

Essentials in Writing, Level 5 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 5 Curriculum. It is not a substitute for the curriculum.

General Accommodation Suggestions

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

The Writer's Notebook

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

Begin a Writer's Notebook.

- Create word banks for adjectives, adverbs, action verbs, etc.

- Add to it as you complete vocabulary building activities (i.e. tear out the DANGEROUS WORDS AHEAD pages and add them to your notebook.)
- Occasionally do quick writes to generate topics of interest to the student. This will help supply a writing topic later if the student needs inspiration. For example, set a timer for 3 minutes, and ask the student to write down as many activities he/she enjoys doing or list historical events they would like to know more about or find interesting.
- During the revision stage of writing, the student should get out his/her Writer's Notebook. The lists of words compiled there, as well as information such as how to properly construct and punctuate sentences, will be very helpful as the student works to strengthen his/her compositions.
- Keep your Writer's Notebook to use with the next level of EIW!

General Curriculum Recommendations

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

Extra Practice Writing Prompts

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

About Writing Prompts

Earlier we discussed keeping a Writer's Notebook in which students occasionally brainstorm or spend time creating lists of words/ideas (i.e. for the next 3 minutes, list activities you like to do, or list 5 people- living or deceased - with whom you would like to spend a day). If your student cannot relate to a prompt provided in the paragraph compositions section of EIW, you may allow the student to choose a topic from his or her own writing list. It is also appropriate for the instructor to provide an alternative writing prompt. Look online for examples of ways to generate writing topics for the Writer's Notebook. Make sure that the new prompt supports the writing goal (i.e. persuasive, compare/contrast, expository, etc.). After the student has completed the final draft of the paragraph, have him or 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.

Grading Student Compositions

A complete explanation of the Essentials in Writing scoring system is included in the Teacher's Handbook, pages 3-4. 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/>

Assessment/Resource Booklet

You will see additional resources listed in this document that are available in the *Assessment/Resource Booklet (ARB)*. These resources appear in italics. The *ARB* consists of 19 grammar assessments in a variety of formats (fill in the blank and multiple choice associated with both sentences and larger compositions), six composition assessments, and two comprehensive unit tests.

The assessments and tests can be used to evaluate a student's current level of understanding. Alternatively, they provide additional skills practice, supplemental writing prompts, and are helpful in identifying gaps in skills.

Additional resources available in the *ARB* include word lists, blank graphic organizers, and checklists to assist students with compositions. These resources may be copied for student use throughout the school year.

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

<https://essentialsinwriting.com/contact-us/>

Essentials in Writing, Level 5

Alternative Instructional Strategies

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

UNIT ONE: GRAMMAR	
Introduction	
Lesson 1 Introduction to Writing	<ul style="list-style-type: none"> ● Goal: Obtain a baseline writing sample. ● Praise student's efforts and comment on student's strengths - even if that is simply an attempt to write. ● This writing sample will be used to compare with compositions completed AFTER instruction has taken place. ● Do not critique or score this paragraph.
PARTS OF SPEECH	
Identify Parts of Speech	
Lesson 2 Complete Subjects and Predicates	<ul style="list-style-type: none"> ● Have the student identify the subject noun and action verb (predicate) by highlighting or underlining using color. ● To help the student identify subjects, ask the question "Who did?" or "What did?" ● To help the student identify complete predicates, ask "What did he/she/it/they do?"
Lesson 3 Simple Subjects and Predicates	<ul style="list-style-type: none"> ● Have the student identify the complete subject and complete predicate prior to identifying simple subjects and simple predicates. This may help students locate them more easily. ● If needed, identify the complete subject and predicate for the student, and have them locate the simple subject. ● Use color to differentiate between the subject and predicate.
Lesson 4 Compound Subjects	<ul style="list-style-type: none"> ● Prompt the student by asking "Who did?" or "What did?" to help identify compound subjects. ● If needed, identify the complete subject and predicate for the student and have him/her underline or circle the simple subject. ● Use color to differentiate between the subject and predicate.
Lesson 5 Compound Predicates	<ul style="list-style-type: none"> ● Prompt student by asking "What did he/she/they do?" or "What did?" to help identify compound predicates. ● If needed, identify the complete subject and predicate for the student, and have him/her underline or circle the simple predicate.

