

## **Essentials in Writing, Level 6**

### **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 6 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'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.
- 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.
- Add to it as you complete vocabulary building activities (i.e. tear out the DANGEROUS WORDS AHEAD pages and add them to your notebook).
- 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 each writing lesson 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 goals (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 or 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 Teacher's Handbook on page 4. 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 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 26 grammar assessments in a variety of formats (fill in the blank and multiple choice associated with both sentences and larger compositions), 9 composition assessments, and 2 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 parent/student word lists to assist with compositions, and blank graphic organizers for paragraphs, letters, and essays that 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/course-catalog-4-2/>

**Essentials in Writing, Level 6**  
**Alternative Instructional Strategies**

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

<b>UNIT ONE: GRAMMAR</b>	
<b>Introduction</b>	
<b>Lesson 1</b> <b>Introduction to Writing</b>	<ul style="list-style-type: none"> <li>• The goal for Lesson 1 is to obtain a baseline writing sample.</li> <li>• Praise student efforts and comment on student strengths, even if that is simply their attempt to write.</li> <li>• This writing sample will be used to compare with compositions completed AFTER instruction has taken place.</li> <li>• Do not critique or score this paragraph.</li> </ul>
<b>PARTS OF SPEECH</b>	
<b>Identify Parts of Speech</b>	
<b>Lesson 2</b> <b>Complete Subjects and Predicates</b>	<ul style="list-style-type: none"> <li>• Use color to differentiate between subject and predicate.</li> <li>• To help the student identify subjects, ask the question “Who did?” or “What did?”</li> <li>• To help the student identify predicates, ask the question “Did what?”</li> </ul>
<b>Lesson 3</b> <b>Simple Subjects and Predicates</b>	<ul style="list-style-type: none"> <li>• Use color to differentiate between the subject and predicate.</li> <li>• First, identify the complete subject and predicate, then find the simple subject and predicate.</li> <li>• To help the student identify subjects, ask the question “Who did” or “What did?”</li> <li>• To help the student identify predicates, ask the question “Did what?”</li> </ul>
<b>Lesson 4</b> <b>Compound Subjects and Predicates</b>	<ul style="list-style-type: none"> <li>• Use color to differentiate between the subject and predicate.</li> <li>• To help the student identify subjects, ask the question “Who did” or “What did?”</li> <li>• To help the student identify predicates, ask the question “Did what?”</li> </ul>
<b>Lesson 5</b> <b>Common and Proper Nouns</b>	<ul style="list-style-type: none"> <li>• Ask this question to help 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.)?”</li> </ul>
<b>Lesson 6</b> <b>Singular and Plural Nouns</b>	<ul style="list-style-type: none"> <li>• Add a list of “difficult” plural nouns (those that do not follow normal spelling rules) to the Writer’s Notebook.</li> <li>• Keep in mind that the English language often fails to follow the “rules.” Prepare students for</li> </ul>

	atypical plurals that don't follow the rules listed in Lesson 6.
<b>Lesson 7 Possessive Nouns</b>	<ul style="list-style-type: none"> <li>• Tell students the hyphen (-) before the 's' indicates that there is a word before the letter 's'.</li> <li>• <i>General</i> "rule-of-thumb" for forming possessive nouns - singular and plural: Look to the left of the apostrophe. If the word directly to the left of the apostrophe is singular, the possession is singular - the item belongs to one (i.e. The dog's house is white. - the house belongs to one dog). If the word directly to the left of the apostrophe is plural, the possession is plural - the item belongs to two or more (i.e. The dogs' house is white. - the house belongs to 2 or more dogs). This is true with unusual spellings as well: The children's laughter could be heard from inside the house. - "children" is the plural form of "child."</li> <li>• Day 3: Have the student read the sentences aloud, if needed.</li> </ul>
<b>Lesson 8 Adjectives</b>	<ul style="list-style-type: none"> <li>• Day 1: Provide a word bank for the student.</li> <li>• A trick to identifying predicate adjectives: First, find the linking verb. The linking verb will be completed by the predicate adjective.</li> <li>• Supply a list of common linking verbs: forms of "be" (am, is, are, was, etc.), the "sense" verbs (look, feel, taste, etc.), and status verbs (to appear, to become, to grow, etc.).</li> <li>• <i>ARB: Sensory Words List</i></li> </ul>
<b>Lesson 9 Action Verbs and Linking Verbs</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Refer to the list of common linking verbs from Lesson 8, if you created one, or look online for a list.</li> <li>• <i>ARB: Action Words List</i></li> </ul>
<b>Lesson 10 Helping Verbs</b>	<ul style="list-style-type: none"> <li>• Underline or highlight the verb phrase for the student, if necessary.</li> </ul>
<b>Lesson 11 Adverbs That Modify Verbs</b>	<ul style="list-style-type: none"> <li>• To help the student identify adverbs, read the sentence and then ask "How did he/she/it do it?" or "How was it done?"</li> <li>• Most (not all) adverbs end in -ly.</li> </ul>
<b>Lesson 12 Adverbs That Modify Adjectives</b>	<ul style="list-style-type: none"> <li>• Day 2: Supply a word bank to the student.</li> </ul>
<b>Lesson 13 Prepositional Phrases</b>	<ul style="list-style-type: none"> <li>• Add a list of common prepositions to the Writer's Notebook.</li> <li>• Highlight the preposition, and ask the student to draw an arrow to the object (noun or pronoun) it is "related" to.</li> </ul>

