Essentials in Writing
Level 10, Second Edition

Alternative Instructional Strategies (AIS)

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 10, 2nd Edition, Curriculum. It is not a substitute for the curriculum.

General Accommodation Suggestions

- Read directions to your student. Also, feel free to read the content of each lesson to your student.
- Let your child dictate to you. The important part is getting his/her thoughts written down.
- If writing on paper is difficult, try a whiteboard.
- If your child struggles with the number of items on the page, reduce the number. You can finish in another sitting if more practice is needed.
- Rewatch Mr. Stephens' videos for review at any time.
- Do not 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 student book, 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.
- Add the rules for punctuation, combining sentences, using transitions, 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 three 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 with each writing lesson and may be used as additional practice. If the student has struggled to complete the original composition for an assignment, the instructor may choose to use either the extra practice prompt or the prompt provided in the Assessment/Resource Booklet to guide the student through the writing process again. The lesson videos and step-by-step lessons should be viewed and followed just as they were with the original composition.

About Writing Prompts

Earlier we discussed keeping a Writer's Notebook, in which students occasionally brainstorm or spend time creating lists of words/ideas (i.e. for the next three minutes, list activities you like to do, or list five 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.).

After the student has completed the final draft of the paragraph, have him/her use the proofreader's checklist to proofread his/her own work. The instructor may adjust the level of assistance to the student's needs. Allow the student a chance to correct his/her own work so that the final submitted piece is his/her best work.

Grading Student Compositions

A complete explanation of the Essentials in Writing Scoring System is included in the front of the Student Handbook. Included in this document are suggestions for alternative evaluation strategies:

- Student compositions can be graded in the traditional manner, based upon the final submission.
- Alternatively, instructors may choose to treat written submissions as part of the continued learning process by evaluating/correcting the student's submission, perhaps having a conversation with the student about the strengths and weaknesses noted in the submission, and then allowing the student to correct and resubmit the work for a final grade/evaluation.
- An optional grading strategy is to measure a student's performance relative to his or her past performance. In other words, evaluate student work based upon the student's improvement rather than how completely he or she demonstrated mastery on the complete list of assignment criteria.

Essentials in Writing maintains a team of educators who are ready to answer any questions you may have about the curriculum or instructional practices. We offer this service, free of charge, to all customers. Contact Customer Service if you would like assistance.

Lesson 1: Introduction	● If this pre-test writing activity is not appropriate for your student. It may be skipped. If completed, it should not be graded, but placed aside to compare with later work for improvement.
Lesson 2: Nouns and Adjectives	● Add definitions to the Writer's Notebook. ● Day 1, complete only the first four paragraph revisions ● Day 2 activity is optional and may be completed as an oral activity. ● If revising the paragraph, allow student to insert quality nouns and adjectives by writing them on the page and drawing arrows to indicate placement prior to rewriting the paragraph.
Lesson 3: Verbs and Adverbs	● Add definitions to the Writer's Notebook. ● Day 2: Choose two of the four paragraphs to revise. Revision of the longer paragraphs is optional. ● If revising the paragraph(s), allow student to insert quality verbs and adverbs by writing them on the page and drawing arrows to indicate placement prior to rewriting the paragraph. ● Day 3: Skip
Lesson 4: Verbals	● Read the instructional material and add notes to the Writer's Notebook. ● Student may skip the written activities.
Lesson 5: Vivid Language	● Day 1: You may reduce the number of items required of the student. ● Day 2: The student does not have to write a complete paragraph. ● Day 3: Optional
Lesson 6: Clarity of Communication	● Day 1: Student may need help identifying what needs to change. ● Day 2: Allow the student to mark-up the passage to indicate needed changes prior to rewriting the paragraph. ● Day 3: Optional
Lesson 7: Punctuation and Mechanics Review	● Add this information to the Writer's Notebook. ● Complete the first activity (#'s 1-6). ● Circle the errors in the paragraph about Michael Jackson. Rewriting the paragraph is optional.
Lesson 8: Clauses	● Add the list of common subordinators to the Writer's Notebook. ● Add definitions of IC and DC to Writer's Notebook. ● Day 1: Complete only the first two activities (#'s 1-8; 1-8). ● Day 2: Complete only the first activity. Use different colors to highlight the IC's, the DC's, and the subordinators. ● The paragraph-writing activity is optional.
Lesson 9: Phrases	● Noun Phrases: complete the combining sentences activity orally. ● Verb Phrases and Adjective Phrases: Add the list of helping verbs to the Writer's Notebook. ● Prepositional and Adverbial Phrases: Add the list of common prepositions to the Writer's Notebook. Complete only the first activity (prepositional phrases). ● Additional practice: Create a short story (paragraph) which uses no appositives, but restates the name of the subject throughout. Ask the student to combine sentences or reduce the amount of repetition by using appositives to rewrite the short story.

