

Essentials in Writing, Level 11

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 11 Curriculum. It is not a substitute for the curriculum.

General Accommodation Suggestions

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.
- Keep your Writer's Notebook to use with the next level of EIW!

General Curriculum Recommendations

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

Additional Writing Prompts

Additional writing prompts are included 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 essay, 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 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 Student Workbook introduction. 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/>

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Additional Graphic Organizers and Paragraph Organizers are located in the back of the Student Text.

SECTION 1: SENTENCES	
Lesson 1 Independent & Dependent Clause	<ul style="list-style-type: none"> ● Review: Subject = Noun; Predicate = Verb; This can be done as 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 what” of the sentence. ● Add the list of common subordinators to the Writer’s Notebook. ● It is not necessary for the student to memorize the subordinators at this time. ● Alternative to Activity C: Research the topic you choose, then write 5 sentences that include any combination of independent & dependent clauses. ● To check for understanding, have the student label subjects and predicates for each activity completed.
Lesson 2 Creating Compound Sentences	<ul style="list-style-type: none"> ● Add the list of coordinating conjunctions and the list of conjunctive adverbs to the Writer’s Notebook. ● Add the rules for writing compound sentences to the Writer’s Notebook. ● Supply the student with a topic to write about for Assignments 2A-D. ● A trick, or mnemonic device, to help students memorize the conjunctions is to use the first letter of each to create a word: “FANBOYS” (for, and, nor, but, or, yet, so). ● Option for Lesson 2A: Combine parts C & D, or skip this part and assign Lesson 2B only. ● It is not necessary for the student to memorize the coordinating conjunctions or conjunctive adverbs.
Lesson 3 Creating Complex Sentences	<ul style="list-style-type: none"> ● Add rules for writing and punctuating complex sentences to the Writer’s Notebook. ● Option for 3A.B: As the student reads a passage/paragraph, identify subjects/predicates of each sentence, then look for conjunctions, subordinators, and conjunctive adverbs, and label each sentence as simple, compound, or complex. ● Option for Lesson 3B: Have the student concentrate on just getting organized thoughts on paper the first time through the draft. Then, have the student revisit the composition and revise for sentence structure, adding complex (or compound) sentences where possible. Finally, have

	<p>the student identify compound and complex sentences by underlining one and circling the other or by using different colors to underline each.</p>
<p>Lesson 4 Run-On & Comma Splice Sentence Error</p>	<ul style="list-style-type: none"> • Copy or remove page 10, “Correcting A Run-On or Comma Splice,” and add it to the Writer’s Notebook. • Assignment Option #1: Compose a paragraph containing multiple sentence errors for the student, then ask the student to identify the errors and rewrite the paragraph correctly. • For additional practice, locate samples of sentences with run-on and comma splice errors online, or create samples and have the student correct these errors using the strategies found in the lesson.
<p>Lesson 5 Fragment Sentence Error</p>	<ul style="list-style-type: none"> • In addition to, or in place of Option #1, compose a paragraph containing multiple fragments for the student, then ask the student to identify the fragments and use the strategies learned in the lesson to correct them, and then rewrite the paragraph correctly. • Going forward, when student compositions contain fragments, help students identify and correct the errors.
<p>Lesson 6 Compound-Complex Sentences</p>	<ul style="list-style-type: none"> • Add rules for punctuating compound-complex sentences to the Writer’s Notebook. • Providing a topic for the student to write about may make this assignment easier. • Have the student label each IC and DC within each assignment. • Optional: Skip Lesson 6A, Part B. • Lesson 6B: Reduce the number of sentences to five. • Lesson 6B: Have the student label, or use color, to identify the types of sentences within the composition. • Alternative Sentence Practice Activity: Provide the student with strips of paper on which dependent clauses, independent clauses, subordinators, and coordinating conjunctions have been written. Have the student physically manipulate the strips of paper to create compound, complex, and compound-complex sentences. This activity can support topics that are being studied in another course (science, social studies, etc.) or can even be made humorous depending on the content of the sentence strips.
<p>Lesson 7 Using Appositives</p>	<ul style="list-style-type: none"> • As students read the text, have them identify examples of appositives by highlighting or drawing arrows to link them to noun or noun phrase represented by each. • Alternative Additional Practice: Provide the student with a short story in which no appositives have been used, then have the student mark on the page to indicate where sentences might be combined using appositives. For extra practice, have the student draw an arrow to the noun or noun phrase represented by the appositive.
<p>Lesson 8</p>	<ul style="list-style-type: none"> • Add rules for punctuating who, which, & that clauses to the Writer’s Notebook.

