

Essentials in Writing Scope and Sequence

Levels 7-12



The following document outlines the learning standards and sequence of skills taught in levels 7-12 of Essentials in Writing®. Essentials in Writing® uses a systematic approach reteaching key components each year while simultaneously building structure and style. All lessons are presented via pre-recorded instructional videos with teacher modeling throughout each step. The levels correspond to the matching grade level.

There are two types of charts shown in this document: The Standards Charts followed by the Sequence of Skills Charts. A key is provided to explain how to use this document.

The Essentials in Writing approach is rooted in how the brain learns best to support all learners:

- Small, easy-to-follow steps
- Manageable, confidence-building progression
- Multiple modalities for deeper understanding
- Scaffolded, mastery-based approach
- Clear modeling of every concept
- Focus on application for meaningful instruction

Programs Offered:

- Writing Levels 1–12
- Literature Levels 7–12
- Scoring Service Levels 6–12

KEY

Standard Number and Name

Standard 1	Communicate using conventions of the English Language.					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A Parts of Speech	In writing, apply standard English grammar to: a. identify and use descriptive adjectives to improve sentences. b. identify and use descriptive action verbs to improve sentences.	In writing, apply standard English grammar to: a. identify and use effective prepositional phrases to add details to sentences. b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.	In writing, apply standard English grammar to: a. identify and use effective prepositional phrases to add details to sentences. b. identify and use appositives in writing to rename nouns and provide more detail or to combine sentences.	In writing, apply standard English grammar to: a. identify and use effective prepositional phrases to add details to sentences. b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.	In writing, apply standard English grammar to: a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.	In writing, apply standard English grammar to: a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.

EIW Levels

Subsection

EIW Learning Standards across levels 7-12

Standard 1	Communicate using conventions of the English Language.					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A Parts of Speech	In writing, apply standard English grammar to: a. identify and use descriptive adjectives to improve sentences. b. identify and use descriptive action verbs to improve sentences. c. identify and use effective adverbs to create more descriptive sentences. d. identify and use effective prepositional phrases to add details to sentences. e. identify and use gerunds appropriately in sentences. f. combine the use of quality adjectives, action verbs, adverbs, and prepositional phrases to create vivid language for the reader. g. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.	In writing, apply standard English grammar to: a. identify and use effective prepositional phrases to add details to sentences. b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences. c. identify and use descriptive action verbs to improve sentences.	In writing, apply standard English grammar to: a. identify and use effective prepositional phrases to add details to sentences. b. identify and use appositives in writing to rename nouns and provide more detail or to combine sentences.	In writing, apply standard English grammar to: a. identify and use effective prepositional phrases to add details to sentences. b. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.	In writing, apply standard English grammar to: a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.	In writing, apply standard English grammar to: a. identify and use appositives in writing to rename nouns and provide more detail or combine sentences.

h. identify and use transitions to move smoothly between thoughts, sentences, and paragraphs. i. identify and use pronouns and antecedents correctly in writing. j. identify and use correct subject/verb agreement in writing with a focus on the correct use of <i>don't</i> and <i>doesn't</i>. k. identify and correctly use commonly misused homophones in writing. l. identify unclear subjects and use specific subjects in writing.					
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	f. create sentences using a variety of sentence structures including simple, compound, and complex sentences.	two independent clauses and one or more dependent clause. g. identify and use figurative language effectively to create vivid language in writing including the use of <i>onomatopoeia</i> , <i>simile</i> , <i>metaphor</i> , <i>personification</i> , and <i>hyperbole</i> . h. use imagery in writing to make writing come alive in order to show the reader something instead of just telling the reader.	clauses and one or more dependent clause.	two independent clauses and one or more dependent clause.	clauses and one or more dependent clause. g. identify, use, and punctuate clauses that begin with <i>who</i> , <i>which</i> , or <i>that</i> .	clauses and one or more dependent clause. g. identify, use, and punctuate clauses that begin with <i>who</i> , <i>which</i> , or <i>that</i> .

