Developed to give students advanced skills, such as recognizing and using persuasive language, writing reports, and developing character in creative pieces.

Students will learn the process of giving others their thoughts in written form through three areas: creative, research and reports, and explanatory. Every exercise will guide them in the development of communication skills they need.

Topics addressed in this one-year course include:

• Recognizing the three points of view writers use
• Describing what has been seen over a period of days and writing a scientific report
• Understanding the organization of an explanatory exposition
• Developing effective characters and conflict in creative writing
• Identifying common literary devices in the Bible
• Understanding why literary devices are used

A suggested schedule is provided, as well as worksheets that are three-hole punched and perforated, and the addition of a reading and literature component helps students look more deeply into the Bible and other books they select.

Also Available:

Writing Strands

TEACHING COMPANION
BEGINNING 1
BEGINNING 2
INTERMEDIATE 1
INTERMEDIATE 2
ADVANCED 2

Focuses on advanced skills such as persuasive writing, reports, and developing characters.

Since 1988, the Writing Strands series by Dave Marks has been helping homeschooling students develop their writing and communication skills. Dave was the founder of the National Writing Institute. He graduated from Western Michigan University, then received a master of arts degree from Central Michigan University. Dave retired after 30 years of teaching writing at all levels, from elementary school through the college level.
Focuses on advanced skills such as persuasive writing, reports, and developing characters
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Using Writing Strands

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Students are instructed to read the pages in their book and then complete the corresponding lesson provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.

<table>
<thead>
<tr>
<th><strong>Approximately 30 to 45 minutes per lesson, five days a week</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Includes answer keys for worksheets</strong></td>
</tr>
<tr>
<td><strong>Worksheets for each section</strong></td>
</tr>
<tr>
<td><strong>Reading and writing assignments are included to help reinforce learning and provide assessment opportunities</strong></td>
</tr>
<tr>
<td><strong>Designed for students who have completed Writing Strands Intermediate 2 or who are going to be in grades 9 to 10</strong></td>
</tr>
</tbody>
</table>

**Course Objectives:** Topics addressed in this course include

- Recognizing the three points of view writers use
- Describing what has been seen over a period of days and writing reports
- Understanding the organization of an explanatory exposition
- Developing effective characters and conflict in creative writing
- Identifying common literary devices in the Bible
- Understanding why literary devices are used
Course Description

Introduction: This group of exercises is designed for students from about grades 9 to 10. This course is good for high school students who have not used *Writing Strands*, or any student who has finished *Writing Strands Intermediate 2*. Students will learn the process of giving others their thoughts in written form.

Please be sure to use the placement test on our website to ensure that students are using the level most appropriate to their current skill level and learning needs.

The writing exercises in this level are in three categories: creative, research and report, and explanatory. The exercises in each of these areas will guide you in the development of the skills you will need.

The books in this series are designed for one school year each, which should include our reading program. We recommend that you alternate each writing exercise with a week of reading and discussing books and ideas. In this way, you will have a full school year of language arts. We have made it easy by providing a Daily Schedule to follow.

Note: Though the schedule is set up to alternate reading and writing lessons, you may choose to do reading one semester and writing the next.

The reading half of any language arts program should involve reading and talking about books and ideas. The *Reading Strands*_ section found in the *Teaching Companion* provides extra guidance to get the most out of the reading week.

The final lessons of this course are devoted to teaching communication techniques that foster thoughtful, positive interactions. Students will enjoy interactive lessons that teach relational and listening skills. These life skills are important to creating healthy and productive relationships.

Grading Options for This Course: It is always the prerogative of an educator to assess student grades however he or she might deem best. For *Writing Strands* the teacher is to evaluate primarily whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale as follows:

<table>
<thead>
<tr>
<th>Skill Mastered</th>
<th>Needs Experience</th>
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</thead>
<tbody>
<tr>
<td>5 (equals an A)</td>
<td>4 (B)</td>
</tr>
<tr>
<td>3 (C)</td>
<td>2 (D)</td>
</tr>
<tr>
<td>1 (equals an F)</td>
<td></td>
</tr>
</tbody>
</table>

A — Student showed complete mastery of concepts with no errors.
B — Student showed mastery of concepts with minimal errors.
C — Student showed partial mastery of concepts. Review of some concepts is needed.
D — Student showed minimal understanding of concepts. Review is needed.
F — Student did not show understanding of concepts. Review is needed.
Each week you will read biblical passages as assigned, as well as a book your teacher will assign. This book can be short enough to be read within an hour, or longer to be read over the course of the full week. You can also read a chapter at a time over a span of several weeks if easier. Use your own judgment, based on your reading speed.

