

Essentials in Writing, Level 8 Alternative Instructional Strategies

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

This is a supportive document meant to be used along with the Essentials in Writing Level 8 Curriculum. It is not a substitute for the curriculum.

General Accommodation Suggestions

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

The Writer's Notebook

All writing students, but especially those who are reluctant or struggle with composition, will find that a Writer's Notebook may be one of the most helpful tools they have at their disposal. Throughout this document, you will find suggestions to help your student build his/her own Writer's Notebook.

Begin a Writer's Notebook.

- Create word banks for adjectives, adverbs, action verbs, etc.
- 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.
- Add to the Writer's Notebook as you complete vocabulary building activities (i.e. tear out the DANGEROUS WORDS AHEAD pages and add them to your notebook).
- Keep your Writer's Notebook to use with the next level of EIW!

General Curriculum Recommendations

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

Extra Practice Writing Prompts

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

About Writing Prompts

Earlier we discussed keeping a Writer's Notebook, in which students occasionally brainstorm or spend time creating lists of words/ideas (i.e. for the next 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 goals (i.e. persuasive, compare/contrast, expository, etc.). After the student has completed the final draft of the paragraph, have him/her use the proofreader's checklist to proofread his/her own work. The instructor may adjust the level of assistance to the student's needs.

Allow the student a chance to correct his/her own work so that the final submitted piece is his/her best work.

Grading Student Compositions

A complete explanation of the Essentials in Writing scoring system is included in the Teacher's Handbook, page 4. Included in this document are suggestions for alternative evaluation strategies:

- Student compositions can be graded in the traditional manner, based upon the final submission.
- Alternatively, instructors may choose to treat written submissions as part of the continued learning process by evaluating/correcting the student's submission, perhaps having a conversation with the student about the strengths and weaknesses noted in the submission, and then allowing the student to correct and resubmit the work for a final grade/evaluation.
- An optional grading strategy is to measure a student's performance relative to his or her past performance. In other words, evaluate student work based upon the student's improvement rather than how completely he 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 16 grammar assessments in a variety of formats (fill in the blank and revision activities 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 parent/student full-color word lists, composition resources, and multiple graphic organizers for paragraphs, letters, and essays that may be copied for student use throughout the school year.

The *Assessment/Resource Booklet* is available for purchase on the Essentials in Writing website:

<https://essentialsinwriting.com/level-8/>

Essentials in Writing, Level 8
Alternative Instructional Strategies

Additional graphic organizers and paragraph planners can be found at the back of the student text.

UNIT ONE: GRAMMAR	
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. • Praise the students' efforts and comment on the student's strengths, even if that is only their attempt to write. • Use a different prompt (topic idea) if necessary. • Consider using the same prompt for the end-of-year writing sample.
TOOLS FOR EFFECTIVE COMMUNICATION	
Apply Parts of Speech	
Lesson 2 Adjectives in Action	<ul style="list-style-type: none"> • Day 1: Highlight the nouns that the student is to describe using adjectives. • Day 2: Add page 7, "DANGEROUS WORDS AHEAD," to the Writer's Notebook. • If needed, read sentences aloud to the student. • Day 3: Add "DANGEROUS WORDS AHEAD" page to the student's Writing Notebook. • Highlight the adjectives you want the student to consider revising. • Day 4: If the student has difficulty identifying the adjectives within the paragraph, the instructor may highlight the adjectives and ask the student to replace them with more descriptive adjectives. • Optional: Supply the student with a "word bank" of descriptive adjectives. • You may skip the paragraph writing activity if the student is not prepared to write a paragraph at this point. • Consider having the student write several sentences, even if a formal, structured paragraph is not to be written. • <i>ARB: Avoid Boring and Vague Adjectives poster</i>
Lesson 3 Action Verbs in Action	<ul style="list-style-type: none"> • Day 1: Add pages 16 & 21, "DANGEROUS WORDS AHEAD," to the Writer's Notebook. • Highlight the nouns you want the student to consider. • If needed, read the sentences aloud to the student. • Page 22 - If the student struggles with copying from the back of the page, allow the student to complete the assignment on notebook paper.

