narrative:  
Proofreading

Name \_\_\_\_\_



After Stephen revised his narrative, he used the *Proofreading Checklist* to help him find mistakes. He read his narrative several times, checking for one or two types of mistakes each time. Here are the corrections he marked on his revised draft.



## The Week of a Lifetime

I knew it was going to be a long week at camp as soon as I opened the door of my cabin. The only bunk left had a big hole in the <sup>mattress</sup> ~~matress~~, and it was right by the window. The window was broken so it wouldn't shut all the way, and there was some <sup>kind of</sup> ~~kind~~ pungent weed growing right outside that made me start sneezing. I almost decided right then and there to go back home with my parents.

But my dad squeezed my shoulder and said, "Hope you have a great week, Stephen. Remember that your best friend is always with you." I knew he was talking about the Lord. Right after they left, I went outside the cabin and prayed.

Things started to get better soon. I met my <sup>counselor</sup> ~~counselor~~, Mr. Jerry, and he took me to see the horses. After that, it was time for lunch. The hot dogs in the dining hall were terrific! I sat with Daniel and Luis, a couple of the guys in my cabin.

Before long, I completely forgot about going home. The week at camp sped by like a video in fast-forward. I enjoyed

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English 6, Chapter 2, Lesson 17

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last paragraph? (*because he wanted to make it clear that it is referring to God*) [Bible Promise: G. Christ as Friend]

- Which paragraph had a fragment in it? (*the fifth one*)
- How did Stephen correct it? (*Since the fragment was a dependent clause, he corrected it by joining it to an independent clause—the next sentence.*)

## B Guide each student in proofreading his personal narrative.

- Tell each student to proofread his personal narrative with a colored pencil (optional) using the proofreading marks. Direct him to read his narrative several times, checking for the items on the list.

- Direct each student to save his proofread copy for use in Lesson 18.

(*Note:* If you choose to read each student's narrative and mark any of the six types of errors that he did not identify, do so before Lesson 18.)

swimming, horseback riding, the fun games, and all the good services in the chapel. I still ~~sneezed~~ <sup>sneezed</sup> sometimes at night, but most nights I fell asleep before I even closed my eyes <sup>^</sup>.

The best part of the week came after cabin devotions on ~~thursday~~ <sup>Thursday</sup> night. Just before we climbed into our bunks <sup>^</sup>, I heard Daniel say, "Mr. Jerry, could you show me how to be saved?" Mr. Jerry got his Bible and took Daniel out on the porch. I tried to stay awake <sup>^</sup>, but I fell asleep. The next day, Daniel woke us all up by leaping out of bed and saying, "Hey, guys, guess what? I'm a ~~Christian~~ <sup>Christian</sup> now!"

If I had gone home from camp with my ~~Parents~~ <sup>Parents</sup> that first day, I would have missed out on the week of a lifetime. I am so glad I decided to stay. I made a lot of new friends, and I got to know my best friend even better. <sup>^</sup>

- Proofread your personal narrative. Check for one or two items on the **Proofreading Checklist** each time you read. Use proofreading marks to mark the mistakes.

### Proofreading Checklist

- ☐ 1. I indented the first line of each paragraph.
- ☐ 2. I used complete sentences.
- ☐ 3. I put a capital letter at the beginning of each sentence.
- ☐ 4. I put a punctuation mark at the end of each sentence.
- ☐ 5. I used correct punctuation within sentences.
- ☐ 6. I looked for misspelled words.

### Proofreading Marks

-  **Add**
-  **Delete**
-  **Capital letter**
-  **Lowercase**
-  **Move**

English 6, Chapter 2, Lesson 17

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## ESL

Display proofreading marks in the classroom on chart paper or poster board. Remember that ESL students frequently have difficulty spelling words in English. They may require help from the teacher or an English-proficient student to recognize misspelled words or to look up the correct spellings in a dictionary.