	<ul style="list-style-type: none"> ● Use color to differentiate between subject and predicate. ● Day 3: Have the student draw lines to connect the subject(s) (box 1) to the predicate(s) (box 2) that they plan to use for each sentence, prior to drafting.
Lesson 6 Common and Proper Nouns	<ul style="list-style-type: none"> ● Ask this question to help the student determine if the noun is common or proper: “Does this refer to any store (or whatever is being named), or only to this particular store (school, building, city, etc.)?” ● Day 2: Highlight all nouns for the student, then have them correct the proper nouns by capitalizing them.
Lesson 7 Singular and Plural Nouns	<ul style="list-style-type: none"> ● Create a list for “difficult” plural nouns (those that do not follow normal spelling rules) in the Writer’s Notebook. Add to it as the student experiences additional difficult plurals. ● Add the rules for forming plural nouns (page 18) to the Writer’s Notebook. ● Keep in mind that the English language often fails to follow the “rules.” Prepare students for atypical plurals that don’t follow the rules listed in Lesson 7.
Lesson 8 Possessive Nouns: Singular	<ul style="list-style-type: none"> ● Add rules for forming possessive nouns (singular and plural, page 20) to Writer’s Notebook. ● A good rule-of-thumb: To determine whether the apostrophe goes before or after the ‘s’ in a possessive noun, look at the word to the left of the apostrophe. If the word is singular, the possessive is singular (belongs to one person, place, or thing.) If the word is plural, the possessive is plural (belongs to more than one person, place, or thing). For example: Dog’s house - belongs to one dog. Dogs’ house - belongs to more than one dog. Example of irregular plural: Children’s toys. In this example, the toys belong to more than one child - “children” is already plural. ● Day 2: Check with student frequently to ensure they are identifying the correct possessive noun.
Lesson 9 Possessive Nouns (Plural ending in -s)	<ul style="list-style-type: none"> ● The dash (-) before the ‘s’ indicates that a word will come before the ‘s’. ● Apply this rule-of-thumb to determine whether the apostrophe goes before or after the ‘s’ in a possessive noun (look at the word to the left of the apostrophe). If the word is singular, the possessive is singular (belongs to one person, place, or thing). If the word is plural, the possessive is plural (belongs to more than one person, place, or thing.) For example, dogs’ house = belongs to more than one dog; child’s toys = belongs to one child. Children’s toys = belongs to more than one child, but the apostrophe is before the ‘s’. This is because “children” (the word to the left of the apostrophe) is plural. ● Day 2: Review student work frequently to ensure they are identifying the correct possessive noun. ● Add the list of possessives (page 26) to the Writer’s Notebook once it has been completed correctly. Remind student to watch for irregular plurals such as “mice” for “mouse.”
Lesson 10 Pronouns and Antecedents	<ul style="list-style-type: none"> ● Add the list of common pronouns (page 27) to the Writer’s Notebook. ● Have the student identify the pronoun, then draw an arrow back to the noun it replaces. ● It may be helpful to read the passages aloud to the student, or to have the student read the passage aloud to him/herself. ● Allow the student to copy paragraphs onto notebook paper, rather than in the book, if more space is needed, or to keep the student from having to turn the page back and forth.

Lesson 11 Adjectives	<ul style="list-style-type: none"> ● Remind students that adjectives often tell <i>how many</i> or <i>what kind of</i> noun so that they remember that numbers can be used as adjectives. ● As a warm-up activity, have the student describe their surroundings (consider going somewhere other than the normal learning space) and describe what he/she sees, smells, tastes, hears, and feels. ● Begin a list of strong adjectives in the Writer's Notebook. ● Day 1: Completing sentences. Demonstrate the difference in adding a verb vs. adding an adjective. ● <i>ARB: Sensory Words List</i>
Lesson 12 Action Verbs	<ul style="list-style-type: none"> ● First, have the student indicate which part of the sentence is the complete subject, and which is the complete predicate, to help them identify action verbs (always in the predicate). ● <i>ARB: Action Words List</i>
Lesson 13 Linking Verbs	<ul style="list-style-type: none"> ● Add the list of common linking verbs (page 37) to the Writer's Notebook. ● Day 3: Have the student identify the action verb first, then go back to identify the linking verb.
Lesson 14 Helping Verbs	<ul style="list-style-type: none"> ● Add the list of common helping verbs (page 40) to the Writer's Notebook - add "will", "will be", "has been", and "will have" to the list (they will be used in Lesson 14, Day 1 Activity).
Lesson 15 Adverbs That Modify Verbs	<ul style="list-style-type: none"> ● To help the student identify adverbs, read the sentence, and then ask "How did he/she/it do it?" or "How was it done?" ● Most (not all) adverbs end in -ly. ● For additional practice, provide the student with sentences that include adjectives used incorrectly in the place of adverbs. Have the student correct the errors. Ex: Jon runs quick. Jon runs quickly.
Lesson 16 Adverbs That Modify Adjectives	<ul style="list-style-type: none"> ● Help the student identify the adjectives, then look for the adverb that tells "to what degree" the adjective describes. For example: The boy is tall. The boy is extremely tall. The word "extremely" tells the degree to which the boy is tall.
Lesson 17 Prepositional Phrases	<ul style="list-style-type: none"> ● Add the list of common prepositions to the Writer's Notebook. ● It can be helpful to use the "Tree & Squirrel" example when learning prepositions: The preposition represents where the squirrel can be in relation to the tree: <i>around</i> the tree, <i>on</i> the tree, <i>under</i> the tree, <i>beside</i> the tree, <i>in</i> the tree...This won't cover all prepositions, but it can help the student begin to understand how prepositional phrases are used. ● Highlight the prepositions, and ask the student to draw an arrow to the object (noun or pronoun) it modifies. ● Day 2: Check student work to ensure they are not adding adverbs to the sentences.
Common Problems	
Lesson 18	<ul style="list-style-type: none"> ● It may be helpful during these activities to have the student read sentences aloud to help them "hear"