**Studying the Literature of the Bible:** The Bible is a collection of 66 God-inspired books of historical accounts, poetry that was often set to music, wisdom that taught how to live in God’s truth, prophecy that refers to future events and letters. It was written by over 40 different authors, ranging from shepherds to kings, over the time span of 1,500 years, all revealing God’s Word and showing us the way of salvation through Jesus Christ. The following is a guideline to help you gain the most from every biblical passage, and is provided with each biblical passage in this course:

1. **Step One:** Who is the passage about?
2. **Step Two:** What happens in this passage?
3. **Step Three:** What type of passage is it? Is it historical narrative or poetry or prophecy or a letter or something else?
4. **Step Four:** What did you learn from this passage?
5. **Step Five:** Does it remind you of anything else you have read in the Bible? If so, what?
6. **Step Six:** How can you apply what you learned from this passage to your own life?

**Studying Classical or Contemporary Literature:** You’ll be reading from a separate assigned book each reading lesson week, as well. The following questions will guide you to start thinking more in-depth about the books you read. When reading books, a primary concern should always be what message the author seems to be conveying. A writer who believes that God created the heavens and the earth and who created people in His own image realizes that God instilled us with purpose and meaning. This will be reflected in what their books are saying. This writing will be distinctly different from an atheistic author who most likely believes that the earth and everything in the universe came about by random chance events, and that life rose from non-life, with no direction, intention, or purpose. Whatever you read, try to keep the following questions in mind. They’ll help you think more in-depth about what you read and help you recognize whether the author’s message is Biblical.

1. **Step One:** Who is the book about?
2. **Step Two:** What happens in the book?
3. **Step Three:** When and where is the book set?
4. **Step Four:** Does the writer use figurative language? If so, provide an example.
5. **Step Five:** What is the book’s message or what do you think it is trying to teach you?
6. **Step Six:** Does this message agree with what the Bible teaches? Why or why not?
How to Make *Writing Strands* Work for You

1. Students should keep a writing folder or 3-ring binder to contain all written work, which can be kept for the next level. This will give the teacher a place to store and record the student’s progress and skills.

2. The teacher and student should track what the student has learned and what still needs to be learned. Here are some ways to do that:
   a) After every assignment, the teacher or student should fill in the Student Progress Report that follows the assignment.
   b) The teacher should fill out the Weekly Skills Writing Mastery Chart (page 10) as the student completes assignments.
   c) Writers can always learn new things. Young writers should not expect to fix all their problems right away. The teacher can keep track of the problems they have noted but the student has not yet solved using the “Spelling List” and “List of Problems to Solve.”

3. Many of the exercises suggest that the teacher will work with the student during the writing period, reading what the students have written. If this is done, it will serve two purposes:
   a) It will give the student constant feedback and will allow the teacher to catch many writing problems before they appear in the final papers.
   b) It will greatly cut down on the teacher’s correcting time. Most of the proofreading can be done during writing time, so, even though students will be writing much more than they previously have, the teacher should be able to help the students more using less time.

4. We recommend teachers use the *Writing Strands Teaching Companion* from Master Books to help with the writing process. It can help a great deal with the development of writing skills, including grammar, spelling, and other challenging areas and demonstrates to teachers how to provide supportive and effective feedback on writing assignments.

5. We recommend the teacher and student go through the Helpful Terms section at the start of the course. We suggest reviewing two sections with the student at the beginning of each writing week. Once all of the sections have been reviewed, we suggest reviewing one section that the student struggles with most at the beginning of each writing week.
Principles of Writing Strands

1. John 1:14 says, “And the Word became flesh and dwelt among us.” God used the Living Word, Jesus Christ, to reveal Himself to us, and so as His followers, the ability to communicate clearly with words is intrinsically important to how we express Christ to the world.

2. Every person needs to learn to express ideas and feelings in writing.

3. There is no one right way to write anything.

4. The ability to write is not an expression of a body of knowledge that can be learned like a list of vocabulary words.

5. Writing teachers and their students both learn in any effective writing situation.

6. The product of each student’s writing efforts must be seen as a success for the following reasons:
   a) A student in a writing experience is not in competition with anyone else.
   b) There is no perfect model against which any effort can be compared for evaluation, so there is no best way for any student to write.
   c) Every controlled writing experience will help students improve the ability to express themselves.