	● As students read the text, have them identify examples of appositives by highlighting or drawing arrows to nouns or noun phrases represented by the appositive.
Lesson 10: Simple and Compound Sentences	● Add the list of coordinating conjunctions to the Writer's Notebook. ● 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). ● Add the rules for writing compound sentences to the Writer's Notebook. ● Adjust the length/number of items to be completed as needed.
Lesson 11: Complex and Compound-Complex Sentences	● Add the rules for punctuating complex sentences to the Writer's Notebook.The general rule is this: IC DC (needs no comma); DC, IC (if the DC comes first, you must include a comma then an IC). ● Add rules for punctuating compound-complex sentences to the Writer's Notebook. ● Add the list of common subordinators to the Writer's Notebook. ● These are key lessons to creating a strong understanding of sentence structure. Take extra time with these lessons if needed. ● Alternative: Have student write five sentences about something they despise. Use a variety of sentence structures. Underline complex sentences in the compositions. ● Alternative: Ask the student to write five original compound-complex sentences about a subject of interest to the student. Then, have them label each independent clause and dependent clause.
Lesson 12: Transitions	● Add the list of Common Transition Words and Phrases to the Writer's Notebook. ● Copy or remove the page explaining how to use transitions and add it to the Writer's Notebook. ● Day 2: Activities may be completed as an oral exercise or skipped. The student may also simply add the transitions without rewriting the paragraph. ● Day 3: Skip this activity.
Lesson 13: Varied Sentences in a Composition	● Day 1: Reduce the number of exercises the student is required to complete. ● Day 2: Student may skip the revision/rewriting activities. ● Day 3: Optional
Lesson 14: Sentence Errors	● Add the rules for correcting sentence errors to the Writer's Notebook. ● Split the Day 1 activities up into a couple of days. ● Day 2: Optional. If completing, consider allowing student to mark errors only.
Lesson 15: Comma Rules	● Take time to review the comma rules with your student. ● Add comma rules to the Writer's Notebook. ● Reduce the amount of independent practice per student need.
Lesson 16: Subject/Verb Agreement	● Help students identify the errors by having them identify the subject and verb first. ● Limit the paragraph corrections to 1 or 2 of the 3, if needed. Also consider completing this section orally.
Lesson 17: Unclear Subjects	● Remind students that they can use words like "it" and "they" in their writing, but always identify who/what is being spoken of first.