Common Problems	
<b>Lesson 14 Pronouns and Antecedents</b>	<ul style="list-style-type: none"> <li>● Provide the student with a list of common pronouns.</li> <li>● Have the student circle pronouns, then draw an arrow back to the noun (antecedent) it substitutes.</li> <li>● Day 2: It may help to read the passage aloud to the student in order for him/her to “hear” where the pronouns should be used.</li> </ul>
<b>Lesson 15 Subject/Verb Agreement</b>	<ul style="list-style-type: none"> <li>● It may be helpful during these activities to have the student read sentences aloud to help them “hear” the correct subject/verb agreement.</li> <li>● Day 2: Explain to the student that “singular verbs” that go with “singular nouns” often end in ‘s’. For example: Dogs bark. And “plural verbs” that go with “plural nouns” don’t usually end in ‘s’. For example: My dog barks.</li> </ul>
<b>Lesson 16 Don’t and Doesn’t Problem</b>	<ul style="list-style-type: none"> <li>● Having the student change the contraction into 2 separate words (“doesn’t” to “does not”) may help identify errors.</li> </ul>
<b>Lesson 17 Writing Titles</b>	<ul style="list-style-type: none"> <li>● Add a “Titles Cheat Sheet” with the rules from page 50 in the Writer’s Notebook.</li> </ul>
TOOLS FOR EFFECTIVE COMMUNICATION	
Apply Parts of Speech	
<b>Lesson 18 Adjectives in Action</b>	<ul style="list-style-type: none"> <li>● To help the student remember that numbers can operate as adjectives, tell them that adjectives often tell “how many” or “which kind” of noun.</li> <li>● Highlight the adjectives you want the student to change.</li> <li>● Days 2 &amp; 3: Add the lists of “DANGEROUS WORDS AHEAD” to the Writer’s Notebook.</li> <li>● Teach the student to use the “Thesaurus Tool” in his/her preferred software. If using the Thesaurus is above the student’s skill level, accept the adjectives they choose.</li> <li>● Day 4: Have the student draft the sentences and then go back and add adjectives, if necessary.</li> <li>● It is appropriate to skip the “mountain description” exercise if the student has met his/her goals for the lesson.</li> <li>● <i>ARB: Sensory Words List</i></li> </ul>
<b>Lesson 19 Action Verbs in Action</b>	<ul style="list-style-type: none"> <li>● Day 1: Have the student read the sentences aloud, touching each word, if they struggle to find where the action verb needs to be added.</li> <li>● Days 2 &amp; 3: Add the lists of “DANGEROUS WORDS AHEAD” to the Writers’ Notebook.</li> </ul>

