

Essentials in Writing Level 9, Second Edition

Alternative Instructional Strategies (AIS)

Thank you for choosing Essentials in Writing. The strategies in this document are intended to assist students who may struggle with one or more writing activities throughout the curriculum. The instructor may selectively implement the strategies that best support the student. The accommodations and curriculum modifications suggested are offered as strategies to help your student focus on the goal that is set for each day's lesson without becoming overwhelmed by other obstacles.

This is a supportive document meant to be used along with the Essentials in Writing Level 9, Second Edition, Curriculum. It is not a substitute for the curriculum.

General Accommodation Suggestions

- Read directions to your student. Also, feel free to read the content of each lesson to your student.
- Let your child dictate to you. The important part is getting his/her thoughts written down.
- If writing on paper is difficult, try a whiteboard.
- If your child struggles with the number of items on the page, reduce the number. You can finish in another sitting if more practice is needed.
- Rewatch Mr. Stephens' videos for review at any time.
- Do not worry about the mechanics of writing (spelling, punctuation, word choice) during the draft stage of the composition. Let the focus be helping the student get his/her thoughts onto paper. Writing conventions can be addressed during the editing process.
- Allow students to complete their work on notebook paper, rather than in the student book, if the student needs more writing space.

The Writer's Notebook

All writing students, but especially those who are reluctant or struggle with composition, will find that a Writer's Notebook may be one of the most helpful tools they have at their disposal. This is not a part of the traditional EIW curriculum, but it is easy to create your own! Just use a spiral notebook or add loose-leaf paper to a folder. Throughout this document, you will find suggestions to help your student build his/her own Writer's Notebook.

Begin a Writer's Notebook:

- Create word banks for adjectives, adverbs, action verbs, etc.
- Add the rules for punctuation, combining sentences, using transitions, etc.
- Occasionally do quick writes to generate topics of interest to the student. This will help supply a writing topic later if the student needs inspiration. For example, set a timer for three minutes, and ask the student to write down as many activities he/she enjoys doing or list historical events they would like to know more about or find interesting.
- During the revision stage of writing, the student should get out his/her Writer's Notebook. The lists of words compiled there, as well as information such as how to properly construct and punctuate sentences, will be very helpful as the student works to strengthen his/her compositions.
- Keep your Writer's Notebook to use with the next level of EIW!

General Curriculum Recommendations

Writing assignments may be typed, handwritten, or even dictated to a scribe. If necessary, students may dictate using speech-to-text software. If speech-to-text is used, we advise that students are instructed to always proof their writing prior to submitting work.

Additional Writing Prompts

Additional writing prompts are included with each writing lesson and may be used as additional practice. If the student has struggled to complete the original composition for an assignment, the instructor may choose to use either the extra practice prompt or the prompt provided in the *Assessment/Resource Booklet* to guide the student through the writing process again. The lesson videos and step-by-step lessons should be viewed and followed just as they were with the original composition.

About Writing Prompts

Earlier we discussed keeping a Writer's Notebook, in which students occasionally brainstorm or spend time creating lists of words/ideas (i.e. for the next three minutes, list activities you like to do or list five people - living or deceased - with whom you would like to spend a day). If your student cannot relate to a prompt provided in the paragraph compositions section of EIW, you may allow the student to choose a topic from his or her own writing list. It is also appropriate for the instructor to provide an alternative writing prompt. Look online for examples of ways to generate writing topics for the Writer's Notebook. Make sure that the new prompt supports the writing goal (i.e. persuasive, compare/contrast, expository, etc.).

After the student has completed the final draft of the paragraph, have him/her use the proofreader's checklist to proofread his/her own work. The instructor may adjust the level of assistance to the student's needs. Allow the student a chance to correct his/her own work so that the final submitted piece is his/her best work.

Grading Student Compositions

A complete explanation of the Essentials in Writing Scoring System is included in the front of the Student Handbook. Included in this document are suggestions for alternative evaluation strategies:

- Student compositions can be graded in the traditional manner, based upon the final submission.
- Alternatively, instructors may choose to treat written submissions as part of the continued learning process by evaluating/correcting the student's submission, perhaps having a conversation with the student about the strengths and weaknesses noted in the submission, and then allowing the student to correct and resubmit the work for a final grade/evaluation.
- An optional grading strategy is to measure a student's performance relative to his or her past performance. In other words, evaluate student work based upon the student's improvement rather than how completely he/she demonstrated mastery on the complete list of assignment criteria.

Essentials in Writing maintains a team of educators who are ready to answer any questions you may have about the curriculum or instructional practices. We offer this service, free of charge, to all customers. Contact Customer Service if you would like assistance.