	● The paragraph activities may be skipped.
Lesson 18: Generic "You"	● Create a list of common replacements for the word "you" in compositions and add it to the Writer's Notebook. For example: individuals, people, one, a person, students, children, adults, etc. ● Instead of rewriting the passages, allow the student to circle the examples of the generic "you," and correct them verbally. ● Day 2: Optional
Lesson 19: Finding and Paraphrasing Information	● Tell students they will need to be able to paraphrase when answering questions for all courses (history, science, etc.) to make the skill relevant. ● This skill is also used when conducting research. ● You may limit the number of activities to complete. ● Read Lessons 22 & 23, "Citing Sources" and "Direct Quotations," if needed. You may opt to not require citations and correct quotations at this time. ● Day 2: Skip
Lesson 20: Summarizing	● Have the student read the examples of an effective summary prior to writing their own. ● Choose only one of the summarizing activities to complete. ● Day 3: Skip
Lesson 21: Note-Taking	● Note-taking is a skill that students will use throughout the school career. It relates to every subject/course they will take. ● Choose an alternative article for the student to take notes over. It may simplify their work if an article covering a topic they are interested in is chosen. ● Day 2: This audio activity is recommended.
Lesson 22: Citing Information	● Copy or remove this information and add it to the Writer's Notebook. The student will refer back to this lesson during the research unit of study. ● You may want to wait until the research unit (or other lessons that require citations) to have the student practice this skill. ● Read the material, but skip the activities.
Lesson 23: Direct Quotations	● Include the basic rules for using direct quotations in the Writer's Notebook. ● For the writing activity, consider requiring only one or two direct quotes from the article in the student's response.
Unit Two: Composition	● 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 planner provided in the lessons, as this step is very important to the writing process. ● 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 24: The Writing Process	● Copy or remove "The Writing Process" page and place it in the Writer's Notebook.
Lesson 25: Audience and	● Consider completing the activity verbally.

Purpose	● Copy or remove the "Formatting Guidelines" and place them in the Writer's Notebook.
Lesson 26: Paragraph Overview	● Have student list the requirements for each type of paragraph in the Writer's Notebook for reference.
Lesson 27: Expository Paragraph – Brainstorm, Organize, and Draft	● If the student needs more space, allow him/her to write on notebook paper or strips of paper. ● Have the student read the effective example of the expository paragraph (Lesson 28) prior to writing. ● Use colored strips of paper or colored ink to differentiate between sentences and organize writing: red/pink = OS/CS blue = details 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.
Lesson 28: Expository Paragraph – Revise and Finalize	● For additional practice, create "sentence strips" - five sentences that represent all parts of the paragraph. Then, have students organize the strips into a logical order. ● Discuss the formal paragraph scoring guide 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 29: Argumentative Paragraph – Brainstorm, Organize, and Draft	● Student may choose a prompt from the Writer's Notebook. ● Use colored ink to organize writing: red = OS/CS blue = details green = examples ● Discuss topic with the student. Help generate 3-5 "reasons" why theirs is a good opinion, then choose the best two to use as support. ● 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. ● It may help to tell the student that the details should provide their two best points, and then the examples will provide detailed explanations regarding how these points are relevant and convince the reader. ● Help the student generate a list of persuasive words/phrases to help them state their opinion (search online if needed). Add the list to the Writer's Notebook. ● Explain: In argumentative 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. ● Have the student read the example of a quality argumentative paragraph prior to drafting.
Lesson 30: Argumentative Paragraph – Revise and Finalize	● Drafting may be completed on the computer or by using speech-to-text software. ● If necessary, allow the student to dictate to a scribe. ● Concentrate on structure rather than content at this point. ● Read paragraph aloud to the student, or have him/her read it

	aloud/record and listen to it, to assist with word choice revision.
Lesson 31: Compare/Contrast Paragraph – Brainstorm, Organize, and Draft	- Make sure students understand: compare = how things are alike; contrast + how things differ. - Prompt may be changed to one of more interest to the student. - Continue to use paragraph planners (graphic organizers) for paragraph plans. - 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. - Use color to organize writing: red = OS/CS blue = details green = examples - Describe to students how the details must be related. Practice identifying "related" topics (i.e. compare two ways two different clothing stores are the same: both clothing, both are inexpensive, etc. How are they different? One sells men's clothes, the other lady's; one is in a mall, the other is a big box store). - Provide examples of how NOT to contrast using non-related topics. For example: Same: Chevys and Fords are different models. Different: Fords are slower. 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. - Have the student read the example of a quality compare/contrast paragraph prior to planning their own paragraph. - Drafting may be completed on the computer, by using speech-to-text software, or dictated to a scribe.
Lesson 32: Compare/Contrast Paragraph – Revise and Finalize	- Allow the student to use computer editing software if the draft has been typed. - 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. - Highlight areas where the student could add details, or discuss these sections with the student. - If needed, demonstrate for the student how to use the Thesaurus feature in Google Docs or Word. - Allow the student to compare final work to the checklists prior to submitting. - To help student make sure they have both compared and contrasted the items, have them underline comparisons in one color, and underlining contrasts in another. - Adjust the scoring guide to the expectations of the individual learner.
Lesson 33: Purpose and Parts of an Essay	- Add notes to the Writer's Notebook. - Copy or remove the page that illustrates the parts of an essay, and place it in the Writer's Notebook.
Lesson 34: Thesis Statements	- Add notes to the Writer's Notebook. - Consider completing the independent practice via discussion to determine if the thesis statements are strong or weak (and why). - Student needs to only rewrite three of the six weak thesis statements in