	<ul style="list-style-type: none"> <li>● If the student has difficulty identifying the action verbs within the paragraph, the instructor may highlight the action verbs and ask the student to replace them with more expressive verbs.</li> <li>● Day 4: Have the student draft his/her sentences and then go back and add action verbs, if necessary.</li> <li>● It is appropriate to skip the final writing activity for the day if the student has met his/her goals for the lesson.</li> <li>● <i>ARB: Action Words List</i></li> </ul>
<b>Lesson 20</b> <b>Adverbs in Action</b>	<ul style="list-style-type: none"> <li>● Supply the student with an “Adverb Word List.”</li> <li>● Day 1: Highlight the adverb you want the student to change.</li> <li>● Day 3: Indicate which sentences the student should modify using adverbs.</li> <li>● Have the student draft their superhero description, then go back and add adverbs.</li> </ul>
<b>Lesson 21</b> <b>Prepositional Phrases in Action</b>	<ul style="list-style-type: none"> <li>● Refer to the Writer’s Notebook for a list of common prepositions.</li> <li>● Day 1: Remind the student they are adding prepositional phrases, not adverbs. Complete a few items together to illustrate the difference (i.e. #1 - My mom plopped down <i>on the chair</i> after a long day). The student may need guidance if they add an adverb like “heavily,” instead of a prepositional phrase.</li> <li>● Day 2: Highlight the preposition, and ask the student to draw an arrow to the object (noun or pronoun) it modifies.</li> <li>● If the student cannot decide which answer is correct, ask him/her to read the sentence aloud (or read it to the student) both ways to help him/her determine where the phrase sounds more correct.</li> <li>● Day 3: It is appropriate to skip the final writing activity if the student has met his/her goals for the lesson.</li> </ul>
<b>Lesson 22</b> <b>Vivid Language</b>	<ul style="list-style-type: none"> <li>● Allow the student to use word lists from the Writer’s Notebook.</li> <li>● 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.</li> <li>● Days 2 &amp; 3: Have the student highlight all of the vivid descriptive words and phrases they used in their compositions.</li> <li>● Add their “Discarded Word List” to the Writer’s Notebook.</li> <li>● <i>ARB: Word Lists - Word Choice &amp; Discarded Words</i></li> </ul>
<b>Apply Sentence Structure</b>	
<b>Lesson 23</b> <b>Reviewing Types of</b>	<ul style="list-style-type: none"> <li>● Students often overuse the exclamation point. Suggest that they use it when writing a sentence that begins with a question word, but does not ask a question (i.e. What a beautiful day!), and</li> </ul>

<b>Sentences</b>	when expressing extreme excitement.
<b>Lesson 24 Independent and Dependent Clauses</b>	<ul style="list-style-type: none"> <li>• While learning about independent and dependent clauses, have the student identify and mark (underline, label, etc.) the subject, verb (predicate), and subordinate (dependent clauses only). This will help them identify complete sentences, and assist them as they learn to write complex and compound sentences.</li> <li>• Add a list of common subordinators to the Writer's Notebook (from page 102 in the text).</li> </ul>
<b>Lesson 25 Simple and Compound Sentences</b>	<ul style="list-style-type: none"> <li>• Add a list of coordinating conjunctions (for, and, nor, but, or, yet, so) to the Writer's Notebook.</li> <li>• 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).</li> <li>• Add the rule (comma, conjunction) for creating a compound sentence to the Writer's Notebook.</li> <li>• Have the student identify the subject and/or predicate to help them differentiate between simple sentences and incomplete sentences.</li> </ul>
<b>Lesson 26 Complex Sentences</b>	<ul style="list-style-type: none"> <li>• Allow the student to use the list of subordinators.</li> <li>• Add the rules for writing and punctuating complex sentences to the Writer's Notebook.</li> <li>• Day 2, Part 2: Have the student identify the independent clauses and dependent clauses first, in order to help them determine which sentences are complex.</li> <li>• Day 3: 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.</li> <li>• Allow the student to complete work on notebook paper if more room is needed.</li> </ul>
<b>Lesson 27 Incomplete Thoughts</b>	<ul style="list-style-type: none"> <li>• Incomplete thoughts are also called fragments or dependent clauses.</li> <li>• 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.</li> <li>• Allow the student to complete work on notebook paper if more room is needed.</li> </ul>
<b>Lesson 28 Run-On Sentences</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Apply Figurative Language</b>	
<b>Lesson 29 Figurative Language: Onomatopoeia</b>	<ul style="list-style-type: none"> <li>• Add the definition and examples of "onomatopoeia" in the Writer's Notebook.</li> </ul>
<b>Lesson 30 Figurative Language:</b>	<ul style="list-style-type: none"> <li>• Add the definition and examples of "simile" in the Writer's Notebook.</li> <li>• Both simile and metaphor are used to compare.</li> </ul>



