

## **Essentials in Writing, Level 4 Alternative Instructional Strategies**

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.

This is a supportive document meant to be used along with the Essentials in Writing Level 4 Curriculum. It is not a substitute for the curriculum.

### **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.
- Spelling may be “inventive” as your child learns.
- There are 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 writing on paper is difficult, try a whiteboard.
- Consider using speech-to-text software. If this tool is used, we suggest students proofread prior to submitting work.
- 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’s videos for review at any time.**

### **The 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!

Begin a Writer’s Notebook:

- Make Word Banks for family, nouns, adjectives, etc. Make an “Expert List.” This 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 extra practice is needed, have the student complete his/her work in the Writer’s Notebook.
- Add to it as you complete vocabulary building activities (i.e. Tear out the DANGEROUS WORDS AHEAD pages and add them to your notebook).

- 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 3 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.
- 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!

### **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 3 minutes, list activities you like to do, or list 5 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.).

### **Grading Student Compositions**

A complete explanation of the Essentials in Writing Scoring System is included in the Teacher’s Handbook, pages 3-4. The following 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 or 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 with the link below:

<https://essentialsinwriting.com/contact-us/>

## Assessment/Resource Booklet

You will see additional resources listed in this document that are available in the *Assessment/Resource Booklet* (*ARB*). These resources appear in italics. The *ARB* consists of 18 grammar assessments in a variety of formats (fill in the blank and multiple choice associated with both sentences and larger compositions), five composition assessments, and two comprehensive unit tests.

The assessments and tests can be used to evaluate a student's current level of understanding. Alternatively, they provide additional skills practice, supplemental writing prompts, and are helpful in identifying gaps in skills.

Additional resources available in the *ARB* include: word lists, blank graphic organizers, and checklists to assist students with compositions. These resources may be copied for student use throughout the school year.

The *Assessment/Resource Booklet* is available for purchase on the Essentials in Writing website:  
[essentialsinwriting.com](http://essentialsinwriting.com)

UNIT ONE: GRAMMAR	
<b>Lesson 1</b> <b>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.</li><li>• Encourage any effort, no matter how small.</li><li>• Use a different prompt (topic idea) if necessary.</li><li>• Be sure to use the same one for the final lesson.</li></ul>
PARTS OF SPEECH	
Identify Parts of Speech	
<b>Lesson 2</b> <b>Complete Subjects and Predicates</b>	<ul style="list-style-type: none"><li>• <b>2.1</b> If your child struggles with the number of items on the page, reduce the number, or cover the bottom half of the page so that it does not look so overwhelming.</li><li>• Do the bottom half of the page in another sitting.</li><li>• If your child clearly understands the concept, reduce the number of items on the page.</li><li>• <b>2.2</b> When writing a complete subject, think about using articles <b>the</b>, <b>a</b>, or <b>an</b>, as well as adjectives to describe your noun.</li><li>• Use a highlighter to help identify the complete subject.</li><li>• *Highlighting or touching punctuation, letters, or words helps as a reminder when self-checking work, or to emphasize something in the lesson.</li></ul>

<b>Lesson 3</b> <b>Simple Subjects</b>	<ul style="list-style-type: none"> <li>● Use a highlighter to help identify the complete subject. Then, find the simple subject.</li> </ul>
<b>Lesson 4</b> <b>Simple Predicates</b>	<ul style="list-style-type: none"> <li>● Use a highlighter to help identify the complete predicate. Then, find the simple predicate.</li> </ul>
<b>Lesson 5</b> <b>Compound Subjects</b>	<ul style="list-style-type: none"> <li>● To help find the compound subject, look for conjunctions (<b>and, or, neither, nor</b>).</li> <li>● Use a highlighter to help identify the compound subject.</li> </ul>
<b>Lesson 6</b> <b>Compound Predicates</b>	<ul style="list-style-type: none"> <li>● <b>6.1 - 6.2</b> To help find the compound predicate, look for conjunctions (<b>and, or, but</b>).</li> <li>● Use a highlighter to help identify the compound predicate.</li> <li>● <b>6.3</b> Make a chart of conjunctions for joining compound subjects in your Writer's Notebook. Make a list for joining compound predicates.</li> <li>● Sentences in this lesson <b>do not</b> have to have <b>both</b> compound subjects and compound predicates.</li> </ul>
<b>Lesson 7</b> <b>Common and Proper Nouns</b>	<ul style="list-style-type: none"> <li>● <b>7.1</b> In your Writer's Notebook, make a chart of common nouns with the headings <i>Person, Place, Thing, Idea</i>.</li> <li>● Make a chart of proper nouns with the same headings in your Writer's Notebook. Refer to your charts for help with Lesson 7.</li> <li>● <b>7.2</b> Remember: Proper nouns always have capital letters!</li> <li>● Highlight the proper nouns in the paragraph on page 17. (Proper nouns are missing their capital letters!) Rewrite the paragraph on separate paper or a whiteboard, if more space is needed.</li> </ul>
<b>Lesson 8</b> <b>Singular and Plural Nouns</b>	<ul style="list-style-type: none"> <li>● <b>8.2</b> Copy or tear out page 19 (rules for making plural nouns) to add to your Writer's Notebook.</li> <li>● Highlight plural nouns in the paragraph on page 20.</li> </ul>
<b>Lesson 9</b> <b>Singular Possessive Nouns</b>	<ul style="list-style-type: none"> <li>● Make a chart of singular nouns and their possessive forms in your Writer's Notebook.</li> <li>● Highlight the nouns in this lesson. Hint: The noun at the end (Ex. of the <b>cup</b>) is the noun that needs 's.</li> <li>● <b>9.2</b> Discuss this lesson orally before trying to write. Combining sentences can be tricky. Hint: You won't need to write <b>belonged to</b>.</li> </ul>
<b>Lesson 10</b> <b>Plural Possessive Nouns (ending in -s)</b>	<ul style="list-style-type: none"> <li>● <b>10.1</b> Make a chart of plural nouns and their possessive forms in your Writer's Notebook. Add the rules for making possessive nouns (top of page 23) to your Writer's Notebook.</li> <li>● Highlight the nouns in this lesson. Hint: The noun at the end (Ex. of the <b>cars</b>) is the noun that needs ' added after the s.</li> <li>● <b>10.2</b> Discuss this lesson orally before trying to write. Combining sentences can be tricky. Hint: You won't need to write <b>belonged to</b>.</li> </ul>