	<ul style="list-style-type: none"> • Day 2: If the student is not familiar with the Thesaurus option in Google, Word, or other program used for composition, demonstrate this feature for the student, and let him/her use this tool to complete the Day 2 activity. • Once completed, copy or remove page 25, “DANGEROUS WORDS AHEAD,” to the Writer’s Notebook. • Day 3: Supply an “Action Verb Word Bank,” if needed. • Day 4: If the student has difficulty identifying the action verbs within the paragraph, the instructor may highlight the action verbs and ask the student to replace them with more expressive verbs. • Writing Activity: Student may write sentences without the cohesion of formal paragraph format. • <i>ARB: Avoid Boring and Vague Verbs poster</i>
<p>Lesson 4 Adverbs in Action</p>	<ul style="list-style-type: none"> • Day 1: Highlight the words you want the student to modify with adverbs within the sentences. • Many (but not all) adverbs end in the suffix “-ly.” • Begin an “Adverb Word Bank.” • Day 2: If your student struggles to determine whether adverbs are necessary or not, read the sentences aloud and discuss it with the student rather than assigning the work as an independent study. • If a student struggles to identify the adverbs in a sentence, first identify the verb, then ask, “how was _____ done?” to help locate the adverb that modifies the verb. • Page 34 - Example for Clarification: Rather than using “...she said loudly” in number 6, replace those words with “screamed” or “yelled.” • Day 3: Consider highlighting the words you want the student to modify with adverbs. • For the 2nd assignment: If you choose to have the student complete the writing activity, you may choose to change the prompt to an event of more interest or more relevant to your student. This is where the Writer’s Notebook comes in handy. • <i>ARB: Adverbs vs. Better Adjectives posters</i>
<p>Lesson 5 Prepositional Phrases in Action</p>	<ul style="list-style-type: none"> • Day 1: Provide a list of common prepositions and have the student add it to the Writer’s Notebook. • Day 2: Highlight the prepositional phrases, then circle the word/phrase it refers to. This should help the student see where the phrase should be included. • Activity 2: If the student cannot decide which answer is correct, ask him/her to read the sentence aloud (or read it to the student) using each word to help him/her determine where the phrase sounds more correct. • Day 3: You may choose to type the provided paragraph as a Word or Google document, then let the student add his/her phrases by typing rather than writing them. • Day 3: Allow the student to use a “Prepositions Word Bank,” or (after the composition has been written) highlight the words you want the student to modify with prepositional phrases. • Day 3: Writing Activity is optional. Consider the student’s current abilities and adjust accordingly. • Optional: Have the student write 5-10 sentences using good prepositional phrases.

Lesson 6 Gerunds in Action	<ul style="list-style-type: none"> • Day 1: Have students use this rule: If you can insert the phrase - “the act of _____” - before the word ending in -ing, you have a gerund. • Day 2: You may highlight the word to be changed to a gerund.
Lesson 7 Vivid Language	<ul style="list-style-type: none"> • Allow students to use the online or printed Thesaurus, whichever is easier for them. • Day 1: Highlight words you want the student to replace. • Consider typing the paragraph provided in a Word or Google document, then allow the student to edit by typing within that document, to reduce the amount of paper/pencil tasks. • Day 2: Allow the student to use their adjective and adverb word banks. • Day 2 Writing Activity: If the student is unable to draft a paragraph at this point, encourage him/her to use their writing plan (graphic organizer) to write sentences to describe the character they have chosen. • Day 3: Have the student highlight all of the vivid descriptive words and phrases in the paragraph they have written about the carnival. • After composing their own paragraph or sentences, ask the student to go back in and “sprinkle” some more vivid language in to bring their own writing to life. • Add page 55, “DANGEROUS WORDS AHEAD,” to the Writer’s Notebook. • ARB: “Instead of _____” posters
Apply Sentence Structure	
Lesson 8 Independent and Dependent Clauses	<ul style="list-style-type: none"> • Day 1: While learning about independent and dependent clauses, have the student identify and mark (underline, label, etc.) the subject, verb (predicate), and subordinate (dependent clauses only). This will help them identify complete sentences and assist them as they learn to write complex and compound sentences. • Students may respond well to highlighting IC’s and DC’s in different colors. • Create a list of common subordinators from page 61 (words that begin a DC) and add it to the Writer’s Notebook. • Review: Subject = Noun; Predicate = Verb; This can be reviewed in a discussion with the student. • It may help the student to think of the subject as the “who” of the sentence, and the verb/predicate as the “does/did what” of the sentence. • Create a list of common prepositions, and add it to the Writer’s Notebook. • Page 61 - Consider completing this activity orally, if the student needs additional help.
Lesson 9 Simple and Compound Sentences	<ul style="list-style-type: none"> • Make a word list of the coordinating conjunctions (page 64), and add it to the Writer’s Notebook. • A quick mnemonic device that can help students memorize the coordinating conjunctions is to memorize them in the order of their beginning letters and call them the “FANBOYS” (for, and, nor, but, or, yet, so). • Consider using color (highlighter or underline in colors) to identify the subject and predicate of each sentence to help differentiate between simple and compound sentences.