<b>Simile</b>	<ul style="list-style-type: none"> <li>Ask the 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.</li> </ul>
<b>Lesson 31 Figurative Language: Metaphor</b>	<ul style="list-style-type: none"> <li>Add the definition and examples of “metaphor” in the Writer’s Notebook.</li> <li>Both simile and metaphor are used to compare.</li> <li>Ask the 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.</li> </ul>
<b>Lesson 32 Figurative Language: Personification</b>	<ul style="list-style-type: none"> <li>Add the definition and examples of “personification” in the Writer’s Notebook.</li> <li>Day 3: Have the student complete a rough draft of the paragraph, and then go back to add in examples of figurative language.</li> <li>Allow the student to use notebook paper to complete the writing assignment, if more room is needed.</li> </ul>
<b>UNIT TWO: COMPOSITIONS</b>	
<b>Lesson 33 The Writing Process</b>	<ul style="list-style-type: none"> <li>Copy or remove the introduction page and add it to the Writer’s Notebook.</li> </ul>
<b>Paragraphs</b>	
<b>Lesson 34 Paragraph Overview</b>	<ul style="list-style-type: none"> <li>Provide the student with samples of paragraphs written to cover assorted topics. Ask the student to identify the author’s purpose and intended audience from simply reading the first (opening) sentence.</li> <li>Have the student write 3-5 opening sentences they might include in a paragraph (about any topic of interest to the student). Then, have them write a sentence that restates what they have written in their opening sentences to practice how they might write a closing sentence.</li> </ul>
<b>Lesson 35 Expository Paragraph Brainstorm, Plan, Draft</b>	<ul style="list-style-type: none"> <li>Brainstorm - Join the student, or complete the brainstorm activity as a group/family, to help generate multiple ideas.</li> <li>A variety of graphic organizers for brainstorming can be found online that help organization for visual learners.</li> <li>Organize - The graphic organizer will be used throughout the EIW curriculum. Students should use this organizer for all paragraph plans.</li> <li>For the paragraph plan, it may help students to consider the details as “Why?” and examples as “How?”</li> <li>Draft may be completed on the computer or by using speech-to-text software.</li> <li>Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>ARB: Expository Paragraph Organizer &amp; Checklist</i></li> </ul>
<b>Lesson 36</b> <b>Expository Paragraph</b> <b>Revise, Final Draft</b>	<ul style="list-style-type: none"> <li>● Have the student take a break from the draft (an hour or more) prior to the revision process.</li> <li>● 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.</li> <li>● Student should refer to the Writer’s Notebook to revise word choice and sentence structure.</li> <li>● Allow the student to use computer editing software if composition has been typed.</li> <li>● Allow the student to compare final work to the checklist on page 138, prior to submitting.</li> <li>● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner.</li> <li>● The Extra Practice piece is optional.</li> <li>● <i>ARB: Word Lists - Word Choice &amp; Discarded Words</i></li> </ul>
<b>Lesson 37</b> <b>Persuasive Paragraph</b> <b>Brainstorm, Organize,</b> <b>Draft</b>	<ul style="list-style-type: none"> <li>● Brainstorm - Join the student, or complete the brainstorm activity as a group/family, to help generate multiple ideas.</li> <li>● Organize - Continue using the EIW paragraph graphic organizer for all paragraphs.</li> <li>● 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.</li> <li>● The student may complete the draft using speech-to-text software, computer, or dictate to a scribe, if necessary.</li> <li>● Supply a list, or discuss with the student, words and phrases that “persuade.”</li> <li>● Use colored ink to organize writing:  Red = OS/CS  Blue = Details  Green = Examples/Explanations</li> <li>● <i>ARB: Persuasive Paragraph Planner &amp; Checklist</i></li> </ul>
<b>Lesson 38</b> <b>Persuasive Paragraph</b> <b>Revise, Final Draft</b>	<ul style="list-style-type: none"> <li>● Have the student take a break from the draft (an hour or more) prior to the revision process.</li> <li>● 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.</li> <li>● Have the student identify their examples of persuasive language and discuss the effectiveness of their word/phrase choices.</li> <li>● Student should refer to the Writer’s Notebook to revise word choice and sentence structure.</li> <li>● Allow the student to use computer editing software if composition has been typed.</li> <li>● Instructor may highlight sentences for the student to edit.</li> <li>● Allow the student to compare final work to the checklist on page 145, prior to submitting.</li> </ul>