<b>Lesson 11</b> <b>Plural Possessive Nouns (not ending in -s)</b>	<ul style="list-style-type: none"> <li>● <b>11.1</b> Highlight the nouns in this lesson. Hint: The noun at the end (Ex. of the <b>firemen</b>) is the noun that needs 's.</li> <li>● <b>11.2</b> Discuss this lesson orally before trying to write. Combining sentences can be tricky. Hint: You won't need to write <b>belonged to</b>.</li> </ul>
<b>Lesson 12</b> <b>Pronouns and Antecedents</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>● Use a highlighter to re-emphasize the pronouns. Use a different color highlighter to re-emphasize the antecedents.</li> <li>● <b>12.2</b> Use a highlighter to re-emphasize the pronouns in the paragraphs. Use a different color highlighter to re-emphasize the antecedents.</li> <li>● Discuss this lesson orally before trying to write.</li> <li>● <b>12.3</b> Use a highlighter to re-emphasize the pronouns in the paragraphs. Use a different color highlighter to re-emphasize the antecedents.</li> <li>● For the lesson on page 31, rewrite the paragraphs from page 30 as one paragraph on a separate sheet of paper to keep from flipping back to the previous page. Focus on one sentence at a time. It may help to discuss orally before you write. You will have one paragraph when completed. Use antecedents and pronouns where they are needed.</li> </ul>
<b>Lesson 13</b> <b>Adjectives</b>	<ul style="list-style-type: none"> <li>● Make a list of adjectives in your Writer's Notebook. Use this list as a resource for the lesson. Add the Adjective Lists in the Assessment/Resource Booklet to your Writer's Notebook.</li> <li>● 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>● There is an Action Verb Word List in the Assessment/Resource Booklet that can be added to your Writer's Notebook.</li> <li>● Hint: Some action verbs in this lesson are past tense (they end in -ed).</li> </ul>
<b>Lesson 15</b> <b>Linking Verbs</b>	<ul style="list-style-type: none"> <li>● Add the list of linking verbs to your Writer's Notebook.</li> </ul>
<b>Lesson 16</b> <b>Helping Verbs</b>	<ul style="list-style-type: none"> <li>● Add the list of helping verbs to your Writer's Notebook.</li> <li>● Highlight the main verb in each sentence. The helping verb will come before the main verb. There may be more than one helping verb.</li> </ul>
<b>Lesson 17</b> <b>Adverbs that Modify Verbs</b>	<ul style="list-style-type: none"> <li>● Highlight the verbs that are modified by each adverb to reinforce the verb/adverb connection.</li> <li>● Make a list of common adverbs in your Writer's Notebook.</li> <li>● Remember that adverbs tell <b>how</b>, <b>when</b>, <b>where</b>, or <b>why</b>. Add this reminder to your adverb page in your Writer's Notebook.</li> </ul>