Who, Which, or That Clause	<ul style="list-style-type: none"> Consider skipping assignment 8A.A & 8B.A if the student is struggling to find the examples online. Adequate practice can be completed using the other activities in the lesson.
SECTION 2: PARAGRAPHS <ul style="list-style-type: none"> From this point on, compositions may be typed, or the student may use speech-to-text software to compose. If necessary, the student may also dictate to a scribe. Continue to PLAN paragraphs using the paragraph organizers, as this is a crucial component of the writing program. It is appropriate to change the prompt for any writing lesson, but make sure to maintain the integrity of the goal (i.e. persuasive writing, expository writing, compare and contrast writing, etc.). 	
Lesson 1 Formal Paragraph	<ul style="list-style-type: none"> Copy or remove page 21, “Outline of a Paragraph,” and place it in the Writer’s Notebook. If the student needs more space, allow him/her to write on notebook paper or strips of paper. Use colored strips of paper, or colored ink, to differentiate between sentences to organize writing: red/pink = OS/CS blue = detail green = examples Allow students to choose a writing topic from the Writer’s Notebook. Students may use speech-to-text software or dictate to a scribe. For additional practice, create “sentence strips” - 5 sentences that represent all parts of the paragraph. Then, have students organize the strips into a logical order. Discuss the formal paragraph scoring guide (page 24) with the student. Encourage the student to use the guide to review work, prior to submitting. Adjust the Scoring Guide to the expectations of the individual learner.
Lesson 2 Expository Paragraph: Plan	<ul style="list-style-type: none"> Prompt may be changed to one of more interest to the student. Allow the student to choose a prompt from their list in the Writer’s Notebook, if they have developed one. During the planning stage, join students as they brainstorm ideas to come up with the best 2-3 details for their paragraph, and then develop strong examples of each detail chosen. Have the student read over the paragraph plan to make sure he/she has explained each of the details, prior to moving on to the draft. Use colored ink to organize writing: red/pink = OS/CS blue = detail green = example
Lesson 3 Expository Paragraph: Draft, Revise, & Publish	<ul style="list-style-type: none"> Drafting may be completed on the computer or by using speech-to-text software. The paragraphs should be limited to 2 details with additional explanations/examples as shown in the textbook - length of paragraph is less important than the structure. Prior to submitting the paragraph, make sure the student reads the composition aloud, or read

	<p>it aloud to the student, so that he/she hears what they have truly written.</p> <ul style="list-style-type: none"> ● Instructor may help the student revise for word choice and sentence structure. ● Refer to the Writer's Notebook to assist with sentence structure. ● Allow the student to compare final work to the checklists on pages 28 & 29, prior to submitting. ● Adjust the Scoring Guide to the expectations of the individual learner.
<p>Lesson 4 Persuasive Paragraph: Plan</p>	<ul style="list-style-type: none"> ● Prompt may be changed to one of more interest to the student. ● Help the student identify effective persuasive techniques. Locate and view printed advertisements, or watch television commercials together, and discuss what it is that makes the advertisement persuasive. ● Help the student generate a list of persuasive words/phrases (search online if needed). Add the list to the Writer's Notebook. ● Discuss topic with the student. Help generate 3-5 "reasons" why theirs is a good opinion, then help choose the best 2 to use as support. ● It may help to tell the student that the details should provide their 2 best points, and then the examples will provide detailed explanations regarding how these points are relevant and convince the reader. ● Use colored ink to organize writing: red/pink = OS/CS blue = detail green = example ● Explain: In persuasive writing, the details give your REASONS and the examples tell why those are good reasons. You may need to provide examples. Example: OS: Soda is an invention that has actually harmed people. D: It is full of sugar. Ex: Sugar causes obesity and diabetes.
<p>Lesson 5 Persuasive Paragraph: Draft, Revise, & Publish</p>	<ul style="list-style-type: none"> ● Drafting may be completed on the computer or by using speech-to-text software. ● Allow the student to read the example of a quality persuasive paragraph (page 31), prior to beginning to draft their own. ● Structure is more important than length at this point. ● During revision, make sure the student reads the composition aloud, or read it aloud to the student, so that he/she hears what they have truly written. ● Have the student highlight the words/phrases meant to be persuasive. Discuss better options if needed. ● Instructor may highlight sentences for the student to edit. ● Refer to the Writer's Notebook to assist with sentence structure. ● Allow the student to compare final work to the checklists on pages 33 & 34, prior to submitting.