Essentials in Writing, Level 9, 2nd Edition	Alternative Instructional Strategies
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Lesson 1: Introduction	<ul style="list-style-type: none"> • If this pre-test writing activity is not appropriate for your student, it may be skipped. If completed, it should not be graded, but placed aside to compare with later work for improvement.
Lesson 2: Nouns and Adjectives	<ul style="list-style-type: none"> • Add definitions to the Writer's Notebook. • Day 2: Choose two of the four paragraphs to revise. • When revising the paragraph, allow student to insert quality nouns and adjectives by writing them on the page and drawing arrows to indicate placement prior to rewriting the paragraph.
Lesson 3: Verbs and Adverbs	<ul style="list-style-type: none"> • Add definitions to the Writer's Notebook. • Day 1: Choose two of the four paragraphs to revise. Consider completing these activities verbally. • Day 2: Choose two of the four paragraphs to revise. • When revising the paragraph, allow student to insert quality verbs and adverbs by writing them on the page and drawing arrows to indicate placement prior to rewriting the paragraph.
Lesson 4: Verbals: Gerunds	<ul style="list-style-type: none"> • Complete only the first activity.
Lesson 5: Verbals: Participials	<ul style="list-style-type: none"> • Complete only the first activity.
Lesson 6: Verbals: Infinitives and Culmination	<ul style="list-style-type: none"> • Complete only the first activity.
Lesson 7: Vivid Language	<ul style="list-style-type: none"> • Day 1: Consider printing or tearing the word list out and including it in the Writer's Notebook. • Choose three of the five paragraphs to revise. • Day 2: When revising the paragraph, allow student to insert quality nouns and adjectives by writing them on the page and drawing arrows to indicate placement prior to rewriting the paragraph. • Day 3: Optional
Lesson 8: Punctuation and Mechanics Review	<ul style="list-style-type: none"> • Add this information to the Writer's Notebook. • Complete the first activity (#'s 1-6).

	<ul style="list-style-type: none"> • Use a pen/highlighters to mark errors prior to rewriting the paragraph.
Lesson 9: Clauses	<ul style="list-style-type: none"> • Add the list of common subordinators to the Writer's Notebook. • Add definitions of IC and DC to the Writer's Notebook.
Lesson 10: Noun Phrases and Appositives	<ul style="list-style-type: none"> • Day 2: Choose three of the five passages to complete. • Student may skip the paragraph writing activity. • Additional practice: Create a short story (paragraph) which uses no appositives, but restates the name of the subject throughout. Ask the student to combine sentences or reduce the amount of repetition by using appositives to rewrite the short story. • As students read the text, have them identify examples of appositives by highlighting or drawing arrows to nouns or noun phrases represented by the appositive.
Lesson 11: Verb Phrases and Adjective Phrases	<ul style="list-style-type: none"> • Add the list of helping verbs to the Writer's Notebook. • Complete only the first activity (#s 1-18).
Lesson 12: Prepositional Phrases and Adverbial Phrases	<ul style="list-style-type: none"> • Add the list of common prepositions to the Writer's Notebook. • Use a visual aid to explain that the preposition often describes the position of a squirrel in relation to a tree. For example: "in the tree," "behind the tree," "under the tree," etc. This will not cover all prepositions, but can help students visualize how to use them in a composition. • Complete only the first activity (#s 1-18).
Lesson 13: Simple Sentences and Compound Sentences	<ul style="list-style-type: none"> • Add the list of coordinating conjunctions to the Writer's Notebook. • A trick, or mnemonic device, to help students memorize the conjunctions is to use the first letter of each to create a word: "FANBOYS" (for, and, nor, but, or, yet, so). • Add the list of conjunctive adverbs to the Writer's Notebook. • Add the rules for writing compound sentences to the Writer's Notebook. • Adjust the length/number of items to be completed as needed.
Lesson 14: Complex Sentences and Compound-Complex Sentences	<ul style="list-style-type: none"> • Add the rules for punctuating complex sentences to the Writer's Notebook. • Add rules for punctuating compound-complex sentences to the Writer's Notebook. • Add the list of common subordinators to the Writer's Notebook.

	<ul style="list-style-type: none"> • These are key lessons to creating a strong understanding of sentence structure. Take extra time with these lessons if needed. • Alternative: Have student write five sentences about something they despise. Use a variety of sentence structures. Underline complex sentences in the compositions. • Alternative: Ask the student to write five original compound-complex sentences about a subject of interest to the student. Then, have them label each independent clause and dependent clause.
Lesson 15: Transitions	<ul style="list-style-type: none"> • Add the list of common transition words and phrases to the Writer's Notebook. • Copy or remove the page explaining how to use transitions and add it to the Writer's Notebook.
Lesson 16: Varied Sentences in a Composition	<ul style="list-style-type: none"> • Student may read the lesson and watch the instructional video, but skip the writing activities if needed.
Lesson 17: Fragments, Comma Splices, Run-Ons	<ul style="list-style-type: none"> • Add the rules for correcting sentence errors to the Writer's Notebook.
Lesson 18: Subject/Verb Agreement	<ul style="list-style-type: none"> • Student may need assistance identifying the errors in the paragraphs. Consider circling/marking the errors, then have the student correct them.
Lesson 19: Unclear Subjects	<ul style="list-style-type: none"> • Remind students that they can use words like "it" and "they" in their writing, but always identify who/what is being spoken of first.
Lesson 20: Generic "You"	<ul style="list-style-type: none"> • Create a list of common replacements for the word "you" in compositions and add it to the Writer's Notebook. For example: individuals, people, one, a person, students, children, adults, etc.
Lesson 21: Finding and Paraphrasing Information	<ul style="list-style-type: none"> • Tell students they will need to be able to paraphrase when answering questions for all courses (history, science, etc.) to make the skill relevant. • This skill is also used when conducting research. • You may limit the number of activities to complete. • Day 3 activities can be skipped.
Lesson 22: Summarizing	<ul style="list-style-type: none"> • Have the student read the examples of an effective summary prior to writing their own. • Choose one of the summarizing activities to complete.