<b>Lesson 18</b> <b>Prepositional Phrases</b>	<ul style="list-style-type: none"> <li>● <b>18.1</b> Add the list of common prepositions to your Writer’s Notebook.</li> <li>● Highlight the preposition in each sentence. The prepositional phrase includes the words following the preposition. It will include an object. For example: “<b>in</b> the <b>wall</b>” - <b>in</b> is the preposition and <b>wall</b> is the object.</li> </ul>
<b>Common Problems</b>	
<b>Lesson 19</b> <b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"> <li>● Highlight suffix -s in the subjects of your sentences in this lesson. These sentences will need a plural verb. <b>They</b> is plural, so it will need a plural verb. Remember that plural verbs <b>do not</b> end in -s.</li> <li>● <b>19.2</b> Rewrite the paragraph on separate paper, if more space is needed.</li> </ul>
<b>Lesson 20</b> <b>Don’t and Doesn’t Problem</b>	<ul style="list-style-type: none"> <li>● It may help to read the sentences aloud to see if they “sound right.” Highlight <b>don’t/doesn’t</b>. Read them as “do not” and “does not” to help identify if they are singular or plural.</li> </ul>
<b>Lesson 21</b> <b>Writing Titles</b>	<ul style="list-style-type: none"> <li>● Add the rules for writing titles to your Writer’s Notebook.</li> <li>● Instead of writing a paragraph, practice writing titles of books, stories and poems in your Writer’s Notebook.</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>22.1a</b> Read and discuss Adjectives in Action. Highlight the adjectives.</li> <li>● <b>22.1b-c</b> Use your list of adjectives in your Writer’s Notebook or those in the Assessment/Resource Booklet as resources for this lesson.</li> <li>● <b>22.1c</b> Write on separate paper if more space is needed.</li> <li>● <b>22.2a</b> Read and discuss. Add these words to the “Beware! Dangerous Words Ahead” page in the Assessment/Resource Booklet.</li> <li>● <b>22.2b</b> Highlight the adjectives on page 58. Refer to the word lists in the Assessment/Resource Booklet to help you decide if the adjectives in this lesson are overused.</li> <li>● <b>22.3</b> Check your resources in your Writer’s Notebook and the Assessment/Resource Booklet. (<b>Happy</b> and <b>bad</b>) are in the ARB. When completed, add this page to your Writer’s Notebook.</li> <li>● <b>22.4a</b> Use your resources. Write on separate paper if more space is needed.</li> <li>● <b>22.4b</b> Brainstorm words to describe the size of the candy shop, kinds of candy, shapes, colors, and flavors of the candy.</li> </ul>
<b>Lesson 23</b> <b>Action Verbs in Action</b>	<ul style="list-style-type: none"> <li>● <b>23.1a</b> Read and discuss Action Verbs in Action. Highlight the action verbs.</li> <li>● <b>23.1b-c</b> Use your list of action verbs in your Writer’s Notebook or those in the Assessment/Resource Booklet as resources for this lesson.</li> <li>● <b>23.1c</b> Write on separate paper if more space is needed.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>23.2a</b> Read and discuss. Add these words to the “Beware! Dangerous Words Ahead” page in the Assessment/Resource Booklet.</li> <li>● <b>23.2b</b> Highlight the action verbs on page 67. Refer to the word lists in the Assessment/Resource Booklet to help you decide if the action verbs in this lesson are overused.</li> <li>● <b>23.3</b> Check your resources in your Writer’s Notebook and the Assessment/Resource Booklet. When completed, add this page to your Writer’s Notebook.</li> <li>● <b>23.4a</b> Use your resources. Write on separate paper if more space is needed.</li> <li>● <b>23.4b</b> Brainstorm answers to these questions out loud. Then, write the answers to the questions using action verbs (alternative to writing a paragraph).</li> </ul>
<p><b>Lesson 24</b> <b>Adverbs in Action</b></p>	<ul style="list-style-type: none"> <li>● <b>24.1a</b> Read and discuss Adverbs in Action. Highlight the adverbs.</li> <li>● <b>24.1b-c</b> Use your list of adverbs in your Writer’s Notebook as a resource for this lesson.</li> <li>● <b>24.1c</b> Write on separate paper if more space is needed.</li> <li>● <b>24.2a</b> Highlight the adverbs and underline the action verbs in the example paragraphs and in the activity at the bottom of the page. When replacing an <i>action verb</i> and <i>adverb</i> with a <i>better action verb</i>, look for an action verb that is more descriptive. For example, for <i>said</i> in #1, think of a more interesting verb to replace <i>said</i>, such as <i>screamed</i> or <i>shouted</i>. Now the adverb is unnecessary.</li> <li>● <b>24.2b</b> Highlight the adverbs and underline the action verbs. It may help to read and discuss these sentences out loud.</li> <li>● <b>24.3a</b> Underline the verbs to decide which ones need adverbs. Write on a separate paper if more space is needed.</li> <li>● <b>24.3b</b> Brainstorm answers to these questions out loud. Then, write the answers to the questions in complete sentences using action verbs and adverbs.</li> </ul>
<p><b>Lesson 25</b> <b>Prepositional Phrases in Action</b></p>	<ul style="list-style-type: none"> <li>● <b>25.1</b> Refer to Lesson 18 to review prepositional phrases. The chart of prepositions on page 80 will help you get started.</li> <li>● <b>25.2a</b> Read and discuss. It helps to read sentences out loud to listen for misplaced phrases.</li> <li>● <b>25.2b</b> Highlight the prepositional phrases to help you decide if they are placed correctly.</li> <li>● <b>25.2c</b> The prepositional phrase will go either at the beginning or end of the sentence. You will write only on <b>one</b> line.</li> <li>● <b>25.3a</b> When you rewrite the paragraph, you will not need a prepositional phrase for every sentence. Look for the very short sentences that need additional information.</li> <li>● <b>25.3b</b> Brainstorm answers to these questions out loud. Then, write the answers to the questions in complete sentences using prepositional phrases.</li> </ul>