	<ul style="list-style-type: none"> <li>● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner.</li> <li>● The Extra Practice piece is optional.</li> <li>● <i>ARB: Word Lists - Word Choice &amp; Discarded Words</i></li> </ul>
<b>Lesson 39</b> <b>Descriptive Paragraph</b> <b>Brainstorm, Organize, Draft</b>	<ul style="list-style-type: none"> <li>● Brainstorm - Join the student, or complete the brainstorm activity as a group/family, to help generate multiple ideas.</li> <li>● Organize - Refer to the Writer's Notebook for a list of adjectives and vivid language.</li> <li>● As the student is planning the draft, remind him/her to consider the 5 senses.</li> <li>● Draft - May be completed on the computer or by using speech-to-text software.</li> <li>● 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.</li> <li>● Use colored ink to organize writing:  Red = OS/CS  Blue = Details  Green = Examples/Explanations</li> <li>● <i>ARB: Descriptive Paragraph Planner &amp; Checklist</i></li> </ul>
<b>Lesson 40</b> <b>Descriptive Paragraph</b> <b>Revise, Final Draft</b>	<ul style="list-style-type: none"> <li>● Have the student take a break from the draft (an hour or more) prior to the revision process.</li> <li>● Instructor may highlight sentences for the student to edit.</li> <li>● 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.</li> <li>● Ask the student to highlight the words and phrases they have used to describe - help them use a Thesaurus or brainstorm to improve their descriptive language, if necessary.</li> <li>● Student should refer to the Writer's Notebook to revise word choice and sentence structure.</li> <li>● Allow the student to use computer editing software if composition has been typed.</li> <li>● Allow the student to compare final work to the checklist on page 152, prior to submitting.</li> <li>● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner.</li> <li>● The Extra Practice piece is optional</li> <li>● <i>ARB: Word Lists - Word Choice &amp; Discarded Words</i></li> </ul>
<b>Personal Narrative</b>	
<b>Lesson 41</b> <b>Transitions</b>	<ul style="list-style-type: none"> <li>● Add the list of common transitions to the Writer's Notebook.</li> <li>● For additional practice, provide student with a list of tasks needed to complete a process (Ex: baking cookies or catching a fish). Have the student put the tasks in chronological order, then add transitions to make the the directions clear.</li> </ul>
<b>Lesson 42</b>	<ul style="list-style-type: none"> <li>● Add page 156, "Basic Guidelines for Writing Dialogue," to the Writer's Notebook.</li> </ul>

<b>Dialogue Part 1</b>	<ul style="list-style-type: none"> <li>● To help students tell the difference between a direct quote and simply reporting what was said, remind them that only the words that came out of a person’s mouth go inside the quotation marks. For example: My mom said, “Go do the dishes, please.” vs. My mom said to go do the dishes.</li> </ul>
<b>Lesson 43 Dialogue Part 2</b>	<ul style="list-style-type: none"> <li>● Add the “Basic Guidelines for Writing Dialogue” to the Writer’s Notebook.</li> <li>● Allow the student to mark proofreading marks within the paragraph provided to correct the paragraph rather than having him/her rewrite the paragraph.</li> <li>● Have the student read each passage to be corrected and highlight “the words that came out of a character’s mouth.” This may help them to identify and correctly punctuate dialogue.</li> </ul>
<b>Lesson 44 Introduction</b>	<ul style="list-style-type: none"> <li>● Join the student, or complete the brainstorm activity as a group/family, to help generate multiple ideas, then narrow it down to the best choice.</li> <li>● The prompt may be changed to one of more interest or relevance to the student.</li> <li>● For additional practice, provide the student with several excerpts from fiction and nonfiction texts. Have the student identify the audience and purpose (entertain, inform, persuade, etc.)</li> </ul>
<b>Lesson 45 Organize</b>	<ul style="list-style-type: none"> <li>● Allow the student to tell the story prior to completing the organizer.</li> </ul>
<b>Lesson 46 Draft</b>	<ul style="list-style-type: none"> <li>● Student may draft composition on the computer.</li> <li>● Transitions may be added, after the first draft is completed, during the revision exercise.</li> <li>● <i>ARB: Personal Narrative Planners &amp; Checklist</i></li> </ul>
<b>Lesson 47 Revise</b>	<ul style="list-style-type: none"> <li>● Have the student take a break from the draft (an hour or more) prior to the revision process.</li> <li>● 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.</li> <li>● Refer to the Writer’s Notebook for help with word choice and sentence structure.</li> <li>● Allow the student to use computer editing software if composition has been typed.</li> <li>● <i>ARB: Word Lists - Word Choice &amp; Discarded Words</i></li> </ul>
<b>Lesson 48 Add Dialogue</b>	<ul style="list-style-type: none"> <li>● Listen to the student read the draft aloud, or read it to the student.</li> <li>● As the story is being read, stop and highlight passages that could be replaced or improved with a direct quote.</li> <li>● Refer to the Writer’s Notebook for a review of the rules for writing and punctuating dialogue.</li> </ul>
<b>Lesson 49 Final Draft</b>	<ul style="list-style-type: none"> <li>● Allow the student to use computer editing software if the draft has been typed.</li> <li>● Allow the student to compare final work to the checklist on page 172, prior to submitting.</li> <li>● Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner.</li> </ul>