Lesson 23: Note-Taking	<ul style="list-style-type: none"> Note-taking is a skill that students will use throughout their school career. It relates to every subject/course they will take.
Lesson 24: Citing Information	<ul style="list-style-type: none"> Copy or remove this information and add it to the Writer's Notebook. The student will refer back to this lesson during the research unit of study. You may want to wait until the research unit (or other lessons that require citations) to have the student practice this skill. Read the material but skip the activities.
UNIT TWO: COMPOSITIONS	<ul style="list-style-type: none"> From this point on, compositions may be typed, or the student may use speech-to-text software to compose. If necessary, the student may also dictate to a scribe. Continue to PLAN paragraphs using the paragraph planner provided in the lessons, as this step is very important to the writing process. It is appropriate to change the prompt for any writing lesson, but make sure to maintain the integrity of the goal (i.e. persuasive writing, expository writing, compare and contrast writing, etc.).
Lesson 25: The Writing Process	<ul style="list-style-type: none"> Copy or remove "The Writing Process" page and place it in the Writer's Notebook.
Lesson 26: Audience and Purpose	<ul style="list-style-type: none"> Consider completing the activity verbally. Copy or remove the "Formatting Guidelines" and place them in the Writer's Notebook.
Lesson 27: Paragraph Overview	<ul style="list-style-type: none"> Have student list the requirements for each type of paragraph in the Writer's Notebook for reference.
Lesson 28: Expository Paragraph – Brainstorm, Organize, and Draft	<ul style="list-style-type: none"> If the student needs more space, allow him/her to write on notebook paper or strips of paper. Have the student read the effective example of the expository paragraph (lesson 29) prior to writing. Use colored strips of paper or colored ink to differentiate between sentences and organize writing: red/pink = OS/CS blue = details green = examples Allow students to choose a writing topic from the Writer's Notebook. Students may use speech-to-text software or dictate to a scribe. For additional practice, create "sentence strips" - five sentences that represent all parts of the paragraph. Then, have students organize the strips into a logical order.

	<ul style="list-style-type: none"> • Discuss the formal paragraph scoring guide with the student. Encourage the student to use the guide to review work prior to submitting. • Adjust the scoring guide to the expectations of the individual learner.
<p>Lesson 29: Expository Paragraph – Revise and Finalize</p>	<ul style="list-style-type: none"> • Drafting may be completed on the computer or by using speech-to-text software. • If necessary, allow students to dictate to a scribe. • Read paragraph aloud to the student, or have him/her read it aloud/record and listen to it, to assist with word choice revision. • Instructor may highlight sentences for the student to edit. • Allow the student to compare final work to the checklists prior to submitting final work. • Allow students to use computer editing software if draft has been typed. • Adjust the scoring guide to the expectations of the individual learner.
<p>Lesson 30: Argumentative Paragraph – Brainstorm, Organize, and Draft</p>	<ul style="list-style-type: none"> • Student may choose a prompt from the Writer’s Notebook. • Use colored ink to organize writing: red = OS/CS blue = details green = examples • Discuss topic with the student. Help generate 3-5 “reasons” why theirs is a good opinion, then choose the best two to use as support. • Help the student identify effective persuasive techniques. Locate and view printed advertisements, or watch television commercials together and discuss what it is that makes the advertisement persuasive. • It may help to tell the student that the details should provide their two best points, and then the examples will provide detailed explanations regarding how these points are relevant and convince the reader. • Help the student generate a list of persuasive words/phrases to help them state their opinion (search online if needed). Add the list to the Writer’s Notebook. • Explain: In argumentative writing, the details give your REASONS and the examples tell why those are good reasons. You may need to provide examples. Example: OS: Soda is an invention that has actually harmed people. D: It is full of sugar. EX: Sugar causes obesity and diabetes. • Have the student read the example of a quality argumentative paragraph prior to drafting.

<p>Lesson 31: Argumentative Paragraph – Revise and Finalize</p>	<ul style="list-style-type: none"> • Drafting may be completed on the computer or by using speech-to-text software. • If necessary, allow the student to dictate to a scribe. • Concentrate on structure rather than content at this point. • Read paragraph aloud to the student, or have him/her read it aloud/record and listen to it, to assist with word choice revision.
<p>Lesson 32: Compare Paragraph – Brainstorm, Organize, and Draft</p>	<ul style="list-style-type: none"> • Make sure students understand: compare = how things are alike. • Prompt may be changed to one of more interest to the student. • Continue to use paragraph planners (graphic organizers) for paragraph plans. • During the planning stage, join students as they brainstorm ideas to come up with the best 2-3 details for their paragraph, and then develop strong examples of each detail chosen. • Use color to organize writing: red = OS/CS blue = details green = examples • Describe to students how the details must be related. Practice identifying “related” topics (i.e. compare two ways two different clothing stores are the same: both clothing, both are inexpensive, etc.) • Have the student read the example of a quality comparison paragraph prior to planning their own paragraph. • Drafting may be completed on the computer, by using speech-to-text software, or dictated to a scribe.
<p>Lesson 33: Compare Paragraph – Revise and Finalize</p>	<ul style="list-style-type: none"> • Allow the student to use computer editing software if the draft has been typed. • During revision, make sure the student reads the composition aloud or read it aloud to the student so that he/she hears what they have truly written. • Highlight areas where the student could add details, or discuss these sections with the student. • If needed, demonstrate for the student how to use the Thesaurus feature in Google Docs or Word. • Allow the student to compare final work to the checklists prior to submitting. • Adjust the Scoring Guide to the expectations of the individual learner.
<p>Lesson 34: Contrast Paragraph – Brainstorm, Organize, and Draft</p>	<ul style="list-style-type: none"> • Contrast = how things are different. • Prompt may be changed to one of more interest to the student. • Continue to use paragraph planners (graphic organizers) for paragraph plans.

