

## **Essentials in Writing, Level 2**

### **Alternative Instructional Strategies and Activities**

Thank you for choosing Essentials in Writing for your elementary student. As you begin, or as your student works through the curriculum, you may find that extra help is needed with some lessons/concepts. We are offering additional strategies/suggestions to help your student achieve success with each lesson.

#### **General Accommodation Suggestions**

- Read directions to your child. Also feel free to read the content of each lesson to your child.
- Don't worry about letter formation or size of letters.
- Spelling may be inventive, as your child learns. If your child is concerned with spelling correctly, use the Spelling Dictionary in the Assessment/Resource Booklet to look up words or record words as they come up in your child's writing.
- There are also handy Supplemental Word Lists in the back of the Assessment/Resource Booklet.
- Extra graphic organizers and checklists will also be found in the Assessment/Resource Booklet.
- Let your child dictate to you. The important part is getting his/her thoughts written.
- If your child needs more space for writing than is provided in the workbook, try writing in a notebook, on lined paper, chart paper, or lined sentence strips.
- 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.
- If the student clearly understands the material and is ready to move on, reduce the number of items on the page.
- Rewatch Mr. Stephen's video.

#### **Beginning a Writer's Notebook**

Start a Writer's Notebook to help organize handy tools your child will use throughout writing. (If your student would work better using a chart, use chart paper!)

- Add the Spelling Dictionary from the Assessment/Resource Booklet.
- Make Word Banks for animal names, family, nouns, adjectives, etc. Many Word Banks can be found in the back of the printed 2020 Assessment/Resource Booklet!
- Make an Expert List. An expert list is a list of topics that your child "knows a lot about!" This handy reference will help provide topics for later writing. Add to it as needed.
- If a lesson needs extra practice, write it in the Writer's Notebook.

- Leave space for extra writing! You never know when a story pops up that must be written down!
- Keep your Writer's Notebook to use with the next Level of EIW!

