

Essentials in Writing, Level 3

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

- Be sure to watch Mr. Stephens’s video session to begin each lesson. This helpful resource will give extra guidance to easily complete each lesson.
- 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 down.
- 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. Stephens’s videos for review at any time.**

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 that must be written down will pop up!
- Keep your Writer’s Notebook to use with the next level of EIW!

Essentials in Writing, Level 3

Alternative Instructional Strategies

UNIT ONE: GRAMMAR	
INTRODUCTION	
Lesson 1 Introduction to Writing	<ul style="list-style-type: none"> • 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.
Writing Sentences	
Lesson 2 Complete Subjects	<ul style="list-style-type: none"> • When writing a complete subject, think about using the articles the, a, or an, as well as adjectives to describe your noun. • Use a highlighter to help identify the complete subject. • *Highlighting or touching punctuation, letters, or words helps as a reminder when self-checking work, or to emphasize something in the lesson.
Lesson 3 Simple Subjects	<ul style="list-style-type: none"> • It may be necessary to add the, a, or an to your simple subject for your sentence to make sense. For example: “The dog was very hungry” sounds better than “Dog was very hungry.”
Lesson 4 Complete Predicates	<ul style="list-style-type: none"> • To write a complete predicate, include words that tell how, when, where, and what, after your verb. For example: The dog <u>ran across the road.</u> • Use a highlighter to help identify the complete predicate.
Lesson 5 Simple Predicates	<ul style="list-style-type: none"> • Use a highlighter to help identify the simple predicate (verb).
Lesson 6	<ul style="list-style-type: none"> • Look for who or what the sentence is about. Also, look for what they did or what

Complete and Incomplete Sentences	<p>happened. A complete sentence must have both parts.</p> <ul style="list-style-type: none"> ● Use a highlighter to identify the subjects. Use a different color to identify predicates.
Lesson 7 Types of Sentences and Punctuation Marks	<ul style="list-style-type: none"> ● 7.1 Make a chart of types of sentences and their punctuation marks, with examples, in your Writer's Notebook. ● 7.2 Highlight the capital letters and punctuation in your rewritten sentences. ● 7.3 Touch each capital letter and punctuation mark in your sentences.
PARTS OF SPEECH	
Identify Parts of Speech	
Lesson 8 Common and Proper Nouns	<ul style="list-style-type: none"> ● 8.1 Make a chart of common nouns with the headings <i>Person</i>, <i>Place</i>, <i>Thing</i>, and <i>Idea</i> in your Writer's Notebook. ● Make a chart of proper nouns with the same headings in your Writer's Notebook. Refer to your charts for help with Lesson 8. ● There is a simple Common Noun/Proper Noun chart in the Assessment/Resource Booklet. ● Remember: Proper nouns always have capital letters! ● 8.2 Highlight the common nouns that are to be replaced in the paragraph on page 27. Rewrite the paragraph on separate paper, or a whiteboard, if more space is needed.
Lesson 9 Singular and Plural Nouns	<ul style="list-style-type: none"> ● 9.1 Write the rule for adding -es in your Writer's Notebook. ● Make a chart of singular and plural nouns, using some of the words from page 29. ● Refer to this chart when you need help making plural nouns. ● 9.4 Highlight the common nouns that are to be replaced in the paragraph on page 33. Rewrite the paragraph on separate paper, or a whiteboard, if more space is needed.
Lesson 10 Pronouns and Antecedents	<ul style="list-style-type: none"> ● 10.1 Make a list of commonly used pronouns in your Writer's Notebook. ● 10.2 Use a highlighter to re-emphasize the pronouns in the paragraphs. Use a different color highlighter to re-emphasize the antecedents. ● 10.4 Use a highlighter to re-emphasize the pronouns in the paragraphs. Use a different color highlighter to re-emphasize the antecedents. ● Rewrite the paragraph on separate paper to keep from flipping back to the previous page.
Lesson 11 Singular Possessive Nouns	<ul style="list-style-type: none"> ● 11.1 Make a chart of singular nouns and their possessive forms in your Writer's Notebook. ● Highlight the nouns in this lesson. Hint: The noun at the end (Ex. of the boy) is the noun that