Subject/Verb Agreement	<p>the correct subject/verb agreement.</p> <ul style="list-style-type: none"> Day 2: Explain to student that often “singular verbs” that go with “singular nouns” often end in ‘s’. For example: Dogs bark. Also, “plural verbs” that go with “plural nouns” don’t usually end in ‘s’. For example: My dog barks. Day 2: Have students mark up the paragraph to correct subject/verb agreement prior to rewriting the paragraph.
Lesson 19 Don’t and Doesn’t Problem	<ul style="list-style-type: none"> Having students change the contraction into 2 separate words (“doesn’t” to “does not”) may help identify errors.
Lesson 20 Writing Titles	<ul style="list-style-type: none"> Add list of “non-important” words (like a, an, the) to the Writer’s Notebook. Add the rules for capitalizing a title to the Writer’s Notebook.
TOOLS FOR EFFECTIVE COMMUNICATION	
Apply Parts of Speech	
Lesson 21 Adjectives in Action	<ul style="list-style-type: none"> Copy or tear out page 56 and add it to the Writer’s Notebook to begin the list of “Good Descriptive Adjectives.” Teach student to use the thesaurus in his/her preferred software. If using the thesaurus is above the student’s skill level, accept the adjectives they choose. To help students remember that numbers can operate as adjectives, tell them that adjectives often tell “how many” or “which kind” of noun. Days 2 & 3: Add the “DANGEROUS WORDS AHEAD” list to the Writer’s Notebook. Complete this activity as an oral exercise, and come up with great descriptive words together. Day 4, Part 2: May be completed first as a discussion to help the student visualize what they will be writing about. The instructor may consider changing the prompt to ask the student to describe a place he/she can take the student to, prior to writing as part of a pre-write and brainstorm activity. <i>ARB: Sensory Words List</i>
Lesson 22 Action Verbs in Action	<ul style="list-style-type: none"> Day 1, Part 2: Have the student read the sentences aloud, touching each word, if they struggle to find where the action verb needs to be added. Teach student to use the thesaurus in his/her preferred software. If using the thesaurus is above the student’s skill level, use a physical thesaurus. Days 2 & 3: Add the lists of “DANGEROUS WORDS AHEAD” to the Writers’ Notebook (pages 69 & 72). If a student has difficulty identifying the action verbs within the sentences, the instructor may highlight the action verbs and ask the student to replace them with more expressive verbs.

	<ul style="list-style-type: none"> ● It is appropriate to skip the final writing activity for the day, if the student has met his/her goals for the lesson. ● <i>ARB: Action Words List</i>
Lesson 23 Adverbs in Action	<ul style="list-style-type: none"> ● Supply the student with a word bank of adverbs so that they don't accidentally use adjectives. ● Day 1, Part 2: Highlight nouns or verbs the student should modify. ● Day 3: Remind student to ask him/herself "how the action was completed" and to locate adjectives, then determine if more detail is needed to express a clear description.
Lesson 24 Prepositional Phrases in Action	<ul style="list-style-type: none"> ● Refer to the Writer's Notebook for a list of common prepositions. ● Remind student they are adding prepositional phrases, not adverbs. ● Day 1, Activity 2: Consider completing this activity orally with the student if he/she is having difficulty with where to add the prepositional phrases. ● Day 2: If the phrase is placed incorrectly, have the student draw an arrow to the proper location for the phrase within the sentence. ● If the student cannot decide which answer is correct, ask him/her to read the sentence aloud (or read it to the student) to help him/her determine where the phrase sounds more correct.
Lesson 25 Vivid Language	<ul style="list-style-type: none"> ● Allow students to access the Writer's Notebook to help with word choice. ● Consider going outside or to a specific location, and while there, have the student write down descriptions of what they see, hear, smell, etc. ● Optional Exercise: Have the student close his/her eyes while you ask them to "visualize" a scene (i.e. dog jumping a fence). Begin to add details such as color, adverbs, or other details, and ask the student if these details changed what they are visualizing (their "mind movie"). This can illustrate how important vivid language is to more clearly express a message. ● Days 2 & 3: Have the student highlight all of the vivid descriptive words and phrases they used in their compositions. ● Add their "Discarded Word List" to the Writer's Notebook.
Apply Sentence Structure	
Lesson 26 Reviewing Types of Sentences	<ul style="list-style-type: none"> ● Copy or remove page 100, "Reviewing Types of Sentences", to the Writer's Notebook. ● To help with the problem of overusing the exclamation mark, tell students <i>one</i> rule is to use '!' when a sentence begins with a question word like "what," but does not ask a question: What a lovely day this is! An exclamation point is also appropriate for sentences expressing extreme excitement and one-word expressions such as "No!" or "Hey!" ● For added practice on Day 1 "Independent Clauses" exercise, have student add a subject or predicate to make all incomplete sentences complete. ● Review the rule of "You Understood" as a subject. For example, "Bring me the red toolbox." This is a