	<ul style="list-style-type: none"> <li>The Extra Practice piece is optional.</li> </ul>
<b>Persuasive Personal Letter</b>	
<b>Lesson 50 Personal Letter Format</b>	<ul style="list-style-type: none"> <li>Copy or remove the “Parts of a Letter” graphic (page 174) and add it to the Writer’s Notebook.</li> </ul>
<b>Lesson 51 Introduction, Hook, Organize, and Draft</b>	<ul style="list-style-type: none"> <li>Assist student with generating an appropriate “hook.”</li> <li>Discuss persuasive techniques with the student.</li> <li>Discuss examples of each persuasive technique. Refer to TV commercials or online/printed advertisements and talk with the student about techniques advertisers use to persuade consumers.</li> </ul>
<b>Lesson 52 Draft</b>	<ul style="list-style-type: none"> <li>Draft may be completed on the computer, by using speech-to-text software, or by dictating to a scribe.</li> <li>Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations</li> <li><i>ARB: Persuasive Paragraph Planner, Graphic Organizers &amp; Checklists</i></li> </ul>
<b>Lesson 53 Revise</b>	<ul style="list-style-type: none"> <li>Have the student take a break from the draft (an hour or more) prior to the revision process.</li> <li>Refer to the Writer’s Notebook for help with word choice and sentence structure.</li> <li>Have the student highlight words/phrases meant to be persuasive, adjust word choice if needed, and add persuasive language if necessary.</li> <li>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.</li> <li>Allow students to use computer editing software and Thesaurus if draft has been typed.</li> <li><i>ARB: Word Lists - Word Choice &amp; Discarded Words</i></li> </ul>
<b>Lesson 54 Final Draft</b>	<ul style="list-style-type: none"> <li>Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner.</li> <li>Allow the student to compare final work to the checklist on pages 181 &amp; 182, prior to submitting.</li> <li>The Extra Practice piece is optional.</li> </ul>
<b>Writing a Summary</b>	
<b>Lesson 55 Introduction, Organize, and Draft</b>	<ul style="list-style-type: none"> <li>The student may need help identifying key words. The instructor may highlight these or complete these activities orally.</li> <li>Draft may be completed on the computer.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>ARB: Writing a Summary Organizer &amp; Checklist</i></li> </ul>
<b>Lesson 56 Revise</b>	<ul style="list-style-type: none"> <li>• Refer to the Writer's Notebook to assist in revising word choice and sentence structure.</li> </ul>
<b>Lesson 57 Final Draft</b>	<ul style="list-style-type: none"> <li>• Allow students to use computer editing software and/or Thesaurus if draft has been typed.</li> <li>• Have the student compare his/her final summary to the checklist on page 191, prior to submitting.</li> <li>• Adjust the checklist to the expectations of the individual learner.</li> <li>• Extra practice for Writing a Summary is recommended as students often struggle with summarizing.</li> </ul>
<b>Compare/Contrast Writing</b>	
<b>Lesson 58 Introduction</b>	<ul style="list-style-type: none"> <li>• Provide the student with subjects to use to compare/contrast.</li> <li>• Compare = How things are alike</li> <li>• Contrast = How things are different</li> <li>• Explain to the student that what they are comparing/contrasting must be a similar trait (i.e. if comparing an apple and an orange (i.e. "both are fruits, we generally eat the skin of the apple, but peel the orange prior to eating." Not - "We eat the peel of the apple, and the orange is grown in tropical climates").</li> <li>• Provide extra practice with comparing and contrasting prior to drafting this composition using Venn Diagrams.</li> </ul>
<b>Lesson 59 Organize and Draft Similarities</b>	<ul style="list-style-type: none"> <li>• Students are only looking for similarities in this lesson.</li> <li>• Draft may be completed on the computer or by using speech-to-text software.</li> <li>• Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations <i>ARB: Compare/Contrast Writing Organizers &amp; Checklist</i></li> </ul>
<b>Lesson 60 Organize and Draft Differences</b>	<ul style="list-style-type: none"> <li>• Students are only looking for differences in this lesson.</li> <li>• Draft may be completed on the computer or by using speech-to-text software.</li> <li>• Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations</li> </ul>