	<ul style="list-style-type: none"> ● Help the student identify sentences that are similar and could be combined, prior to having them write their new paragraph. ● <i>ARB: Variety of Sentence Structures poster</i>
Lesson 10 Compound Sentences and Avoiding Sentence Errors - Fragments, Run-Ons, Comma Splices	<ul style="list-style-type: none"> ● Allow students to use their coordinating conjunctions list for the assignments in Lesson 10. ● Review rules for punctuating compound sentences. ● Help the student identify sentences that are similar and could be combined, prior to having them write their new paragraph. ● To help the student identify run-on errors, read the selection aloud to the student. ● Page 72 - Discuss the correct use of coordinating conjunctions (i.e. "or means one or the other, not both," "so indicates a cause & effect relationship").
Lesson 11 Complex Sentences	<ul style="list-style-type: none"> ● Allow the student to use the list of subordinators for the assignments in Lesson 11. ● Add the rules for punctuating complex sentences (page 74) to the Writer's Notebook. ● Continue to allow the student to access the list of coordinating conjunctions, subordinators, and rules for correctly punctuating compound and complex sentences from their Writer's Notebook. ● Consider typing the paragraph from page 77 for the student, then allow them to edit electronically.
Lesson 12 Complex Sentences and Avoiding Sentence Errors - Fragments, Run-Ons	<ul style="list-style-type: none"> ● Allow the student to correct, combine, or edit sentences by "marking up" the paragraph, prior to writing or typing it out. ● Create sentence strips for each paragraph. Have the student physically manipulate the sentence strips to determine which sentences can be combined or rewritten.
Lesson 13 Compound-Complex Sentences	<ul style="list-style-type: none"> ● Color may be used (markers or highlighters) to identify IC's and DC's, coordinating conjunctions, dependent clauses, and subordinators.
Lesson 14 Compound-Complex Sentences and Avoiding Sentence Errors	<ul style="list-style-type: none"> ● Allow the student to type their assignments. ● Help the student locate errors and discuss different ways of correcting them, prior to having the student complete each assignment.
Lesson 15 Varied Sentences in a Composition	<ul style="list-style-type: none"> ● Create a key for students to use with one color representing each type of sentence structure. ● This lesson provides several opportunities for independent practice. Complete some of the activities by discussing them with the student, prior to having them work independently.
Lesson 16	<ul style="list-style-type: none"> ● Create a short story (paragraph) which uses no appositives, but restates the name of the subject

Using Appositives	<p>throughout. Ask the student to combine sentences or reduce the amount of repetition by using appositives to rewrite the short story.</p> <ul style="list-style-type: none"> As students read the text, have them identify examples of appositives by highlighting or drawing arrows to nouns, or noun phrases, the appositive represents.
Lesson 17 Using Transitions	<ul style="list-style-type: none"> Type the paragraphs (pages 107 & 108) for the student, then allow him/her to add transitions as needed to limit the amount of hand-writing required. Create the list of common transitional words and phrases (page 109), and add it to the Writer's Notebook.
Common Problems	
Lesson 18 Pronouns and Antecedents	<ul style="list-style-type: none"> Consider completing the exercise, on page 111, orally. "Ambiguous Pronouns" are discussed in detail on page 114.
Lesson 19 Subject/Verb Agreement	<ul style="list-style-type: none"> It may be helpful during these activities to have the student read sentences aloud to help them "hear" the correct subject/verb agreement. Allow the student to type the paragraphs, if there is a need to minimize paper/pencil tasks.
Lesson 20 Don't/Doesn't Problem	<ul style="list-style-type: none"> Point out the "Exception to the Rule" mentioned on page 120 in the "Do You Know" box.
Lesson 21 Homophones	<ul style="list-style-type: none"> Add page 124, "Common Homophones," to the Writer's Notebook. Have the student look up other commonly occurring homophones and add them to their list in the Writer's Notebook. Allow the student to correct the homophone errors within the paragraph provided, instead of rewriting the entire paragraph.
Lesson 22 Unclear Subject Problem	<ul style="list-style-type: none"> Make sure the student understands he/she can rearrange or reword the sentence as needed, as long as the message remains the same. Allow the student to correct the unclear subject errors within the paragraph provided using a pen or pencil, instead of rewriting the entire paragraph to limit the amount of writing required for paragraph assignments.
Lesson 23 Paraphrasing	<ul style="list-style-type: none"> Help the student highlight or underline words that are important to include in the paraphrase work, prior to writing. Instructor may choose to highlight the words or phrases the student cannot use. Provide word lists to be used for the assignments, or choose words for the student to look up in a Thesaurus, that would work well in paraphrasing.

	<ul style="list-style-type: none"> ● Paraphrasing is often difficult for students. Additional practice on this skill may be beneficial. Locate short passages and have the student practice paraphrasing. ● Discuss, with the student, the differences between paraphrasing and summarizing.
Lesson 24 Writing a Summary	<ul style="list-style-type: none"> ● Help the student underline or highlight important words/phrases that should be included in the summary. ● Add page 138, "Guidelines for Summarizing," to the Writer's Notebook. ● Discuss, with the student, the differences between paraphrasing and summarizing.
UNIT TWO: COMPOSITIONS	
Lesson 25 The Writing Process	<ul style="list-style-type: none"> ● Copy or remove page 144 and the completed page 135, "The Writing Process," and add them to the Writer's Notebook. ● <i>ARB: The Writing Process poster</i> ● <i>ARB: Additional graphic organizers and checklists for a variety of writing genres</i>
Paragraphs	
Lesson 26 Paragraph Overview - Opening Sentence, Body, Closing Sentence	<ul style="list-style-type: none"> ● For extra practice, provide the student with several paragraphs and ask them to determine the intended audience and purpose. ● Additional practice for developing details and examples related to a topic may be helpful. Remind students that the examples should explain or support the detail. ● Students often struggle with closing sentences. Provide the student with additional short paragraphs with the closing sentence deleted, and ask them to provide the closing sentence.
Expository Paragraph	
Lesson 27 Brainstorm	<ul style="list-style-type: none"> ● Brainstorm - Join the student in the brainstorming activity to help generate multiple ideas. ● A variety of graphic organizers for brainstorming can be found online that help organization for visual learners.
Lesson 28 Organize, Draft	<ul style="list-style-type: none"> ● Organize - The graphic organizer will be used throughout the EIW curriculum. Students should use the organizer on page 150 for the paragraph plan. ● Draft may be completed on the computer or by using speech-to-text software. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations

