

# LightUnit 7 Overview

## Section 1

1. Demonstrative and Interrogative Pronouns  
*Pronouns that point our particular things or persons and pronouns that ask questions*
2. Personal Pronouns  
*A review of the person, number, gender, and case of personal pronouns*
3. Indefinite Pronouns; Relative Pronouns  
*Pronouns without a specific antecedent; singular, plural, or either  
Pronouns that begin adjective clauses*
4. Taking Notes From a Written Source  
*How to take notes when reading*
5. Review and Quiz 1

## Section 2

6. Compound Pronouns: Reflexive and Intensive; Compound Pronouns: Usage  
*How to tell if a compound pronoun is reflexive or intensive  
Compound pronouns should not be used in place of regular pronouns*
7. Reciprocal Pronouns; Pronoun Courtesy Order  
*Review of reciprocal pronouns  
When to use I and you in connection with other names*
8. Taking Notes From a Speaker  
*How to take notes on a sermon or a talk*
9. Pronoun-Antecedent Agreement  
*Number and gender agreement in pronoun usage*
10. Review and Quiz 2

## Section 3

11. Correct Pronoun Reference  
*Correcting problems where the antecedent is unclear*
12. Pronouns Used with Appositives; Problem Pronoun Pairs  
*Making pronoun case agree with the noun with which it is used  
Correct use of its, it's; your, you're; there, they're, their; and whose, who's*
13. Condensing Sentences  
*Making writing clearer by making it more concise*
14. Self Check  
Review for the Test

# LightUnit 8 Overview

## Section 1

1. Review of Noun, Adjective, and Adverb Clauses  
*Working with the three types of clauses*  
*Also reviewed: adverbials nouns; italics or quotation marks in titles*
2. Types of Sentences  
*Review of simple, compound, complex, and compound-complex sentences*  
*Also reviewed: verbals and verbal phrases*
3. Diagramming a Compound Sentence; Diagramming a Complex Sentence  
*Includes a variety of complex sentences*
4. Diagramming a Compound-Complex Sentence  
*Several types of compound-complex sentences*
5. Review and Quiz 1

## Section 2

6. Conjunctive Adverbs; Using Transitions  
*Adverbs that join two closely related thoughts, showing the relationship between them*  
*Conjunctive adverbs as transitions*
7. Types of Conjunctions  
*Review of coordinating, correlative, and subordinating conjunctions*  
*Also reviewed: basic comma rules; compound pronouns*
8. Diagramming Compound Parts of Sentences; Compound Parts and Compound Sentences  
*Diagramming compound subjects, verbs, direct objects, adjectives, and prepositional phrases*  
*Distinguishing between a compound sentence and a sentence with compound parts*
9. Using Commas  
*Commas with introductory parts, appositives, multiple adjectives, quotations, coordinating conjunctions, and nonessentials.*
10. Review and Quiz 2

## Section 3

11. Subject-Verb Agreement  
*A review of various aspects of subject-verb agreement*
12. Using Complete Sentences  
*How to correct sentence fragments, run-on sentences, and stringy sentences*
13. Using Brackets; Using Apostrophes  
*Inserting something into a quotation, parentheses within parentheses, and editorial corrections in quotations*  
*Correct use of apostrophe and s to show possession and for certain plurals*
14. Self Check  
Review for the Test

# LightUnit 9 Overview

## Writing a Research Paper

This LightUnit has no Looking Back sections, self check, or LightUnit Test. You will grade students on the various steps of the writing process, as well as the finished paper.

- 1. Choosing a Topic; Preliminary Research**  
*Brainstorming and freewriting; considering purpose, amount of resources, and audience  
Becoming familiar with the subject and resources available; choose three subtopics*
- 2. Working Bibliography**  
*Preparing bibliography cards for sources that may be used in researching the paper*
- 3. Thesis Statement and Preliminary Outline; How to Take Notes; Avoiding Plagiarism**  
*A purpose statement and working outline to guide the research and writing  
Using index cards to take notes  
Careful documentation helps to avoid plagiarizing.*
- 4. Specialized Sources**  
*Almanacs, atlases, Bible commentaries and concordances, periodicals, interviews and speeches, computers*
- 5. Taking Notes**  
*Students should make a bibliography card for any new sources they use.*
- 6. Taking Notes, Continued**  
*Sorting cards by subtopic, and concentrating on subtopics for which they have less information.*
- 7. Taking Notes, Continued**  
*Students should be getting their information from a variety of sources—not too much from any one source.*
- 8. Taking Notes, Continued**  
*Students should have at least thirty note cards.*
- 9. Organizing Your Notes; Writing the Introduction**  
*Students may use their cards to organize their outline, or they may use clustering.  
The introduction should catch the reader's attention and cause him to read on.*
- 10. Acknowledging Your Sources; Writing the Rough Draft**  
*How to format and credit quotations*
- 11. Writing the Rough Draft, Continued**  
*Getting the information onto paper for the first time*
- 12. Writing the Conclusion; Choosing a Title**  
*Effective conclusions  
A fitting title*
- 13. Revise and Edit**  
*Checklists for content and grammar  
Includes a sample rough draft with revision marks*
- 14. The Final Draft**  
*Typing and formatting the finished copy*
- 15. The Bibliography**  
*Making a bibliography to accompany the paper*

## The Teacher's Role in LightUnit 9

This LightUnit focuses entirely on writing a research paper. It includes no grammar exercises and no "Looking Back" sections. Many lessons have Teacher Checks for you to initial as students do the required work. Having your own copy of the LightUnit will help you keep abreast of what your students are doing.

Take the time to discuss students' work with them, encouraging and giving ideas where necessary. Better yet, do a research paper along with them.

## Grading the Research Paper

This grading plan appears on page 29 of the LightUnit. Grade carefully and without prejudice, preferably when you are well rested and able to think clearly.

<i>Category</i>	<i>Points Possible</i>	<i>Points Received</i>
<b><i>Preliminary Work</i></b>		
Outline – <i>good preliminary outline</i> – <i>proper format</i>	6	
Note-taking – <i>good notes</i> – <i>follow the outline</i>	10	
Rough Draft	12	
Revising and Editing – <i>good changes, thinking about content</i>	10	
<b><i>Final copy</i></b>		
Correct format – <i>title page</i> – <i>thesis statement and outline page</i> – <i>bibliography</i>	6	
Correct punctuation, spelling, and grammar	6	
Purpose – <i>fulfilled the thesis statement</i>	10	
Outline – <i>followed outline in writing paper</i>	10	
Writing Style – <i>good sentences</i> – <i>clarity and logic</i> – <i>interesting &amp; creatively written</i>	10 10 10	
<b>Total</b>	<b>100</b>	

## Proofreaders' Marks

These marks appear on page 30 of the LightUnit. You may want to use them for any corrections you make on the student's paper.