<b>Lesson 61</b> <b>Revise</b>	<ul style="list-style-type: none"> <li>• Have the student take a break from the draft (an hour or more) prior to the revision process.</li> <li>• Refer to the Writer’s Notebook for help with word choice and sentence structure.</li> <li>• Read paragraph aloud to the student or have him/her read it aloud/record and listen to it to assist with word choice revision.</li> <li>• As the student reviews his/her writing, have them use 2 different colors to underline or highlight differences to ensure they have met the goal of this lesson.</li> <li>• Instructor may highlight sentences for the student to edit.</li> <li>• <i>ARB: Word Lists - Word Choice &amp; Discarded Words</i></li> </ul>
<b>Lesson 62</b> <b>Final Draft</b>	<ul style="list-style-type: none"> <li>• Allow students to use computer editing software if draft has been typed.</li> <li>• Adjust the Scoring Guide to the expectations of the individual learner.</li> <li>• Allow student to compare final work to the checklists on page 202, prior to submitting final work.</li> <li>• Extra practice is optional.</li> </ul>
<b>Expository Essay</b>	
<b>Lesson 63</b> <b>Introduction</b>	<ul style="list-style-type: none"> <li>• Expository writing explains, describes, or informs.</li> <li>• Join the student, or complete the brainstorm activity as a group/family, to help generate multiple ideas.</li> <li>• As the student plans paragraphs for the essays, continue to use colored ink to organize writing, if helpful previously:  Red = OS/CS  Blue = Details  Green = Examples/Explanations</li> </ul>
<b>Lesson 64</b> <b>Organize</b>	<ul style="list-style-type: none"> <li>• Allow the student to write or plan on notebook paper if more room is needed.</li> </ul>
<b>Lesson 65</b> <b>Hook, Organize, and Draft Opening Paragraph</b>	<ul style="list-style-type: none"> <li>• Assist the student with developing an effective “hook.”</li> <li>• Students may find it easier to begin the essay draft with the 3 body paragraphs. Consider having the student complete Lessons 66-68 prior to beginning the opening paragraph, Lesson 65.</li> <li>• Continue to use colored ink to organize writing, if helpful:  Red = OS/CS  Blue = Details  Green = Examples/Explanations</li> </ul>
<b>Lesson 66</b>	<ul style="list-style-type: none"> <li>• Draft may be completed on the computer, dictated to a scribe, or completed using</li> </ul>

<b>Organize and Draft Body Paragraph #1</b>	<p>speech-to-text software.</p> <ul style="list-style-type: none"> <li>● Ask the student to compare the closing sentence to the opening sentence to make sure they are somewhat related to each other. Does the CS restate or is it a logical conclusion based on the information provided in the paragraph?</li> </ul>
<b>Lesson 67 Organize and Draft Body Paragraph #2</b>	<ul style="list-style-type: none"> <li>● Draft may be completed on the computer, dictated to a scribe, or completed using speech-to-text software.</li> <li>● Ask the student to compare the closing sentence to the opening sentence to make sure they are somewhat related to each other. Does the CS restate or is it a logical conclusion based on the information provided in the paragraph?</li> </ul>
<b>Lesson 68 Organize and Draft Body Paragraph #3</b>	<ul style="list-style-type: none"> <li>● Draft may be completed on the computer, dictated to a scribe, or completed using speech-to-text software.</li> <li>● Ask the student to compare the closing sentence to the opening sentence to make sure they are somewhat related to each other. Does the CS restate or is it a logical conclusion based on the information provided in the paragraph?</li> </ul>
<b>Lesson 69 Organize and Draft Closing Paragraph</b>	<ul style="list-style-type: none"> <li>● Draft may be completed on the computer, dictated to a scribe, or completed using speech-to-text software.</li> <li>● Student should read his/her opening and body paragraphs prior to planning and drafting the closing paragraph to ensure they include relevant information.</li> <li>● Did the student restate his/her thesis in the first sentence of this paragraph?</li> <li>● <i>ARB: Expository Paragraph Organizer &amp; Checklist</i></li> <li>● <i>ARB: Expository Essay Organizers &amp; Checklist</i></li> </ul>
<b>Lesson 70 Revise Word Choice</b>	<ul style="list-style-type: none"> <li>● Read the draft aloud to the student or have him/her read it aloud/record and listen to it to assist with word choice revision.</li> <li>● Use word lists in the Writer's Notebook to revise word choice.</li> <li>● Allow students to use computer Thesaurus if draft has been typed.</li> <li>● <i>ARB: Word Lists - Word Choice &amp; Discarded Words</i></li> </ul>
<b>Lesson 71 Revise Sentence Structure</b>	<ul style="list-style-type: none"> <li>● Read the draft aloud to the student or have him/her read it aloud/record and listen to it to assist with sentence structure.</li> <li>● Instructor may highlight sentences for the student to edit.</li> <li>● Refer to the Writer's Notebook for assistance with sentence structure.</li> </ul>
<b>Lesson 72 Final Draft</b>	<ul style="list-style-type: none"> <li>● Have the student take a break from the draft (an hour or more) prior to composing the final draft.</li> <li>● Read the draft aloud to the student so that the student can hear their own work.</li> <li>● Allow the student to use computer editing software if composition has been typed.</li> <li>● Allow the student to compare final work to the checklists on page 220, prior to submitting final</li> </ul>