	<p>needs 's.</p> <ul style="list-style-type: none"> ● 11.2 Discuss this lesson orally before trying to write. Combining sentences can be tricky. Hint: You won't need to write <i>belonged to</i>.
<p>Lesson 12 Plural Possessive Nouns</p>	<ul style="list-style-type: none"> ● 12.1 Make a chart of plural nouns and their possessive forms in your Writer's Notebook. ● Highlight the nouns in this lesson. Hint: The noun at the end (Ex. of the children) is the noun that needs 's. ● 12.2 Discuss this lesson orally before trying to write. Combining sentences can be tricky. Hint: You won't need to write <i>belonged to</i>.
<p>Lesson 13 More Plural Possessive Nouns</p>	<ul style="list-style-type: none"> ● Highlight the nouns in this lesson. Hint: The noun at the end (Ex. of the geese) is the noun that needs s'. ● 13.2 Discuss this lesson orally before trying to write. Combining sentences can be tricky. Hint: You won't need to write <i>belonged to</i>. ● 13.3 Copy the "rules for making possessives" into your Writer's Notebook.
<p>Lesson 14 Adjectives</p>	<ul style="list-style-type: none"> ● 14.1 Make a list of adjectives in your Writer's Notebook. Use this list as a resource for the lesson. There are some adjective lists in the Assessment/Resource Booklet. ● Add new adjectives to your list as you think of them! ● 14.2a Highlight the nouns in these paragraphs to aid you in finding the adjectives that describe them. ● 14.2b Highlight the nouns in this paragraph. This will help you find where to add adjectives.
<p>Lesson 15 Action Verbs</p>	<ul style="list-style-type: none"> ● 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. ● There is a Descriptive Action Verb Word List in the Assessment/Resource Booklet. ● Hint: Some action verbs in this lesson are past tense (they end in -ed).
<p>Lesson 16 Present, Past, and Future Tense Action Verbs</p>	<ul style="list-style-type: none"> ● Make a chart of Present, Past, and Future Tense Action Verbs in your Writer's Notebook. For example: calls called will call turns turned will turn ● 16.1 Highlight the -s in the present tense verbs on page 59. Highlight the -ed in the past tense verbs with a different color. Highlight the word will in the future tense verbs with a different color. ● 16.2 Highlight as in 16.1.

Lesson 17 Irregular Action Verbs	<ul style="list-style-type: none"> ● 17.1 Make a chart of irregular action verbs similar to the one on page 63 in your Writer’s Notebook.
Lesson 18 Linking Verbs	<ul style="list-style-type: none"> ● Add the list of linking verbs to your Writer’s Notebook. ● Write a sentence for each linking verb in your Writer’s Notebook.
Lesson 19 Present, Past, and Future Tense Linking Verbs	<ul style="list-style-type: none"> ● Make a chart of Present, Past, and Future Tense Linking Verbs in your Writer’s Notebook. Use this chart to help you with this lesson.
Lesson 20 Adverbs That Modify Verbs	<ul style="list-style-type: none"> ● 20.1 On page 73, find and highlight the five adverbs that do not end in -ly. ● Highlight -ly in each adverb in Lesson 20. ● Highlight the verbs that are modified by each adverb with a different color to reinforce the verb/adverb connection. ● Make a list of common adverbs in your Writer’s Notebook. There is a list of common adverbs in the Assessment/Resource Booklet. ● 20.5 Highlight the verb to help you find the word to modify.
Common Problems	
Lesson 21 Pronoun/Antecedent Agreement	<ul style="list-style-type: none"> ● Make a list of common pronouns in your Writer’s Notebook. ● It may help to read the sentences aloud to see if they “sound right.”
Lesson 22 Subject/Verb Agreement	<ul style="list-style-type: none"> ● Highlight suffix -s in the subjects of your sentences in this lesson. These sentences will need a plural verb. Watch out for two nouns joined by and (Jess and Sam) <i>and</i> for plural pronouns (they). They will also need plural verbs. Remember that plural verbs do not end in -s. ● 22.2 Say your sentence aloud before you write. Make sure the subjects and verbs match. On page 87, highlight the verb in each sentence and change it to match the subject.
Lesson 23 Contractions	<ul style="list-style-type: none"> ● Make a copy of the Contractions Chart for your Writer’s Notebook.
Lesson 24 Don’t/Doesn’t Problem	<ul style="list-style-type: none"> ● It may help to read the sentences aloud to see if they “sound right.”

TOOLS FOR EFFECTIVE COMMUNICATION

Apply Parts of Speech

Lesson 25 Adjectives in Action

- Check out the adjective lists in the Assessment/Resource Booklet.
- **25.3** Highlight the nouns that need descriptive adjectives.
- Write on separate paper, or a whiteboard, if more space is needed.
- **25.4** Make sure that the underlined adjective and the more descriptive replacement have similar meanings. For example: replacing **small** with **big** changes the meaning. Try using **tiny** or **miniature** to replace **small**.

