

Essentials in Writing, Level 12 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 12 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 “revising” 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.

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

These 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/>

Essentials in Writing, Level 12 Alternative Instructional Strategies

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

| SECTION 1: SENTENCES | |
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| 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. |

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| | <ul style="list-style-type: none"> ● Search the internet for a list of coordinating conjunctions and conjunctive adverbs to add to the Writer's Notebook. ● It is not necessary for the student to memorize the subordinators. ● Alternative to Activity C: Research the topic you choose, then write 5 sentences that include any combination of independent & dependent clauses. ● Lesson 1B, Part B: Look ahead to page 8 for the explanation for adding a comma after the dependent clause for a complex sentence. ● Combine parts C & D, or skip this part and assign Lesson 2B only. |
| 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 and call them "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. ● For additional practice, draft a paragraph using short, simple sentences. Have student rewrite the paragraph combining independent clauses that are related to one another using coordinating conjunctions and conjunctive adverbs. ● It is not necessary for the student to memorize the coordinating conjunctions or conjunctive adverbs at this time. |
| 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 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 the student identify compound and complex sentences by underlining one and circling the other, or by using different colors to underline each. |
| Lesson 4 Run-On & Comma Splice Sentence Error | <ul style="list-style-type: none"> ● Copy or remove page 10, "Correcting A Run-On or Comma Splice Error," and add it to the Writer's Notebook. ● Alternative to 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. |

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| | <ul style="list-style-type: none"> 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. |
| Lesson 5 Fragment Sentence Error | <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. |
| Lesson 6 Compound-Complex Sentences | <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. Optional: Skip Lesson 6A, Part B. Lesson 6B: Have the student label or use color to identify the types of sentences within the composition. 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. |
| Lesson 7 Using Appositives | <ul style="list-style-type: none"> As students read text, have them identify examples of appositives by highlighting or drawing arrows to link them to the noun or noun phrase represented. 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. |
| Lesson 8 Who, Which, or That Clause | <ul style="list-style-type: none"> Add rules for punctuating who, which, & that clauses to the Writer's Notebook. 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 | |

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**

- 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 in 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**

- 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, students may find it helpful to brainstorm ideas to come up with the best 2-3 details for their paragraph, and then develop strong examples of each detail chosen. They may need to narrow their options down if they have developed more than 3 main ideas. Suggest they choose the most simple, or easily explained topic, to write about.
- 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
- Drafting may be completed on the computer or by using speech-to-text software.
- The paragraphs should be limited to 2 details/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 it

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| | <p>aloud to the student, so that he/she hears what they have truly written and can make improvements as needed.</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 checklist on pages 28 & 29, prior to submitting. ● Adjust the Scoring Guide to the expectations of the individual learner. |
| <p>Lesson 3 Persuasive Paragraph</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 student. Help generate 3-5 “reasons” why theirs is a good opinion, then 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 convincing to 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. ● Draft 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 (pg. 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. |

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| | <ul style="list-style-type: none"> • 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. • Allow students to use computer editing software if draft has been typed. • Adjust the Scoring Guide to the expectations of the individual learner. |
| Lesson 4 Descriptive Paragraph | <ul style="list-style-type: none"> • 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 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 • 7A: 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. • You may stick to 2 details/examples - length of paragraph is less important than the structure. • 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. • 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 that they can 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 44 & 45, prior to submitting. • Adjust the Scoring Guide to the expectations of the individual learner. |
| Lesson 5 Compare/Contrast Paragraph | <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. |