	<ul style="list-style-type: none"> • During the planning stage, join students as they brainstorm ideas to come up with the best 2-3 details for their paragraph, and then develop strong examples of each detail chosen. • Use color to organize writing: red = OS/CS blue = details green = examples • Have the student read the example of a quality contrast paragraph prior to planning their own paragraph. • Drafting may be completed on the computer, by using speech-to-text software, or dictated to a scribe. • Provide examples of how NOT to contrast using non-related topics. For example: Same: Chevys and Fords are different models. Different: Fords are slower. This is not a good example because the differences are not in the same category. A better option might be: Fords have been in existence longer than Chevys; or Chevys are better known for their cars, while Ford trucks are more popular.
Lesson 35: Contrast Paragraph – Revise and Finalize	<ul style="list-style-type: none"> • During revision, make sure the student reads the composition aloud or read it aloud to the student so that he/she hears what they have truly written. • Highlight areas where the student could add details, or discuss these sections with the student. • If needed, demonstrate for the student how to use the Thesaurus feature in Google Docs or Word. • Allow the student to compare final work to the checklists prior to submitting. • Allow students to use computer editing software if draft has been typed. • Adjust the Scoring Guide to the expectations of the individual learner.
Lesson 36: Purpose and Parts of an Essay	<ul style="list-style-type: none"> • Add notes to the Writer’s Notebook. • Copy or remove the page that illustrates the parts of an essay, and place it in the Writer’s Notebook.
Lesson 37: Thesis Statements	<ul style="list-style-type: none"> • Add notes to the Writer’s Notebook. • Consider completing the independent practice via discussion to determine if the thesis statements are strong or weak (and why). • Student needs to only rewrite three of the six weak thesis statements in the 2nd exercise.
Lesson 38: Academic Voice	<ul style="list-style-type: none"> • Day 1: Have the student cross out or highlight statements that are not “academic” prior to rewriting the passages. • Day 2 activity is optional.

<p>Lesson 39: Individual Voice</p>	<ul style="list-style-type: none"> • Remind student that the idea of personal voice does not allow for the use of slang or other informal language to be used in academic writing. • Day 1: Complete the first activity as an oral exercise.
<p>Lesson 40: Brainstorm</p>	<ul style="list-style-type: none"> • Brainstorming is the key to helping students begin their paragraphs or essays. • After the student has completed a brainstorming activity, consider using colors to highlight or circle different categories. For example, highlight in purple all the words/phrases that explain your core belief. Highlight in yellow all the words/phrases that describe how you show your core belief. Highlight in green all the words/phrases that indicate how your core belief has influenced your life. • Offer the student a different prompt that they may find easier to brainstorm about. • Participate with the student as they complete a brainstorming activity prior to beginning the plan to generate and organize the student's ideas for the composition.
<p>Lesson 41: Organize</p>	<ul style="list-style-type: none"> • If the student struggles to come up with their own story, they can retell a familiar story (fairytale, cartoon, scene from a favorite movie, etc.). • The opening paragraph can introduce characters and the setting. • When organizing the paragraphs, number the body paragraphs 1, 2, & 3, with each stating the topic of a different detail. • The closing paragraph can provide the resolution to their story.
<p>Lesson 42: Hook and Draft Opening Paragraph</p>	<ul style="list-style-type: none"> • Copy or remove the information that describes different types of hooks. • This will be a personal essay. Student may use personal pronouns (I, me, we, etc.). • Drafts may be completed using the computer. • Prior to drafting, allow student to read the example of a personal essay from the text (Lesson 47.) • It may be easier for the student to draft the three body paragraphs before the opening and closing paragraphs.
<p>Lesson 43: Draft Body Paragraphs</p>	<ul style="list-style-type: none"> • Student may need help ensuring that his/her examples EXPLAIN the detail. For example: OS: My accomplishment was that I ran a 5K. D: Gives me confidence Ex: I know if I work hard, I can accomplish my goals.
<p>Lesson 44: Draft Closing Paragraph</p>	<ul style="list-style-type: none"> • Student may need help restating the thesis. This can take some practice, but is worth spending time on.