	the first exercise. ● Student may need help developing strong thesis statements. Allow them to revise any thesis that is weak after discussing their work with them.
Lesson 35: Quality Information and Academic Voice	● Copy or remove the "General Rules for Academic Voice" page and add it to the Writer's Notebook. ● Review Lesson 22, "Citations," if necessary. ● Student may reduce the number of paragraphs they rewrite.
Lesson 36: Individual Voice	● Remind student that the idea of personal voice does not allow for the use of slang or other informal language to be used in academic writing.
Lesson 37: Brainstorm	● Brainstorming is the key to helping students begin their paragraphs or essays. ● After the student has completed a brainstorming activity, consider using colors to highlight or circle different categories. For example, highlight in purple all the words/phrases that explain your core belief. Highlight in yellow all the words/phrases that describe how you show your core belief. Highlight in green all the words/phrases that indicate how your core belief has influenced your life. ● Offer the student a different prompt that they may find easier to brainstorm about. ● Participate with the student as they complete a brainstorming activity prior to beginning the plan to generate and organize the student's ideas for the composition.
Lesson 38: Organize	● The graphic organizer for this lesson looks different. Remind the student that they are simply organizing their thoughts during this exercise. They will complete a full essay plan in the 2nd step of this lesson. ● They may use numbers to indicate the order of events for the story-telling side of the planner. ● The exposition plan should tell the reader what lesson should be learned or why the story was told by the writer. ● If necessary, the student may use the traditional essay plan with three body paragraphs, an OP, and a CP.
Lesson 39: Hook and Draft Opening Paragraph	● Copy or remove the information that describes different types of hooks. ● This will be a personal essay. Student may use personal pronouns (I, me, we, etc.). ● It may be easier for the student to draft the body paragraphs before the opening and closing paragraphs. ● Drafts may be completed using the computer. ● Prior to drafting, allow student to read the example of a personal essay from the text.
Lesson 40: Draft Body Paragraphs	● Because this essay includes the retelling of a story and an exposition, the essay may not follow the typical structure of the five-paragraph essay. ● Allow the student to write their story out, then assist them in separating the information into paragraphs that reflect proper structure. This may mean that the "story" part of this essay has several paragraphs. ● After the narrative section has been written, have the student step away from their work for a few minutes, then return and read it aloud to ensure they have told the story in a way that expresses it well to the reader.

Lesson 41: Draft Closing Paragraph	● Student should read their original thesis prior to attempting to restate it. ● Check the student's closing remarks and conclusion statements to ensure they are present.
Lesson 42: Revise for Content	● Help the student read through the body paragraphs to ensure they have told the narrative effectively and included a clear exposition. ● Have the student read his/her work aloud (touching each word as they read), or read it to them so that they hear what they have written. ● Use the checklist from the text when revising. ● Print out a copy of the student's work and allow them to mark on the page as they revise.
Lesson 43: Revise for Word Choice and Sentence Structure	● Refer to 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. ● Use the checklist provided in the text when revising.
Lesson 44: Finalize	● Allow the student to use computer editing software if the composition has been typed. ● Read paragraph 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/words for the student to edit. ● Allow the student to compare final work to the checklists prior to submitting. ● Adjust the scoring guide to the expectations of the individual learner. ● Citations are not required.
Lesson 45: Informative Voice	● Review the difference between informing the reader and persuading them. For this assignment, the student should inform the reader by providing factual information.
Lesson 46: Brainstorm and Organize	● If the student will be discussing a movie, book, speech, etc., they should review the original material before beginning this assignment. ● 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, for ideas. ● Discuss with the student each writing prompt option, and allow him/her to choose the prompt they feel most informed and confident about. ● Participate in a brainstorming activity, prior to beginning the plan, to generate and organize the student's ideas for the composition. ● It is appropriate for the student to complete some research to develop strong facts and ideas about their topic. ● Continue to use the paragraph organizers as the student writes ● essays and other longer compositions. ● Prior to planning the expository essay, allow the student to read the example of a quality expository essay.
Lesson 47: Organize and Draft Body Paragraph #1/Summary	● The first body paragraph should provide a summary of the material the essay is discussing. ● Help the student summarize (leaving out irrelevant information). ● Provide the student with sample transitions to use for this essay. ● 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 resources to locate and add transition words/phrases, if the student is able.