## Essentials in Writing, Level 2

### Alternative Instructional Strategies

Unit 1 GRAMMAR	
INTRODUCTION	
<b>Lesson 1 Introduction to Writing</b>	<ul style="list-style-type: none"> <li>• The goal of this lesson is to obtain a beginning writing sample. It will be saved to compare with the final writing activity. Encourage any effort, no matter how small. Use a different prompt (topic idea) if necessary. Be sure to use the same one for the final lesson.</li> </ul>
<b>Writing Sentences</b>	
<b>Lesson 2 Spacing and Capitalization</b>	<ul style="list-style-type: none"> <li>• <b>2.1</b> Practice writing your own sentences with spaces in your Writer's Notebook. Sentences could be dictated to the instructor and then copied by the student.</li> <li>• <b>2.2</b> Practice writing your own sentences beginning with capital letters. Use a highlighter to mark the capital letters.</li> <li>• <b>2.3</b> Practice writing your own sentences beginning with capital letters. Touch each capital letter when you finish.</li> </ul>
<b>Lesson 3 Sentence Subjects</b>	<ul style="list-style-type: none"> <li>• <b>3.1</b> Make a list of sentence subjects (tells who or what the sentence is about) in your Writer's Notebook</li> <li>• <b>3.2</b> Use some of your sentence subjects from your Writer's Notebook in this lesson on page 11.</li> <li>• <b>3.4</b> For extra practice, highlight the subjects you have written on page 13.</li> <li>• <b>3.5</b> Use some of your sentence subjects in sentences in your Writer's Notebook.</li> </ul>
<b>Lesson 4 Sentence Predicates</b>	<ul style="list-style-type: none"> <li>• <b>4.1</b> Make a list of sentence predicates (things you can do) in your Writer's Notebook.</li> <li>• <b>4.2</b> Use some of your sentence predicates from your Writer's Notebook in this lesson on page 16.</li> <li>• <b>4.4</b> For extra practice, highlight the predicates you have written on page 18.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>4.5</b> Use some of your sentence predicates in sentences in your Writer's Notebook if extra practice is needed.</li> </ul>
<b>Lesson 5 Complete Sentences</b>	<ul style="list-style-type: none"> <li>● Write some of your sentence subjects from your Writer's Notebook on notecards or strips of paper. Do the same with predicates. Choose one of each and read the sentence you have made. It might be silly!</li> </ul>
<b>Lesson 6 Incomplete Sentences</b>	<ul style="list-style-type: none"> <li>● <b>6.1</b> Mix the subject and predicate notecards from lesson 5. Choose one and tell if it needs a subject or predicate to make it a complete sentence.</li> <li>● <b>6.2</b> Highlight the subjects you have written in this lesson. Use a different color to highlight the predicates.</li> <li>● <b>6.4</b> Highlight the subjects you have written in this lesson. Use a different color to highlight the predicates.</li> </ul>
<b>Lesson 7 Types of Sentences and Punctuation Marks</b>	<ul style="list-style-type: none"> <li>● <b>7.1</b> Discuss each type of sentence, give your own examples, and tell what punctuation is needed.</li> <li>● <b>7.2</b> Make a chart of types of sentences, with examples, in your Writer's Notebook.</li> <li>● <b>7.4</b> Highlight the capital letters and punctuation in your rewritten sentences.</li> <li>● <b>7.5</b> Touch each capital letter and punctuation mark in your sentences.</li> </ul>
<b>Lesson 8 Practice Writing Sentences</b>	<ul style="list-style-type: none"> <li>● Practice writing sentences as needed, in your Writer's Notebook, on a Whiteboard, chart paper, etc. Highlight or circle capital letters and punctuation.</li> </ul>
<b>PARTS OF SPEECH</b>	
<b>Identifying Parts of Speech</b>	
<b>Lesson 9 Common Nouns</b>	<ul style="list-style-type: none"> <li>● <b>9.1</b> Make a list of common nouns in your Writer's Notebook.</li> <li>● <b>9.3</b> Make a chart similar to the one on page 43 in your Writer's Notebook. Put words from your common noun list from Lesson 9 into categories in this chart. Use this chart to help you with Lesson <b>9.4</b></li> </ul>
<b>Lesson 10 Proper Nouns</b>	<ul style="list-style-type: none"> <li>● Make a list of names in your Writer's Notebook. Make a list of specific places in your Writer's Notebook. Use these words to help you complete <b>Lesson 10</b>.</li> </ul>

<b>Lesson 11</b> <b>Singular and Plural Nouns</b>	<ul style="list-style-type: none"> <li>● Make a list of singular nouns in your Writer's Notebook.</li> <li>● Rewrite your list of singular nouns and make them plural by adding -s or -es. Put them in a table similar to those on page 51. Refer to this table when you need help making plural nouns.</li> </ul>
<b>Lesson 12</b> <b>Pronouns</b>	<ul style="list-style-type: none"> <li>● <b>12.1</b> Make a list of commonly used pronouns in your Writer's Notebook.</li> <li>● <b>12.2</b> Highlight the pronouns you used in this lesson.</li> <li>● <b>12.3</b> Highlight the pronouns you used in this lesson.</li> <li>● <b>12.4</b> Take turns with a partner. First person says a sentence using a noun. Second person repeats the sentence using a pronoun to replace the noun. Switch.</li> </ul>
<b>Lesson 13</b> <b>Adjectives</b>	<ul style="list-style-type: none"> <li>● <b>13.1</b> Make a list of adjectives in your Writer's Notebook.</li> <li>● <b>13.2</b> Use your list from 13.1 if you need help with this lesson. Add new adjectives to your list as you think of them!</li> </ul>
<b>Lesson 14</b> <b>Action Verbs</b>	<ul style="list-style-type: none"> <li>● Make a list of action verbs (Things you can do) in your Writer's Notebook. Practice writing sentences using action verbs from this list. Underline or highlight the action verb.</li> <li>● Read a short story or picture book with your student. Have him/her identify the action verbs as you read.</li> <li>● Review Game: As the student works or plays, stop them periodically and ask them what they are doing - using action verbs.</li> </ul>
<b>Lesson 15</b> <b>Present and Past Tense Action Verbs</b>	<ul style="list-style-type: none"> <li>● <b>15.1</b> Make a list of present tense verbs (end with -s) in your Writer's Notebook. Write the past tense verb (ending with -ed) across from each one.</li> <li>● Highlight the -s in the present tense verbs on page 73. Highlight the -ed in the past tense verbs with a different color.</li> <li>● <b>15.2</b> Highlight the past tense verbs that you wrote on page 74.</li> <li>● <b>15.4</b> Circle the past tense verbs that you wrote on page 76.</li> </ul>
<b>Lesson 16</b> <b>Irregular Action Verbs</b>	<ul style="list-style-type: none"> <li>● Make a list of irregular present tense verbs (end with -s) in your Writer's Notebook. Write the past tense verb across from each one.</li> </ul>