7. All student writing efforts are worthy of praise. The most help any writing teacher can give at any point is to show, in a positive way, what is good about a piece and how it might be improved.

8. Any writing lesson assigned that does not receive a teacher’s reinforcement and suggestions represents a missed opportunity for the student.

9. All writing at any level is hard work, and every writer should be encouraged to feel the pride of authorship. Students should learn that writing is fun, exciting, and rewarding.

10. All young authors need to be published. This can be accomplished by having their work read to other family members, posted on bulletin boards, hung on the refrigerator, printed in “books,” or read by other family members.
Why should we follow guidelines, or rules, when we write? Guidelines help us communicate better. They provide us with the things that we should do, that we agree to do, and that make life nicer for everyone if we do them.

An example of a writing rule is the rule that says every sentence must start with a capital letter. This is written down, and we all must write using this rule. It helps us know when a new sentence is beginning. Following this rule helps us to communicate better.

Our list of guidelines consists of just a few rules to keep in mind when you write. We suggest students review the rules before each writing exercise:

1. Do not use exclamation points! This makes any writing look amateurish and fuzzy. If you are saying something that is important, the way you say it should be strong enough so that you do not have to tell your reader that it is important by using exclamation points at the end of your sentences.

2. Do not underline the titles of your papers. The only time there should be an underline in one of your titles is when you use the names of books or magazines.

3. Skip a line after the title in any paper you are giving to someone else to read.

4. Never write “The End” at the end of anything you write for a school exercise.

5. Do not try writing humor until you have studied it and really know the difference between being funny and being corny.

6. Do not skip a line between paragraphs.

7. Always leave a margin at the bottom of each page.

8. Check your papers for clichés before you write the final drafts.
Teacher: Below is a list of each lesson’s objectives. As your student completes an assignment, indicate whether each objective has been met. If your student needs experience with an objective, note this here and revisit this skill before proceeding to the next Writing Strands level.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Skill</th>
<th>Mastered</th>
<th>Needs Experience</th>
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<tbody>
<tr>
<td>1: Body Control</td>
<td>Creative</td>
<td></td>
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<tr>
<td>Lessons 2–3: If I Were a...Parts 1–2</td>
<td>Research and Report</td>
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<tr>
<td>Lessons 4–5: Conflict Parts 1–2</td>
<td>Creative</td>
<td></td>
<td></td>
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<tr>
<td>Lessons 6–7: Point of View Parts 1–2</td>
<td>Explanatory</td>
<td></td>
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<tr>
<td>Lesson 8: Survey</td>
<td>Research and Report</td>
<td></td>
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<tr>
<td>Lesson 9: Book Report</td>
<td>Research and Report</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 10: Customs</td>
<td>Research and Report</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 11: Interview with a Character</td>
<td>Research and Report</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 12: Who Me?</td>
<td>Creative</td>
<td></td>
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<tr>
<td>Lesson 13: Choices of Action</td>
<td>Creative</td>
<td></td>
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<tr>
<td>Lesson 14: Problems</td>
<td>Creative</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 15: Writing Letters</td>
<td>Research and Report</td>
<td></td>
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<tr>
<td>Lessons 16–18: Communication: How...Parts 1–3</td>
<td>Conversation</td>
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</table>
The research on how people learn to spell indicates that spelling mastery comes from spelling words correctly through the practice of writing. Words studied in isolation, in abstracted lists, do not carry over from the study to correct use.

This page is not to be used as a word list to be memorized. Rather, it is for the instructor to keep a record of the words the student has problems spelling. Turn back to this page after each exercise, and record the words that the student wants to work on in the future weeks.

If the student picks out one word a week — one that is used constantly — and the next week is spent working on that one problem word, the student will remember it much better than if it had been memorized for a spelling test. More importantly, in two or three years, the student will have mastered many words without the frustration of unsuccessful testing.

To help the student learn how to spell the problem word, help the student find the word’s origins in a dictionary, study the prefixes and suffixes, and practice the basic spelling rules that apply.