## Transparency Master page S48

Lesson 17

- Write whether the sentence is simple, compound, or complex.
1. We could jump on the trampoline, or we could play in the creek. **compound**
  2. When you come in, please wipe your feet. **complex**
- Write the sentence. Underline the preposition and circle the object of the preposition.
3. The creek runs between our houses.  
**The creek runs between our houses.**
- Write the sentence. Underline the dependent clause. Circle the subordinating conjunction in the clause.
4. Since Will lives nearby, we see each other often.  
**Since Will lives nearby, we see each other often.**
- Write the sentence with correct ending punctuation. Use the code to label the sentence.
5. Let's play ball after dinner.  
**Let's play ball after dinner. Imp.**

### CODE

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory



## Objectives

- Define *autobiography*
- Make a neat final draft
- Publish a personal narrative

## Materials

- One or two copies of page 27, Chapter 2 Rubric for each student (optional)
- Several published autobiographies
- Each student's photographs illustrating his personal narrative (optional)
- Transparent notebook sleeve to hold photographs or drawings for each student
- Two pieces of construction paper for each student
- Yarn or brass fasteners for each student
- Hole punch

## Introduction

**Discuss published autobiographies.** Display one of the published autobiographies, explaining that the author has written about his own life. Point out the author's name on the cover and discuss the title and illustration on the front, allowing the students to use those clues to guess what the book might be about. Then read the back cover or book jacket description of the book to the students.

Explain that the personal narratives that the students have written are *autobiographical*. Write the word *autobiography* for display.

- **What is a *biography*?** (*the true story of a person's life*)

Point out that the prefix *auto* means "self."

- **What is an *autobiography*?** (*a true story an author writes about himself*)

## Teach for Understanding

## A Guide in making the final draft of the personal narrative.

1. Direct each student to read his proof-read personal narrative one more time, making sure that it is ready to be copied for the final time.
2. Direct each student to copy his finished personal narrative on his own paper. Remind him to begin on a new line and indent each time he starts a new paragraph. Encourage him to use his best

handwriting and keep the pages as neat as possible.

## B Publish the personal narratives.

1. Choose several students to read their personal narratives aloud to the class. Encourage the readers to use vocal and facial expression while they read. As each student reads, direct the other students to listen carefully for what the student learned through the experience [BAT: 5d Communication].
2. Collect the narratives.
3. Use the Chapter 2 Rubric to check the personal narratives (optional). (**Note:** It is not expected that each student's published narrative will be free of errors. The proofreading stage teaches students to look for

errors and to correct the ones that they notice.)

4. Invite each student to bring in a photograph or draw a picture to illustrate his personal narrative.
5. Publish the narratives in book format. Direct each student to place his drawing or photographs in a transparent sleeve. Give each student two pieces of construction paper and direct him to design a front and back cover for his book.

Guide each student in binding the sleeve and his personal narrative together between the two covers to make his own book. To bind the books, tie short lengths of yarn through punched holes or use brass fasteners.

## Chapter 2 Rubric

Chapter 2 Rubric (p. 27) is a tool to help you evaluate each student's final draft and his use of the Writing Process. The rubric also provides an alternative place in which to indicate errors. To help students maintain a positive attitude toward writing, avoid displaying papers with the errors marked on them. (**Note:** You may choose not to grade the students' first piece of writing, but the rubric can be used to inform them of your expectations for future assignments. If you would like the students to use this rubric for a self-evaluation of their work, make a second copy for each student.)

## ESL

In using the rubric for grading, you should consider ESL students' ability levels. For beginners, concentrate on serious errors, such as sentence structure, that would interrupt the flow of the piece or on repetitive errors. As the student's English improves, he should be held more accountable to the standard rubric.

6. Display the completed "autobiographies" in a special area of the classroom. Encourage the students to read their classmates' books.



## Transparency Master page S48

Lesson 18

- Write the sentence. Underline the complete predicate once.  
Circle the simple predicate.  
1. Jeremy took the trash out today.  
*Jeremy (took) the trash out today.*
- Write whether the sentence is simple, compound, or complex.  
2. He sometimes washes dishes, and he feeds the dog. *compound*
- 3. His mom appreciates his help. *simple*
- Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.  
4. Although he would rather play, he knows that chores must be done.  
*(Although) he would rather play, he knows that chores must be done.*
- Write the sentence. Underline the preposition and circle the object of the preposition.  
5. Jeremy does not mind helping around the house.  
*Jeremy does not mind helping around the (house).*

## Objectives

- Differentiate a fragment from a sentence
- Revise a fragment so that it expresses a complete thought
- Identify elements of a personal narrative

## Materials

- Computer access with e-mail capability for each student for optional Computer Connection
- E-mail address of each student's friend or relative for optional Computer Connection

## Note

This lesson reviews concepts to prepare students for the Chapter 2 Test (optional). Extra Practice pages 12–13, located on the Teacher's Toolkit CD, make an excellent study guide.