Standard 1		WRITING: Follow a writing process to produce clear and coherent writing in which the development, style, and voice are appropriate to the task, purpose, and audience.				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A Prewriting	Follow a writing process to plan a first draft by: a.brainstorming for topics and details. a. organizing thoughts and ideas using a graphic organizer.	Follow a writing process to plan a first draft by: a.brainstorming a list of ideas about a given or chosen topic. a. organizing thoughts using a graphic organizer.	Follow a writing process to plan a first draft by: a. brainstorming ideas about a given or chosen topic. b. organizing thoughts using a graphic organizer.	Follow a writing process to plan a first draft by: a. brainstorming ideas about a given or chosen topic. b. organizing thoughts using a graphic organizer.	Follow a writing process to plan a first draft by: a. brainstorming ideas about a given or chosen topic. b. organizing thoughts using a graphic organizer.	Follow a writing process to plan a first draft by: a. brainstorming ideas about a given or chosen topic. b. organizing thoughts using a graphic organizer.

Standard 1		WRITING: Apply a writing process to develop a text for audience and purpose.				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
B Draft	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. focusing on turning ideas into complete sentences. c. supporting the opening sentence (main idea) with at least 2 details and 2 examples in the body sentences. d. writing an effective closing that restates the main idea.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. focusing on turning ideas into complete sentences. c. supporting the opening sentence (main idea) with at least 2 details and 2 examples in the body sentences. d. writing an effective closing that restates the main idea.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. introducing the topic with a “hook” followed by elaboration and a thesis. c. supporting the opening with at least 2 details and 2 examples. d. generating a closing that restates the thesis and is supported by at least 2 details and a closing sentence.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. introducing the topic with a “hook” followed by elaboration and a thesis. c. supporting the opening with at least 2 details and 2 examples. d. generating a closing that restates the thesis and is supported by at least 3 details and a closing sentence.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. introducing the topic with a “hook” followed by elaboration and a thesis. c. supporting the opening with at least 2 details and 2 examples. d. generating a closing that restates the thesis and is supported by at least 3 details and a closing sentence.	Appropriate to genre type, develop a draft from prewriting by: a. addressing an appropriate audience and purpose. b. introducing the topic with a “hook” followed by elaboration and a thesis. c. supporting the opening with at least 2 details and 2 examples. d. generating a closing that restates the thesis and is supported by at least 3 details and a closing sentence.

Standard 1		WRITING: Apply a writing process to develop a text for audience and purpose.				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
C Revise	Revise draft to make writing clearer and more descriptive by:	Revise draft to make writing clearer and more descriptive by:	Revise draft to make writing clearer and more descriptive by:	Revise draft to make writing clearer and more descriptive by:	Revise draft to make writing clearer and more descriptive by:	Revise draft to make writing clearer and more descriptive by:
	a. reading the draft out loud and touching every word. b. using stronger action verbs and replacing words with better word choices. c. changing sentence structure to create variety. d. checking for the use of transitions.	a. looking for opportunities to add adjectives and adverbs and to replace weak verbs with stronger ones. b. using a variety of sentence structures. c. adding purposeful dialogue to make the story come alive and reveal character personality. d. using transitions to show chronological order.	a. revising for word choice. b. changing sentence structure to create a variety of sentences. c. revising content to ensure positive communication with the reader.	a. revising for word choice. b. changing sentence structure to create a variety of sentences. c. revising content to ensure positive communication with the reader.	a. revising for word choice. b. changing sentence structure to create a variety of sentences. c. revising content to ensure positive communication with the reader.	a. revising for word choice. b. changing sentence structure to create a variety of sentences. c. revising content to ensure positive communication with the reader.

Standard 1		WRITING: Apply a writing process to develop a text for audience and purpose.				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
D Final Draft	Complete the final draft of writing:	Complete the final draft of writing:	Complete the final draft of writing:	Complete the final draft of writing:	Complete the final draft of writing:	Complete the final draft of writing:
	a. using correct capitalization, punctuation, and spelling. b. using neat handwriting or a word processor to produce a published final product.	a. using correct capitalization, punctuation, and spelling. b. using neat handwriting or a word processor to produce a published final product.	a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product.	a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product.	a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product.	a. after editing for capitalization, punctuation, and spelling errors. b. using a word processor to produce a published final product.