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| | <ul style="list-style-type: none"> ● During the planning stage, help the student create a list of similarities and differences between the items being compared/contrasted. Use a Venn Diagram or T-Chart to organize ideas. Help them develop strong examples of each detail chosen. ● Use color to organize writing: red/pink = OS/CS blue = details green = examples ● Continue to use paragraph organizers (from back of the textbook) to organize ideas and plan paragraphs. ● Describe to students how the details must be related. Practice identifying “related” topics. Example: comparing two clothing stores Similarities: both clothing, both are inexpensive Differences: one is in a mall, the other is a big box 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 slower. Chevy makes the best truck. This is not a good example because the differences are not in the same category. ● 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 or by using speech-to-text software. ● 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 illustrates items that contrast in another, to see if they have met the goal of compare and contrast. ● Remind the student they can edit content during the revise portion 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. |
| Lesson 6 Cause/Effect Paragraph | <ul style="list-style-type: none"> ● Continue to use the paragraph planners to organize writing. ● Practice by reading each of the prompts supplied on page 45, and discussing the cause and effect relationships of each topic. |

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| | <ul style="list-style-type: none"> ● Plan a paragraph for the writing prompt the student feels most confident discussing. ● Use color to organize writing: red/pink = OS/CS blue = details green = examples ● During the planning stage, students may find it helpful to use a T-Chart to identify cause and effect relationships. ● 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 or by using speech-to-text software. ● 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. ● Discuss the paragraph draft with the student and ask them to identify each cause/effect relationship they have included in their paragraph. They may want to highlight/underline causes and effects in different colors. ● 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 checklist on page 48, 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 | |
| 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. ● Continue to use the paragraph organizers as the student writes essays and other longer |

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| | <p>compositions.</p> <ul style="list-style-type: none"> • Prior to planning the expository essay, allow the student to read the example of a quality expository essay on pages 68-70. |
| Lesson 2 Organizing Essay Paragraphs | <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 about that support the thesis. • Provide the student with a list of transition words/phrases they may incorporate into the composition. Add this list to the Writer’s Notebook. |
| 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 word choice as they go. • Use the 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 or combine. • Refer to the Writer’s Notebook for assistance with sentence structure and word choice. |
| 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 participating with the student in a brainstorming activity, 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 |

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| | <p>to choose the prompt they find the easiest to discuss or the one they are most interested in.</p> <ul style="list-style-type: none"> • 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. • Allow the student to read the example of a quality persuasive essay on pages 86-88, prior to planning or drafting. |
| <p>Lesson 2 Organizing Essay Paragraphs</p> | <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 “My uncle is kind,” provide an example of his kindness. |
| <p>Lessons 3, 4, & 5 Drafting Paragraphs</p> | <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 word choice as they go. • Use the Writer’s Notebook resources to locate and add transition words/phrases. • Make sure the student does not introduce new facts in the closing paragraph. |
| <p>Lesson 6 Revising Word Choice, Sentence Structure, & Content</p> | <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. • Have the student highlight or point out the 3 main arguments and the supporting examples within each paragraph. • 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. |

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| | <ul style="list-style-type: none"> 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 84 & 85, prior to submitting. Lesson 7B is optional. Consider revisiting this lesson later in the year as extra practice. |
| Literary Response 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 support for his/her thesis statement. It may be necessary to discuss the story in detail in relation to the writing prompt, prior to beginning the essay draft, to ensure the student understands what he/she is being asked to do. Allow the student to read the quality example of a response to literature essay (pages 104-107), 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 Lottery,” 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 93) with the student, prior to drafting. |
| Lessons 3, 4, & 5 Drafting Paragraphs | <ul style="list-style-type: none"> Pay close attention to the directions for drafting this essay, as the word “commentary” appears in the paragraph planner instead of “examples.” This is different from other paragraph planners, and may require clarification. Drafting may be completed on the computer. |

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| | <ul style="list-style-type: none"> • 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. • 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 102 & 103, prior to submitting. • Adjust the Scoring Guide to the expectations of the individual learner. |
| Compare and Contrast Essay | |
| 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 111), and suggest they 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. • Continue to use the graphic organizers as the student writes essays and other longer compositions. • The student may use a Venn Diagram (provided on page 176 of the textbook) to organize thoughts and compare and contrast the topic. • Prior to planning the compare and contrast essay, allow the student to read the example of a quality compare and contrast essay on pages 124-126. |
| Lesson 2 Organizing Essay Paragraphs | <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 about that also support the thesis. • Provide the student with a list of transition words/phrases they may incorporate into the |