The teacher might check the Writing Strands Teaching Companion for more on this subject.
List of Problems to Solve

As the teacher and student work through this book, use this page as a convenient place to keep a running list of the problems that should be solved throughout the year. Keep in mind that the student will have years to work on writing skills. Progress is the goal rather than perfection. Record here the writing problems the student has not yet solved. For each exercise, point out only one way to improve the mechanics of the writing. This allows students to master the concept without feeling overwhelmed. Check our Writing Strands Teaching Companion for more on this process and why it is so very important.

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First Semester Suggested Daily Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
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<tbody>
<tr>
<td><strong>First Semester-First Quarter</strong></td>
<td></td>
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</tr>
</tbody>
</table>
| **Week 1** | Day 1 | Read introductory portion • Pages 6–12  
Writing Lesson 1: Body Control • Pages 21-23 | | |
| Day 2 | List of body movements • Page 24 | | |
| Day 3 | First draft • Pages 25-28 | | |
| Day 4 | Second draft • Pages 29-31 | | |
| Day 5 | Write paper • Pages 32-34 • Student Progress Report • Page 35 | | |
| Day 6 | Reading Lesson 1: Intro to Literary Devices, Part 1 • Pages 36-37 | | |
| Day 7 | Discuss assigned passage • Page 38 | | |
| Day 8 | Read and discuss with your teacher • Page 39 | | |
| Day 9 | Complete activity • Page 40 | | |
| Day 10 | Read and discuss assigned book • Page 41 | | |
| **Week 2** | Day 11 | Writing Lesson 2: If I Were a ...Part 1 • Page 43 | | |
| Day 12 | Write a title, introduction, and an outline • Pages 44-48 | | |
| Day 13 | Begin the body of your report • Pages 49-50 | | |
| Day 14 | Write the support material • Pages 51-52 | | |
| Day 15 | Write supportive conclusion • Pages 53-54  
Student Progress Report • Page 55 | | |
| **Week 3** | Day 16 | Reading Lesson 2: Intro to Literary Devices, Part 2 • Page 56 | | |
| Day 17 | Discuss assigned passage • Page 57 | | |
| Day 18 | Read and discuss with your teacher • Page 58 | | |
| Day 19 | Complete activity • Page 59 | | |
| Day 20 | Read and discuss assigned book • Page 60 | | |
| **Week 4** | Day 21 | Writing Lesson 3: If I Were a ...Part 2 • Page 61 | | |
| Day 22 | Rough draft • Page 62 | | |
| Day 23 | Revise rough draft (Sections I-II) • Pages 63-64 | | |
| Day 24 | Revise rough draft (Sections III-IV) • Pages 65-68 | | |
| Day 25 | Final draft • Pages 69-72 • Student Progress Report • Page 73 | | |
| **Week 5** | Day 26 | Reading Lesson 3: Literary Devices: Allusion • Page 74 | | |
| Day 27 | Discuss assigned passage • Page 75 | | |
| Day 28 | Read and discuss with your teacher • Page 76 | | |
| Day 29 | Complete activity • Page 77 | | |
| Day 30 | Read and discuss assigned book • Page 78 | | |
| **Week 6** | Day 31 | Writing Lesson 4: Conflict Part 1 • Pages 79-80 | | |
| Day 32 | Character descriptions • Page 81 | | |
| Day 33 | Introduce the characters and setting • Pages 82-85 | | |
| Day 34 | Rewrite the beginning of your conflict • Page 86 | | |
| Day 35 | Write the middle part of the conflict • Pages 87-88  
Student Progress Report • Page 89 | | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>Day 36</td>
<td>Reading Lesson 4: Literary Devices: Imagery and Symbolism</td>
<td></td>
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<td></td>
<td></td>
<td>Page 90</td>
<td></td>
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<tr>
<td></td>
<td>Day 37</td>
<td>Discuss assigned passage • Page 91</td>
<td></td>
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<tr>
<td></td>
<td>Day 38</td>
<td>Read and discuss with your teacher • Page 92</td>
<td></td>
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<tr>
<td></td>
<td>Day 39</td>
<td>Complete activity • Page 93</td>
<td></td>
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<td></td>
<td>Day 40</td>
<td>Read and discuss assigned book • Page 94</td>
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<td></td>
<td>Day 41</td>
<td>Writing Lesson 5: Conflict Part 2 • Pages 95-96</td>
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<td></td>
<td>Day 42</td>
<td>Write your resolution • Page 97</td>
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<td></td>
<td>Day 43</td>
<td>Rewrite the resolution • Page 98</td>
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<td></td>
<td>Day 44</td>
<td>Check punctuation • Page 99</td>
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<td></td>
<td>Day 45</td>
<td>Write your final draft • Pages 100-102 Student Progress Report • Page 103</td>
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</tbody>
</table>