	complete sentence, and the subject is understood to be “you.”
Lesson 27 Independent Clauses	<ul style="list-style-type: none"> ● Use color to differentiate between “IC” and “DC.”
Lesson 28 Compound Sentences	<ul style="list-style-type: none"> ● Add the rules for creating and punctuating compound sentences to the Writer’s Notebook. ● Add the list of coordinating conjunctions to the Writer’s Notebook (for, and, nor, but, or, yet, so).
Lesson 29 Combining Simple Sentences	<ul style="list-style-type: none"> ● Review the coordinating conjunctions. ● A quick mnemonic device that can help students memorize the coordinating conjunctions is to memorize them in the order of their beginning letters and call them the FANBOYS (for, and, nor, but, or, yet, so). ● Add the rule (comma, conjunction) for creating a compound sentence to the Writer’s Notebook.
Lesson 30 Dependent Clauses	<ul style="list-style-type: none"> ● Add the list of common subordinators (page 111) to the Writer’s Notebook. ● Read the sentences aloud to the student if they are having difficulty distinguishing between independent and dependent clauses. ● Have the student use colored pens or pencils to identify the subjects and predicates of the sentences to help determine if the phrase is an independent clause.
Lesson 31 Complex Sentences (IC DC)	<ul style="list-style-type: none"> ● Review the list of common subordinators. ● Add rules for combining clauses and punctuation of complex sentences to Writer’s Notebook. ● When writing complex sentences using the IC DC model, no comma is used between the two clauses. For example: I run to school <i>when it is raining</i>. But if the DC is first, it is followed by a comma. For example: <i>When it is raining, I run to school</i>.
Lesson 32 Complex Sentences (DC, IC)	<ul style="list-style-type: none"> ● Review common subordinators. ● Add rules for combining clauses and punctuation of complex sentences using the DC, IC model. ● When writing complex sentences using the DC, IC model, a comma is used between the two clauses. ● Day 3 Paragraph: Students may find it helpful to use color or markings to combine the sentences prior to rewriting the paragraph.
Lesson 33 Incomplete Thoughts	<ul style="list-style-type: none"> ● Incomplete thoughts are also called fragments or dependent clauses. ● Day 2: Read the paragraph aloud to the student, or have the student read the paragraph aloud to you, so they can “hear” which sentences are fragmented. ● Allow students to complete work on notebook paper if more room is needed.
Lesson 34 Run-On Sentences	<ul style="list-style-type: none"> ● Read passages aloud to the student to help him/her “hear” the run-on sentence errors. ● Day 2: If your student struggles with the paragraph writing assignment, read the paragraph aloud to your student to help them hear how to naturally combine the sentences and mark them up as you go,

	prior to rewriting the paragraph.
Apply Figurative Language	
Lesson 35 Figurative Language: Onomatopoeia	<ul style="list-style-type: none"> ● Add the definition and examples of onomatopoeia to the Writer's Notebook.
Lesson 36 Figurative Language: Simile	<ul style="list-style-type: none"> ● Add the definition and examples of “simile” to the Writer’s Notebook. ● Both simile and metaphor are used to compare. ● Ask student to identify the objects which are being compared. If the words ‘like’ or ‘as’ are used to compare the items, a simile has been used.
Lesson 37 Figurative Language: Metaphor	<ul style="list-style-type: none"> ● Add the definition and examples of “metaphor” to the Writer’s Notebook. ● Both simile and metaphor are used to compare. ● Ask student to identify the objects which are being compared. If the words “like” or “as” are not used to compare the items, a metaphor has been used.
Lesson 38 Figurative Language: Personification	<ul style="list-style-type: none"> ● Add the definition and examples of “personification” to the Writer’s Notebook.
Lesson 39 Applying Figurative Language	<ul style="list-style-type: none"> ● Day 2: Have the student complete a rough draft of the paragraph, then go back to add in examples of figurative language, if this is easier for the student. ● Allow students to use notebook paper to complete the writing assignment if more room is needed.
UNIT TWO: COMPOSITION	
Lesson 40 The Writing Process	<ul style="list-style-type: none"> ● Copy or remove the Introduction page (page 133) and add it to the Writer's Notebook. ● <i>ARB: Word Lists to replace commonly overused words. These are useful tools for all of the compositions’ revision activities. Copy or remove and place these pages in the Writer's Notebook.</i> ● <i>ARB: Discarded Words Lists. Copy or remove these pages and place them in the Writer’s Notebook to be used throughout the writing process.</i>
Paragraphs	
Lesson 41 Paragraph Overview: Audience and Purpose	<ul style="list-style-type: none"> ● Provide student with samples of paragraphs written to cover assorted topics, then ask students to identify the author’s purpose and intended audience from simply reading the first (opening) sentence.