Lesson 26 Action Verbs in Action

- There is a Descriptive Action Verb Word List in the Assessment/Resource Booklet. Don't forget to use lists in your Writer's Notebook for resources.
- Read aloud before you write.

Lesson 27 Adverbs in Action

- Highlight the verb that needs a descriptive adverb in each sentence.
- Refer to the list of adverbs in the Assessment/Resource Booklet or your Writer's Notebook.

Apply Sentence Structure

Lesson 28 Writing Items in a Series

- **28.1 (p. 108)** Highlight the three words that belong in the same category in each sentence. This is your series of words that need commas.
- Practice writing a series of three of your favorites in your Writer's Notebook. Don't forget the commas!
- **28.2 (p. 110)** Highlight the words in each series. Touch each comma that you added.
- **28.3** Brainstorm a list of three favorite foods. Use these in a series for your first sentence. Brainstorm for the other three topics before you write your sentences.

Lesson 29 Simple and Compound Sentences

- **29.1** Look for the Conjunction List on page 114. If a sentence has a comma and a conjunction, it is **compound**.
- Add a list of conjunctions to your Writer's Notebook.
- **29.2** Don't forget that when you combine the sentences, you only need a capital letter at the beginning and a period at the end. Write on separate paper, or a whiteboard, if more space is needed.

Lesson 30 Incomplete Sentences	<ul style="list-style-type: none"> Remember that a subject tells who or what, and a predicate tells what the subject does.
Lesson 31 Run-On Sentences	<ul style="list-style-type: none"> Is the sentence telling one thought or two? It is a run-on if it has two complete thoughts. It may help to read them aloud. 31.3 Write the paragraph on separate paper, or a whiteboard, if more space is needed. Touch each capital letter and punctuation mark.
UNIT TWO: COMPOSITION	
The Writing Process	
Lesson 32 The Writing Process	<ul style="list-style-type: none"> Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences? Rewatch the video at any point during the lessons on The Writing Process. Mr. Stephens explains it very well.
Lesson 33 Brainstorm	<ul style="list-style-type: none"> It may help to brainstorm orally, first. You may want to make a list of zoo animals in your Writer's Notebook for future reference.
Lesson 34 Organize	<ul style="list-style-type: none"> Make the graphic organizer on lined paper if more space is needed. Ideas in the graphic organizer do not have to be in complete sentences.
Lesson 35 Draft	<ul style="list-style-type: none"> After discussing the drafting process, highlight the detail sentences in the example paragraph. Make a copy of your completed graphic organizer on page 134. 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.
Lesson 36 Revise	<ul style="list-style-type: none"> Check for complete sentences in your draft. Did you add any adjectives or adverbs?
Lesson 37 Final Draft	<ul style="list-style-type: none"> Touch capital letters and punctuation. 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.

	<ul style="list-style-type: none"> ● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.
Paragraph Practice	
Lesson 38 Parts of a Paragraph	<ul style="list-style-type: none"> ● Make a list of the parts of a paragraph in your Writer's Notebook. Refer to it in the following lessons about paragraphs. ● Remember that the closing sentence is very similar to the opening sentence. ● Rewatch the video at any point during the lessons on Paragraphs. Mr. Stephens explains it very well.
Lesson 39 Staying on Topic	<ul style="list-style-type: none"> ● 39.1 Brainstorm about things to draw. (If it helps, brainstorm out loud, first!) You may write these ideas in a graphic organizer. Use three of these ideas in your paragraph for this lesson. ● 39.2 Brainstorm about your favorite board games. You may write these ideas in a graphic organizer. Use three of these ideas in your paragraph for this lesson.
Lesson 40 Brainstorm & Organize	<ul style="list-style-type: none"> ● Make the graphic organizer on lined paper if more space is needed. ● Ideas in the graphic organizer do not have to be in complete sentences.
Lesson 41 Draft	<ul style="list-style-type: none"> ● Make a copy of your completed graphic organizer on page 147. 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.
Lesson 42 Revise	<ul style="list-style-type: none"> ● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to describe your nouns?
Lesson 43 Final Draft	<ul style="list-style-type: none"> ● Touch capital letters and punctuation. ● 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. ● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.
Expository Paragraph	
Lesson 44 Brainstorm	<ul style="list-style-type: none"> ● Discuss expository paragraph. ● Highlight the details of the example paragraph.