<b>Lesson 17</b> <b>Linking Verbs</b>	<ul style="list-style-type: none"> <li>● Add the list of linking verbs to your Writer’s Notebook.</li> <li>● Write a sentence for each linking verb in your Writer’s Notebook.</li> </ul>
<b>Lesson 18</b> <b>Present and Past Tense Linking Verbs</b>	<ul style="list-style-type: none"> <li>● Make a chart of Present and Past Tense Linking Verbs in your Writer’s Notebook. Use this chart to help you with this lesson.</li> </ul>
<b>Common Problems</b>	
<b>Lesson 19</b> <b>Using Pronouns</b>	<ul style="list-style-type: none"> <li>● <b>19.1</b> Refer to your list of pronouns in your Writer’s Notebook. This will help you with completing this lesson. On page 92, highlight the noun in each first sentence. This will help with finding the correlating pronoun in the second sentence.</li> <li>● <b>19.2</b> Highlight the nouns in the paragraph on page 93. Replace the repeated nouns with pronouns. For example, keep the first “Ken”. Change the others to a pronoun.</li> <li>● <b>19.3</b> On page 94, highlight the noun in each first sentence. This will help with finding the correlating pronoun in the second sentence.</li> </ul>
<b>Lesson 20</b> <b>Using Antecedents</b>	<ul style="list-style-type: none"> <li>● Make a chart of antecedents (nouns) and pronouns that could replace them in your Writer’s Notebook.</li> </ul>
<b>Lesson 21</b> <b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"> <li>● <b>21.1</b> Highlight suffix -s in the subjects of your sentences in this lesson. These sentences will need a plural verb.</li> <li>● <b>21.2</b> Say your sentence aloud before you write. Make sure the subjects and verbs match.</li> </ul>
<b>TOOLS FOR EFFECTIVE COMMUNICATION</b>	
<b>Apply Parts of Speech</b>	
<b>Lesson 22</b> <b>Adjectives in Action</b>	<ul style="list-style-type: none"> <li>● <b>22.1</b> Review adjectives orally. If extra help is needed, there are adjective lists in the Assessment/Resource Booklet.</li> <li>● <b>22.2</b> Highlight the nouns in each sentence to help with where to add the descriptive adjectives.</li> </ul>