You may choose to evaluate your students by giving them one of the writing prompts (Supplement page S9, "Chapter 2 Writing Prompts") as an alternative or addition to the Chapter 2 Test. Copy and distribute the prompt to the students and allow them forty-five to sixty minutes to complete the assignment. The writing prompts are designed to prepare students for standardized writing tests.

## Check for Understanding

### Chapter 2 Review

Direct an activity to review the stages of the Writing Process.

(Note: A teacher working with one student will want to modify the review games in this book so that the student answers the questions orally. A point or small treat may be given for each correct answer and taken away for each incorrect answer.)

1. Divide the students into two teams. Instruct each team to form a single-file line. Give the first person in each line a dull pencil.
2. Explain that you will read a question to the first student in each line about a stage of the Writing Process. If the student knows the answer, he should tuck the pencil behind his ear and fold his arms in front of him. Whichever student is the first to assume this position has the opportunity to answer the question first. If he answers incorrectly, the first student in the other line may have an opportunity to answer. If both

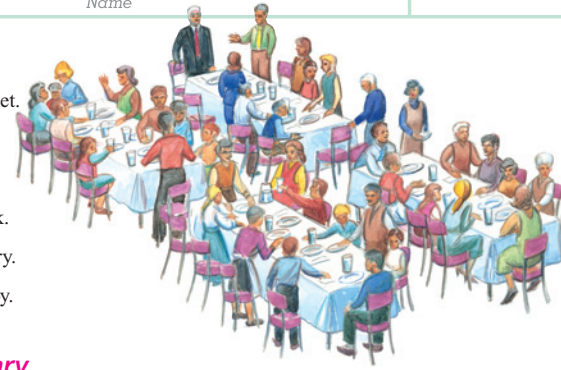
## Chapter 2 Review

Name \_\_\_\_\_



A. Write **S** if the group of words is a sentence. Write **F** if the group of words is a fragment.

- |          |                                       |
|----------|---------------------------------------|
| <b>S</b> | 1. I baby-sat at our church banquet.  |
| <b>F</b> | 2. Lots of babies and toddlers.       |
| <b>F</b> | 3. Helped me watch the children.      |
| <b>S</b> | 4. One baby was learning to walk.     |
| <b>F</b> | 5. When the little girl began to cry. |
| <b>F</b> | 6. After another child took her toy.  |



B. Revise each fragment so that it expresses a complete thought. **Answers will vary.**

7. Handed the little boy a cookie. I handed the little boy a cookie.
8. While the children were playing quietly. Mrs. Brown talked to me while the children were playing quietly.
9. All of the children's parents. All of the children's parents thanked us for our help.

C. Fill in the circle next to each correct answer.

10. When you use the pronouns *I* and *me* to refer to yourself, you are writing in the \_\_\_\_ point of view.
  - ☒ first-person
  - ☐ second-person
  - ☐ third-person
11. A personal narrative should be about \_\_\_\_\_.
  - ☐ an experience in someone else's life
  - ☐ an experience you cannot remember well
  - ☒ an experience you had that helped you learn and grow
12. The purpose of time-order words and phrases in a personal narrative is \_\_\_\_\_.
  - ☐ to clutter the writing with extra words
  - ☒ to make the order of events clear to the reader
  - ☐ to make the sentences longer
13. The purpose of dialogue in a personal narrative is \_\_\_\_\_.
  - ☐ to make the narrative longer
  - ☒ to make the characters interesting and lifelike
  - ☐ to add more paragraphs to the narrative

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English 6, Chapter 2, Lesson 19

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of them answer incorrectly, give the correct answer. Those two students should then hand the pencils to the next student in each line and go to the back of the line. Continue the game as long as desired or until each student has had an opportunity to participate.