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
A Expository Writing	Write expository text (paragraphs and multi-paragraph essays) that: a. explains, describes, or informs the audience about a topic. b. opens with a “hook” to capture the reader’s attention and a thesis statement to state the main idea. c. includes details and examples within the body. d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement and providing details to support the thesis. e. has a clear beginning, middle, and end with transition words between sentences and/or paragraphs.	Write expository text (paragraphs and personal letters) that: a. explains, describes, or informs the audience about a topic. b. opens with a “hook” to capture the reader’s attention and a thesis statement to state the main idea. c. includes details and examples within the body. d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement. e. has a clear beginning, middle, and end with transition words between sentences and/or paragraphs.	Write expository text (paragraphs and personal letters) that: a. explains, describes, or informs the audience about a topic. b. opens with a “hook” to capture the reader’s attention, followed by elaboration and, finally, a thesis statement to state the main idea. c. includes effective details and examples within the body. d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement. e. has a clear beginning, middle, and end with effective transition words between sentences and/or paragraphs.	Write expository text (paragraphs, news articles, and multiparagraph essays) that: a. explains, describes, or informs the audience about a topic. b. opens with a “hook” to capture the reader’s attention, followed by elaboration and, finally, a thesis statement to state the main idea. c. includes effective details and examples within the body. d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement and providing details to support the thesis. e. has a clear beginning, middle, and end with effective transition words between sentences and/or paragraphs.	Write expository text (paragraphs and personal letters) that: a. explains, describes, or informs the audience about a topic with a focus on cause/effect writing. b. opens with a “hook” to capture the reader’s attention, followed by elaboration and, finally, a thesis statement to state the main idea. c. includes effective details and examples within the body. d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement and providing details to support the thesis. e. has a clear beginning, middle, and end with effective transition words between sentences and/or paragraphs.	Write expository text (paragraphs and multi-paragraph essays) that: a. explains, describes, or informs the audience about a topic. b. opens with a “hook” to capture the reader’s attention, followed by elaboration and, finally, a thesis statement to state the main idea. c. includes effective details and examples within the body. d. includes a closing sentence/paragraph that brings the writing to a successful close by restating the thesis statement and providing details to support the thesis. e. has a clear beginning, middle, and end with effective transition words between sentences and/or paragraphs.

Standard 2		Writing: Compose well-developed writing texts for audience and purpose.				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
C Descriptive Writing	Write descriptive text, including a paragraph and a descriptive personal letter, that: a. uses sensory details to describe someone or something. b. includes an opening that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes transitions between details and examples. e. includes a closing that restates the topic and brings the writing to a successful close.	Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes transitions between details and examples. e. includes a closing that restates the topic and brings the writing to a successful close.	Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes descriptive adjectives, adverbs, and other words that create imagery. e. includes transitions between details and examples. f. includes a closing that restates the topic and brings the writing to a successful close.	Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes descriptive adjectives, adverbs, and other words to create imagery. e. includes transitions between details and examples. f. includes a closing that restates the topic and brings the writing to a successful close.	Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes descriptive adjectives, adverbs, and other words to create imagery. e. includes transitions between details and examples. f. includes a closing that restates the topic and brings the writing to a successful close.	Write descriptive text, including a paragraph, that: a. uses sensory details to describe someone or something. b. includes an opening sentence that introduces the topic clearly and with description. c. uses vivid language and varied sentence structure to improve communication. d. includes descriptive adjectives, adverbs, and other words to create imagery. e. includes transitions between details and examples. f. includes a closing that restates the topic and brings the writing to a successful close.