Lesson 42 Paragraph Overview: Opening, Body, and Closing	<ul style="list-style-type: none"> ● Opening sentences (page 137): Continue to practice with the student to generate clear, strong opening sentences. ● Provide additional practice with planning body paragraphs by offering more topics for the student to research. Let the student choose the subjects she/he would like to research and use for practice writing opening sentences. ● Next, have students write a sentence that restates what they have written in their opening sentences to practice how they might write closing sentences.
Lesson 43 Expository Paragraph: Brainstorm, Organize, Draft	<ul style="list-style-type: none"> ● Instructor may change the prompt to one of more interest, or more relevant, to the student. ● Brainstorm - Join the student as they complete the brainstorm activity to help generate multiple ideas. ● A variety of graphic organizers for brainstorming can be found online that help organization for visual learners. ● Organize - The graphic organizer will be used throughout the EIW curriculum. Students should use this organizer for all paragraph plans. ● For the paragraph plan, it may help students to consider the details as “Why?” and examples as “How?” ● Draft may be completed on the computer or by using speech-to-text software. ● Allow students to use notebook paper if they need more writing space. ● Use colored ink to organize writing: Red = OC/CS Blue = Details Green = Examples/Explanations ● <i>ARB: Expository Paragraph Organizer & Paragraph Checklist</i>
Lesson 44 Expository Paragraph: Revise and Final Draft	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. This will allow them to see the paper with “fresh eyes.” ● Read the draft aloud to the student, either before or after the student has read it, so that the student can hear their own work. ● Student should refer to the Writer’s Notebook to revise word choice and sentence structure. ● Allow student to use computer editing software if composition has been typed. ● Allow student to compare final work to the checklist on page 146, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● The Extra Practice piece is optional.
Lesson 45 Persuasive Paragraph: Brainstorm,	<ul style="list-style-type: none"> ● During the brainstorming activity, encourage the student to write down as much information relating to their topic as possible. Then, they can narrow that down to choose the 2 best (or easiest to address) reasons that support their opinion. ● Join the student in completing the brainstorm activity to help generate multiple ideas.

Organize, Draft	<ul style="list-style-type: none"> ● Once the draft is written, have the student use color to identify their 2 main supports and the explanations for each to ensure they have met the level of expectation for a persuasive composition. ● Organize - Continue using the EIW paragraph graphic organizer for all paragraphs. ● Draft - Limiting their ideas can be difficult for some students. Encourage them to choose 2 reasons that will be easy to justify or convince the reader to agree with. ● The student may complete the draft using speech-to-text software, computer, or dictate to a scribe, if necessary. ● Supply a list or discuss with the student words and phrases that “persuade.” ● Use colored ink to organize writing: Red = OC/CS Blue = Details Green = Examples/Explanations ● <i>ARB: Persuasive Paragraph Organizer & Paragraph Checklist</i>
Lesson 46 Persuasive Paragraph: Revise and Final Draft	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Read the draft aloud to the student, either before or after the student has read it, so that the student can hear their own work. ● Student should refer to the Writer’s Notebook to revise word choice and sentence structure. ● Allow student to use computer editing software if composition has been typed. ● Instructor may highlight sentences for the student to edit. ● Allow the student to compare final work to the checklist on page 153, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● The Extra Practice piece is optional.
Lesson 47 Descriptive Paragraph: Brainstorm, Organize, Draft	<ul style="list-style-type: none"> ● Instructor may change prompt to one of more interest to the student. ● Brainstorm - Join the student in completing the brainstorm activity to help generate multiple ideas. ● Organize - Refer to the Writer’s Notebook for a list of adjectives and vivid language. ● As the student is planning the draft, remind him/her to consider the 5 senses. ● Draft may be completed on the computer or by using speech-to-text software. ● Consider actually going to the place the student will be writing about, or watch a video about the place if it is too far to travel to. ● Use colored ink to organize writing: Red = OC/CS Blue = Details Green = Examples/Explanations ● <i>ARB: Descriptive Paragraph Organizer & Paragraph Checklist</i>