Lesson 29 Revise, Final Draft	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more), prior to beginning the revision process. ● Read the draft aloud to the student, either before or after the student has read it, so that the student can “hear” their own work. ● Student should refer to the Writer’s Notebook to revise word choice and sentence structure. ● Allow the student to use computer editing software if composition has been typed. ● Allow the student to compare final work to the checklist on page 154, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● The Extra Practice piece is optional. It may be used as a review prior to writing the expository essay.
Persuasive Paragraph	
Lesson 30 Brainstorm	<ul style="list-style-type: none"> ● Brainstorm - Join the student in the brainstorm activity to help generate multiple ideas. ● The prompt may be changed to one of more interest or relevance to the student. ● Discuss persuasive techniques with the student. Look up online, television, or printed ads, then have the student identify the persuasive strategies used in consumer advertising.
Lesson 31 Organize, Draft	<ul style="list-style-type: none"> ● Help the student brainstorm words and phrases that are “persuasive” in nature. Make a list and add it to the Writer’s Notebook. ● Organize - Continue using the EIW Paragraph Graphic Organizer for all paragraphs (page 158). ● Draft - Limiting their ideas can be difficult for some students. Encourage them to choose 2 reasons that will be easy to justify or that they feel will convince the reader to agree with their viewpoint. ● The student may complete the draft using speech-to-text software, on a computer, or dictate to a scribe, if necessary. ● Supply a list, or discuss with the student, of words and phrases that “persuade.” ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
Lesson 32 Revise, Final Draft	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more), prior to beginning the revision process. ● Read the paragraph aloud to the student, or have him/her read it aloud or record and listen to it, to assist with word choice revision. ● Instructor may highlight sentences for the student to edit. ● Refer to word lists in the Writer’s Notebook to assist with word choice and sentence structure. ● Have the student underline or highlight words and phrases meant to “persuade.” If more persuasive language is needed, help the student decide how to improve the persuasive piece. ● Allow the student to compare final work to the checklists on pages 162 & 163, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner.

	<ul style="list-style-type: none"> The Extra Practice is optional, but recommended, as persuasive writing is a useful skill.
Descriptive Paragraph	
Lesson 33 Brainstorm	<ul style="list-style-type: none"> The prompt may be changed to one of more interest or relevance to the student. Brainstorm - Join the student as they complete the brainstorm activity to help generate multiple ideas. Organize - Refer to the Writer's Notebook for a list of adjectives and vivid language. <i>ARB: Sensory Words poster</i>
Lesson 34 Organize, Draft	<ul style="list-style-type: none"> Help the student brainstorm to come up with as many words or phrases as they can to describe the topic, then narrow them down to the best 2-4 to use in the paragraph. As the student is planning the draft, remind him/her to consider the 5 senses. Draft may be completed on the computer or by using speech-to-text software. Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations Have the student point out any words/phrases from their composition that appeal to the 5 senses.
Lesson 35 Revise, Final Draft	<ul style="list-style-type: none"> Have the student take a break from the draft (an hour or more), prior to the revision process. Instructor may highlight sentences for the student to edit. Read the draft aloud to the student, either before or after the student has read it, so that the student can hear their own work. This helps with word choice and sentence structure revisions. Student should refer to the Writer's Notebook to revise word choice and sentence structure. Allow the student to use computer editing software if composition has been typed. Allow the student to compare final work to checklists on pages 170 & 171, prior to submitting. Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. Extra practice is optional.
Compare Paragraph	
Lesson 36 Brainstorm	<ul style="list-style-type: none"> The prompt may be changed to one more relevant to the student, although writing about characters from literature is great practice. Practice comparing and contrasting items/places/people, etc. Provide the student with subjects to use to practice comparing and contrasting items, prior to drafting this composition using Venn Diagrams. Compare = How things are alike Contrast = How things are different