<p><b>Lesson 26</b> <b>Vivid Language</b></p>	<ul style="list-style-type: none"> <li>● <b>26.1a</b> Read the examples out loud. Highlight the noun in the subject and verb in the predicate. In the first example, <i>bird</i> and <i>fell</i> have been changed to <i>blue jay</i> and <i>slipped</i>. Discuss how this change and the additional adjectives, adverbs, and prepositional phrases make the sentence more descriptive.</li> <li>● <b>26.1b</b> Make a list of words to use instead of <b>say, good, hug, look,</b> and <b>happily</b> in your Writer's Notebook. There is a list for <b>good</b> in the Assessment/Resource Booklet.</li> <li>● When replacing the underlined word in the paragraph with a word from your list, you may have to add <b>-ed</b>.</li> <li>● Write on a separate paper if more space is needed.</li> <li>● <b>26.2</b> Ask yourself questions about the sentences to help you add more descriptive words. For example: What was he hungry for? Why was he hungry? You might also replace the word <i>hungry</i> with a more descriptive adjective.</li> <li>● <b>26.3</b> Highlight the nouns in the paragraph to help you decide where to add adjectives. Look for verbs that need adverbs to make the sentences more descriptive.</li> <li>● <b>26.4</b> Underline the vivid language used in the example paragraph. Look for words that make it more interesting, like <b>tumble, colorful,</b> or <b>encounter</b>. Word lists in your Writer's Notebook or Assessment/Resource Booklet may be helpful as you write your own paragraph.</li> <li>● <b>26.5</b> For the Discarded Word List, look for words in this lesson that have been changed to more descriptive words.</li> </ul>
<p><b>Apply Sentence Structure</b></p>	
<p><b>Lesson 27</b> <b>Reviewing Types of Sentences</b></p>	<ul style="list-style-type: none"> <li>● Make a chart of types of sentences, with examples, in your Writer's Notebook.</li> </ul>
<p><b>Lesson 28</b> <b>Independent Clauses</b></p>	<ul style="list-style-type: none"> <li>● Highlight the subject and verb in each example. If there are not <b>both</b>, then it is <b>not</b> an independent clause.</li> </ul>
<p><b>Lesson 29</b> <b>Compound Sentences</b></p>	<ul style="list-style-type: none"> <li>● Add a list of conjunctions to your Writer's Notebook. Add the rule (comma, conjunction) for creating a compound sentence to the Writer's Notebook.</li> <li>● Highlight the conjunctions in this lesson.</li> <li>● <b>29.3</b> When rewriting the paragraph, look for the best conjunction to combine the first two sentences. Remember that all sentences do not have to be combined.</li> <li>● Hint: Sentences that use the word <b>both</b> can be easily combined.</li> </ul>
<p><b>Lesson 30</b> <b>Dependent Clauses</b></p>	<ul style="list-style-type: none"> <li>● <b>30.1</b> Add a list of words that introduce dependent clauses (<b>subordinators</b>) to your Writer's Notebook.</li> <li>● Highlight these words in the lesson. If you find a <b>subordinator</b> in the clause, it makes it <b>dependent</b>.</li> </ul>



<b>Lesson 31</b> <b>Complex Sentences</b>	<ul style="list-style-type: none"> <li>• Add rules for combining clauses and punctuation of complex sentences using the <b>IC DC</b> and <b>DC IC formats</b> in your Writer's Notebook.</li> <li>• Read the sentences aloud to the student if they are having difficulty distinguishing between independent and dependent clauses.</li> <li>• <b>31.1</b> Highlight the independent clause in this lesson. Write this clause first, followed by the dependent clause. No comma is needed in this <b>IC DC</b> format.</li> <li>• <b>31.3</b> Highlight the dependent clause (with subordinator) in this lesson. Write it <b>first</b>, followed by the independent clause. Check for your comma.</li> <li>• <b>31.5</b> Highlight the underlined independent clause. Read aloud to see how to combine the two clauses.</li> </ul>
<b>Lesson 32</b> <b>Incomplete Thoughts</b>	<ul style="list-style-type: none"> <li>• Read aloud to help find the incomplete thoughts. Highlight the <b>incomplete thoughts</b> in the paragraph. These are also called <b>sentence fragments</b> or <b>dependent clauses</b>.</li> <li>• Rewrite on notebook paper if more space is needed.</li> </ul>
<b>Lesson 33</b> <b>Run-On Sentences</b>	<ul style="list-style-type: none"> <li>• Read aloud. Listen for two complete thoughts. The run-on sentence will have no conjunctions or subordinators.</li> <li>• Add a period and a capital letter to correct the run-on sentences.</li> <li>• <b>33.2</b> Read aloud. Highlight the run-on sentences.</li> </ul>
<b>Applying Figurative Language</b>	
<b>Lesson 34</b> <b>Figurative Language</b> <b>- Onomatopoeia</b>	<ul style="list-style-type: none"> <li>• Add the definition and examples of "onomatopoeia" to the Writer's Notebook.</li> <li>• You may need to add <b>-s</b> or <b>-ed</b> to your word.</li> </ul>
<b>Lesson 35</b> <b>Figurative Language</b> <b>- Simile</b>	<ul style="list-style-type: none"> <li>• Write the definition and examples of "simile" in the Writer's Notebook.</li> <li>• Look for the words <b>like</b> or <b>as</b> to find the similes.</li> </ul>
<b>Lesson 36</b> <b>Figurative Language</b> <b>- Metaphor</b>	<ul style="list-style-type: none"> <li>• Write the definition and examples of "metaphor" in the Writer's Notebook.</li> <li>• Look for the two things being compared. For example: <b>Julia's smile</b> is compared to <b>a ray of sunshine</b>, by simply using the word <b>was</b>.</li> </ul>
<b>Lesson 37</b> <b>Applying Figurative Language</b>	<ul style="list-style-type: none"> <li>• Read the paragraphs out loud. Highlight the sentences in each paragraph where figurative language is needed.</li> <li>• <b>37.3</b> Before you write, brainstorm ideas for the paragraph about sailing.</li> </ul>
<b>UNIT TWO: COMPOSITION</b>	
<b>Lesson 38</b> <b>The Writing Process</b>	<ul style="list-style-type: none"> <li>• Add the "Introduction to the Writing Process" to your Writer's Notebook.</li> </ul>