Standard 2		Writing: Compose well-developed writing texts for audience and purpose.				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
E Summary Writing	Write summary text, including a paragraph, that: a. uses paraphrasing techniques to communicate the meaning in a shorter way. b. reduces the details to main points. c. uses very little descriptive language. d. puts the title, author, and date of publication, when available, in the opening line of the summary. e. uses the same order or balance of the original work.	Write summary text, including a paragraph, that: a. reduces the details to main points. b. keeps the text organized as it is in the work being summarized. c. uses very little descriptive language. d. uses compound and complex sentences. e. uses original sentences and does not copy from the original text. f. includes an opening sentence that explains what the entire article is about.	Write summary text, including a paragraph, that: a. reduces the details to main points. b. keeps the text organized as it is in the work being summarized. c. uses very little descriptive language. d. uses compound and complex sentences. e. uses original sentences and does not copy from the original text. f. includes an opening sentence that explains what the entire article is about.	Write summary text, including a paragraph, that: a. reduces the details to main points. b. keeps the text organized as it is in the work being summarized. c. uses very little descriptive language. d. uses compound and complex sentences. e. uses original sentences and does not copy from the original text. f. includes an opening sentence that explains what the entire article is about.	Not addressed in Level 11	Not addressed in Level 12

Standard 2		Writing: Compose well-developed writing texts for audience and purpose.				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
F Compare/Contrast Writing	Write appropriate text, including a paragraph, that: a. explores the similarities and/or differences between two or more things. b. uses clear connecting and transitioning terms when comparing or contrasting two or more things. c. includes an opening that introduces the main topic for comparison or contrast. d. includes body sentences with strong details and examples that explain the similarities and/or differences. e. includes a closing sentence that brings the paragraph to a successful close.	Write appropriate text, including a paragraph and a business letter, that: a. explores the similarities and/or differences between two or more things. b. uses clear connecting and transitioning terms when comparing or contrasting two or more things. c. includes an opening that introduces the main topic for comparison or contrast. d. includes a body with strong details and examples that explain the similarities and/or differences. e. includes a closing that brings the paragraph to a successful close. f. uses professional language in the business letter.	Write appropriate text, including a paragraph and a multi-paragraph essay, that: a. explores the similarities or differences between two or more people, things, or ideas. b. uses clear connecting and transitioning terms when comparing or contrasting two or more things. c. includes an opening that introduces the main topic with an introductory statement, hook, and thesis statement. d. includes a body with strong details and examples that explain the similarities and/or differences. e. includes a closing that restates the thesis statement and brings the writing to a successful close.	Write appropriate text, including a paragraph and a multi-paragraph essay, that: a. explores the similarities or differences between two or more people, things, or ideas. b. uses clear connecting and transitioning terms when comparing or contrasting two or more things. c. includes an opening that introduces the main topic with an introductory statement, hook, and thesis statement. d. includes a body with strong details and examples that explain the similarities and/or differences. e. includes a closing that restates the thesis statement and brings the writing to a successful close.	Write appropriate text, including a paragraph, that: a. explores the similarities or differences between two or more people, things, or ideas. b. includes a quality topic sentence that introduces the topic clearly. c. includes a body with examples or explanations of each detail to communicate information. d. includes effective transitions between details and/or examples. e. includes a closing sentence that effectively closes the topic presented. f. presents information in a logical sequence.	Write appropriate text, including a paragraph and a multi-paragraph essay, that: a. explores the similarities or differences between two or more people, things, or ideas. b. uses clear connecting and transitioning terms when comparing or contrasting two or more things. c. includes an opening that introduces the main topic with an introductory statement, hook, and thesis statement. d. includes a body with strong details and examples that explain the similarities and/or differences. e. includes a closing that restates the thesis statement and brings the writing to a successful close.

Standard 2		Writing: Compose well-developed writing texts for audience and purpose.				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
G Cause/Effect Writing	Not addressed in Level 7	Not addressed in Level 8	Not addressed in Level 9	Not addressed in Level 10	Write appropriate text, including a paragraph, that: a. explores the connections between an event and what caused it. b. explores the effects of any particular cause. c. includes a quality topic sentence that introduces the topic clearly. d. includes a body with supporting details that relate to the topic and explore causes and/or effects. e. includes effective transitions between ideas. f. includes a closing sentence that effectively closes the topic presented. g. presents information in a logical sequence.	Write appropriate text, including a paragraph, that: a. explores the connections between an event and what caused it. b. explores the effects of any particular cause. c. includes a quality topic sentence that introduces the topic clearly. d. includes a body with supporting details that relate to the topic and explore causes and/or effects. e. includes effective transitions between ideas. f. includes a closing sentence that effectively closes the topic presented. g. presents information in a logical sequence.