<b>Lesson 23</b> <b>Action Verbs in Action</b>	<ul style="list-style-type: none"> <li>● <b>23.1</b> Review your list of action verbs for lesson 14 in your Writer’s Notebook if you need help thinking of action verbs for this lesson.</li> <li>● <b>23.2</b> Write on a separate piece of paper if more space is needed.</li> <li>● <b>23.3</b> Hint: More descriptive sentences often have more descriptive action verbs and/or adjectives!</li> <li>● <b>23.4</b> Try reading the whole paragraph aloud before you start writing to get an idea of the actions that are happening.</li> <li>● <b>23.5</b> Highlight the verb to be replaced in each sentence.</li> </ul>
<b>Apply Sentence Structure</b>	
<b>Lesson 24</b> <b>Writing Types of Sentences</b>	<ul style="list-style-type: none"> <li>● <b>24.1</b> Make a chart in your Writer’s Notebook about types of sentences using the information on page 120. Refer to your chart in the next lessons. The bottom part of page 121 could be done orally.</li> <li>● <b>24.3</b> The bottom part of this lesson could be done orally.</li> </ul>
<b>Lesson 25</b> <b>Writing Items in a Series</b>	<ul style="list-style-type: none"> <li>● <b>25.1</b> Practice writing a series of three of your favorites in your Writer’s Notebook. Don’t forget the commas!</li> <li>● <b>25.3</b> Highlight the words in each series. Touch each comma that you added.</li> </ul>
<b>UNIT TWO: COMPOSITION</b>	
<b>Paragraphs</b>	
<b>Lesson 26</b> <b>Parts of a Paragraph</b>	<ul style="list-style-type: none"> <li>● Make a list of the parts of a paragraph in your Writer’s Notebook. Refer to it in the following lessons about paragraphs.</li> </ul>
<b>Lesson 27</b> <b>Paragraph Overview</b>	<ul style="list-style-type: none"> <li>● Brainstorm opening sentences for topics in your Expert List from your Writer’s Notebook.</li> <li>● Choose a topic from your Expert List. Tell three things that you know about that subject.</li> <li>● Tell how you feel about your topic. (One sentence.)</li> </ul>
<b>Lesson 28</b> <b>Staying on Topic</b>	<ul style="list-style-type: none"> <li>● <b>28.1</b> After completing the paragraph on page 138, use green, purple, and blue crayons or colored pencils to LIGHTLY highlight the parts of the paragraph. Touch the indent.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>28.2</b> Brainstorm things you know about fish. (Brainstorm out loud first if this helps!) You may write these ideas in a graphic organizer. Use three of these ideas in your paragraph for this lesson.</li> </ul>
<b>Lesson 29 Brainstorm</b>	<ul style="list-style-type: none"> <li>● Brainstorm out loud first, if this helps!</li> <li>● You may choose another prompt if this one does not work for you.</li> </ul>
<b>Lesson 30 Organize</b>	<ul style="list-style-type: none"> <li>● Make the graphic organizer on lined paper if more space is needed.</li> <li>● Ideas in the graphic organizer do not have to be complete sentences.</li> </ul>
<b>Lesson 31 Draft</b>	<ul style="list-style-type: none"> <li>● After discussing the drafting process, highlight the detail sentences in the example paragraph.</li> <li>● Make a copy of your completed graphic organizer on page 141. This will make it easier to write it in paragraph form. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> </ul>
<b>Lesson 32 Revise</b>	<ul style="list-style-type: none"> <li>● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences?</li> </ul>
<b>Lesson 33 Final Draft</b>	<ul style="list-style-type: none"> <li>● Touch capital letters and punctuation.</li> <li>● Make a copy of your revised paragraph to make it easier to write your final draft. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> <li>● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.</li> </ul>
<b>Lesson 34 Brainstorm</b>	<ul style="list-style-type: none"> <li>● Brainstorm out loud first, if this helps! Make a list of places you know in your Writer's Notebook.</li> <li>● You may choose another prompt if this one does not work for you.</li> </ul>
<b>Lesson 35 Organize</b>	<ul style="list-style-type: none"> <li>● Make the graphic organizer on paper or a whiteboard if more space is needed.</li> <li>● Ideas in the graphic organizer do not have to be complete sentences.</li> </ul>
<b>Lesson 36 Draft</b>	<ul style="list-style-type: none"> <li>● After discussing the drafting process, highlight the detail sentences in the example paragraph.</li> <li>● Make a copy of your completed graphic organizer from page 149. This will make it easier to write it in paragraph form. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> </ul>