Paragraphs	
<b>Lesson 39</b> <b>Paragraph Overview</b> <b>(Audience and Purpose)</b>	<ul style="list-style-type: none"> <li>● Read aloud and discuss <b>Audience and Purpose</b>. Add these guidelines to your Writer's Notebook.</li> <li>● Have a short discussion about audience and purpose using written materials you may have at home. For example, ask about the audience and purpose of a children's book, cookbook, car manual, letter, or junk mail.</li> <li>● Rewatch the video at any point during the lessons on <b>paragraphs</b>. Mr. Stephens explains it very well.</li> </ul>
<b>Lesson 40</b> <b>Paragraph Overview</b> <b>(Parts of a Paragraph)</b>	<ul style="list-style-type: none"> <li>● Read aloud and discuss <b>Opening Sentence</b>. Practice giving an opening sentence for a variety of topics, considering the audience and purpose. For example: Give an opening sentence for a paragraph describing your day at the park to a friend. Change it to persuading your grandma to take you to the park.</li> <li>● For the body of your paragraph, it may help to brainstorm details that you know about your topic.</li> <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> <li>● Remember that the closing sentence is very similar to the opening sentence.</li> </ul>
<b>Lesson 41</b> <b>Descriptive Paragraph - Brainstorm, Organize, Draft</b>	<ul style="list-style-type: none"> <li>● Add the definition of descriptive writing to your Writer's Notebook.</li> <li>● Brainstorm out loud and make a list of topics in your Writer's Notebook.</li> <li>● You may use the prompt given on page 131 for your paragraph, if you like.</li> <li>● Ideas in the graphic organizer do not have to be in complete sentences.</li> <li>● Make the graphic organizer on paper or a whiteboard, if more space is needed.</li> <li>● On page 133, highlight the words in the example paragraph that are found in the sample graphic organizer. Notice how these ideas were used to form the paragraph.</li> <li>● Use your graphic organizer from page 132 to draft your own paragraph.</li> <li>● Word lists in your Writer's Notebook or Assessment/Resource Booklet may be helpful as you write your own paragraph.</li> </ul>
<b>Lesson 42</b> <b>Descriptive Paragraph - Revise and Final Draft</b>	<ul style="list-style-type: none"> <li>● Read aloud and discuss <b>Revise</b> on page 134.</li> <li>● Read your draft aloud. Highlight capitalization, punctuation or spelling errors, and words or sentences that need to be revised.</li> <li>● Use the checklists as a guide to help you with revisions.</li> <li>● Rewrite on notebook paper if more space is needed.</li> <li>● The <b>Extra Practice</b> piece is optional.</li> </ul>
<b>Lesson 43</b> <b>Expository</b>	<ul style="list-style-type: none"> <li>● Add the definition of expository writing to your Writer's Notebook.</li> <li>● Brainstorm out loud and make a list of topics in your Writer's Notebook.</li> </ul>