First Semester-Second Quarter

<p>| Week 1    | Day 46  | Reading Lesson 5: Literary Devices: Personification • Page 104 |          |       |
|           | Day 47  | Discuss assigned passage • Page 105                             |          |       |
|           | Day 48  | Read and discuss with your teacher • Page 106                   |          |       |
|           | Day 49  | Complete activity • Page 107                                    |          |       |
|           | Day 50  | Read and discuss assigned book • Page 108                       |          |       |
|           | Day 51  | Writing Lesson 6: Point of View Part 1 • Pages 109-110         |          |       |
|           | Day 52  | Structure an essay • Pages 111-112                              |          |       |
|           | Day 53  | Introduction to your explanatory exposition • Pages 113-115     |          |       |
|           | Day 54  | Different points of view • Pages 116-117                        |          |       |
|           | Day 55  | Begin writing the body of your paper • Page 118                 |          |       |
|           |         | Student Progress Report • Page 119                              |          |       |
|           | Day 56  | Reading Lesson 6: Literary Devices: Metaphor • Page 120         |          |       |
|           | Day 57  | Discuss assigned passage • Page 121                             |          |       |
|           | Day 58  | Read and discuss with your teacher • Page 122                   |          |       |
|           | Day 59  | Complete activity • Page 123                                    |          |       |
|           | Day 60  | Read and discuss assigned book • Page 124                       |          |       |
|           | Day 61  | Writing Lesson 7: Point of View Part 2 • Page 125              |          |       |
|           | Day 62  | Rewrite your section • Page 126                                 |          |       |
|           | Day 63  | Write conclusion • Pages 127-128                               |          |       |
|           | Day 64  | Rewrite your essay • Pages 129-130                              |          |       |
|           | Day 65  | Put the finishing touches on your paper • Page 131              |          |       |
|           |         | Student Progress Report • Page 132                              |          |       |
|           | Day 66  | Reading Lesson 7: Literary Devices: Simile • Page 133          |          |       |
|           | Day 67  | Discuss assigned passage • Page 134                             |          |       |
|           | Day 68  | Read and discuss with your teacher • Page 135                   |          |       |
|           | Day 69  | Complete activity • Page 136                                    |          |       |
|           | Day 70  | Read and discuss assigned book • Page 137                       |          |       |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Week 6</td>
<td></td>
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<tr>
<td>Day 71</td>
<td>Writing Lesson 8: Survey • Pages 139-140</td>
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<tr>
<td>Day 72</td>
<td>Type of persons • Pages 141-142</td>
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<tr>
<td>Day 73</td>
<td>Write your survey • Pages 143-144</td>
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<tr>
<td>Day 74</td>
<td>Conduct your survey • Page 145</td>
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<tr>
<td>Day 75</td>
<td>Share the results of your survey • Page 146</td>
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<td></td>
<td>Student Progress Report • Page 147</td>
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<tr>
<td>Week 7</td>
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<tr>
<td>Day 76</td>
<td>Reading Lesson 8: Literary Devices: Metonymy and Synecdoche Page 148</td>
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<tr>
<td>Day 77</td>
<td>Discuss assigned passage • Page 149</td>
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<tr>
<td>Day 78</td>
<td>Read and discuss with your teacher • Page 150</td>
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<tr>
<td>Day 79</td>
<td>Complete activity • Page 151</td>
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<td>Day 80</td>
<td>Read and discuss assigned book • Page 152</td>
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<td>Week 8</td>
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<tr>
<td>Day 81</td>
<td>Writing Lesson 9: Book Report • Page 153</td>
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<tr>
<td>Day 82</td>
<td>Write the first part of your report • Page 154</td>
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<tr>
<td>Day 83</td>
<td>Write the second part of your report • Pages 155-156</td>
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<tr>
<td>Day 84</td>
<td>Write the third part of your report • Pages 157-158</td>
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<tr>
<td>Day 85</td>
<td>Write the final copy of your report • Pages 159-160</td>
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Prewriting!

As they get older, people learn to control their bodies. This is not a hard thing to do, but it does take practice. If you practice controlling what your body does, people will think you are older than you really are.