Lesson 48 Descriptive Paragraph: Revise and Final Draft	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Instructor may highlight sentences for the student to revise. ● Read the draft aloud to the student, either before or after the student has read it, so that the student can hear their own work. ● Once the draft is written, have the student use color to identify their examples of descriptive language within the composition. Help them add more descriptive language if needed. ● Student should refer to the Writer’s Notebook to revise word choice and sentence structure. ● Allow student to use computer editing software if composition has been typed. ● Allow student to compare final work to the checklist on page 160, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● The Extra Practice piece is optional.
Expository Personal Letter	
Lesson 49 Introduction	<ul style="list-style-type: none"> ● Consider having the student write the letter with the intent of actually mailing it to add more relevance to the assignment. Adapt the prompt to one that suits this purpose. ● <i>ARB: Expository Personal Letter Organizer & Letter Checklists</i>
Lesson 50 Personal Letter Format	<ul style="list-style-type: none"> ● Copy or remove page 163, and add the graphic “Parts of a Letter” to the Writer’s Notebook.
Lesson 51 Organize	<ul style="list-style-type: none"> ● Student may choose to list several ideas for the “perfect gift,” then narrow down their options to the best two.
Lesson 52 Draft	<ul style="list-style-type: none"> ● Draft may be completed on the computer, by using speech-to-text software, or by dictating to a scribe. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations ● Allow student to use notebook paper, if writing the letter manually, to allow for more space.
Lesson 53 Revise	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Read the letter aloud to the student, or have him/her read it aloud/record and listen to it to assist with word choice revision. ● Use information in the Writer’s Notebook to help revise for word choice and sentence structure.
Lesson 54 Final Draft	<ul style="list-style-type: none"> ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● Allow the student to use computer editing software if composition has been typed.

	<ul style="list-style-type: none"> ● Allow student to compare final work to the checklists on page 168, prior to submitting final work. ● The Extra Practice piece is optional.
Personal Narrative	
Lesson 55 Transitions	<ul style="list-style-type: none"> ● Add the list of common transitions to the Writer’s Notebook.
Lesson 56 Details, Adjectives, Action Verbs	<ul style="list-style-type: none"> ● Review word lists (adjectives and action verbs) from the Writer’s Notebook to assist the student with vocabulary for the composition.
Lesson 57 Introduction and Brainstorm	<ul style="list-style-type: none"> ● Join the student in completing the brainstorm activity to help generate multiple ideas. ● <i>ARB: Personal Narrative Organizers & Paragraph Checklist</i>
Lesson 58 Organize	<ul style="list-style-type: none"> ● If the student had difficulty planning the narrative, allow him/her to first dictate the story to a scribe who may complete the graphic organizer (page 176) as the student speaks. ● Consider a more structured graphic organizer for a student who is struggling to get the story told in chronological order and with good details. You can “interview” the student and scribe for them as the story is told. For example: Hook: How it started (Where were you? What happened first?) Set the stage: What happened next: What happened next: Continue until you reach the Climax (turning point or “Ah Ha!” moment) Then What happened? (This may take 2-3 sentences to explain) How did the story end?
Lesson 59 Draft	<ul style="list-style-type: none"> ● Student may draft composition on the computer. ● Transitions may be added after the first draft is completed during the revision exercise.
Lesson 60 Revise Word Choice and Sentence Structure	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Read the draft aloud to the student, either before or after the student has read it, so that the student can hear their own work. ● Refer to the Writer’s Notebook for help with word choice and sentence structure.