	<ul style="list-style-type: none"> Explain to the student that what they are comparing must be a similar trait (i.e. if comparing an apple and an orange - “both are fruits, we generally eat the skin of the apple, but peel the orange prior to eating” is ok. Not - “We eat the peel of the apple, and the orange is grown in tropical climates”).
Lesson 37 Organize, Draft	<ul style="list-style-type: none"> Draft may be completed on the computer, by using speech-to-text software, or by dictating to a scribe. Copy or remove page 175, “Comparison Writing Tip,” from the text and add it to the Writer’s Notebook. Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
Lesson 38 Revise, Final Draft	<ul style="list-style-type: none"> Have the student take a break from the draft (an hour or more), prior to the revision process. Refer to the Writer’s Notebook for help with word choice and sentence structure. Read the paragraph aloud to the student, or have him/her read it aloud or record and listen to it, to assist with word choice revision. As the student reviews his/her writing, have them use a colored pen or marker to underline or highlight similarities to ensure they have included details effectively. Instructor may highlight sentences for the student to edit. Allow the student to compare final work to the checklists on pages 178 & 179, prior to submitting.
Contrast Paragraph	
Lesson 39 Brainstorm, Organize, Draft	<ul style="list-style-type: none"> The prompt may be changed to one more relevant to the student, but should be the same topic the student used in the comparing lesson. Provide extra practice with comparing and contrasting, prior to drafting this composition using Venn Diagrams. Compare = How things are alike Contrast = How things are different Explain to the student that what they are contrasting must be a similar trait (i.e. if contrasting an apple and an orange, what is different? Color, texture, use in baking, etc.). Student may use a graphic organizer to help with organizing ideas during the brainstorming activity. Draft may be completed on the computer or by using speech-to-text software. Copy or remove page 183, “Contrast Writing Tip,” from the text and add it to the Writer’s Notebook. Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
Lesson 40 Revise, Final Draft	<ul style="list-style-type: none"> Have the student take a break from the draft (an hour or more), prior to the revision process. Refer to the Writer’s Notebook for help with word choice and sentence structure.

	<ul style="list-style-type: none"> ● Read the paragraph aloud to the student, or have him/her read it aloud or record and listen to it, to assist with word choice revision. ● Instructor may highlight sentences for the student to edit. ● Have the student highlight phrases that contrast to ensure the prompt has been addressed appropriately. ● Allow students to use computer editing software if draft has been typed. ● Adjust the Scoring Guide to the expectations of the individual learner. ● Allow the student to compare final work to the checklists on pages 186 & 187, prior to submitting. ● Extra Practice is optional.
Narrative	
Lesson 41 Narrative	<ul style="list-style-type: none"> ● For additional practice, provide the student with samples of text from short stories or novels and ask them to identify point-of-view. ● Narrative writing is what many students will call “writing a story.” It is important to understand the prompt for writing and plan their narrative, prior to beginning to draft so as not to “ramble,” and to create a concise, organized, easy-to-follow composition. ● <i>ARB: Additional graphic organizers and checklists for a variety of writing genres</i>
Lesson 42 Mechanics of Dialogue	<ul style="list-style-type: none"> ● Add “rules to follow when writing dialogue” chart, page 190, to the Writer’s Notebook. ● To help students tell the difference between a direct quote and simply reporting what was said, remind them that only the words that came out of a person’s mouth go inside the quotation marks. For example: My mom said, “Go do the dishes, please.” vs. My mom said to go do the dishes. ● Have the student read each passage to be corrected and highlight “the words that came out of a character’s mouth.” This may help them to identify and correctly punctuate dialogue. ● To limit pencil/paper tasks, consider typing the longer compositions, in exercise 42, for the student, then let them edit and add dialogue to that document.
Lesson 43 Brainstorm	<ul style="list-style-type: none"> ● If the prompt is too abstract for the student, the teacher may choose another scenario for the prompt. ● Complete the brainstorm together to help generate multiple ideas.
Lesson 44 Organize	<ul style="list-style-type: none"> ● Allow the student to dictate the events - in chronological order - to a scribe. ● Consider this organization strategy if the student is struggling with the story plan: <ol style="list-style-type: none"> 1. Introduce the characters and their situation. 2. Tell what happens at the beginning of their journey (how did they get here?). 3. Describe 2 main events (body paragraphs #2 and #3) that lead to the resolution. 4. Finish by telling how the situation resolved.