	<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.
Lesson 6 Descriptive Paragraph: Plan	<ul style="list-style-type: none"> ● Prompt may be changed to one of more interest to the student. ● During the planning stage, join students as they brainstorm ideas to come up with the best 2-3 details for their paragraph, and then develop strong examples of each detail chosen. ● Have the student read the example of a quality descriptive paragraph (page 36), prior to drafting. ● Use colored ink to organize writing: red/pink = OS/CS blue = detail green = example
Lesson 7 Descriptive Paragraph: Draft, Revise, & Publish	<ul style="list-style-type: none"> ● Drafting may be completed on the computer, by using speech-to-text software, or dictated to a scribe. ● Lesson 7B may be skipped if the student needs to focus on their first plan, draft, and revisions. ● Stick to 2 details/examples - length of paragraph is less important than the structure. ● During the “revision” step, make sure the student reads the composition aloud, or read it aloud to the student, so that he/she hears what they have truly written. ● Allow the student to use computer editing software if draft has been typed. ● Highlight areas where the student could add descriptive language or discuss these sections with the student. ● Remind the student they may edit ideas during the revise portion of the paper. ● Refer to the Writer’s Notebook to assist with sentence structure. ● Allow the student to compare final work to the checklists on pages 38 & 39, prior to submitting. ● Adjust the Scoring Guide to the expectations of the individual learner.
Lesson 8 Compare/Contrast Paragraph: Plan	<ul style="list-style-type: none"> ● Make sure students understand: compare = how things are alike; contrast = how things are different. ● Prompt may be changed to one of more interest to the student. ● During the planning stage, students may find it helpful to brainstorm ideas to come up with multiple ideas, then narrow it down to the best 2-3 details for their paragraph, and then develop strong examples of each detail chosen. ● Use color to organize writing: red/pink = OS/CS blue = details green = examples ● Use a Venn Diagram to organize thoughts and paragraphs (page 167). ● Continue to use paragraph organizers (from back of textbook) to plan paragraphs.

	<ul style="list-style-type: none"> ● Describe to students how the details must be related. Practice identifying “related” topics. Example: comparing clothing stores: “both sell clothing, both are inexpensive.” Contrast clothing stores: “One sells men’s clothes, while the other sells women’s clothing. One is in a mall, the other is a big box stand-alone store.” ● Provide examples of how NOT to compare or contrast using non-related topics, for example: Similarities: Chevys and Fords both offer a variety of models. Differences: Fords are slow. Chevy makes good trucks. This is not a good example because the differences are not in the same category. A better option might be “Fords have been in existence longer than Chevys; or Chevys are better known for their cars, while Ford trucks are more popular.”
<p>Lesson 9 Compare/Contrast Paragraph: Draft, Revise, & Publish</p>	<ul style="list-style-type: none"> ● Allow the student to read the example of a quality compare and contrast paragraph (page 41), prior to drafting. ● 9A: Drafting may be completed on the computer, by using speech-to-text software, or dictated to a scribe. ● 9B: Lesson may be skipped if the student needs to focus on their first plan, draft, and revisions. ● During revision, make sure the student reads the composition aloud, or read it aloud to the student, so that he/she hears what they have truly written. ● Have the student highlight information which compares items in one color and items that illustrate contrasts in another to see if they have met the burden to compare and contrast. ● Discuss with the student their 2-3 details and examples to make sure they have provided clear examples to explain similarities and differences. ● Have the student highlight or point out the 3 main arguments and the supporting examples within each paragraph. ● Remind the student they can edit content during revision of the paper. ● Refer to the Writer’s Notebook to assist with sentence structure. ● Instructor may highlight sentences/words for the student to edit. ● Allow the student to compare final work to the checklists on pages 43 & 44, prior to submitting. ● Allow students to use computer editing software if draft has been typed. ● Adjust the Scoring Guide to the expectations of the individual learner.
<p>Lesson 10 Cause/Effect Paragraph: Plan</p>	<ul style="list-style-type: none"> ● Continue to use paragraph planners to organize writing. Additional copies are in the back of the Student Textbook. Copies may be made as needed. ● Practice by reading each of the prompts supplied on page 45, and discuss the cause and effect relationships of each topic. ● Plan a paragraph for the writing prompt the student feels most confident discussing. ● Use color to organize writing: red/pink = OS/CS blue = details