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| | composition. Or, refer to the list they created for the Writer's Notebook. |
| 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. • 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 the 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 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. • 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 122 & 123, prior to submitting. • Lesson 7B is optional. |
| Timed Essay | |
| Lesson 1 Overview | <ul style="list-style-type: none"> • Review the task list, on page 130, with the student. • This exercise provides important practice for students who plan to explore post-secondary educational options such as college or vocational school. It is also good practice for all students who may pursue a career in any industry where writing may be required to obtain employment or as part of the position itself. • The instructor may choose to adjust the time limit for the timed essay to meet the individual educational needs of the student. • The exercise can also be administered as a non-timed writing assignment. • The instructor may choose to limit the items from the checklist used to score the essay to better |

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| | match the individual student's learning plan. |
| Lesson 2 Understanding the Prompt | <ul style="list-style-type: none"> • Consider practicing with other prompts to ensure the student is able to extract the prompt demand from the rest of the information provided within the complete prompt. • Discuss with the student how to identify action statements in the prompt: explain, compare, contrast, support, etc. |
| Lesson 3 Plan | <ul style="list-style-type: none"> • Continue practice with the prompts presented in Lesson 3, page 133, to work on the student's speed regarding creating the paragraph plan. • Allow the student to choose the prompt they feel most prepared to answer. • Timed essays can be repeated using the prompts provided in the text, or prompts chosen by the instructor or student. |
| SECTION 4: RESEARCH PAPER - Persuasive-Position Paper | |
| Lesson 1 Research Paper Overview | <ul style="list-style-type: none"> • Copy or remove page 136, "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 - 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, if you choose. |
| Lesson 2 Step 1: Choose and Narrow Topic | <ul style="list-style-type: none"> • As the student completes the brainstorming activities, it may be necessary to do a bit of research or reading to ensure they have an adequate base of knowledge and some interest in the topic they choose. • The instructor may change the prompt to one of more interest to the student, but make sure to maintain the integrity of the <i>persuasive</i> element. |
| 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 | <ul style="list-style-type: none"> • Copy or remove page 139, and add it to the Writer's Notebook. Keep it handy so the student remembers what to include on each note card. |

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| (Source Cards) | <ul style="list-style-type: none"> ● Allow the student to read the example of a quality research paper (pages 160-166), prior to planning the paper. |
| Lesson 5 Step 3: Research (Note Cards and 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 Information) | <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 the teacher’s choice). ● Adjust the time allowed to conduct research according to individual student’s reading skills. ● Consider allowing the student to print out or copy source pages so that they may highlight directly on each source. ● Demonstrate to the student how to highlight only small bits of important information as they read, as they may tend to highlight entire passages. ● 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 & 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 157 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, |

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| | <p>they can go back later to add the proper in-text citation. This is one option meant to simplify keeping track of where information came from.</p> <ul style="list-style-type: none"> ● 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. |
| <p>Lesson 9 Step 5: Drafting Introduction</p> | <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 144). ● 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 “transition words and phrases,” or refer to the Writer’s Notebook if one has been kept. ● Alternatively, if adding transitions is slowing down the drafting process, they may be added during the revision process. |
| <p>Lesson 10 Step 5: Organizing Body Paragraphs</p> | <ul style="list-style-type: none"> ● It may help the student to have them read their note cards aloud before they begin to draft. ● Have the student use information obtained during their research. If they change their mind about content later, they can change their body paragraphs. |
| <p>Lesson 11 Step 5: Drafting Body Paragraphs</p> | <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. |
| <p>Lesson 12 Step 5: Drafting Closing Paragraph</p> | <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. |
| <p>Lesson 13 Step 6: Revise for Word Choice &</p> | <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. |

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| Sentence Structure | <ul style="list-style-type: none"> • 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 158 & 159, 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. |