	<ul style="list-style-type: none"> ● If it helps, brainstorm your topics out loud, first! ● Rewatch the video at any point during the lessons on Expository Paragraph. Mr. Stephens explains it very well.
Lesson 45 Organize	<ul style="list-style-type: none"> ● Make the graphic organizer on paper, or a whiteboard, if more space is needed. ● Ideas in the graphic organizer do not have to be in complete sentences.
Lesson 46 Draft	<ul style="list-style-type: none"> ● Remember to write complete sentences in your draft. ● For extra practice, write a short paragraph with a clear opening sentence, 3-4 body sentences, and a closing sentence. Cut the paragraph apart so that you have each sentence on a different strip of paper. Have the student shuffle the sentence strips then put them in order to form a cohesive paragraph. This activity also works well with cartoon strips.
Lesson 47 Revise	<ul style="list-style-type: none"> ● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to describe your nouns?
Lesson 48 Final Draft	<ul style="list-style-type: none"> ● Touch capital letters and punctuation. ● 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. ● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.
Expository Personal Letter	
Lesson 49 Brainstorm	<ul style="list-style-type: none"> ● Make a list of the parts of a personal letter, in order, in your Writer's Notebook. ● Brainstorm out loud, first. ● Rewatch the video at any point during the lessons on Expository Personal Letter. Mr. Stephens explains it very well.
Lesson 50 Organize	<ul style="list-style-type: none"> ● The graphic organizer is only for the body of the letter. ● Make the graphic organizer on paper if more space is needed. ● Ideas in the graphic organizer do not have to be in complete sentences.
Lesson 51 Draft	<ul style="list-style-type: none"> ● Write your letter on a separate piece of paper if more room is needed.

Lesson 52 Revise	<ul style="list-style-type: none"> ● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences? ● Do you need more descriptive action verbs?
Lesson 53 Final Draft	<ul style="list-style-type: none"> ● Touch capital letters and punctuation. ● 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. ● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling. ● For extra practice, copy your personal letter from page 165 onto lined paper. Mail it to your special person!
Persuasive Paragraph	
Lesson 54 Brainstorm	<ul style="list-style-type: none"> ● Think about persuading, convincing, or “telling why” to help grasp this concept. Practice persuading out loud. ● If it helps, brainstorm out loud, first! Make a list of your favorite foods in your Writer’s Notebook. ● Rewatch the video at any point during the lessons on Persuasive Paragraph. Mr. Stephens explains it very well.
Lesson 55 Organize	<ul style="list-style-type: none"> ● Make the graphic organizer on paper if more space is needed. ● Ideas in the graphic organizer do not have to be in complete sentences.
Lesson 56 Draft	<ul style="list-style-type: none"> ● Make a copy of your completed graphic organizer on 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. ● Remember to write complete sentences in your draft.
Lesson 57 Revise	<ul style="list-style-type: none"> ● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences? ● Do you need more descriptive action verbs?
Lesson 58 Final Draft	<ul style="list-style-type: none"> ● Touch capital letters and punctuation.

	<ul style="list-style-type: none"> ● 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 your final paragraph on a separate sheet of paper. ● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.
Persuasive Personal Letter	
Lesson 59 Brainstorm	<ul style="list-style-type: none"> ● Read and discuss the parts of the persuasive personal letter. Notice that the opening sentence in the body is an opinion sentence (“I think...”). ● Brainstorm out loud. Remember that you can always choose another topic if the one in the lesson does not work for you. ● Rewatch the video at any point during the lessons on Persuasive Personal Letter. Mr. Stephens explains it very well.
Lesson 60 Organize	<ul style="list-style-type: none"> ● The graphic organizer is only for the body of the letter. ● Make the graphic organizer on paper if more space is needed. ● Ideas in the graphic organizer do not have to be in complete sentences.
Lesson 61 Draft	<ul style="list-style-type: none"> ● Write your letter on a separate piece of paper if more room is needed.
Lesson 62 Revise	<ul style="list-style-type: none"> ● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences? ● Do you need more descriptive action verbs?
Lesson 63 Final Draft	<ul style="list-style-type: none"> ● Touch capital letters and punctuation. ● 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 your final letter on a separate sheet of paper. ● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.
Descriptive Paragraph	
Lesson 64 Brainstorm	<ul style="list-style-type: none"> ● Review descriptive paragraphs, on page 186, out loud. ● You will find a list of “sensory words” in the Assessment/Resource Booklet. ● Highlight the detail sentences in the example paragraph.