	<ul style="list-style-type: none"> ● Allow student to use computer editing software if composition has been typed.
Lesson 61 Final Draft	<ul style="list-style-type: none"> ● Allow student to compare final work to the checklist on page 182, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● The Extra Practice piece is optional.
Writing a Summary	
Lesson 62 Introduction	<ul style="list-style-type: none"> ● The student may need help identifying key words. The instructor may highlight these or complete these activities orally. ● If student needs more practice, provide short, simple paragraphs covering interesting topics, and have the student repeat the activity from page 186. ● Optional: Provide student with examples of their own, original compositions (either from EIW assignments or other works) and have them practice summarizing their own work. ● <i>ARB: Summary Organizer & Checklist</i>
Lesson 63 Organize and Draft	<ul style="list-style-type: none"> ● Provide either the main words or the key words for the student. ● Allow student to type the summary or dictate it to a scribe. ● Write the summary on notebook paper to avoid the need to flip the page back and forth.
Lesson 64 Revise and Final Draft	<ul style="list-style-type: none"> ● Allow students to use computer editing software and/or a thesaurus, if draft has been typed. ● Refer to the Writer's Notebook to assist with word choice and sentence structure. ● Have student compare his/her final summary to the checklist on page 192, prior to submitting. ● Extra Practice is optional, but recommended as students often struggle with writing summaries.
Compare/Contrast Writing	
Lesson 65 Introduction and Organize	<ul style="list-style-type: none"> ● Compare = How things are alike ● Contrast = How things are different ● Explain to student that what they are comparing/contrasting must be a similar trait (i.e. if comparing an apple and an orange - "both are fruits, we generally eat the skin of the apple, but peel the orange prior to eating" is ok. Not - "We eat the peel of the apple, and the orange is grown in tropical climates"). ● Provide extra practice with comparing and contrasting, prior to drafting this composition using Venn Diagrams. ● <i>ARB: Compare/Contrast Writing Organizer, Paragraph Organizers, & Checklist</i>
Lesson 66 Organize and Draft Similarities	<ul style="list-style-type: none"> ● Provide subjects to use to compare/contrast that are of interest to the student. ● Students are only looking for similarities in this lesson. ● Draft may be completed on the computer or by using speech-to-text software. ● Use colored ink to organize writing:

	<p>Red = OS/CS Blue = Details Green = Examples/Explanations</p> <ul style="list-style-type: none"> • After student has completed the draft, have them go back and highlight the words/phrases that compare the items. Make sure what has been compared are similar traits.
Lesson 67 Organize and Draft Differences	<ul style="list-style-type: none"> • Students are only looking for differences in this lesson. • Draft may be completed on the computer or by using speech-to-text software. • Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations • After student has completed the draft, have them go back and highlight the words/phrases that contrast the items. Make sure what has been contrasted are similar traits.
Lesson 68 Revise	<ul style="list-style-type: none"> • Have the student take a break from the draft (an hour or more) prior to the revision process. • Refer to the Writer's Notebook for help with word choice and sentence structure. • Read paragraph aloud to the student, or have him/her read it aloud/record and listen to it to assist with word choice revision. • As the student reviews his/her writing, have them use 2 different colors to underline or highlight similarities and differences to ensure they have included details to both compare and contrast. • Instructor may highlight sentences for the student to edit.
Lesson 69 Final Draft	<ul style="list-style-type: none"> • Allow students to use computer editing software if draft has been typed. • Adjust the Scoring Guide to the expectations of the individual learner. • Allow student to compare final work to the checklists on page 204, prior to submitting final work. • The Extra Practice piece is optional.
Persuasive Essay	
Lesson 70 Introduction	<ul style="list-style-type: none"> • Instructor may change the prompt to one of more interest to the student if necessary. • <i>ARB: Persuasive Essay Organizers & Checklist</i>
Lesson 71 Brainstorm and Organize	<ul style="list-style-type: none"> • Brainstorm - Join the student in completing the brainstorm activity to help generate multiple ideas. • Copy and use the graphic organizer (page 209) if additional practice is needed for organizational skills. • During the brainstorming activity, encourage the student to write down as much information relating to their topic as possible. Then, they can narrow that down to choose the 2 best (or easiest to address) reasons that support their opinion. • Have student look through magazines, or watch television commercials, and identify language or strategies advertising agencies use to persuade consumers.

	<ul style="list-style-type: none"> ● Supply a list or discuss with the student words and phrases that “persuade.”
Lesson 72 Hook, Organize, and Draft Opening Paragraph	<ul style="list-style-type: none"> ● Help the student determine which type of ‘Hook’ lends itself to their particular topic. ● Consider helping the student develop several ‘Hooks’, then determine which one is most effective. ● The student may complete the draft using speech-to-text software, a computer, or dictate to a scribe, if necessary. ● Use colored ink to organize writing: Red = OC/CS Blue = Details Green = Examples/Explanations
Lesson 73 Organize and Draft Body Paragraph #1	<ul style="list-style-type: none"> ● If necessary, copy the graphic organizer from page 212 to notebook paper to allow the student more space for writing. ● Use colored ink to organize writing: Red = OC/CS Blue = Details Green = Examples/Explanations ● After completing the draft, have student read their paragraph and identify all persuasive words/phrases to ensure they have met the goal of persuasive writing.
Lesson 74 Organize and Draft Body Paragraph #2	<ul style="list-style-type: none"> ● Use colored ink to organize writing: Red = OC/CS Blue = Details Green = Examples/Explanations ● After completing the draft, have the student read their paragraph and identify all persuasive words/phrases to ensure they have met the goal of persuasive writing.
Lesson 75 Organize and Draft Closing Paragraph	<ul style="list-style-type: none"> ● Use colored ink to organize writing: Red = OC/CS Blue = Details Green = Examples/Explanations ● After completing the draft, have the student read their paragraph and identify all persuasive words/phrases to ensure they have met the goal of persuasive writing.
Lesson 76 Revise Word Choice	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to the revision process. ● Read the draft aloud to the student, either before or after the student has read it, so that the student can hear their own work. ● Student should refer to the Writer’s Notebook to revise word choice and sentence structure. ● Allow the student to use the thesaurus to assist with word choice.