Lesson 48: Organize and Draft Body Paragraph #2	• Body paragraph #2 uses the traditional paragraph planner. This paragraph expresses the student's first point, stated as facts. • Help student remove language that is too persuasive or emotional, if needed. • Help student locate at least one outside source they can cite for this paragraph. • Student may use the list provided in the lesson to ensure they have included the correct type of content in their paper.
Lesson 49: Organize and Draft Body Paragraph #3	• Body paragraph #3 discusses the student's 2nd point from their essay plan. • Student may use the list provided in the previous lesson to ensure they have included the correct type of content in their paper.
Lesson 50: Organize and Draft Opening and Closing Paragraphs	• Ensure that the student does NOT introduce new facts in the closing paragraph. If he/she thinks of new information they would like to add, it should go in the body paragraphs. • To ensure the student has a clear thesis statement in the opening paragraph, and has restated the thesis in the closing paragraph, have them highlight or underline both the thesis and the restating of it. • Have the student highlight their hook and adjust it, if needed.
Lesson 51: Revise for Content	• 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." • Provide student with a list of common transition words/phrases. • Divide examples of transition words/phrases into categories such as introductory, contrast, illustration (examples), cause & effect, and sequential. • Print the essay for the student and allow them to mark it up with their revisions. Using colored pens/pencils may help. • Use word lists from the Writer's Notebook and a Thesaurus to improve word choice.
Lesson 52: Revise for Word Choice and Sentence Structure	• Read draft aloud to the student, or have the student read draft aloud, so that they actually hear what they have written. • 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? • Use pages from the Writer's Notebook to assist in revising sentence structure. • Encourage student to add, delete, or change information to improve the readability of the essay.
Lesson 53: Finalize	• Allow the student to use computer editing software if composition has been typed. • Allow the student to compare final work to the checklists prior to submitting. • Adjust the scoring guide to the expectations of the individual learner.
Lesson 54: Argumentative Voice	• Copy the rules of "Do" and "Don't" to the Writer's Notebook.
Lesson 55: Persuasive Techniques	• Search online for examples of persuasive or argumentative language. Discuss with the student the effectiveness of the examples you find. • 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, or access those added to the Writer's Notebook previously.
Lesson 56: Brainstorm and Organize	• Prompt may be changed to meet the student's individual interest. • The argumentative thesis should be stated as fact, without the use of words like "in my opinion" or "I think." • Review the student's chart illustrating the two sides of the argument to ensure they have enough information to formulate a complete essay. • Help student with the 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 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. • Allow the student to read the example of an effective persuasive essay prior to beginning. • The student may need to conduct brief research in order to have enough information about the subject chosen.
Lesson 57: Organize and Draft Body Paragraph #1	• Prior to completing the paragraph draft, review the student's work to ensure all three body paragraph topics support the thesis. • Personal pronouns should be avoided in this essay. • Drafting may be completed on the computer. • Provide the student with ideas for simple transitions. For example: 2nd detail (Also,...) and CS (In conclusion,...). • Have student highlight their facts used to support their argument.
Lesson 58: Organize and Draft Body Paragraph #2	• Drafting may be completed on the computer. • Provide the student with ideas for simple transitions. • Have student highlight their facts used to support their argument.
Lesson 59: Organize and Draft Body Paragraph #3	• Drafting may be completed on the computer. • Provide the student with ideas for simple transitions. • Have student highlight their facts used to support their argument.
Lesson 60: Organize and Draft Opening and Closing Paragraphs	• Help the student identify their hook. Is it effective for the purpose of their essay? • Have student compare their original thesis (OP) and restated thesis (CP). Do they convey the same message in a different way? • Remind student that the CP should not include new information. If they think of something important that they wish to add to their essay, it should be added in a body paragraph.
Lesson 61: Revise for Content	• Allow the student a break (an hour or a day, as needed) before he/she comes back to revise. This will allow the student to see their work with "a fresh mind." • Read essay aloud to the student, or have him/her read it aloud/record and listen to it, to assist with word choice revision. • Instructor may highlight sentences for the student to edit. • Have the student highlight or point out the main arguments and the supporting examples within each paragraph to ensure he/she has addressed their topic completely. • Adjust word choice, sentence structure, and content to improve the overall message and clarity: Does the argument effectively persuade the