Standard 2		Writing: Compose well-developed writing texts for audience and purpose.				
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
H Response to Literature	Not addressed in Level 7	Not addressed in Level 8	Not addressed in Level 9	Not addressed in Level 10	Write appropriate text, including a multiparagraph essay, that: a. includes the writer’s point of view or critique of a novel or story and uses evidence from the novel or story as a defense. b. uses an opening with a strong hook, elaboration, and a thesis statement. c. contains details from the reading that address all parts of a given prompt. d. uses effective transitions between details/examples and paragraphs. e. restates the thesis in the closing and brings the essay to an effective close.	Write appropriate text, including a multiparagraph essay, that: a. includes the writer’s point of view or critique of a novel or story and uses evidence from the novel or story as a defense. b. uses an opening with a strong hook, elaboration, and a thesis statement. c. contains details from the reading that address all parts of a given prompt. d. uses effective transitions between details/examples and paragraphs. e. restates the thesis in the closing and brings the essay to an effective close.

Standard 2	Writing: Compose well-developed writing texts for audience and purpose.					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
I Process Analysis	Not addressed in Level 7	Not addressed in Level 8	Not addressed in Level 9	Not addressed in Level 10	Write appropriate text, including a multiparagraph essay, that: a. presents essential steps of a process in logical order. b. explains the steps in detail. c. includes an opening with a strong hook, introductory statements, and a thesis statement. d. uses clear details about the process in the body with examples of each detail. e. uses effective transitions between details/examples and paragraphs. f. restates the thesis in the closing and brings it to a successful close.	Not addressed in Level 12

	contains a hook, an introduction to the research project, and a clearly stated thesis. i. draft a closing paragraph that begins with a restatement of the thesis statement. j. present the final draft on a presentation board or as a written report. k. create a bibliography that shows where information was obtained and gives credit to the authors.	i. draft a closing paragraph that begins with a restatement of the thesis statement. j. present the final draft as a written report. k. draft a title page and outline. l. create a works cited page that shows where information was obtained and gives credit to the authors.	i. draft an opening paragraph that contains a hook, an introduction to the research project, and a clearly stated thesis. j. draft a closing paragraph that begins with a restatement of the thesis statement. k. present the final draft as a written report. l. create a works cited page that shows where information was obtained and gives credit to the authors.	a hook, an introduction to the research project, and a clearly stated thesis. j. draft a closing paragraph that begins with a restatement of the thesis statement. k. present the final draft as a written report. l. create a works cited page that shows where information was obtained and gives credit to the authors.	a hook, an introduction to the research project, and a clearly stated thesis. j. draft a closing paragraph that begins with a restatement of the thesis statement. k. present the final draft as a written report. l. create a works cited page that shows where information was obtained and gives credit to the authors.	i. draft an opening paragraph that contains a hook, an introduction to the research project, and a clearly stated thesis. j. draft a closing paragraph that begins with a restatement of the thesis statement. k. present the final draft as a written report. l. create a works cited page that shows where information was obtained and gives credit to the authors.