	<p>green = examples</p> <ul style="list-style-type: none"> • During the planning stage, students may find it helpful to use a T-Chart to identify cause and effect relationships.
Lesson 1 Cause/Effect Paragraph: Draft, Revise, & Publish	<ul style="list-style-type: none"> • Allow the student to read the example of a quality cause/effect paragraph (page 46), prior to beginning to draft. • Drafting may be completed on the computer, by using speech-to-text software, or dictated to a scribe. • During the “revision” step, make sure the student reads the composition aloud, or read it aloud to the student, so that he/she hears what they have truly written. • Discuss the paragraph draft with the student and ask them to identify each cause/effect relationship they have included in their paragraph. • Refer to the Writer’s Notebook for assistance with revision of word choice and sentence structure. • Allow the student to compare their final draft to the checklists on pages 48 & 49, prior to submitting.
Section 3: ESSAYS	
Lesson 1 The Writing Process	<ul style="list-style-type: none"> • Copy or remove page 51, “The Writing Process,” and place it in the Writer’s Notebook.
Lesson 2 Parts of a Formal Essay	<ul style="list-style-type: none"> • Copy or remove pages 52 & 53, “Parts of a Formal Essay,” and add them to the Writer’s Notebook.
Expository Essay - Compare and Contrast	
Lesson 1 Organizing Thoughts	<ul style="list-style-type: none"> • Prompt may be changed to meet the student’s individual interests. • Discuss with the student each writing prompt option (page 55), and allow him/her to choose the prompt they feel most informed and confident about. • Explain to the student that some (minimal) research may be appropriate to help generate ideas for composing. They may search using Google, or another search engine, to help develop strong facts and ideas about their topic. Citing is not required in this essay. • Continue to use the graphic organizers as the student writes essays and other longer compositions. • Prior to planning the compare and contrast essay, allow the student to read the example of a quality expository compare and contrast essay on pages 68-70.
Lesson 2 Organizing Essay	<ul style="list-style-type: none"> • Look ahead to Lesson 3 if the student needs help with the “hook.” • Use information from the brainstorming activity to choose the 3 “best” or easiest ideas to write

Paragraphs	<p>about that also support the thesis.</p> <ul style="list-style-type: none"> ● Provide the student with a list of transition words/phrases they may incorporate into the composition.
Lessons 3, 4, & 5 Drafting Paragraphs	<ul style="list-style-type: none"> ● It may be easier for the student to draft the body paragraphs prior to drafting the opening and closing paragraphs; therefore, you may want to complete Lesson 4 prior to Lesson 3. ● Drafting may be completed on the computer. ● Have the student read each paragraph aloud as they complete it, and encourage them to revise as they go. ● Use online and Writer’s Notebook resources to locate and add transition words/phrases. ● Make sure the student does not introduce new facts in the closing paragraph.
Lesson 6 Revise Word Choice, Sentence Structure, & Content	<ul style="list-style-type: none"> ● Read the 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. ● Refer to the Writer’s Notebook for assistance with sentence structure and word choice. ● The student should be able to identify content which compares the items and content which contrasts the items. Consider having the student highlight each in a different color for identification and clarification.
Lesson 7 Edit/Publish	<ul style="list-style-type: none"> ● Allow the student 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 their work to the checklists on pages 66 & 67, prior to submitting. ● Lesson 7B is optional.
Persuasive Essay	
Lesson 1 Organizing Thoughts	<ul style="list-style-type: none"> ● Continue to use the paragraph organizers as the student writes essays and other longer compositions. ● Consider completing a brainstorming activity with the student, prior to beginning the plan, to generate and organize the student’s ideas for the composition. ● To help the student choose a prompt, engage them in conversation about each, then allow them to choose the prompt they find the easiest to discuss or the one they find most interesting. ● The student may need help choosing details that persuade the reader. ● Help the student identify effective persuasive techniques. Locate and view printed advertisements, or watch television commercials together, and discuss what it is that makes the advertisement persuasive. ● Help the student generate a list of persuasive words/phrases (search online if needed). Add the list to the Writer’s Notebook.