Lesson 77 Revise Sentence Structure	<ul style="list-style-type: none"> ● Use the information from the Writer’s Notebook to assist with sentence structure. ● Assist student with identifying sentences to combine or improve by highlighting sentences from the draft - this is a good opportunity to work with the student on the draft.
Lesson 78 Final Draft	<ul style="list-style-type: none"> ● Allow student to use computer editing software if composition has been typed. ● Allow student to compare final work to the checklist on page 221, prior to submitting. ● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● Additional Practice is optional, but recommended. Consider coming back to the Extra Practice Persuasive Essay after the student has completed the Research Project.
Research Project	
Lesson 79 Process	<ul style="list-style-type: none"> ● Copy or remove page 223, “The Research Process,” and add it to the Writer’s Notebook.
Lesson 80 Brainstorm, Gather Information, Document Sources, Organize	<ul style="list-style-type: none"> ● Instructor may change the topic from favorite author to a different topic of more interest to the student. If the topic/prompt is changed, ensure the topic is one that describes another ‘favorite’ person (athlete, movie producer, actor, etc.) of the student. ● Consider limiting the number and type of resources the student is required to use. One book or magazine and one internet website may be a good choice. ● Remove and/or make copies (one-sided) of ‘Document Sources’ pages from the textbook so that the student does not have to flip back and forth as they work. ● It may be helpful to remove the pages in this lesson so that the student may physically stack or organize them. ● Use color to indicate different topics. Simply draw a colored line at the top of all information related to a topic. This will help the student organize information in a visual manner. ● If the student gets information on a topic from more than one source, use numbers (number each source used) and jot down the corresponding number on notes to help the student keep track of where information came from. ● Do not allow students to use Wikipedia as a source, as it is not a source that can be verified. ● Demonstrate to the student how to highlight only small bits of important information as they read. ● Students may need a dedicated table top or space to use in order to keep their notecards and copies of sources organized during this process.
Lesson 81 Draft	<ul style="list-style-type: none"> ● Side note: Elie Wiesel passed away in 2016. The sample from the video lesson was created prior to his death, and indicates he is still living. ● Draft may be completed on the computer. ● Provide student with a Paragraph Planner:

	<p>OPENING SENTENCE:: DETAIL: EXAMPLE: DETAIL: EXAMPLE: CLOSING SENTENCE:</p> <ul style="list-style-type: none"> ● Review summarizing skills prior to drafting. ● The EIW process does not use the formal outline, but you may introduce the outline if it is your preferred method of organizing the draft. ● It may help the student to have them read their notecards aloud before they begin to draft. ● Drafting may be completed on the computer. ● It is ok if the student’s plan or draft is more “simple” than the example provided. Consider the student’s instructional level. ● Have student verbally ‘tell’ you their information prior to attempting to draft each paragraph. ● The focus should be on organizing information rather than length or breadth of information presented. ● If helpful, continue to use colored ink to organize writing: Red = OC/CS Blue = Details Green = Examples/Explanations
<p>Lesson 82 Revise Sentence Structure and Word Choice</p>	<ul style="list-style-type: none"> ● Use word lists and other resources from the Writer’s Notebook to assist with word choice and sentence structure. ● Highlight words or sentences that you would like the student to revise, or revise for content/style. ● Have student access a thesaurus on the computer, or use a hard copy of a thesaurus to help with word choice. ● Remind the student that, at this point, they may still add, delete, and change information presented in their paper. ● Read the draft aloud to the student, either before or after the student has read it, so that the student can hear their own work to help with the revision process.
<p>Lesson 83 Final Draft</p>	<ul style="list-style-type: none"> ● Have the student take a break from the draft (an hour or more) prior to composing the final draft. ● Read the draft aloud to the student so that the student can hear their own work prior to completing the project. ● Allow the student to use computer editing software if composition has been typed. ● Allow student to final work to the checklist on page 242, prior to submitting. ● Adjust the Scoring Guide/Checklist to the expectations of the individual learner. ● Display Board: Original artwork is acceptable.
<p>Final Lesson</p>	

**Comparing
Compositions**

- The student will learn from completing the Final Lesson Reflection Exercise on page 245, even if they “miss the mark” in some areas.
- Use this as a tool to discuss future writing goals.
- We do not recommend including this exercise in the student’s final grade.