3. Award one point for each correct answer. The team with more points at the end of the game wins. Use the following questions and add more as needed.
  - In which stage of the Writing Process would you write a rough draft? (**drafting**)
  - In which stage would you list the events of your experience in order? (**planning**)
  - In which stage would you check for spelling mistakes? (**proofreading**)

- In which stage would you write or type a neat final copy? (**publishing**)
- In which stage would you have a conference with another student about your writing? (**revising**)
- In which stage would you add more descriptive details? (**revising**)
- In which stage would you think of details to further describe each event? (**planning**)
- In which stage would you look for fragments in your writing? (**proofreading**)
- In which stage would you add more dialogue? (**revising**)
- In which stage would you display your work for others to read? (**publishing**)
- In which stage would you choose a topic? (**planning**)



D. Write the letter of the correct answer.

- D 14. Exact spoken words of characters  
F 15. A tool that helps writers find better descriptive words  
E 16. The part of a narrative that gets the reader's attention  
C 17. Added description that helps readers picture events  
A 18. A story about your own life  
B 19. The part of a narrative that tells what you learned

- A. autobiography  
 B. closing  
 C. details  
 D. dialogue  
 E. opening  
 F. thesaurus

E. Read this opening paragraph from a personal narrative. Fill in the circle next to the answer that better completes each sentence.

Have you ever been trapped in a room full of screaming babies and toddlers? If you have, You can understand how I felt during my first baby-sitting job. Mrs. Brown and I watched some children during our church banquet last Saturday evening. When the first little girl arrived at the nursery, she looked so pretty in her pink and white checked dress and blonde pony-tails. But then she let out a scream as loud as a fire engine! I knew this was'n't going to be as easy as I had thought.

20. The purpose of the opening question is to \_\_\_\_.  
☒ make the reader interested in the writer's story  
☐ make the reader stop and think about the question for a few minutes
21. Which technique does this writer use to make her narrative more vivid?  
☐ dialogue  
☒ a comparison
22. Which detail would be more important to add to this paragraph?  
☐ the color of the nursery walls  
☒ how many children were in the nursery during the banquet
23. The next paragraph in the narrative will probably tell \_\_\_\_.  
☒ how the next child acted when he arrived at the nursery  
☐ how the writer felt when the evening was over
24. The second sentence in the paragraph needs \_\_\_\_.  
☐ to have an exclamation mark added to the end  
☒ to be joined to an independent clause
25. The last sentence in the paragraph has a mistake in \_\_\_\_.  
☒ spelling  
☐ capitalization



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English 6, Chapter 2, Lesson 19

## Worktext pages 37–38

### Chapter 2 Review

### Computer Connection (optional)

#### Materials

- Computer access with e-mail capability for each student
- E-mail address of each student's friend or relative with whom he will share his personal narrative

#### Guide each student in sending his personal narrative as an e-mail message.

Direct each student to type a short, friendly message to the friend or relative to whom he has chosen to send his personal narrative, explaining that he wants to share this story. Then direct him to type in his personal narrative and add an appropriate closing. Encourage each student to use the spell checker to proofread his message before sending it.

### ESL

The review game instructions may be confusing to beginning ESL students. If so, give ESL students opportunities to answer without being in a competitive situation with English-proficient students. Whenever possible, allow ESL students to compete against each other until their English skills are closer to those of the other students in the class. Assistance may be needed with vocabulary on the worktext pages.

- In which stage would you change your title to sum up your narrative more clearly? (*revising*)

#### Teacher's Toolkit, page 12

**Chapter 2 Review**

A. Write *S* if the group of words is a sentence. Write *F* if the group of words is a fragment.

F 1. My trip to the British Museum.  
F 2. Saw a display about the Rosetta Stone.  
S 3. We took a picture of a mummy.  
S 4. Because there were so many rooms.  
F 5. My feet became very tired.  
F 6. The room that had the Assyrian statues.