	<ul style="list-style-type: none"> ● Allow the student to read the example of a quality persuasive essay on pages 87-89, prior to planning or drafting.
Lesson 2 Organizing Essay Paragraphs	<ul style="list-style-type: none"> ● Look ahead to Lesson 3 if the student needs help with the “hook.” ● Prior to completing the paragraph plan, review the student’s work to ensure all 3 body paragraph topics support the thesis statement. ● Provide the student with ideas for simple transitions. For example, 2nd detail (Also,...) and CS (In conclusion,...). ● Make sure the examples explain the “HOW” of the details. For example, if the detail says “County fairs offer many opportunities for young farmers,” then make sure the student has provided examples of the opportunities awarded to young farmers by county fairs.
Lessons 3, 4, & 5 Drafting Paragraphs	<ul style="list-style-type: none"> ● It may be easier for the student to draft the body paragraphs prior to drafting the opening and closing paragraphs; therefore, you may want to complete Lesson 4 prior to Lesson 3. ● Drafting may be completed on the computer.
Lesson 6 Revising Word Choice, Sentence Structure, & Content	<ul style="list-style-type: none"> ● Allow the student a break (an hour or a day, as needed) before he/she comes back to revise. This will allow the student to see their work with “fresh eyes.” ● Read the 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. ● 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 7 Edit/Publish	<ul style="list-style-type: none"> ● Allow the student 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 their final work to the checklists on pages 85 & 86, prior to submitting. ● Lesson 7B is optional.
Process Analysis Essay	
Lesson 1 Organizing Thoughts	<ul style="list-style-type: none"> ● Discuss with the student each writing prompt option, and allow him/her to choose the prompt they feel most informed and confident about. ● Continue to use the paragraph organizers. ● Prior to planning the process analysis essay, allow the student to read the example of a quality

	<p>process analysis essay on pages 104-106.</p> <ul style="list-style-type: none"> • Have the student verbally “walk you through” the steps they would need to follow to complete the task, prior to planning.
Lesson 2 Organizing Essay Paragraphs	<ul style="list-style-type: none"> • Look ahead to Lesson 3 if the student needs help with the “hook.” • Transitions will be necessary in this composition. Provide the student with a list of transition words/phrases they may incorporate into the composition.
Lessons 3, 4, & 5 Drafting Essay Paragraphs	<ul style="list-style-type: none"> • It may be easier for the student to draft the body paragraphs prior to drafting the opening and closing paragraphs; therefore, you may want to complete Lesson 4 prior to Lesson 3. • Draft may be completed on the computer. • Have the student read each paragraph aloud as they complete it, and encourage them to revise as they go. • Make sure the student does not introduce new facts in the closing paragraph.
Lesson 6 Revising Word Choice, Sentence Structure, & Content	<ul style="list-style-type: none"> • Read the essay aloud to the student, or have him/her read it aloud/record and listen to it, to assist with word choice revision. • Ask the student to list each of the 3 main tasks described, and make sure each is described so that a person could follow the directions to complete the task at hand. You may even want to read the essay to the student while they visualize, or physically go through the process they have described, to see if their content is sufficient to explain the process. • Refer to the Writer’s Notebook for assistance with sentence structure and word choice. • Look for missed opportunities to add transition words/phrases and point them out to the student.
Lesson 7 Edit/Publish	<ul style="list-style-type: none"> • Allow the student 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 their final work to the checklists on pages 102 & 103, prior to submitting. • Lesson 7B is optional.
Response to Literature Essay	
Lesson 1 Organizing Thoughts	<ul style="list-style-type: none"> • The prompt chosen will, in part, be based upon the literature the student has read. Encourage the student to consider each prompt as it relates to their text and choose one that truly “fits” the prompt. • This does not have to be in response to a novel. Consider, instead, a short story of interest to the student. This will be helpful in that the student will be able to refer back to, and read again, portions of the text to help identify supports for his/her thesis statement. • It may be necessary to discuss the story in detail in relation to the writing prompt, prior to