Lesson 45 Hook and Draft	<ul style="list-style-type: none"> ● Copy or remove page 198, “Hook” samples, and add it to the Writer’s Notebook. ● Provide the transition words/phrases you want the student to use in the draft. ● Allow the student to complete their first draft (rough copy) without dialogue, if it is slowing them down. Then, add dialogue during the “revision” stage of writing. ● Draft may be completed on the computer, by using speech-to-text software, or by dictating to a scribe. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations
Lesson 46 Revise Word Choice	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more), prior to the revision process. ● Read the story aloud to the student, or have him/her read it aloud and record and listen to it, to assist with word choice revision. ● Student may refer to the Writer’s Notebook for examples of strong verbs and adjectives to use in the story.
Lesson 47 Revise Sentence Structure	<ul style="list-style-type: none"> ● Instructor may highlight sentences for the student to edit. ● Student may refer back to the Writer’s Notebook for a review of different sentence structures and how to correctly punctuate each.
Lesson 48 Assess Dialogue	<ul style="list-style-type: none"> ● Allow the student to read the story draft aloud, or read it to the student. ● As the story is being read, stop and highlight passages that could be replaced or improved with a direct quote. ● Refer to the Writer’s Notebook for a review of the rules for writing and punctuating dialogue.
Lesson 49 Final Draft	<ul style="list-style-type: none"> ● Allow students to use computer editing software if draft has been typed. ● Adjust the Scoring Guide to the expectations of the individual learner. ● Allow the student to compare final work to the checklists on pages 203 & 204, prior to submitting. ● Extra Practice is optional.
Expository Essay	
Lesson 50 Expository Essay	<ul style="list-style-type: none"> ● Expository writing explains, describes, or informs. ● If it has been helpful previously, as the student plans paragraphs for the essays, continue to use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations ● Continue to use graphic organizers (paragraph plans) throughout the composition section. ● Copy or remove page 207, “Essay Structure,” and add it to the Writer’s Notebook.

	<ul style="list-style-type: none"> ● <i>ARB: Additional graphic organizers and checklists for a variety of writing genres</i>
Lesson 51 Brainstorm and Organize	<ul style="list-style-type: none"> ● As the student enters information into the graphic organizer (page 209), explain that points 1, 2, and 3 will become body paragraphs 1, 2, and 3. ● Continue to use the paragraph organizers as the student writes essays and other longer compositions.
Lesson 52 Organize and Draft Body Paragraph #1	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or by using speech-to-text software. ● Allow students to dictate to a scribe, if necessary. ● Access Writer’s Notebook for assistance with sentence structure and word choice.
Lesson 53 Organize and Draft Body Paragraph #2	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or by using speech-to-text software. ● Allow students to dictate to a scribe, if necessary. ● Refer to the transitions listed at the bottom of page 213.
Lesson 54 Organize and Draft Body Paragraph #3	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or by using speech-to-text software. ● Allow students to dictate to a scribe, if necessary. ● Refer students to the transitions list on page 215.
Lesson 55 Organize and Draft Opening Paragraph	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or by using speech-to-text software. ● Allow students to dictate to a scribe, if necessary. ● Have the student read his/her body paragraphs again, prior to planning/drafting the opening paragraph. ● Assist the student with establishing a strong “hook,” if needed.
Lesson 56 Organize and Draft Closing Paragraph	<ul style="list-style-type: none"> ● Have the student read the opening and body paragraphs, prior to beginning the closing paragraph. ● If needed, help the student develop a sentence to restate the thesis. ● Ask the student to compare the closing sentence to the opening sentence to make sure they are somewhat related to each other. Does the CS restate or is it a logical conclusion based on the information provided in the paragraph? ● Remind the student to NOT include new information in the closing paragraph. All main ideas and explanations should be included in the body paragraphs.
Lesson 57 Revise Word Choice	<ul style="list-style-type: none"> ● Read the draft aloud to the student, or have him/her read it aloud or record it, in order to listen to their composition and assist with word choice revision. ● Allow students to use a computer Thesaurus if draft has been typed. ● It is appropriate for students to add/change information during the revision step.

Lesson 58 Revise Sentence Structure	<ul style="list-style-type: none"> • Instructor may highlight sentences for the student to edit. • Refer to the Writer’s Notebook for assistance with sentence structure. • Help the student identify short, simple sentences that could be improved or combined with other sentences into a more complex structure.
Lesson 59 Final Draft	<ul style="list-style-type: none"> • Have the student take a break from the draft (an hour or more), prior to composing the final draft. • Read the draft aloud to the student so that the student can hear their own work. • Allow the student to compare final work to the checklists on pages 221 & 222, prior to submitting. • Adjust the Scoring Guide to the expectations of the individual learner. • Extra Practice is optional.
Compare/Contrast Business Letter	
Lesson 60 Audience, Purpose, and Format	<ul style="list-style-type: none"> • Copy or remove page 225, “Business Letter Format,” and add it to the Writer’s Notebook. • <i>ARB: Additional graphic organizers and checklists for a variety of writing genres</i>
Lesson 61 Brainstorm	<ul style="list-style-type: none"> • Prompt may be changed to address a more global topic, but the audience should be appropriate to the prompt.
Lesson 62 Organize	<ul style="list-style-type: none"> • This assignment does not require 3 body paragraphs. Follow the structure indicated on page 228.
Lesson 63 Organize and Draft Opening Paragraph	<ul style="list-style-type: none"> • Allow the student to read some business letter examples to help illustrate how more formal language is used in this style of writing. • Students should refrain from using slang, or colloquial terms.
Lesson 64 Draft Body Paragraphs	<ul style="list-style-type: none"> • Drafting may be completed using a computer or dictated to a scribe. • Have the student review each body paragraph and identify words/phrases that compare or illustrate differences to make sure the burden of compare and contrast has been met.
Lesson 65 Organize and Draft Closing Paragraph	<ul style="list-style-type: none"> • Add no new information in the closing paragraph. • Reminder: Only the first word in a multiple-word closing is capitalized (i.e. Sincerely, or Yours truly,).
Lesson 66 Revise Word Choice	<ul style="list-style-type: none"> • Read the letter aloud to the student, or have him/her read it aloud or listen to a recording of it, to assist with word choice revision. • Allow students to use a computer Thesaurus if draft has been typed.