Sequence	Skills Taught in Essentials in Writing levels 7-12					
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
	Grammar	Grammar	Grammar	Grammar	Grammar	Grammar
	Writing Sentences •Independent and dependent clauses •Simple and compound sentences •Complex sentences •Avoiding sentence errors (fragments, run-ons, and comma splices) •Varied sentences in a composition •Appositives •Transitions •Prepositional phrases	Writing Sentences •Independent and dependent clauses •Simple and compound sentences •Complex sentences •Compound-complex sentences •Avoiding sentence errors (fragments, run-ons, and comma splices) •Varied sentences in a composition •Appositives •Transitions •Prepositional phrases	Writing Sentences •Independent and dependent clauses •Simple and compound sentences •Complex sentences •Compound-complex sentences •Avoiding sentence errors (fragments, run-ons, and comma splices) •Varied sentences in a composition •Appositives •Transitions •Phrases: Noun, Verb, Adjective, and Prepositional Phrases	Sentence Structure •Clauses: independent and dependent •Phrases- noun, verb, adjective •Sentences: simple, compound, complex, and compound-complex •Address sentence errors: fragment, run-on, and comma splice •Prepositional phrases •Appositives •Transitional words and phrases •Varies sentences in a composition	Sentence Structure •Clauses: independent and dependent •Sentences: simple, compound, complex, and compound-complex •Address sentence errors: fragment, run-on, and comma splice •Appositives •Who, which, or that clause	Sentence Structure •Clauses: independent and dependent •Sentences: simple, compound, complex, and compound-complex •Address sentence errors: fragment, run-on, and comma splice •Appositives •Who, which, or that clause
	Parts of Speech -Application •Adjectives •Action verbs •Adverbs •Prepositional phrases •Gerunds •Vivid language	Parts of Speech -Application •Adjectives •Action verbs •Adverbs •Prepositional phrases •Gerunds •Vivid language	Parts of Speech -Application •Nouns and Adjectives •Verbs and Adverbs •Verbals: Gerunds, Participials, Infinitives, and Culmination •Vivid Language •Punctuation and Mechanics Review	Parts of Speech -Application •Nouns, Adjectives, Verbs, Adverbs •Verbals •Vivid Language •Clarity of Communication •Punctuation and Mechanics Review	Parts of Speech -Application At Level 11, the parts of speech are addressed through the writing process in the instructional videos. Students may view the “Intensive Grammar Review” on our website, free of charge.	Parts of Speech -Application Review of concepts includes the following: Basic parts of speech/Quality Word Choice. The parts of speech are addressed through the writing process in the instructional videos. Students may view the “Intensive Grammar Review” on our website, free of charge.
	Common Problems •Pronouns and antecedents	Common Problems •Pronouns and antecedents	Common Problems •Fragments, Comma Splice, Run-ons	Common Problems •Sentence Errors and correcting them	Common Problems The common problems addressed in isolation in	Common Problems Sentence errors, comma rules, subject/verb