	<p>beginning the essay draft, to ensure the student understands what he/she is being asked to do.</p> <ul style="list-style-type: none"> ● Allow the student to read the quality example of a response to literature essay (pages 122-124), prior to planning/drafting. ● The prewriting activity (brainstorming or web activity) can help the instructor see whether the student has a full understanding of the story elements and is ready to write or not. ● Consider having the student read or listen to a recording of the story, “The Alligator War,” so that they have some insight into what the example essay is written about.
Lesson 2 Organizing Essay Paragraphs	<ul style="list-style-type: none"> ● Use the essay planner for this essay. If the student needs help understanding vocabulary such as “allegory” or what constitutes theme or symbolism, search online for summaries and examples of each. ● Review the organizer checklist (page 111) with the student, prior to drafting.
Lessons 3 & 4 Drafting the Opening & Body Paragraphs	<ul style="list-style-type: none"> ● Pay close attention to the directions for drafting this essay, as they differ somewhat from other essays (page 112). ● Drafting may be completed on the computer. ● The student may find it easier to compose the body paragraphs before the opening paragraph. It is acceptable to complete Lesson 4 before Lesson 3. ● Have the student read each paragraph aloud, as they draft, to revise as they go.
Lesson 5 Drafting Closing Paragraph	<ul style="list-style-type: none"> ● Read the opening and body paragraphs prior to drafting the closing paragraph. ● Details should directly reflect the information provided in the body paragraphs. ● Remind the student to not add new details in the closing paragraph. If they think of information they would like to include to strengthen their paper, it is better to add it to a body paragraph.
Lesson 6 Revising Word Choice, Sentence Structure, & Content	<ul style="list-style-type: none"> ● Check to see that appropriate transition words/phrases have been used. It is often easier for students to add transitions after completing the composition. ● Use word lists and information from the Writer’s Notebook and a Thesaurus to improve word choice and vary sentence structure. ● Review the rules for capitalization with regard to short stories and novels.
Lesson 7 Edit/Publish	<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 120 & 121, prior to submitting. ● Adjust the Scoring Guide to the expectations of the individual learner.
SECTION 4: RESEARCH PAPER - Expository-Career Study	

Lesson 1 Research Paper Overview	<ul style="list-style-type: none"> • There are multiple free vocational interest inventories available online. Consider having the student complete one prior to beginning the research process. Many sites allow users to answer questions about their interests, life plans, lifestyle options, geographical preferences, etc., and match them to possible careers the student may not have known exists. One example is from Career One Stop: https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx • Copy or remove page 128, "Research Paper Overview," and place it in the Writer's Notebook. • Consider grading each component of the research paper independently, especially for struggling writers. • Assign point values to each stage of the paper (i.e. narrow the topic/vocational research = 20 pts, research questions = 20 pts, Note Cards = 10 pts each, etc.). • Even the final paper can be scored selectively for specific skills. You may choose to go through the checklist and highlight the skills your student struggles with or omit those that are above your student's current level of functioning.
Lesson 2 Step 1: Choose and Narrow Topic	<ul style="list-style-type: none"> • As the student completes brainstorming activities to develop a list of careers of interest, it may be necessary to do some simple research on each to determine which career the student would like to research further.
Lesson 3 Step 2: 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 4 Step 3: Research (Source Cards)	<ul style="list-style-type: none"> • Copy or remove page 131, and add it to the Writer's Notebook. Keep it handy so the student remembers what to include on each note card. • Allow the student to read the example of a quality research paper (pages 151-157), prior to planning the paper.
Lesson 5 Step 3: Research (Note Cards & Taking Notes)	<ul style="list-style-type: none"> • Review paraphrasing rules with the student. • Consider printing out resources from the internet to allow the student to highlight as they read. • Use color to indicate different topics or headings by using a highlighter or marker to place a colored line or "x" on each card to indicate each topic. • 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.
Lesson 6 Step 3: Research (Gathering)	<ul style="list-style-type: none"> • If necessary, limit the number of resources required to 3 (1 book, 1 internet source, and one other of teacher's choice). • Adjust time allowed to conduct research according to individual student's reading skills.