	<ul style="list-style-type: none"> Consider highlighting words or phrases that would lend themselves to more descriptive or persuasive language.
Lesson 67 Revise Sentence Structure	<ul style="list-style-type: none"> Instructor may highlight sentences for the student to edit. Refer to the Writer’s Notebook for assistance with sentence structure.
Lesson 68 Final Draft	<ul style="list-style-type: none"> Allow the student to compare final work to the checklists on pages 235 & 236, prior to submitting. Adjust the Scoring Guide to the expectations of the individual learner. Assist the student in their efforts to properly address and mail the final letter. Extra Practice is optional.
Persuasive Essay	
Lesson 69 Persuasive Essay	<ul style="list-style-type: none"> Begin by helping the student brainstorm and create a list of words/phrases that are persuasive. Help the student identify effective persuasive techniques. Locate and view printed advertisements, or watch television commercials together, to identify persuasive techniques discussed on page 240. <i>ARB: Additional graphic organizers and checklists for a variety of writing genres</i>
Lesson 70 Brainstorm and Organize	<ul style="list-style-type: none"> Prompt may be changed to meet the student’s individual interest. To help the student choose a prompt, engage them in conversation about each, then allow them to choose the prompt they find the easiest, or the one they find most interesting, to discuss. Help the student generate a list of persuasive words/phrases, or access those added to the Writer’s Notebook previously. The student may need help choosing details that persuade the reader.
Lesson 71 Organize and Draft Body Paragraph #1	<ul style="list-style-type: none"> Prior to completing the paragraph draft, review the student’s work to ensure all 3 body paragraph topics support the thesis. Make sure the examples explain the “HOW” of the details. For example, if the detail says “my uncle is kind,” give an example of his kindness.
Lesson 72 Organize and Draft Body Paragraph #2	<ul style="list-style-type: none"> Review each body paragraph with the student to make sure each is written about one, unique topic related to and supporting the thesis.
Lesson 73 Organize and Draft Body Paragraph #3	<ul style="list-style-type: none"> Have the student check his/her rough draft to ensure appropriate transitional words and phrases have been used in each body paragraph.

Lesson 74 Organize and Draft Opening Paragraph	<ul style="list-style-type: none"> • Have the student read the thesis statement and all 3 body paragraphs, prior to drafting the opening paragraph.
Lesson 75 Organize and Draft Closing Paragraph	<ul style="list-style-type: none"> • Have the student read the opening and 3 body paragraphs, prior to drafting the closing paragraph. • The first sentence of the closing paragraph should restate the thesis. Students often need help with this.
Lesson 76 Revise Word Choice	<ul style="list-style-type: none"> • Allow the student a break (an hour or a day, as needed) before he/she comes back to revise. This will allow the student to see their work with “a fresh mind.” • Read essay aloud to the student, or have him/her read it aloud/record and listen to it, to assist with word choice revision. • Instructor may highlight sentences for the student to edit. • Have the student highlight or point out the 3 main arguments and the supporting examples within each paragraph to ensure he/she has addressed their topic completely. • Adjust word choice, sentence structure, and content to improve the overall message and clarity: Does the essay effectively persuade the reader?
Lesson 77 Revise Sentence Structure	<ul style="list-style-type: none"> • Use the Writer’s Notebook to improve and vary sentence structure. • Use word lists from the Writer’s Notebook and a Thesaurus to improve word choice. • Remind the student that they may adjust or rewrite any portion of the essay at this point. Do they have a better idea? Need to change to improve clarity? Change the order of the body paragraphs?
Lesson 78 Final Draft	<ul style="list-style-type: none"> • Allow the student to use computer editing software if composition has been typed. • The extra practice exercise is optional, but consider coming back to it in a few weeks for additional practice with persuasive writing. The ability to persuade is a useful life skill. • Allow the student to compare final work to the checklists on pages 253 & 254, prior to submitting. • Adjust the Scoring Guide to the expectations of the individual learner.
Research Project	
Lesson 79 Process	<ul style="list-style-type: none"> • Review the research process (page 256) with the student, and “map out” a schedule for each task to help keep the student motivated and organized. • <i>ARB: Additional Source Cards</i>
Lesson 80 Brainstorm	<ul style="list-style-type: none"> • Students may need to conduct brief research to make sure they will be able to find adequate information about their chosen historical figure.