B. Revise each fragment so that it expresses a complete thought. *Answers will vary.*

7. After we saw all the exhibits. After we saw all the exhibits, we had lunch in the museum café.  
 8. Bought four postcards in the museum shop. Mom bought four postcards in the museum shop.  
 9. Mom and Dad and my little sister. Mom and Dad and my little sister were ready to leave before I was.

C. Fill in the circle next to the correct answer.

10. A personal narrative is always written in the \_\_\_\_ point of view.  
☐ third-person  
☐ second-person  
☒ first-person

11. A personal narrative should be about \_\_\_\_.  
☐ your most embarrassing moment  
☒ something that you remember well  
☐ something that happened on television

12. *Immediately and soon* are examples of \_\_\_\_.  
☐ comparisons  
☒ time-order words  
☐ strong verbs

13. Putting dialogue in a personal narrative \_\_\_\_.  
☐ is too distracting for the reader  
☐ wastes space in your narrative  
☒ makes the characters come to life for the reader

#### Teacher's Toolkit, page 13

**Chapter 2 Review**

D. Write the letter of the correct answer.

D 14. The part of a narrative that gets the reader's attention  
B 15. Added description to make a narrative more vivid  
E 16. A tool that can help a writer find stronger verbs  
A 17. The part of a narrative that tells what the writer learned  
F 18. Words that make the order of events clear  
C 19. Exact spoken words of characters

E. Read this closing paragraph from a personal narrative. Fill in the circle next to the better answer.

As we left the British Museum, I thought about the cylinder we had seen with writing on it from the time of King Cyrus. Dad had said, "Brian, this cylinder is a piece of evidence that God's Word is true!" I learned why it is so important for a Christian to study history. I am glad that history helps to prove that we can trust God because His Word never fails.

20. In this closing paragraph, the writer wanted to \_\_\_\_.  
☒ tell the main thing he learned from his experience at the museum  
☐ describe the cylinder in great detail

21. The writer uses \_\_\_\_ to add interest to this part of his narrative.  
☐ humor  
☒ dialogue

22. Which of the following is a time-order phrase that helps keep the events in order?  
☒ "As we left the British Museum" ☐ "because His Word never fails"

23. What has the writer probably told about in the earlier paragraphs of his narrative?  
☒ various objects he saw at the museum  
☐ his plane trip to London

24. The first sentence in the paragraph has a mistake in \_\_\_\_.  
☐ punctuation  
☒ capitalization

25. The second sentence in the paragraph has a mistake in \_\_\_\_.  
☒ punctuation  
☐ spelling

## Objectives

- Differentiate sentences and fragments
- Identify a sentence as declarative, interrogative, imperative, or exclamatory
- Add the correct ending punctuation to declarative, interrogative, imperative, and exclamatory sentences
- Write declarative, interrogative, imperative, and exclamatory sentences
- Recognize prepositional phrases in sentences
- Divide a sentence between its complete subject and its complete predicate
- Diagram the simple subject, simple predicate, linking verb, and predicate noun or predicate adjective

## Cumulative Review

Name \_\_\_\_\_

### CODE

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

A. Use the code to label each sentence. Add the correct ending punctuation. Underline the simple subject(s) in each sentence. If the sentence is imperative, write the simple subject *you*. (Chapter 1)

Imp.

1. Tell me more about these amazing dinosaur fossils. (You)

Int.

2. Where were these dinosaur eggs found? \_\_\_\_\_

Exc.

3. Wow, this dinosaur weighed several tons! \_\_\_\_\_

Dec.

4. Some dinosaurs were meat eaters, but others were herbivores. \_\_\_\_\_

Int.

5. Was the tyrannosaur one of the largest meat eaters? \_\_\_\_\_

Dec.