Information)	<ul style="list-style-type: none"> ● Consider allowing the student to print out or copy source pages so that they may highlight directly on each source. ● A review of summary writing may be necessary. 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 note cards and copies of sources organized during this process. ● Do not allow the student to use Wikipedia as a source, as information from this site cannot be validated or verified.
Lesson 7 Step 4: Thesis and Outline	<ul style="list-style-type: none"> ● Student may choose an alternative graphic organizer for the outline. An example of a simplified outline is provided on page 152 for the student's consideration. ● Have the student use the paragraph planners used earlier in the text to plan paragraphs and organize writing. ● It is ok if the student's plan is more "simple" than the example provided. Consider the student's instructional level. The focus should be on organizing information rather than length or breadth of information presented.
Lesson 8 Step 5: In-Text Citations	<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 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 should be cited.
Lesson 9 Step 5: Drafting Introduction	<ul style="list-style-type: none"> ● Drafting may be completed on the computer. ● It may help the student to have them read their note cards aloud before they begin to draft. ● Have the student verbally "tell" you their information, prior to attempting to draft each paragraph. ● Review options and explore the best ideas for the "hook" together during discussion (page 136). ● The student should include transitional words and phrases - consider supplying the student with a list of appropriate transitions for each part of the report. Search online for "transition words and phrases." Alternatively, if adding transitions is slowing down the drafting process, they may be added during the revision process.
Lesson 10	<ul style="list-style-type: none"> ● It may help the student to have them read their note cards aloud before they begin to draft.

Step 5: Organizing Body Paragraphs	<ul style="list-style-type: none"> • Have the student use information obtained during their research. If they change their mind about content later, they can change their body paragraphs.
Lesson 11 Step 5: Drafting Body Paragraphs	<ul style="list-style-type: none"> • Drafting may be completed on the computer. • It will help to have the student read their note cards prior to beginning the draft. • If the student is struggling to write the paper, reduce the required length of paragraphs and focus on structure and content. • 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 12 Step 5: Drafting Closing Paragraph	<ul style="list-style-type: none"> • Drafting may be completed on the computer. • Have the student read aloud their opening and body paragraphs prior to drafting the closing paragraph.
Lesson 13 Step 6: Revising Word Choice & Sentence Structure	<ul style="list-style-type: none"> • Highlight words that the student should replace with the help of a Thesaurus or word lists. • Use the Writer’s Notebook to assist with improving sentence structure. • Allow the student to use computer editing software and a Thesaurus to assist with revisions. • Read the report aloud to the student so that they are able to actually hear what they have written. Allow them to interrupt you along the way as they have ideas to improve their composition. This helps with both word choice and sentence structure.
Lesson 14 Step 7: Edit/Publish	<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 149 & 150, prior to submitting.
Lesson 15 Step 8: Citing Sources	<ul style="list-style-type: none"> • MLA format is updated annually. If the examples from the text are inconsistent with what the student is finding online, this may be the reason. • If the student has used easybib.com, have them look at their Works Cited page and note the type of information that is provided, in order to give the author or publisher credit for the publication.
Lesson 16 Adding a Title Page and Outline	<ul style="list-style-type: none"> • The outline is optional, but can be helpful to some students when organizing their paragraphs. • Adjust the Scoring Guide to the expectations of the individual learner.