Lesson 81 Research Questions	<ul style="list-style-type: none"> • A search on the computer may help generate ideas for questions related to the chosen topic. • Add the student's list of research questions to the Writer's Notebook.
Lesson 82 Quality Sources	<ul style="list-style-type: none"> • We do not recommend using Wikipedia as a source, as information from this site cannot be validated or verified. • <i>ARB: How Do I Evaluate Online Resources poster</i>
Lesson 83 Source Cards	<ul style="list-style-type: none"> • Source cards are included in the back of the Student Text and may be copied by the student, as needed. • Copy or tear out page 261, "Research Source Cards," and add it to the Writer's Notebook for easy reference when the time comes to complete notecards and cite sources.
Lesson 84 Notecards	<ul style="list-style-type: none"> • Use color to indicate different topics/headings. Simply use a marker or highlighters to "color-code" topics. • Numbers may be placed on each card, as well, to indicate which source the information comes from - later, this will come in handy as the student is adding information in their text. They can just jot down the number of the source, then go back later to add in-text citations. • Consider printing out resources from the internet to allow the student to highlight as they read.
Lesson 85 Research	<ul style="list-style-type: none"> • Limit resources to 3 (possibly 1 book, 1 internet resource, and one of the teacher's choice). • Consider allowing the student to print out or copy source pages, so that they may highlight directly on each source. • Adjust time allowed to conduct research according to individual student's reading skills. • You may need to review summary skills. • Demonstrate to the student how to highlight only small bits of important information as they read. • Students may need a dedicated tabletop or space to use in order to keep their notecards and copies of sources organized during this process. • We do not recommend using Wikipedia as a source, as information from this site cannot be validated or verified.
Lesson 86 Organize Notecards and Create Thesis Statement	<ul style="list-style-type: none"> • The thesis statement should state the student's main point or idea about the topic. Refer to the prompt on page 257. The thesis should name the historical figure and what important mark that person made on human history.
Lesson 87 Draft Body Paragraphs	<ul style="list-style-type: none"> • Drafting may be completed on the computer. • It may help the student to have them read their notecards aloud before they begin to draft. • Have the student verbally "tell" you their information, prior to attempting to draft each paragraph. • Student should include transitional words and phrases - consider supplying student with a list of

	<p>appropriate transitions for each part of the report. Search online for “transition words and phrases.” Alternatively, if adding transitions is slowing down the drafting process, they may be added during the revision process.</p> <ul style="list-style-type: none"> • Prior to beginning the draft, all resources should be numbered. As the student begins to draft, they may simply write the number of each source after a quote or paraphrasing of information. Then, they will go back later to add the proper in-text citation. This is one option meant to simplify keeping track of where the information came from. • Review the process involved with paraphrasing. • A general rule of thumb when it comes to giving credit to the author is this: If the information was unknown to the writer of the paper, prior to reading the research, it must be cited. • All statistics or data must be cited.
Lesson 88 Organize and Draft Opening Paragraph	<ul style="list-style-type: none"> • Student may need help developing an appropriate and effective “hook.” • Have the student read their 3 body paragraphs, prior to drafting the opening paragraph.
Lesson 89 Organize and Draft Closing Paragraph	<ul style="list-style-type: none"> • Have the student read aloud their opening and body paragraphs, prior to drafting the closing paragraph.
Lesson 90 Revise Word Choice	<ul style="list-style-type: none"> • Use word lists and other resources from the Writer’s Notebook to assist with word choice and sentence structure. • Highlight words that you would like the student to replace. Have them access the Thesaurus on the computer or use a hard copy of a Thesaurus. • Remind the student that they may add, delete, and change information presented in their paper. • Have the student review information obtained during their research. If they change their mind about content, they can change their body paragraphs. It is not unusual for the process of writing to ignite new ideas. Encourage the student to write their “best paper,” even if that means revising content several times.
Lesson 91 Revise Sentence Structure	<ul style="list-style-type: none"> • Instructor may make suggestions regarding combining and restating sentences for clarity.
Lesson 92 Final Draft (Presentation Options)	<ul style="list-style-type: none"> • Allow the student to use computer editing software if composition has been typed. • Allow the student to compare final work to the checklists on pages 274 & 275, prior to submitting. • It is appropriate to include original artwork on the presentation board. • An example of the Title Page required, if the report is written, can be found on page 272.

Lesson 93 Bibliography	<ul style="list-style-type: none">● MLA format is updated annually. If the examples for the text are inconsistent with what the student is finding online with regard to MLA format, this may be the reason.● If the student uses easybib.com, have them look at the entry to observe the type of information that is provided, in order to give the author or publisher credit for the publication.● Adjust the Scoring Guide to the expectations of the individual learner.
Final Lesson - Comparing Compositions	<ul style="list-style-type: none">● The student will learn from completing the Final Lesson - Comparing Compositions on page 277, even if they “miss the mark” in some areas.● Use this as a tool to discuss future writing goals.