<b>Paragraph - Brainstorm, Organize, Draft</b>	<ul style="list-style-type: none"> <li>● You may use the prompt given on page 138 for your paragraph, if you like.</li> <li>● Ideas in the graphic organizer do not have to be in complete sentences.</li> <li>● Make the graphic organizer on paper or a whiteboard, if more space is needed.</li> <li>● On page 140, highlight the words in the example paragraph that are found in the sample graphic organizer. Notice how these ideas were used to form the paragraph.</li> <li>● Use your graphic organizer from page 139 to draft your own paragraph.</li> <li>● Word lists in your Writer's Notebook or Assessment/Resource Booklet may be helpful as you write your own paragraph.</li> </ul>
<b>Lesson 44 Expository Paragraph - Revise and Final Draft</b>	<ul style="list-style-type: none"> <li>● Read aloud and discuss <b>Revise</b> on page 141.</li> <li>● Read your draft aloud. Highlight capitalization, punctuation or spelling errors, and words or sentences that need to be revised.</li> <li>● Use the checklists as a guide to help you with revisions.</li> <li>● Rewrite on notebook paper if more space is needed.</li> <li>● The <b>Extra Practice</b> piece is optional.</li> </ul>
<b>Lesson 45 Persuasive Paragraph - Brainstorm, Organize, Draft</b>	<ul style="list-style-type: none"> <li>● Add the definition of persuasive writing to your Writer's Notebook.</li> <li>● Think about persuading, convincing, or "telling why" to help grasp this concept. Practice persuading out loud.</li> <li>● Brainstorm out loud and make a list of topics in your Writer's Notebook.</li> <li>● You may use the prompt given on page 145 for your paragraph, if you like.</li> <li>● Ideas in the graphic organizer do not have to be in complete sentences.</li> <li>● Make the graphic organizer on paper or a whiteboard, if more space is needed. There is a graphic organizer for the persuasive paragraph in the Assessment/Resource Booklet.</li> <li>● Word lists in your Writer's Notebook or Assessment/Resource Booklet may be helpful as you write your own paragraph.</li> <li>● On page 147, highlight the words in the example paragraph that are found in the sample graphic organizer. Notice how these ideas were used to form the paragraph.</li> </ul>
<b>Lesson 46 Persuasive Paragraph - Revise and Final Draft</b>	<ul style="list-style-type: none"> <li>● Read aloud and discuss <b>Revise</b> on page 148.</li> <li>● Read your draft aloud. Highlight capitalization, punctuation or spelling errors, and words or sentences that need to be revised.</li> <li>● Use the checklists as a guide to help you with revisions. There is also a checklist in the Assessment/Resource Booklet.</li> <li>● Rewrite on notebook paper if more space is needed.</li> <li>● The <b>Extra Practice</b> piece is optional.</li> </ul>
<b>Writing a News Article</b>	
<b>Lesson 47 Audience, Purpose, News Article</b>	<ul style="list-style-type: none"> <li>● Read aloud and discuss the "Introduction to Writing a News Article."</li> <li>● Brainstorm some ideas that would make interesting news articles.</li> <li>● Think about who would be reading your article.</li> </ul>

<b>Elements</b>	<ul style="list-style-type: none"> <li>● Read some real news articles for practice in identifying types of information noted.</li> <li>● Rewatch the video at any point during the lessons on <b>Writing a News Article</b>. Mr. Stephens explains it very well.</li> </ul>
<b>Lesson 48 Brainstorm and Organize</b>	<ul style="list-style-type: none"> <li>● Look for the “hook” in each article you read. What is the “catchy” opening thought? What makes this article seem interesting from the very first sentence? For extra practice, put the information from one of the real articles into a graphic organizer. There is a graphic organizer for news articles in the Assessment/Resource Booklet.</li> <li>● Ideas in the graphic organizer do not have to be in complete sentences.</li> </ul>
<b>Lesson 49 Draft</b>	<ul style="list-style-type: none"> <li>● Make a copy of your completed graphic organizer on page 154. This will make it easier to write your article (no flipping pages back and forth). You can also write the article on a separate sheet of paper.</li> </ul>
<b>Lesson 50 Revise Word Choice</b>	<ul style="list-style-type: none"> <li>● Read aloud and discuss <b>Revise Word Choice</b>.</li> <li>● Highlight the words that were changed in the examples of the “draft” and “revised” article. Discuss how the change improves the article.</li> <li>● As you read your draft aloud, focus on <i>words</i> that could be changed to improve your writing.</li> <li>● Word lists in your Writer’s Notebook or Assessment/Resource Booklet may be helpful as you write your own paragraph.</li> </ul>
<b>Lesson 51 Revise Sentence Structure</b>	<ul style="list-style-type: none"> <li>● Read aloud the examples of the “draft” and “revised” article. Discuss how the revised sentence improves the article.</li> <li>● When reading your draft out loud, focus on <i>sentences</i> that could be changed to improve your article.</li> </ul>
<b>Lesson 52 Final Draft</b>	<ul style="list-style-type: none"> <li>● Read your draft aloud. Highlight capitalization, punctuation or spelling errors, and words or sentences that need to be revised.</li> <li>● Use the checklist as a guide to help you with revisions. There is also a checklist for news articles in the Assessment/Resource Booklet.</li> <li>● Rewrite on notebook paper if more space is needed.</li> <li>● The <b>Extra Practice</b> piece is optional.</li> </ul>
<b>Narrative</b>	
<b>Lesson 53 Chronological Order and Transitions</b>	<ul style="list-style-type: none"> <li>● Read and discuss <b>Chronological Order and Transitions</b>.</li> <li>● Make a list of transition words in your Writer’s Notebook.</li> <li>● Read and discuss the “Introduction to Narrative writing.” Add the green section detailing a good narrative to your Writer’s Notebook for future reference.</li> <li>● Practice making up a story and telling it out loud. Use transition words.</li> <li>● Rewatch the video at any point during the lessons on <b>narrative</b>. Mr. Stephens explains it very well.</li> </ul>