<p>Lesson 45: Revise for Content</p>	<ul style="list-style-type: none"> • Help the student read through the body paragraphs to ensure each one supports the thesis statement. Adjust as needed. • Have the student read his/her work aloud (touching each word as they read), or read it to them so that they hear what they have written. • Use the checklist from the text when revising. • Print out a copy of the student's work and allow them to mark on the page as they revise.
<p>Lesson 46: Revise for Word Choice and Sentence Structure</p>	<ul style="list-style-type: none"> • Refer to the Writer's Notebook to improve and vary sentence structure. • Use word lists from the Writer's Notebook and a Thesaurus to improve word choice. • Use the checklist provided in the text when revising.
<p>Lesson 47: Finalize</p>	<ul style="list-style-type: none"> • Allow the student to use computer editing software if the composition has been typed. • Read paragraph aloud to the student, or have him/her read it aloud/record and listen to it, to assist with word choice revision. • Instructor may highlight sentences/words for the student to edit. • Allow the student to compare final work to the checklists prior to submitting. • Adjust the Scoring Guide to the expectations of the individual learner. • Citations are not required.
<p>Lesson 48: Informative Voice</p>	<ul style="list-style-type: none"> • Add the two reasons expository essays are used in academics to the Writer's Notebook.
<p>Lesson 49: Brainstorm and Organize</p>	<ul style="list-style-type: none"> • Prompt may be changed to meet the student's individual interests. • If the student chooses a topic to write about, then has difficulty generating details or examples, help them to broaden their main topic. For example: original idea = risk of extinction of elephants; updated, more broad topic = risk of extinction of African animal species. • Explain to the student that some (minimal) research may be appropriate to help generate ideas for composing. They may search using Google, or another search engine, for ideas. • Discuss with the student each writing prompt option, and allow him/her to choose the prompt they feel most informed and confident about. • Participate in a brainstorming activity, prior to beginning the plan, to generate and organize the student's ideas for the composition.

	<ul style="list-style-type: none"> • It is appropriate for the student to complete some research to develop strong facts and ideas about their topic, although citing sources is not required in the assignment. • Continue to use the paragraph organizers as the student writes • essays and other longer compositions. • Prior to planning the expository essay, allow the student to read the example of a quality expository essay.
<p>Lesson 50: Organize and Draft Body Paragraph #1</p>	<ul style="list-style-type: none"> • Use information from the brainstorming activity to choose the three “best,” or easiest to write about topics that support the thesis. • Provide the student with sample transitions to use for this essay. • If it has been helpful previously, as the student plans paragraphs for the essays, continue to use colored ink to organize writing: red = OS/CS blue = details green = examples • Drafting may be completed on the computer. • Have the student read each paragraph aloud as they complete it, and encourage them to revise as they go. • Use online resources to locate and add transition words/phrases, if the student is able.
<p>Lesson 51: Organize and Draft Body Paragraph #2</p>	<ul style="list-style-type: none"> • Use information from the brainstorming activity to choose the three “best,” or easiest, to write about topics that support the thesis. • Provide the student with sample transitions to use for this essay. • If it has been helpful previously, as the student plans paragraphs for the essays, continue to use colored ink to organize writing: red = OS/CS blue = details green = examples • It may be easier for the student to draft the body paragraphs, prior to drafting the opening and closing paragraphs. • Drafting may be completed on the computer. • Have the student read each paragraph aloud as they complete it, and encourage them to revise as they go. • Use online resources to locate and add transition words/phrases, if the student is able.
<p>Lesson 52: Organize and Draft Body Paragraph #3</p>	<ul style="list-style-type: none"> • Use information from the brainstorming activity to choose the three “best,” or easiest, to write about topics that support the thesis.

	<ul style="list-style-type: none"> • Provide the student with sample transitions to use for this essay. • If it has been helpful previously, as the student plans paragraphs for the essays, continue to use colored ink to organize writing: red = OS/CS blue = details green = examples • It may be easier for the student to draft the body paragraphs, prior to drafting the opening and closing paragraphs. • Drafting may be completed on the computer. • Have the student read each paragraph aloud as they complete it, and encourage them to revise as they go. • Use online resources to locate and add transition words/phrases, if the student is able.
<p>Lesson 53: Organize and Draft Opening and Closing Paragraphs</p>	<ul style="list-style-type: none"> • Ensure that the student does NOT introduce new facts in the closing paragraph. If he/she thinks of new information they would like to add, it should go in the body paragraphs. • To ensure the student has a clear thesis statement in the opening paragraph, and has restated the thesis in the closing paragraph, have them highlight or underline both the thesis and the restating of it. • Have the student highlight their hook.
<p>Lesson 54: Revise for Content</p>	<ul style="list-style-type: none"> • Allow the student a break (an hour or a day, as needed) before he/she comes back to revise. This will allow the student to see their work with “fresh eyes.” • Provide student with a list of common transition words/phrases. • Divide examples of transition words/phrases into categories such as introductory, contrast, illustration (examples), cause & effect, and sequential. • Print the essay for the student and allow them to mark it up with their revisions. Using colored pens/pencils may help. • Use word lists from the Writer’s Notebook and a Thesaurus to improve word choice.
<p>Lesson 55: Revise for Word Choice and Sentence Structure</p>	<ul style="list-style-type: none"> • Read draft aloud to the student, or have the student read draft aloud, so that they actually hear what they have written. • Remind the student that they may adjust or rewrite any portion of the essay at this point. Do they have a better idea? Need to change to improve clarity? Change the order of the body paragraphs? • Use pages from the Writer’s Notebook to assist in revising sentence structure.