	reader?
Lesson 62: Revise for Word Choice and Sentence Structure	- Use the Writer's Notebook to improve and vary sentence structure. - Use the checklist in the lesson to ensure the essay is written effectively. - 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 63: Input Citations	If no citations were required, skip this lesson.
Lesson 64: Finalize	- Allow the student to use computer editing software if composition has been typed. - Read paragraph 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/words for the student to edit. - Allow the student to compare final work to the checklists prior to submitting. - Adjust the scoring guide to the expectations of the individual learner.
Lesson 65: Using External Information	- Compare = How things are the SAME - Contrast = How things are DIFFERENT - Add the list of comparison words and contrast words from Lesson 68 to the Writer's Notebook.
Lesson 66: Brainstorm and Organize	- Optionally, a Venn diagram may be used to show similarities and differences. - You may want to begin with a more concrete idea than those offered in the text. - For additional practice, provide the student with other items to compare and contrast. Use a Venn diagram to organize similarities and differences. - Allow the student to read the example of a quality compare and contrast essay prior to beginning the essay plan. - Use a brainstorming activity to generate ideas for comparing and contrasting the topic assigned. - 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, for ideas. The teacher may determine whether citations are required. - Continue to use the essay organizer to organize essays. - Students should compare/contrast items that are related in some way. For example, compare essays and paragraphs this way: "Essays are longer. Paragraphs are shorter."; not this way: "Essays are longer. Paragraphs are difficult to write." What you are comparing ABOUT, the two items, should be the same general topic or idea. - Prior to moving on to draft, make sure the student has addressed both comparisons and contrasting ideas within the plan. You may choose to have the student highlight or otherwise mark similarities and differences to ensure the goal of the assignment has been met.
Lesson 67: Organize and Draft Body Paragraph #1	- Consider requiring at least one bit of cited information in each body paragraph. - Drafting may be completed on the computer.

	● Suggest that the student should read each paragraph aloud as they draft, to revise as they go. ● Have student read over this paragraph to ensure all information illustrates EITHER the similarities or the differences of the items being compared, but not both.
Lesson 68: Organize and Draft Body Paragraph #2	● Consider requiring at least one bit of cited information in each body paragraph. ● Drafting may be completed on the computer. ● Suggest that the student should read each paragraph aloud as they draft, to revise as they go. ● Have student read over this paragraph to ensure all information illustrates EITHER the similarities or the differences of the items being compared, but not both. ● Provide student with a list of transitions, or use the list from the Writer's Notebook.
Lesson 69: Organize and Draft Body Paragraph #3	● Consider requiring at least one bit of cited information in each body paragraph. ● Drafting may be completed on the computer. ● Suggest that the student should read each paragraph aloud as they draft, to revise as they go. ● Have student read over this paragraph to ensure all information illustrates EITHER the similarities or the differences of the items being compared, but not both. ● Provide student with a list of transitions, or use the list from the Writer's Notebook.
Lesson 70: Organize and Draft Opening and Closing Paragraphs	● Do NOT include any new information in the closing paragraph. If the student thinks of some new information they want to include in the essay, it should be worked into a body paragraph. ● Check to see that the thesis and the restating of the thesis are appropriate to the essay.
Lesson 71: Revise for Content	● If the work has been typed, print it out so the student can mark on it to indicate their changes during the revision process. ● Have the student underline or highlight the items that are being compared or contrasted to ensure they have included both. ● Check the relationship between the items being compared or contrasted. Are they related? ● Check to see that appropriate transition words/phrases have been used - minimally, prior to the 2nd detail and the closing sentence.
Lesson 72: Revise for Word Choice and Sentence Structure	● Use word lists and information from the Writer's Notebook and a Thesaurus to improve word choice and vary sentence structure. ● Use the checklist from the student book to review work.
Lesson 73: Input Citations	● Student may use Purdue OWL (Online Writing Lab) or easybib.com to assist with citations.
Lesson 74: Finalize	● Allow the student to use computer editing software if composition has been typed. ● Allow the student to compare final work to the checklists prior to submitting. ● Adjust the scoring guide to the expectations of the individual learner.