<b>Lesson 54 Brainstorm</b>	<ul style="list-style-type: none"> <li>● Brainstorm out loud and make a list of topics in your Writer’s Notebook.</li> <li>● You may use a different prompt if needed.</li> </ul>
<b>Lesson 55 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>● Remember that the “hook” of your paragraph is the “catchy” opening thought that “grabs the reader.”</li> <li>● The “climax” in the graphic organizer is the part of the story where it gets really interesting or exciting.</li> <li>● Ideas in the graphic organizer do not have to be in complete sentences.</li> <li>● There is a graphic organizer for a narrative in the Assessment/Resource Booklet.</li> </ul>
<b>Lesson 56 Draft</b>	<ul style="list-style-type: none"> <li>● Remember to write in complete sentences in your draft.</li> <li>● It may help to say each part of the narrative out loud before it is written down.</li> <li>● Remember to add a comma after the transition if it is the first word in your sentence.</li> <li>● Write your paragraph on a separate piece of paper if more space is needed.</li> </ul>
<b>Lesson 57 Revise Word Choice</b>	<ul style="list-style-type: none"> <li>● Read aloud and discuss <b>Revise Word Choice</b>.</li> <li>● Highlight the words that were changed in the examples of the “draft” and “revised” sentences. Discuss how the change improves the sentence.</li> <li>● As you read your draft aloud, focus on <i>words</i> that could be changed to improve your writing.</li> <li>● Listen and look for sensory details. Look for the nouns in your paragraph. Are there descriptive adjectives that could be added to your paragraph? Do you need more descriptive action verbs?</li> <li>● Word lists in your Writer’s Notebook or Assessment/Resource Booklet may be helpful as you write your own paragraph.</li> </ul>
<b>Lesson 58 Revise Sentence Structure</b>	<ul style="list-style-type: none"> <li>● Read aloud the examples of the “draft” and “revised” sentences. Discuss how the revised sentence improves the writing.</li> <li>● When reading your draft out loud, focus on <i>sentences</i> that could be changed to improve your paragraph.</li> </ul>
<b>Lesson 59 Final Draft</b>	<ul style="list-style-type: none"> <li>● Read your draft aloud. Highlight capitalization, punctuation or spelling errors, and words or sentences that need to be revised.</li> <li>● Use the checklist as a guide to help you with revisions. There is also a checklist for a narrative in the Assessment/Resource Booklet.</li> <li>● Rewrite on notebook paper if more space is needed.</li> <li>● The <b>Extra Practice</b> piece is optional.</li> </ul>
<b>Persuasive Personal Letter</b>	
<b>Lesson 60 Format,</b>	<ul style="list-style-type: none"> <li>● Read aloud and discuss <b>Personal Letter Format</b>.</li> </ul>

<b>Introduction, Brainstorm</b>	<ul style="list-style-type: none"> <li>● Add this page or make your own <b>Parts of a Letter</b> page for future reference in your Writer's Notebook.</li> <li>● Read and discuss the introduction page about <b>Persuasive Writing</b>.</li> <li>● Practice using persuasion orally with someone. Use familiar topics, such as persuading your parent to go to the park or to have hamburgers for dinner.</li> <li>● Brainstorm your list out loud. Make a list in your Writer's Notebook.</li> <li>● Choose your favorite to write for your assignment.</li> <li>● Rewatch the video at any point during the lessons on <b>Persuasive Personal Letter</b>. Mr. Stephens explains it very well.</li> </ul>
<b>Lesson 61 Organize</b>	<ul style="list-style-type: none"> <li>● The graphic organizer is only for the <b>body</b> of the letter. It may help to plan your argument (persuasive writing) orally, before you write.</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 in complete sentences.</li> </ul>
<b>Lesson 62 Draft</b>	<ul style="list-style-type: none"> <li>● Write your letter on a separate piece of paper if more space is needed.</li> <li>● Practice using the correct format for letter writing.</li> <li>● Touch and identify each of the five parts in your letter.</li> </ul>
<b>Lesson 63 Revise Word Choice and Sentence Structure</b>	<ul style="list-style-type: none"> <li>● Look for the nouns in the body of your letter. Are there descriptive adjectives that could be added to your sentences?</li> <li>● Do you need more descriptive action verbs?</li> </ul>
<b>Lesson 64 Final Draft</b>	<ul style="list-style-type: none"> <li>● Write your Persuasive Personal Letter on separate paper if more space is needed.</li> <li>● Read your letter out loud.</li> <li>● Use the checklist to help you review the final draft of your letter.</li> </ul>
<b>Expository Essay</b>	
<b>Lesson 65 Introduce Expository Essay and Brainstorm</b>	<ul style="list-style-type: none"> <li>● Expository writing explains, describes, or informs.</li> <li>● Read and discuss the expository essay.</li> <li>● Add the three parts of an essay and the definition of expository writing to your Writer's Notebook.</li> <li>● If it helps, brainstorm your topics out loud, first!</li> <li>● Rewatch the video at any point during the lessons on <b>Expository Essay</b>. Mr. Stephens explains it very well.</li> </ul>