	<ul style="list-style-type: none"> • Encourage student to add, delete, or change information to improve the readability of the essay.
Lesson 56: Finalize	<ul style="list-style-type: none"> • Allow the student to use computer editing software if composition has been typed. • Allow the student to compare final work to the checklists prior to submitting. • Adjust the Scoring Guide to the expectations of the individual learner.
Lesson 57: Argumentative Voice	<ul style="list-style-type: none"> • Search online for examples of persuasive or argumentative language. Discuss with the student the effectiveness of the examples you find.
Lesson 58: Persuasive Techniques	<ul style="list-style-type: none"> • Help the student identify effective persuasive techniques. Locate and view printed advertisements, or watch television commercials together, and discuss what it is that makes the advertisement persuasive. • Help the student generate a list of persuasive words/phrases, or access those added to the Writer's Notebook previously.
Lesson 59: Brainstorm and Organize	<ul style="list-style-type: none"> • Prompt may be changed to meet the student's individual interest. • Continue to use the paragraph organizers as the student writes essays and other longer compositions. • Help student with the brainstorming activity, prior to beginning the plan, to generate and organize the student's ideas for the composition. • To help the student choose a prompt, engage them in conversation about each, then allow them to choose the prompt they find the easiest to discuss or the one they find most interesting. • The student may need help choosing details that persuade the reader. • Allow the student to read the example of an effective persuasive essay (Lesson 66) prior to beginning. • The student may need to conduct brief research in order to have enough information about the subject chosen. If citations have not yet been taught, they do not have to be required in this essay.
Lesson 60: Organize and Draft Body Paragraph # 1	<ul style="list-style-type: none"> • Prior to completing the paragraph draft, review the student's work to ensure all three body paragraph topics support the thesis. • Make sure the examples explain the "HOW" of the details. For example, if the detail says "my uncle is kind," give an example of his kindness. • Student may need help developing an effective "hook."

	<ul style="list-style-type: none"> • It may be easier for the student to draft the body paragraphs, prior to drafting the opening and closing paragraphs. • Drafting may be completed on the computer. • Provide the student with ideas for simple transitions. For example: 2nd detail (Also,...) and CS (In conclusion,...).
<p>Lesson 61: Organize and Draft Body Paragraph #2</p>	<ul style="list-style-type: none"> • Prior to completing the paragraph draft, review the student's work to ensure all three body paragraph topics support the thesis. • Make sure the examples explain the "HOW" of the details. For example, if the detail says "my uncle is kind," give an example of his kindness. • Student may need help developing an effective "hook." • Drafting may be completed on the computer. • Provide the student with ideas for simple transitions. For example: 2nd detail (Also,...) and CS (In conclusion,...). • Provide student with a list of transition words/phrases, or use the one from the student's Writer's Notebook.
<p>Lesson 62: Organize and Draft Body Paragraph #3</p>	<ul style="list-style-type: none"> • Prior to completing the paragraph draft, review the student's work to ensure all three body paragraph topics support the thesis. • Make sure the examples explain the "HOW" of the details. For example, if the detail says "my uncle is kind," give an example of his kindness. • Student may need help developing an effective "hook." • Drafting may be completed on the computer. • Provide the student with ideas for simple transitions. For example: 2nd detail (Also,...) and CS (In conclusion,...). • Provide student with a list of transition words/phrases, or use the one from the student's Writer's Notebook.
<p>Lesson 63: Organize and Draft Opening and Closing Paragraphs</p>	<ul style="list-style-type: none"> • Help the student identify their hook. Is it effective for the purpose of their essay? • Have student compare their original thesis (OP) and restated thesis (CP). Do they convey the same message in a different way? • Remind student that the CP should not include new information. If they think of something important that they wish to add to their essay, it should be added in a body paragraph.
<p>Lesson 64: Revise for Content</p>	<ul style="list-style-type: none"> • Allow the student a break (an hour or a day, as needed) before he/she comes back to revise. This will allow the student to see their work with "a fresh mind." • Read essay aloud to the student, or have him/her read it aloud/record and listen to it, to assist with word choice revision. • Instructor may highlight sentences for the student to edit.

	<ul style="list-style-type: none"> • Have the student highlight or point out the main arguments and the supporting examples within each paragraph to ensure he/she has addressed their topic completely. • Adjust word choice, sentence structure, and content to improve the overall message and clarity: Does the argument effectively persuade the reader?
<p>Lesson 65: Revise for Word Choice and Sentence Structure</p>	<ul style="list-style-type: none"> • Use the Writer's Notebook to improve and vary sentence structure. • Use word lists from the Writer's Notebook and a Thesaurus to improve word choice. • Remind the student that they may adjust or rewrite any portion of the essay at this point. Do they have a better idea? Need to change to improve clarity? Change the order of the body paragraphs?
<p>Lesson 66: Finalize</p>	<ul style="list-style-type: none"> • Allow the student to use computer editing software if composition has been typed. • Read paragraph aloud to the student, or have him/her read it aloud/record and listen to it, to assist with word choice revision. • Instructor may highlight sentences/words for the student to edit. • Allow the student to compare final work to the checklists prior to submitting. • Adjust the Scoring Guide to the expectations of the individual learner.
<p>Lesson 67: Using External Information</p>	<ul style="list-style-type: none"> • If you need to shorten the length of the composition unit, this essay may be skipped. • Compare = How things are the SAME • Contrast = How things are DIFFERENT
<p>Lesson 68: Brainstorm and Organize</p>	<ul style="list-style-type: none"> • You may want to begin with a more concrete idea than those offered in the text. • For additional practice, provide the student with other items to compare and contrast. Use a Venn Diagram to organize similarities and differences. • Allow the student to read the example of a quality compare and contrast essay prior to beginning the essay plan. • Use a brainstorming activity to generate ideas for comparing and contrasting the topic assigned. • Explain to the student that some (minimal) research may be appropriate to help generate ideas for composing. They may search using Google, or another search engine, for ideas. The teacher may determine whether citations are required. • Continue to use the essay organizer to organize essays.