Lesson 75: Research Paper	- Discuss the differences between research papers and essays. Remove or copy this information and place it in the Writer's Notebook. - The length requirement of the research paper may be adjusted to the student's needs. - 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 (min #), etc.). - Even the final paper can be scored selectively for specific skills. The teacher may go through the checklist and highlight the skills the student struggles with, or omit those that are above the student's current level of functioning.
Lesson 76: Brainstorm and Research Questions	- If the student struggles with the idea of a key historical figure, the prompt may be changed to address a person more current in events. - Changing the prompt significantly (i.e. write about your favorite football team) can make it difficult for the student to gain understanding from the examples in the text/lessons. Try to stick to a person who has made a major impact. - Choose a person who is easy to find information about: a president, political figure, hero, musician, artist, author, etc. - 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 77: Quality Sources and Source Cards	- Remind students that Wikipedia is not accepted as a reliable source as anyone is able to publish information on Wikipedia without prior fact-checking. - Allow the student to read the example of a quality research paper prior to beginning the research process. - Limit sources to two or three, if necessary. - Source cards simply include the information about each source being used. They do not include notes from material that has been read. Create source cards for all possible sources (one per source). If a source is not used, simply throw that card away. - Require the student to use at least two sources for their research. - They do not have to use a variety of types of sources. For example, all sources used can be books or all can be online sources. This can simplify learning to correctly create a Works Cited page. - Videos/movies can be used as sources. They must be cited.
Lesson 78: Notecards	- Notecards are used to record information that may be used in the research paper. Your student will need both source cards and notecards. - Use different colors to indicate information relating to different topics. For example, highlight the top of all cards including information on the person's early life in yellow, highlight the top of each card discussing the person's accomplishments in blue, etc. - If using resources from the internet, consider printing them out so the student can highlight/underline important information as they read.
Lesson 79: Research	- Review the steps needed to conduct research with the student. - This is the "information gathering" stage. They do not need to worry about writing their paper yet. Just learn everything they can about their topic.