	●Subject/verb agreement ●Don't/doesn't problem ●Homophones ●Unclear subjects ●Paraphrasing ●Writing a summary Figurative Language is demonstrated and discussed through the instructional videos. Specific instruction is included in EIL. Composition ●The Writing Process: brainstorm, organize, draft, revise, final draft ●Paragraphs (expository, persuasive, descriptive, compare, and contrast) ●Personal narrative ●Persuasive business letter ●Expository essay ●Descriptive personal letter ●Research Project topic: an exotic animal	●Subject/verb agreement ●Don't/doesn't problem ● Homophones ●Unclear subjects ●Paraphrasing ●Writing a summary Figurative Language is demonstrated and discussed through the instructional videos. Specific instruction is included in EIL. Composition ●The Writing Process: brainstorm, organize, draft, revise, final draft ●Paragraphs (expository, persuasive, descriptive, compare, and contrast) ●Narrative w/ dialogue ●Essays (expository and persuasive) ●Compare/contrast business letter ●Research Project topic: historical figure who has impacted a community, nation, or the world	●Subject/Verb Agreement ●Unclear Subjects, Generic "you" ●Paraphrasing and Summarizing ●Note-Taking ●Citations Figurative Language is demonstrated and discussed through the instructional videos. Specific instruction is included in EIL. Composition ●In-depth study of the Writing Process: ●brainstorm, organize, draft, revise, final draft ●Audience and Purpose ●Formal paragraphs (expository, argumentative, and compare/contrast) ●Organizing and writing a summary ●Essays (personal, argumentative, expository, compare and contrast) ●Research Paper (expository) ●Research Project topic: Historical Event and its impact on community, nation, or world	●Comma Rules ●Subject/Verb Agreement ●Unclear Subjects and Generic "You" ●Paraphrasing and Summarizing ●Note-Taking ●Citations ●Direct Quotations Figurative Language is demonstrated and discussed through the instructional videos. Specific instruction is included in EIL. Composition ●In-depth study of the Writing Process with EACH multi-paragraph composition: brainstorm, organize, draft, revise, final draft ●Step-by-step instruction and modeling for EACH composition ●Audience and Purpose ●Formal paragraphs (expository, argumentative, compare and contrast) ●Organizing and writing a summary ●Essays (personal, expository response, argumentative, compare and contrast persuasive essay) ●Research Paper topic:historical figure who has left a lasting impression on society, culture, politics, or	earlier levels are addressed in context through the instructional videos. Figurative Language is demonstrated and discussed through the instructional videos. Specific instruction is included in EIL. Composition ● In-depth study of the Writing Process with EACH multi-paragraph composition: brainstorm, organize, draft, revise, final draft ● Step-by-step instruction and modeling for EACH composition ● Formal paragraphs (expository, persuasive, descriptive, compare and contrast, cause and effect) ●Essays (expository - cause and effect, persuasive, process analysis essay, response to literature essay) ● Research Paper topic: expository - Career Study	agreement, generic "you", paraphrasing, summarizing, note-taking, citations, direct quotations. Figurative Language is demonstrated and discussed through the instructional videos. Composition ● In-depth study of the Writing Process with EACH multi-paragraph composition: brainstorm, organize, draft, revise, final draft ●Step-by-step instruction and modeling for EACH composition ●Formal paragraphs (expository, descriptive, compare and contrast, cause and effect) ●Essays (expository -cause and effect, persuasive, literary response, compare and contrast, timed essay [college prep]) ●Research Paper topic: persuasive - choose a position of opposition or support for information presented.
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	Additional Composition Skills ● Audience and purpose ● Choosing an appropriate writing form ● Informal and formal writing ● Finding and using quality sources to research and explain a topic ● Effective narrative writing skills: ○ first and third-person point of view ○ mechanics of Dialogue ○ narrative hook ● Letter formatting (personal/business) ● Effective writing skills: ○ sensory details ○ hooks ○ thesis statement and restatement ○ mechanics of dialogue ○ transitions ○ variety of sentence structures and word choice ● Summarizing and paraphrasing someone else's content in their own words ● Develop supportive, strong details and examples	Additional Composition Skills ● Audience and purpose ● Choosing an appropriate writing form ● Informal and formal writing ● Finding and using quality sources to research and explain a topic ● Effective narrative writing skills: ○ first and third-person point of view ○ mechanics of dialogue ○ narrative hook ○ narrative writing ● Letter formatting (business letters) ● Effective writing skills: ○ sensory details ○ hooks ○ thesis statement and restatement ○ mechanics of dialogue ○ transitions ○ variety of sentence structures and word choice ● Summarizing and paraphrasing someone else's content in their own words ● Develop supportive, strong details and examples	Additional Composition Skills ● Level 9 includes all the skills listed for Level 8 ● Research Paper Specific: ○ Choose and narrow a topic ○ Developing research questions ○ Source cards ○ Note cards - note-taking ○ Research -gathering information ○ Identifying valid sources ○ Thesis ○ Draft ○ Revise ○ Edit ○ Citing sources ○ MLA format ○ Title page and outline ● Planning, drafting, and presenting a Speech ***** Quality (and ineffective) sample essays of specific styles and a research paper example are included.	another aspect of human history. ● Planning, Drafting, and Presenting a Speech Research Paper Specific Skills: ○ Choose and narrow a topic ○ Developing research questions ○ Source cards ○ Note cards -note-taking ○ Research -gathering information ○ Identifying valid sources ○ Thesis ○ Draft ○ Revise ○ Edit ○ Citing sources ○ MLA format ○ Title page and outline ***** Quality (and ineffective) sample essays of specific styles and a research paper example are included.	Research Paper Specific Skills: ○ Choose and narrow a topic ○ Developing research questions ○ Source cards ○ Note cards -note-taking ○ Research -gathering information ○ Identifying valid sources ○ Thesis ○ Draft ○ Revise ○ Edit ○ Citing sources ○ MLA format ○ Title page and outline ***** Quality (and ineffective) sample essays of specific styles and a research paper example are included.	Research Paper Specific Skills: ○ Choose and narrow a topic ○ Developing research questions ○ Source cards ○ Note cards -note-taking ○ Research -gathering information ○ Identifying valid sources ○ Thesis ○ Draft ○ Revise ○ Edit ○ Citing sources ○ MLA format ○ Title page and outline ***** Quality (and ineffective) sample essays of specific styles and a research paper example are included.
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