	<ul style="list-style-type: none"> ● Brainstorm out loud and make a list of topics in your Writer’s Notebook. ● If you would like, you may use the prompt given on page 187 for your paragraph. ● Rewatch the video at any point during the lessons on Descriptive Paragraph. Mr. Stephens explains it very well.
Lesson 65 Organize	<ul style="list-style-type: none"> ● Make the graphic organizer on paper, or a whiteboard, if more space is needed. ● Ideas in the graphic organizer do not have to be in complete sentences.
Lesson 66 Draft	<ul style="list-style-type: none"> ● Remember to write complete sentences in your draft.
Lesson 67 Revise	<ul style="list-style-type: none"> ● Read your draft out loud. Listen and look for sensory details. ● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences? ● Do you need more descriptive action verbs?
Lesson 68 Final Draft	<ul style="list-style-type: none"> ● Touch capital letters and punctuation. ● Make a copy of your revised paragraph to make it easier to write your final draft. (No flipping pages back and forth.) Or, you can write your final paragraph on a separate sheet of paper. ● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.
Imaginative Narrative	
Lesson 69 Imaginative Narrative	<ul style="list-style-type: none"> ● Read and discuss the parts of an imaginative narrative on page 194. ● Highlight the hook and closing (beginning and ending) sentences in the example paragraph. ● Make a list of transition words in your Writer’s Notebook. ● Practice making up a story and telling it out loud. Use transition words. ● Rewatch the video at any point during the lessons on Imaginative Narrative. Mr. Stephens explains it very well.
Lesson 70 Brainstorm & Organize	<ul style="list-style-type: none"> ● Brainstorm out loud and make a list of topics in your Writer’s Notebook. ● If you would like, you may use the prompt given on page 197 for your paragraph. ● Make the graphic organizer on paper, or a whiteboard, if more space is needed. ● Ideas in the graphic organizer do not have to be in complete sentences.

Lesson 71 Draft	<ul style="list-style-type: none"> ● Remember to write complete sentences in your draft. ● It may help to say each part of the narrative out loud before it is written down.
Lesson 72 Revise	<ul style="list-style-type: none"> ● Read your draft out loud. Listen and look for sensory details. ● Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your sentences? ● Do you need more descriptive action verbs?
Lesson 73 Final Draft	<ul style="list-style-type: none"> ● Touch capital letters and punctuation. ● Make a copy of your revised paragraph to make it easier to write your final draft. (No flipping pages back and forth.) Or, you can write your final paragraph on a separate sheet of paper. ● Use your Spelling Dictionary in the Assessment/Resource Booklet for help with spelling.
Research Project	
Lesson 74 Process	<ul style="list-style-type: none"> ● Read and discuss the Research Project Process. Make copies of pages 206-207 to add to your Writer's Notebook. ● Rewatch the video at any point during the lessons on Research Project. Mr. Stephens explains it very well.
Lesson 75 Brainstorm	<ul style="list-style-type: none"> ● You do not need to brainstorm for your topic, as it is given to you as a prompt.
Lesson 76 Gather Information: Topics #1-#4	<ul style="list-style-type: none"> ● Read and discuss the Gather Information section. ● Look for more than one source of information. ● Remember that an interview with someone who knows about your topic counts as a source.
Lesson 77 Organize: Topics #1-#4	<ul style="list-style-type: none"> ● Remove or copy the topic pages from your Workbook, if it helps you to better organize your materials. ● Graphic organizers do not need complete sentences. ● Remove or copy the graphic organizers for topics #1-#4, if it helps you to better organize your materials.
Lesson 78 Draft: Topics #1-#4	<ul style="list-style-type: none"> ● Remember to write complete sentences in your draft. ● It may help to say each sentence out loud before it is written down.

Lesson 79 Revise	<ul style="list-style-type: none"> ● Read and discuss the suggestions for revisions in Lesson 79. ● Look for the nouns in your paragraphs. Are there descriptive adjectives that could be added to your sentences? ● Do you need more descriptive action verbs? ● Read your revisions out loud.
Lesson 80 Final Draft	<ul style="list-style-type: none"> ● The final drafts of these paragraphs do not have to be completed in one day.
Lesson 81 Visual Presentation	<ul style="list-style-type: none"> ● A tri-fold poster board works well for this display. ● Google “research project on display board” for examples to help you set up your board.
Lesson 82 Writing a Bibliography	<ul style="list-style-type: none"> ● Remember to use capital letters for titles of books. Underline the titles. ● Use capital letters for the authors’ names.
FINAL LESSON - COMPARING COMPOSITIONS	