	● Anything new they learn about their topic should be noted on a notecard with the number of the source used to find the information. Doing this as they go will help students keep track of where information was found when they begin to draft. ● Students can highlight information on printed sources instead of writing it down. ● Adjust time allowed to conduct research according to individual student's reading skills. ● You may need to review summary skills. ● Demonstrate to the student how to highlight only small bits of important information as they read. ● Students may need a dedicated tabletop or space to use in order to keep their notecards and copies of sources organized during this process.
Lesson 80: Organize Notecards and Create Thesis Statement	● Once notecards are complete, have the student arrange them by category (or by the research question they answer) in stacks on a table. ● They may not have gotten all of their research questions answered, and that is ok. Stick to the information they have. ● If more information is needed to explain the event, allow the student more time to conduct additional research. Remember that videos are an acceptable source, though they must also be cited. ● The thesis statement should be stated as a fact: "The assassination of Martin Luther King, Jr. in 1968 brought about riots in American cities and hindered the fight for equality for all." The thesis is a general statement and should not include details of the event itself. ● Use the same graphic organizer used during the writing of essays to plan the research paper as an alternative to the traditional outline. ● 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 81: Using External Information and In-Text Citations	● It is not necessary to memorize the rules for citations or Works Cited pages. Most students have to look this up each time they do research. We recommend Purdue OWL (Online Writing Lab) as a source to help with citations. ● Review paraphrasing (Lesson 22) to help students put information in their own words. ● Any information that is not common knowledge, or information that was not known to the student prior to conducting their research, should be cited.
Lesson 82: Draft Body Paragraphs	● To help students with in-text citations, number each source card. When using information that comes from a source in the body of the paper, include the number of that source used and the page the information was found on. Go back later and fill in the author and page number. ● Drafting may be completed on the computer. ● It may help the student to have them read their notecards aloud before they begin to draft. ● Have the student verbally "tell" you their information prior to attempting to draft each paragraph. ● Student may need help developing an appropriate and effective "hook." ● Student should include transitional words and phrases - consider supplying 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. ● Do not worry about length at this point. They can add more information, if needed, during revision. Focus more on organization: Is each paragraph focused on one key point? Do all paragraphs support the thesis? Etc. ● Prior to beginning the draft, all resources should be numbered. As the student begins to draft, they may simply write the number of each source after a quote or paraphrasing of information. Then, they will go back later to add the proper in-text citation. This is one option meant to simplify keeping track of where the information came from. ● Review the process involved with paraphrasing. ● A general rule of thumb when it comes to giving credit to the author is this: If the information was unknown to the writer of the paper, prior to reading the research, it must be cited. ● All statistics or data must be cited.
Lesson 83: Organize and Draft Opening and Closing Paragraphs	● Have the student read aloud their opening and body paragraphs prior to drafting the closing paragraph.
Lesson 84: Revise for Content	● Remind the student that they may add, delete, and change information presented in their paper. ● Have the student review information obtained during their research. If they change their mind about content, they can change their body paragraphs. It is not unusual for the process of writing to ignite new ideas. Encourage the student to write their "best paper," even if that means revising content several times.
Lesson 85: Revise for Word Choice and Sentence Structure	● Use word lists and other resources from the Writer's Notebook to assist with word choice and sentence structure. ● Highlight words that you would like the student to replace. Have them access the Thesaurus on the computer or use a hard copy of a Thesaurus. ● Instructor may make suggestions regarding combining and restating sentences for clarity.
Lesson 86: Citations Check	● Citations on the Works Cited page are listed alphabetically by author's last name. ● Include all sources read, watched, listened to, or reviewed during the research process, even if that source was not quoted or notated in the body of the research paper. ● MLA format is updated annually. If the examples for the text are inconsistent with what the student is finding online with regard to MLA format, this may be the reason. ● If the student uses easybib.com, have them look at the entry to observe the type of information that is provided, in order to give the author or publisher credit for the publication.
Lesson 87: Finalize	● Allow the student to use computer editing software if composition has been typed. ● Allow the student to compare final work to the checklists prior to submitting. ● Have student read the sample research paper prior to submitting. ● Instructions for typing the final paper (including title page, spacing, font,

	Works Cited page, etc.) is found in this lesson. Review this information with your student. ● Adjust the scoring guide to the expectations of the individual learner.
Lesson 88: Giving a Speech	● These lessons on giving a speech are helpful to improve verbal communication. The topic of the speech is not as important as walking through the process. ● Remind students that speaking in public is a key job-related skill as well as being necessary to ensure successful interpersonal relationships. It is best to practice with those you feel comfortable with before you have to communicate with strangers on the job or in public.
Lesson 89: Giving a Speech – Organize Your Speech	● Student may write their summary on small notecards and use them during their oral presentation. ● The use of color coding can be helpful to keep a student on target with their topics.
Lesson 90: Giving a Speech – Practice and Present Your Speech	● Consider making a video of the student as part of their practice and allowing them to watch themselves prior to their official presentation.
Final Lesson – Comparing Compositions	● This is not a graded assignment, but should be compared to the very first writing assignment to note progression.