6. The huge apatosaurus ate leaves from the tops of trees. \_\_\_\_\_

B. Draw a line between the complete subject and the complete predicate. Underline the simple subject once and the simple predicate twice in each sentence. (Chapter 1)

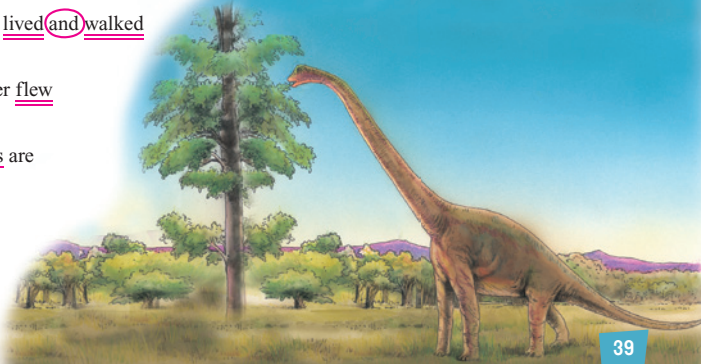
7. One of the largest was the brachiosaurus.  
8. The brachiosaurus grew as tall as a four-story building!  
9. This animal had a long neck, a small head, and a thick tail.  
10. Its front legs were longer than its back legs.  
11. This picture gives us an idea of this animal's size and shape.

C. Underline the compound subjects once and the compound predicates twice in each sentence. Circle each conjunction. (Chapter 1)

12. Paleontologists search for dinosaur skeletons and carefully reconstruct them.  
13. Utah, Wyoming, and Colorado are good digging grounds for dinosaur bones.  
14. These creatures once lived and walked on the earth.  
15. True dinosaurs neither flew nor swam.  
16. Dinosaurs and lizards are separate species.

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English 6, Chapter 2, Lesson 20



D. Write **S** if the group of words is a sentence.

Write **F** if the group of words is a fragment. (Chapter 1)

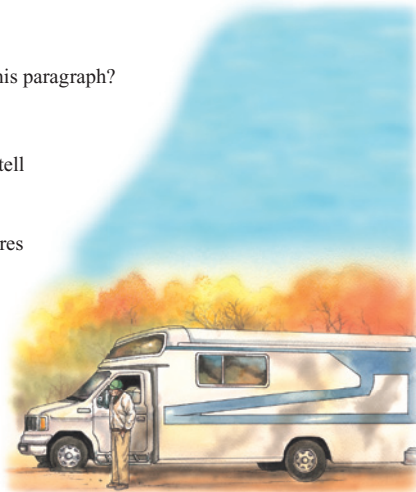
- S**   17. The triceratops defended itself with its three horns.
- F**   18. The stegosaur with bony plates on his spine.
- S**   19. Many people believe in evolution, but we accept the Bible's record of Creation.
- F**   20. God, the Creator of all living things.
- S**   21. Humans and dinosaurs existed at the same time.

E. Read this opening paragraph from a personal narrative. Fill in the circle next to the answer that better completes each sentence. (Chapter 2)

Have you ever had a road trip where everything seemed to go wrong? After I had worked at a Christian camp in Wisconsin all summer. I was happy to find out I would be driving home with my grandparents in their RV. My grandpa retired last year, and they've really enjoyed traveling around and seeing things ever since. My grandpa told me,

"Jack, this will be the trip of a lifetime!" My grandpa was right. It was the most memorable trip I'd ever had! After two flat tires the first day, we checked into an RV park that was right next to a buffalo reserve. The moaning of the Buffalo kept us awake half the night! But our adventures were just beginning.

22. The purpose of the opening sentence is to \_\_\_\_.
- ☒ make the reader interested in the writer's story
- ☐ get an answer from the reader
23. Which technique does this writer use to make his narrative more vivid?
- ☒ dialogue
- ☐ a comparison
24. Which detail would be most important to add to this paragraph?
- ☐ how old Grandpa was
- ☒ how long the trip was
25. The next paragraph in the narrative will probably tell about \_\_\_\_.
- ☐ what the writer did when he got home
- ☒ some more of the writer's mishaps and adventures on the trip
26. The second sentence in the paragraph needs \_\_\_\_.
- ☐ to have an exclamation mark added to the end
- ☒ to be joined to an independent clause
27. The next-to-last sentence in the paragraph has a mistake in \_\_\_\_.
- ☐ spelling
- ☒ capitalization



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English 6, Chapter 2, Lesson 20

## Worktext pages 39–40

### Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.

## ESL

ESL students may need assistance with vocabulary on the worktext pages.