Notice how the younger kids you know move their bodies and that this movement has nothing to do with what they are saying or with what they want. Young kids are always jiggling their feet, playing with pencils, twisting hair, chewing gum, scratching, texting, or just making random movements with fingers, hands, arms, or legs. This is okay; we all did this when we were growing up.

Many of the adults in your life can sit quietly for long periods of time and not show signs of nervousness. Most adults do not have to pick at their hands, bite their fingernails, or jiggle their feet — they have learned to control themselves.

In this exercise you will create two characters — one who will be able to control body movements and one who will be young enough not to have learned this. I suggest you put these characters in situations similar to the following:

- a mother talking to her daughter about the daughter picking up her room
- a father talking to his son about cleaning the garage
- an adult talking to a child about leaving toys in the yard or bikes in the driveway
- a parent and a child talking about school
- a teenager and her mother talking about how nice it would be for the girl to do the dishes for her little brother without expecting anything in return
- a mother and her daughter waiting for a bus
- a mother and her child waiting in a doctor’s office

Once you have chosen a situation, you should try to visualize it. This means that you can run the situation in your mind like a film and “watch” what the two characters do with their bodies.

To help you learn how young people move their bodies in ways that do not help them communicate, watch the kids in your church group or in your youth group. Using the next page or one like it, make a list of their random movements. This does not include gestures, one-time scratches, or one-time changes of position.

Objectives:

1. Adults are better than teenagers at controlling their body movements.
2. Writers understand this and use it in their writing.
3. You can understand this and use it in your writing.
Random Body Movements

Boy: _______ Girl: _______ Part of body moved: _______________
Pattern of movement: ______________________________________

Boy: _______ Girl: _______ Part of body moved: _______________
Pattern of movement: ______________________________________

Boy: _______ Girl: _______ Part of body moved: _______________
Pattern of movement: ______________________________________

Boy: _______ Girl: _______ Part of body moved: _______________
Pattern of movement: ______________________________________

Below is a short piece of this exercise, which you can use as a model. I suggest that you use past tense and a narrative voice in third person. If you have not studied these elements of point of view. You may study them in Writing Lesson 6, Day 51.

Held Over

Bill sat at the kitchen table with his math book open in front of him. He could see through the window across the road to the field where the boys were starting the ball game. He picked up his pencil and put a (1) at the top left corner of his paper. Mrs. Grubber was standing at the sink doing the lunch dishes. When she turned and looked at her son, she saw that he was busy with the thumbnail on his left hand.

Mrs. Grubber sat at the table across from Bill and carefully folded her hands and looked at her son. He looked up at her and noticed that there was a ring of suds on both of her arms. He wiped his own arms of imaginary soap, went back to the nail and began to bounce his right toe off the edge of his chair.

“Bill,” said Mrs. Grubber, “sit still. You have fifteen minutes to wait before you can leave.”

“Sorry, Mom.” He pushed his right toe against his left foot to stop it jumping around and began to pick at an old scab on his left elbow. This was a challenge because he had to twist his arm and pull his skin to see it at all. Just as he got a good look at the scab, he heard his mother clear her throat. He looked up and she was shaking her head. “Sorry, Mom.”

Mrs. Grubber took a large breath and let it out slowly, almost as if she were under the soapy water in the sink, and said, “You can control your body if you try, Bill.”

“I will try, Mom,” Bill said with sincerity in his voice, and, after a moment, Bill’s foot began tapping on the leg of the table.
Writing

Write a short scenario for your piece. It must be in past tense and have no dialogue or details. It should contain only the major events. Read this short example:

Held Over

Bill Grubber has been told by his mother that he must stay and finish his math before he can play ball with his friends. He has to sit at the kitchen table while his mother is doing the dishes. He has a great deal of trouble concentrating. He picks at his hands and elbow. He taps his feet and looks out the window at his friends. His mother sits at the table and tells him that he's not concentrating and that he should control his body. He tries and fails.
Body Movements

Make a list of the body movements of the two characters in your piece.

Character One (young person):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Character Two (adult):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Ask your teacher to look over your work.
Writing

Using the scenario you developed, write the piece today. You should plan on having about three pages. When you have a rough first draft, you should ask your teacher to read it and make suggestions.