	<ul style="list-style-type: none"> • Students should compare/contrast items that are related in some way. For example, compare essays and paragraphs this way: “Essays are longer. Paragraphs are shorter.”; not this way: “Essays are longer. Paragraphs are difficult to write.” What you are comparing ABOUT, the two items, should be the same general topic or idea. • Prior to moving on to draft, make sure the student has addressed both comparisons and contrasting ideas within the plan. You may choose to have the student highlight or otherwise mark similarities and differences to ensure the goal of the assignment has been met.
Lesson 69: Organize and Draft Similarities Paragraph	<ul style="list-style-type: none"> • Drafting may be completed on the computer. • Suggest that the student should read each paragraph aloud as they draft, to revise as they go. • Have student read over this paragraph to ensure all information illustrates the similarities of the items being compared.
Lesson 70: Organize and Draft Differences Paragraph	<ul style="list-style-type: none"> • Read over the paragraph when completed to ensure all information conveys differences between the items being compared.
Lesson 71: Organize and Draft Opening and Closing Paragraphs	<ul style="list-style-type: none"> • Do NOT include any new information in the closing paragraph. If the student thinks of some new information they want to include in the essay, it should be worked into a body paragraph.
Lesson 72: Revise for Content	<ul style="list-style-type: none"> • If the work has been typed, print it out so the student can mark on it to indicate their changes during the revision process. • Have the student underline or highlight the items that are being compared or contrasted to ensure they have included both. • Check the relationship between the items being compared or contrasted. Are they related? • Check to see that appropriate transition words/phrases have been used - minimally, prior to the 2nd detail and the closing sentence.
Lesson 73: Revise for Word Choice and Sentence Structure	<ul style="list-style-type: none"> • Use word lists and information from the Writer’s Notebook and a Thesaurus to improve word choice and vary sentence structure.
Lesson 74: Input Citations	<ul style="list-style-type: none"> • The use of citations is optional. It is acceptable to simply have a discussion with the student explaining that they will be learning how to give credit to their sources during the research portion of EIW. • DO have them read this section of the text and watch associated instructional videos.

Lesson 75: Finalize	<ul style="list-style-type: none">• Allow the student to use computer editing software if composition has been typed.• Allow the student to compare final work to the checklists prior to submitting.• Adjust the Scoring Guide to the expectations of the individual learner.
Lesson 76: Research Paper	<ul style="list-style-type: none">• Read through this lesson with the student. Allow them to ask questions they may have about the research process. This can help keep them from becoming overwhelmed with the idea of writing a research paper.• Consider grading each component of the research paper independently, especially for struggling writers.• Assign point values to each stage of the paper (i.e. narrow the topic/vocational research - 20 pts, research questions - 20 pts, note cards - 10 pts each (min #), etc.).• Even the final paper can be scored selectively for specific skills. The teacher may go through the checklist and highlight the skills the student struggles with, or omit those that are above the student's current level of functioning.
Lesson 77: Brainstorm and Research Questions	<ul style="list-style-type: none">• If the student struggles with the idea of a key historical event, the prompt may be changed to a more current event.• Changing the prompt significantly (i.e. write about your favorite football team), can make it difficult for the student to gain understanding from the examples in the text/lessons. Try to stick to an event that made a major impact.• Choose a topic that is easy to find information about: the Titanic, Stock Market Crash, assassination of a famous person, etc.• A search on the computer may help generate ideas for questions related to the chosen topic.• Add the student's list of research questions to the Writer's Notebook.
Lesson 78: Quality Sources and Source Cards	<ul style="list-style-type: none">• Remind students that Wikipedia is not accepted as a reliable source as anyone is able to publish information on Wikipedia without prior fact-checking.• Allow the student to read the example of a quality research paper prior to beginning the Research Process.• Limit sources to two or three, if necessary.• Source cards simply include the information about each source being used. They do not include notes from material that has been read. Create source cards for all possible sources (one per source). If a source is not used, simply throw that card away.• Require the student to use at least two sources for their research.

	<ul style="list-style-type: none"> • They do not have to use a variety of types of sources. For example, all sources used can be books or all can be online sources. This can simplify learning to correctly create a Works Cited page.
Lesson 79: Notecards	<ul style="list-style-type: none"> • Notecards are used to record information that may be used in the research paper. Your student will need both source cards and notecards. • Use different colors to indicate information relating to different topics. For example, highlight the top of all cards including information on the background of the event in yellow, highlight the top of each card discussing the cause of the event in blue, etc. • If using resources from the internet, consider printing them out so the student can highlight/underline important information as they read.
Lesson 80: Research	<ul style="list-style-type: none"> • Review the steps needed to conduct research with the student. • This is the “information gathering” stage. They do not need to worry about writing their paper yet. Just learn everything they can about their topic. • Anything new they learn about their topic should be noted on a notecard with the number of the source used to find the information. Doing this as they go will help students keep track of where information was found when they begin to draft. • Students can highlight information on printed sources instead of writing it down. • Adjust time allowed to conduct research according to individual student’s reading skills. • You may need to review summary skills. • Demonstrate to the student how to highlight only small bits of important information as they read. • Students may need a dedicated tabletop or space to use in order to keep their notecards and copies of sources organized during this process.
Lesson 81: Organize Notecards and Create Thesis Statement	<ul style="list-style-type: none"> • Once notecards are complete, have the student arrange them by category (or by the research question they answer) in stacks on a table. • They may not have gotten all of their research questions answered, and that is ok. Stick to the information they have. • If more information is needed to explain the event, allow the student more time to conduct additional research. Remember that videos are an acceptable source, though they must also be cited.