<b>Lesson 37</b> <b>Revise</b>	<ul style="list-style-type: none"> <li>● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences?</li> </ul>
<b>Lesson 38</b> <b>Final Draft</b>	<ul style="list-style-type: none"> <li>● Touch capital letters and punctuation.</li> <li>● Make a copy of your revised paragraph to make it easier to write your final draft. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> <li>● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.</li> </ul>
<b>Personal Letter</b>	
<b>Lesson 39</b> <b>Parts of Personal Letter</b>	<ul style="list-style-type: none"> <li>● Find these words and circle them on page 156: <b>Date, Greeting, Body, Closing, Signature.</b> How many times did you find each one?</li> <li>● Make a list of the parts of a personal letter in order in your Writer's Notebook.</li> </ul>
<b>Lesson 40</b> <b>Writing the Date</b>	<ul style="list-style-type: none"> <li>● Write the date everyday on a whiteboard, chalkboard, notecard, etc.</li> <li>● Practice writing the date correctly at the top of other assignments.</li> </ul>
<b>Lesson 41</b> <b>Brainstorm</b>	<ul style="list-style-type: none"> <li>● Brainstorm out loud first, if this helps!</li> <li>● Consider brainstorming with your student. Record all suggestions on paper or board, then review them to choose the student's favorites.</li> <li>● You may choose another prompt if this one does not work for you.</li> </ul>
<b>Lesson 42</b> <b>Organize</b>	<ul style="list-style-type: none"> <li>● The graphic organizer is only for the <b>body</b> of the letter.</li> <li>● Make the graphic organizer on paper if more space is needed.</li> <li>● Ideas in the graphic organizer do not have to be complete sentences.</li> <li>● It may help the student to speak their ideas prior to writing them. They may dictate to a scribe if it is helpful in allowing them to maintain train of thought.</li> <li>●</li> </ul>
<b>Lesson 43</b> <b>Draft</b>	<ul style="list-style-type: none"> <li>● After discussing the drafting process, highlight the detail sentences in the example paragraph.</li> <li>● Make a copy of your completed graphic organizer from page 161. This will make it easier to write it in paragraph form. (No flipping pages back and forth.) You can also write the letter on a separate sheet of paper.</li> </ul>



<b>Lesson 44</b> <b>Revise</b>	<ul style="list-style-type: none"> <li>● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences?</li> </ul>
<b>Lesson 45</b> <b>Final Draft</b>	<ul style="list-style-type: none"> <li>● Touch capital letters and punctuation.</li> <li>● Make a copy of your revised letter to make it easier to write your final draft. (No flipping pages back and forth.) You can also write the letter on a separate sheet of paper.</li> <li>● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.</li> <li>● For extra practice, copy your personal letter from page 137 onto lined paper. Mail it to your friend!</li> </ul>
<b>Expository Paragraph</b>	
<b>Lesson 46</b> <b>Expository Writing</b>	<ul style="list-style-type: none"> <li>● Discuss Expository paragraph. Review parts of a paragraph.</li> </ul>
<b>Lesson 47</b> <b>Brainstorm</b>	<ul style="list-style-type: none"> <li>● Brainstorm out loud. Make a list of your favorite animals in your Writer's Notebook. There are animal word lists in the Assessment/Resource Booklet if you need help.</li> </ul>
<b>Lesson 48</b> <b>Organize</b>	<ul style="list-style-type: none"> <li>● Make the graphic organizer on paper or a whiteboard if more space is needed.</li> <li>● Ideas in the graphic organizer do not have to be complete sentences.</li> </ul>
<b>Lesson 49</b> <b>Draft</b>	<ul style="list-style-type: none"> <li>● After discussing the drafting process, highlight the detail sentences in the example paragraph.</li> <li>● Make a copy of your completed graphic organizer from page 171. This will make it easier to write it in paragraph form. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> </ul>
<b>Lesson 50</b> <b>Revise</b>	<ul style="list-style-type: none"> <li>● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences?</li> <li>● <b>Can you think of a more descriptive action verb?</b></li> </ul>
<b>Lesson 51</b> <b>Final Draft</b>	<ul style="list-style-type: none"> <li>● Touch capital letters and punctuation.</li> <li>● Make a copy of your revised paragraph to make it easier to write your final draft. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> <li>● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.</li> </ul>