Set your paper up like this example:

```
HINT! Keep in mind that this exercise is about body control. In order to thoroughly show how the characters move their bodies, you should have each character speak at least five times.
You do not have to resolve any conflict or worry about structure in this short piece. Instead, focus on describing how your characters move as they talk to each other.

Even margins all sides
```

Your Name

The Date

Your Title
Write your rough draft. Additional room is given for initial notes and rewrites.
Write your second draft and have your teacher check it again. When this is done, you should go over your work for spelling and punctuation errors.

Your Name

The Date

Your Title

Even margins all sides
Edit and write your second rough draft.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Give your paper to your teacher at the end of the session today. You might want to read your paper to family members and have them talk about what they notice about the ways people learn to control their bodies.

Fill out the “Student Progress Report” at the end of the lesson. Remember to fill out the writing skills mastery check-off form (page 10) and, if necessary, to record spelling words and other problems that you need to address in the future with your students.
Write your final copy.
Student Progress Report

This is the best sentence I wrote this week:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I think it is the best because:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I made this mistake this week, and this is what I learned to help me avoid making the mistake again:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

This is the sentence showing how I fixed this mistake:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Your teacher will assign a book for you to read this week. Be sure to finish it before the end of the week. Review the six steps of reading literature (page 6) and prepare to describe each of the six elements from your book.

Name of the book: ____________________________
Author of the book: __________________________

Read and discuss with your teacher

When many people think of what makes literature “literature,” they will often point to literary elements, like plot and setting and theme. Those are important, but just as significant is the presence of literary devices, like figurative language and rhetorical devices.

Figurative language and rhetorical devices make literature sound like literature and not merely technical forms of writing. Figurative language is any language that is not meant to be taken literally. Rhetorical devices are techniques writers use to help persuade the reader. These can include the language used, as well as things like repetition that help emphasize a point.

You and everyone around you uses figurative language constantly. When you see someone and ask them, “What’s up?” you are not literally asking them what is above you. You are asking them what is going on and how they are doing. Likewise, if that person tells you “Get lost!” because he's not in the mood to tell you about his day, he is not actually telling you to go get yourself lost. He's telling you to go away.

In literature, figurative language is taken far beyond these ordinary sayings. Writers use imaginative comparisons and descriptions so that readers can picture the scenes as they are happening and feel the emotions that the writer wants the reader to feel. We’re going to spend this entire year looking at literary devices and how they are used to make literature memorable, distinctive, and beautiful. Figurative language is the basis for many literary devices. It conveys the theme or meaning and also heavily contributes to the mood of the writing.

The Bible features some of the world’s best-known and most lovely literature in its books of poetry and prophecy. The Bible expertly uses figurative language to help readers better understand and feel the points it is trying to make. You can also see examples of figurative language in Jesus’ parables and Paul’s epistles. Jesus and Paul were both expert communicators and knew that audiences were more likely to remember the points they were making if they used vivid language.

Objectives:

• Learn about why figurative language is used.
• Learn about parables.
• Read the assigned Bible passage.
• Answer questions about the assigned Bible passage.
• Write a paragraph.
• Read and discuss the assigned book (teacher’s choice).
One of the most important keys to understanding how the Bible uses figurative language is to understand the Bible genres that use figurative language. In biblical accounts of historical events, figurative language is not used because God wants readers to clearly understand the events actually happened. In genres like poetry, however, one of the expectations of both the reader and the writer is that figurative language will be used.

**Discussion**

Think about the books of the Bible. Which ones are historical narratives and do not feature figurative language? Which ones are books of poetry or prophecy and do feature figurative language?
Read and discuss assigned passage

Read the following passage: Luke 10:25–37

**Step One:** Who is the passage about?

_________________________________________________________________

_________________________________________________________________

**Step Two:** What happens in this passage?

_________________________________________________________________

_________________________________________________________________

**Step Three:** What type of passage is it? Is it historical narrative or poetry or prophecy or a letter or something else?