<b>Lesson 66</b> <b>Opening Paragraph -</b> <b>Organize and Draft</b>	<ul style="list-style-type: none"> <li>• Your <b>hook</b> could be a question, provide a description of a character, or use humor to introduce the topic. The idea is to begin your opening paragraph with a sentence that will grab your reader's attention while introducing the topic.</li> <li>• Write <b>general statements</b>, such as the title and author of the book, and how you liked the book to help generate topics for the paragraphs.</li> <li>• The <b>thesis</b> (controlling idea) of your opening paragraph states the topic of your paper. Be specific. Who was your favorite character?</li> </ul>
<b>Lesson 67</b> <b>Body Paragraph #1 -</b> <b>Organize and Draft</b>	<ul style="list-style-type: none"> <li>• It may help to brainstorm personality traits of your character out loud before you begin your graphic organizer.</li> <li>• Choose one trait to write about in Paragraph #1.</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 in complete sentences.</li> </ul>
<b>Lesson 68</b> <b>Body Paragraph #2 -</b> <b>Organize and Draft</b>	<ul style="list-style-type: none"> <li>• Choose another trait to write about in Paragraph #2.</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 in complete sentences.</li> </ul>
<b>Lesson 69</b> <b>Closing Paragraph -</b> <b>Organize and Draft</b>	<ul style="list-style-type: none"> <li>• The student should read the opening paragraph and the body paragraphs, prior to planning/drafting the closing paragraph.</li> <li>• The closing paragraph will restate your main idea (favorite character) of your expository essay.</li> <li>• In the closing, re-mention the book title, author, and how you liked the book and characters.</li> </ul>
<b>Lesson 70</b> <b>Revise Word Choice</b>	<ul style="list-style-type: none"> <li>• Look for the nouns in your paragraphs. Are there descriptive adjectives that could be added to your sentences?</li> <li>• Do you need more descriptive action verbs?</li> <li>• Use word lists from the Writer's Notebook to help with word choice.</li> <li>• You may highlight words or phrases you would like for the student to improve upon.</li> </ul>
<b>Lesson 71</b> <b>Revise Sentence</b> <b>Structure</b>	<ul style="list-style-type: none"> <li>• Read aloud again. Look and listen for sentences that could be changed to be more interesting or clear.</li> <li>• Use the Writer's Notebook to assist with properly combining and punctuating sentences.</li> </ul>
<b>Lesson 72</b> <b>Final Draft</b>	<ul style="list-style-type: none"> <li>• Have the student take a break from the draft (an hour or more), prior to composing the final draft.</li> <li>• Read the essay aloud to the student so that he/she may hear exactly what they have written and can check for final edits.</li> <li>• Write your expository essay on separate paper if more space is needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the checklist to help you review the final draft.</li> <li>• The instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner.</li> </ul>
<b>Research Project</b>	
<b>Lesson 73 Process</b>	<ul style="list-style-type: none"> <li>• Read and discuss the <b>Research Project Process</b>. Tear out or make copies of pages 198-199 to add to your Writer's Notebook.</li> <li>• Rewatch the video at any point during the lessons on the <b>Research Project</b>. Mr. Stephens explains it very well.</li> </ul>
<b>Lesson 74 Brainstorm</b>	<ul style="list-style-type: none"> <li>• Add your list of animals to your Writer's Notebook.</li> </ul>
<b>Lesson 75 Gathering Information</b>	<ul style="list-style-type: none"> <li>• Read and discuss the <b>Gather Information</b> section.</li> <li>• Look for more than one source of information.</li> <li>• Remember that an interview with someone who knows about your topic counts as a source.</li> <li>• Tear out or make copies of pages 201-202 to add to your Writer's Notebook. You do not have to write in complete sentences for information you gather.</li> <li>• Tear out or copy your "gathering information" pages on 203-208, if that makes it easier to write and organize your materials.</li> </ul>
<b>Lesson 76 Organize and Draft</b>	<ul style="list-style-type: none"> <li>• Write your information on notecards, if it makes it easier to organize and write.</li> <li>• You can also write on separate paper.</li> <li>• Remember to write complete sentences in your draft.</li> <li>• It may help to say each sentence out loud before it is written down.</li> </ul>
<b>Lesson 77 Revise for Word Choice and Sentence Structure</b>	<ul style="list-style-type: none"> <li>• Read and discuss the suggestions for revisions in Lesson 77.</li> <li>• Look for the nouns in your paragraphs. Are there descriptive adjectives that could be added to your sentences?</li> <li>• Do you need more descriptive action verbs?</li> <li>• Read your revisions out loud.</li> </ul>
<b>Lesson 78 Final Draft</b>	<ul style="list-style-type: none"> <li>• Read and discuss page 216, <b>Final Draft</b>. Use the checklists to guide you in editing your paragraphs.</li> <li>• The final drafts of these paragraphs do not have to be completed in one day.</li> <li>• A trifold poster board works well for this display.</li> <li>• Google "<b>research project on display board</b>" for examples of how to set up your board.</li> </ul>
<b>Lesson 79 Writing a</b>	<ul style="list-style-type: none"> <li>• Remember to use capital letters for titles of books. Underline the titles.</li> <li>• Use capital letters for the authors' names.</li> </ul>



<b>Bibliography</b>	<ul style="list-style-type: none"><li>● Be sure to use the checklist as a final step in reviewing your project.</li></ul>
<b>Final Lesson</b>	
<b>Comparing Compositions</b>	<ul style="list-style-type: none"><li>● Write a composition using the prompt used in the first lesson.</li><li>● After you finish, compare it to the composition you wrote in Lesson 1.</li><li>● Read both compositions out loud.</li><li>● Use the checklist to compare.</li></ul>