	<p>work.</p> <ul style="list-style-type: none"> <li>• Instructor may choose to adjust the Scoring Guide/Checklist to the expectations of the individual learner.</li> <li>• The Extra Practice piece is optional.</li> </ul>
<b>Research Project</b>	
<b>Lesson 73 Process</b>	<ul style="list-style-type: none"> <li>• Copy or remove pages 222 &amp; 223 (Research Process Graphics) and add them to the Writer's Notebook.</li> </ul>
<b>Lesson 74 Brainstorm</b>	<ul style="list-style-type: none"> <li>• Instructor may change the topic from fast food restaurants to a different large retail establishment of more interest to the student (Bass Pro, Wal-Mart, or Best Buy for example).</li> </ul>
<b>Lesson 75 Gather Information</b>	<ul style="list-style-type: none"> <li>• Limit the number and type of resources the student is required to use. One book or magazine and one internet website is a good choice.</li> <li>• Remove and/or make copies (one-sided) of source pages from the Student Workbook as needed.</li> <li>• It may be helpful to remove the pages in this lesson so that the student may physically stack or organize them.</li> <li>• 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.</li> <li>• Do not allow students to use Wikipedia as a source, as the information found on Wikipedia cannot be verified.</li> <li>• Demonstrate to the student how to highlight only small bits of important information as they read.</li> <li>• Students may need a dedicated tabletop or space to use in order to keep their notecards and copies of sources organized during this process.</li> </ul>
<b>Lesson 76 Draft</b>	<ul style="list-style-type: none"> <li>• Draft may be done on the computer. Provide the student with a paragraph planner:  OPENING SENTENCE::  DETAIL:  EXAMPLE:  DETAIL:  EXAMPLE:  CLOSING SENTENCE:</li> <li>• Review summarizing skills prior to drafting.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>● It may help the student to have them read their notecards aloud before they begin to draft.</li> <li>● Have the student write and then read aloud their body paragraphs before they begin to draft their opening paragraph.</li> <li>● Drafting may be completed on the computer.</li> <li>● Have the student write and then read aloud their opening and body paragraphs before they begin to draft their closing paragraph.</li> <li>● It is ok if the student's plan or draft is more "simple" than the example provided. Consider the student's instructional level.</li> <li>● Have the student verbally "tell" you their information prior to attempting to draft each paragraph.</li> <li>● The focus should be on organizing information rather than length or breadth of information presented.</li> <li>● Continue to use colored ink to organize writing, if helpful: Red = OS/CS Blue = Details Green = Examples/Explanations</li> </ul>
<b>Lesson 77</b> <b>Revise Sentence Structure and Word Choice</b>	<ul style="list-style-type: none"> <li>● Use word lists and other resources from the Writer's Notebook to assist with word choice and sentence structure.</li> <li>● Highlight words or sentences that you would like the student to revise or edit for content/style. Have them access the Thesaurus on the computer or use a hard copy of a Thesaurus.</li> <li>● Remind the student that, at this point, they may add, delete, and change information presented in their paper.</li> <li>● <i>ARB: Word Lists - Word Choice &amp; Discarded Words</i></li> </ul>
<b>Lesson 78</b> <b>Final Draft</b>	<ul style="list-style-type: none"> <li>● Final draft may be completed on the computer.</li> <li>● Have the student take a break from the draft (an hour or more) prior to composing the final draft.</li> <li>● Read the draft aloud to the student so that the student can hear their own work prior to completing the project.</li> <li>● Allow the student to use computer editing software if composition has been typed.</li> <li>● Allow the student to compare final work to the checklist on page 243, prior to submitting.</li> <li>● Adjust the Scoring Guide/Checklist to the expectations of the individual learner.</li> <li>● Display Board: Original artwork is acceptable. Option: Take a trip to the restaurant or retail store and include pictures of the student at the store/restaurant.</li> </ul>
<b>Conclusion</b>	
<b>Final Lesson -</b>	<ul style="list-style-type: none"> <li>● The student will learn from completing the Final Lesson Reflection Exercise on page 246, even</li> </ul>

**Comparing  
Compositions**

if they “miss the mark” in some areas. Use this as a tool to discuss future writing goals.