_________________________________________________________________

_________________________________________________________________

**Step Four:** What did you learn from this passage?

_________________________________________________________________

_________________________________________________________________

**Step Five:** Does it remind you of anything else you have read in the Bible? If so, what?

_________________________________________________________________

_________________________________________________________________

**Step Six:** How can you apply what you learned from this passage to your own life?

_________________________________________________________________

_________________________________________________________________
Read and discuss with your teacher

Answer the following questions about the passage (Due to the variance between translations the answers will be based on the student responses and the biblical translation he or she chose):

a. What’s the theme and mood? (Remember: The theme is the general takeaway the reading is teaching. The mood is how it makes the reader feel.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

b. How does the language used contribute to the theme and mood?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

c. In the last lesson, you determined what type of passage this was. How can you tell? What characteristics does it share in other works that are the same type? (So, how do you know it’s poetry or prophecy or a letter, etc.?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Complete the following activity

Review the Bible passage from earlier this week. In a short paragraph, explain why you think Jesus chose to answer the man’s question with a parable. Why would the parable be a more effective way to respond than a straightforward answer? Be sure to include a topic sentence and specific explanation of your reasoning.
Read and discuss assigned book

Remember to keep in mind these six principles when reading the book of your choice this week:

**Step One:** Who is the book about?

____________________________________________________________________________________

____________________________________________________________________________________

**Step Two:** What happens in the book?

____________________________________________________________________________________

____________________________________________________________________________________

**Step Three:** When and where is the book set?

____________________________________________________________________________________

____________________________________________________________________________________

**Step Four:** Does the writer use figurative language? If so, provide an example.

____________________________________________________________________________________

____________________________________________________________________________________

**Step Five:** What is the book’s message or what do you think it is trying to teach you?

____________________________________________________________________________________

____________________________________________________________________________________

**Step Six:** Does this message agree with what the Bible teaches? Why or why not?

____________________________________________________________________________________

____________________________________________________________________________________
Answer Key

Reading Lesson #1, Day 9
Answers will vary, but students should understand how much more vivid and memorable a parable is than a regular lesson.

Reading Lesson #2, Day 19
Answer: The recurring phrase is “breaking bread” or some variation, like “broke bread.” The phrase sounds as if it is literally only referring to bread being broken, but it also means sharing a meal with others. Other answers will vary.

Reading Lesson #3, Day 29
Answers will vary, but students should be able to draw connections between Jesus’ Crucifixion and His quoting a psalm about God’s protection.

Reading Lesson #4, Day 39
Answers will vary, but students should be able to connect the imagery and symbolism to the psalm’s theme of protection and deliverance.

Reading Lesson #5, Day 49
Wisdom is personified. Wisdom speaks and builds a house. Apostrophe is used in most translations in 8:4 as some variation of “O men.” Other answers will vary.

Reading Lesson #6, Day 59
Metaphors are present in verses 2, 30–31. The exact wording differs depending on the translation, but metaphors comparing God to a rock, fortress, and shield are present. Some translations include additional metaphors, as well. Other answers will vary but should be able to connect the metaphors to the theme of protection.

Reading Lesson #7, Day 69
In the first paragraph, students need to identify as many of the similes as they can. The exact number will depend on the translation, but most translations compare the kingdom of heaven to a man sowing seed in his field, to a mustard seed, to leaven, to hidden treasure, to a merchant searching for pearls, and to a net. There are also additional similes comparing the righteous to sun shining and scribes to householders. In the second paragraph, answers will vary, but students should be able to connect the usage of similes to their usefulness in teaching and the fact that they are present in parables intended to instruct.

Reading Lesson #8, Day 79
Amos 7 features a recurring instance of metonymy in which the land of Israel is referred to as either Jacob or Isaac. Most translations feature this, though a couple do not. If your translation does not include metonymy, you might want to consider using one, like the King James Version, that does for this exercise. Answers will vary on the effect, but students should see the relevance in using the names of the historical ancestors of Israel.

Reading Lesson #9, Day 89
The pun in Genesis 40 centers around Joseph telling the butler that Pharaoh will “lift his head” and restore his position but telling the baker that Pharaoh will “lift his head” and execute him. The pun is preserved in most translations. The pun in Philemon revolves around Onesimus’ name, which means profitable. Paul tells Philemon that Onesimus has been unprofitable to him but will be profitable now. If students read Matthew instead of Genesis, the pun revolves around the name Peter. It means rock, and Jesus refers to him as a rock. Other answers will vary.

Reading Lesson #10, Day 99
There is dramatic irony in that the reader knows what prompted Job’s trials and the characters do not. There is situational irony in the friends berating Job instead of comforting him. There is verbal irony when Job tells his friends that “wisdom will die with them.” He is being very sarcastic and ironic because he clearly disagrees with them. God responds with dozens of ironic rhetorical questions. It also includes situational irony in that Job has previously