Personal Narrative	
<b>Lesson 52</b> <b>Chronological Order</b>	<ul style="list-style-type: none"> <li>• Discuss chronological order.</li> <li>• Copy the list of transition words on page 179 into your Writer’s Notebook. Add more if you think of them.</li> <li>• Practice using transition words to explain how you do daily tasks.</li> <li>• Write the series of events on page 179 on individual notecards. Mix them up and put them back in order.</li> </ul>
<b>Lesson 53</b> <b>Parts of a Personal Narrative</b>	<ul style="list-style-type: none"> <li>• <b>53.1</b> After discussing parts of a personal narrative, use orange, green, and blue crayons or colored pencils to LIGHTLY highlight the parts of the paragraph. Circle the transitions. Touch the indent.</li> <li>• <b>53.2</b> Write on a separate sheet of paper if more space is needed. Remember to indent.</li> </ul>
<b>Lesson 54</b> <b>Brainstorm</b>	<ul style="list-style-type: none"> <li>• Brainstorm out loud first, if this helps!</li> <li>• You may choose another prompt if this one does not work for you.</li> </ul>
<b>Lesson 55</b> <b>Organize</b>	<ul style="list-style-type: none"> <li>• Make the graphic organizer on paper or a whiteboard if more space is needed.</li> <li>• Ideas in the graphic organizer do not have to be complete sentences.</li> </ul>
<b>Lesson 56</b> <b>Draft</b>	<ul style="list-style-type: none"> <li>• After discussing the drafting process, highlight the detail sentences in the example paragraph.</li> <li>• Make a copy of your completed graphic organizer from page 184. This will make it easier to write it in paragraph form. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> </ul>
<b>Lesson 57</b> <b>Revise</b>	<ul style="list-style-type: none"> <li>• Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences?</li> <li>• <b>Can you think of a more descriptive action verb?</b></li> </ul>
<b>Lesson 58</b> <b>Final Draft</b>	<ul style="list-style-type: none"> <li>• Touch capital letters and punctuation.</li> <li>• Make a copy of your revised paragraph to make it easier to write your final draft. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> <li>• Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.</li> </ul>

Imaginative Narrative	
<b>Lesson 59</b> <b>Chronological order and Parts of an Imaginative Narrative</b>	<ul style="list-style-type: none"> <li>● <b>59.1</b> Review Transition words. Write or read the events in order instead of numbering for extra practice.</li> <li>● <b>59.2</b> Make a copy of the graphic organizer from page 194. This will make it easier to write it in paragraph form. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> </ul>
<b>Lesson 60</b> <b>Brainstorm</b>	<ul style="list-style-type: none"> <li>● Brainstorm out loud first, if this helps!</li> <li>● You may choose another prompt if this one does not work for you</li> </ul>
<b>Lesson 61</b> <b>Organize</b>	<ul style="list-style-type: none"> <li>● Make the graphic organizer on paper or a whiteboard if more space is needed.</li> <li>● Ideas in the graphic organizer do not have to be complete sentences.</li> </ul>
<b>Lesson 62</b> <b>Draft</b>	<ul style="list-style-type: none"> <li>● After discussing the drafting process, highlight the detail sentences in the example paragraph.</li> <li>● Make a copy of your completed graphic organizer from page 197. This will make it easier to write it in paragraph form. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> </ul>
<b>Lesson 63</b> <b>Revise</b>	<ul style="list-style-type: none"> <li>● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences?</li> <li>● <b>Can you think of a more descriptive action verb?</b></li> </ul>
<b>Lesson 64</b> <b>Final Draft</b>	<ul style="list-style-type: none"> <li>● Touch capital letters and punctuation.</li> <li>● Make a copy of your revised paragraph to make it easier to write your final draft. (No flipping pages back and forth.) You can also write the paragraph on a separate sheet of paper.</li> <li>● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.</li> </ul>
<b>FINAL LESSON: COMPARING COMPOSITIONS</b>	