	<ul style="list-style-type: none"> • The thesis statement should be stated as a fact: “The Stock Market Crash of 1929 resulted in loss of wealth for many American individuals and businesses.” “The assassination of Martin Luther King, Jr. in 1968 brought about riots in American cities and hindered the fight for equality for all.” The thesis is a general statement and should not include details of the event itself. • Use the same graphic organizer used during the writing of essays to plan the research paper as an alternative to the traditional outline. • It is ok if the student’s plan is more “simple” than the example provided. Consider the student’s instructional level. The focus should be on organizing information rather than length or breadth of information presented.
<p>Lesson 82: Using External Information and In-Text Citations</p>	<ul style="list-style-type: none"> • It is not necessary to memorize the rules for citations or Works Cited pages. Most students have to look this up each time they do research. We recommend Purdue OWL (Online Writing Lab) as a source to help with citations. • Review paraphrasing (Lesson 21) to help students put information in their own words. • Any information that is not common knowledge, or information that was not known to the student prior to conducting their research should be cited.
<p>Lesson 83: Draft Body Paragraphs</p>	<ul style="list-style-type: none"> • To help students with in-text citations: number each source card. When using information that comes from a source in the body of the paper, include the number of that source used and the page the information was found on. Go back later and fill in the author and page number. • Drafting may be completed on the computer. • It may help the student to have them read their notecards aloud before they begin to draft. • Have the student verbally ‘tell’ you their information prior to attempting to draft each paragraph. • Student may need help developing an appropriate and effective “hook.” • Student should include transitional words and phrases - consider supplying student with a list of appropriate transitions for each part of the report. Search online for “transition words and phrases.” Alternatively, if adding transitions is slowing down the drafting process, they may be added during the revision process. • Do not worry about length at this point. They can add more information, if needed, during revision. Focus more on organization: Is each paragraph focused on one key point? Do all paragraphs support the thesis? Etc. • Prior to beginning the draft, all resources should be numbered. As the student begins to draft, they may simply write the number of each source after a quote or

	<p>paraphrasing of information. Then, they will go back later to add the proper in-text citation. This is one option meant to simplify keeping track of where the information came from.</p> <ul style="list-style-type: none"> • Review the process involved with paraphrasing. • A general rule of thumb when it comes to giving credit to the author is this: If the information was unknown to the writer of the paper, prior to reading the research, it must be cited. • All statistics or data must be cited.
<p>Lesson 84: Organize and Draft Opening and Closing Paragraphs</p>	<ul style="list-style-type: none"> • Have the student read aloud their opening and body paragraphs prior to drafting the closing paragraph.
<p>Lesson 85: Revise for Content</p>	<ul style="list-style-type: none"> • Remind the student that they may add, delete, and change information presented in their paper. • Have the student review information obtained during their research. If they change their mind about content, they can change their body paragraphs. It is not unusual for the process of writing to ignite new ideas. Encourage the student to write their “best paper,” even if that means revising content several times.
<p>Lesson 86: Revise Word Choice and Sentence Structure</p>	<ul style="list-style-type: none"> • Use word lists and other resources from the Writer’s Notebook to assist with word choice and sentence structure. • Highlight words that you would like the student to replace. Have them access the Thesaurus on the computer or use a hard copy of a Thesaurus. • Instructor may make suggestions regarding combining and restating sentences for clarity.
<p>Lesson 87: Citations Check</p>	<ul style="list-style-type: none"> • Citations on the Works Cited page are listed alphabetically by Author’s last name. • Include all sources read, watched, listened to, or reviewed during the research process, even if that source was not quoted or notated in the body of the research paper. • MLA format is updated annually. If the examples for the text are inconsistent with what the student is finding online with regard to MLA format, this may be the reason. • If the student uses easybib.com, have them look at the entry to observe the type of information that is provided, in order to give the author or publisher credit for the publication.
<p>Lesson 88: Finalize</p>	<ul style="list-style-type: none"> • Allow the student to use computer editing software if composition has been typed. • Allow the student to compare final work to the checklists prior to submitting.

	<ul style="list-style-type: none"> • Have student read the sample research paper prior to submitting. • Instructions for typing the final paper (including title page, spacing, font, Works Cited page, etc.) is found in Lesson 88. Review this information with your student. • Adjust the Scoring Guide to the expectations of the individual learner.
<p>Lesson 89: Giving a Speech</p>	<ul style="list-style-type: none"> • These lessons on giving a speech are helpful to improve verbal communication. The topic of the speech is not as important as walking through the process. Keep it light and fun! • Remind students that speaking in public is a key job-related skill. It is best to practice with those you feel comfortable with before you have to communicate with strangers on the job or in public.
<p>Lesson 90: Giving a Speech – Organize Your Speech</p>	<ul style="list-style-type: none"> • Student may write their summary on small notecards and use them during their oral presentation. • The use of color coding can be helpful to keep a student on target with their topics.
<p>Lesson 91: Giving a Speech – Practice and Present Your Speech</p>	<ul style="list-style-type: none"> • Consider videoing the student as part of their practice and allowing them to watch themselves prior to their official presentation.
<p>Final Lesson – Comparing Compositions</p>	<ul style="list-style-type: none"> • This is not a graded assignment, but should be compared to the very first writing assignment to note progression.