

# Index

## A

ACE Strategy, 126  
Action verbs activity, 39–41  
Adaptations. *See* Inclusive classroom adaptations  
Adolescents  
    strategies for parental involvement with, 13–15  
    three most important needs of, 28  
    *See also* Students  
After-school activities, 14  
All learners  
    adapting literary elements for, 153  
    adapting reading for meaning for, 158  
    adapting spelling for, 109  
    *See also* Learners  
Aphasia, 23  
Argumentative essay activity, 84–88  
Argumentative essay rubric, 88  
Assessments  
    Child Study Team evaluation, 10–11*fig*  
    differentiated learning, 28–29  
    *See also* Evaluations  
Attention deficit disorder (ADD), 24  
    *See also* Students with ADD/ADHD  
Attention deficit-hyperactivity disorder (ADHD), 24  
    *See also* Students with ADD/ADHD  
Audiological evaluation, 11  
Auditory impaired students, 23  
Auditory learners, 18  
Auxiliary and being verbs activity, 42–46  
Auxiliary and Being Verbs Worksheet, 44

## B

Bibliography writing, 97–98  
Body/kinesthetic intelligence, 20–21

## C

Case manager, 10  
Cause-and-effect relationships activity, 140–144  
Cause-and-Effect Worksheet, 142  
Cell phone use monitoring, 14  
Checklists

Checklist for Referring a Student to the School Team, 12  
Prereferral Collaboration with School Personnel, 9  
Child Study Team  
    collaborating for intervention, 3–4  
    collaborating with, 3  
    description of, 3–4  
    members of the, 6–8  
    planning for students with special needs, 21, 23  
    *See also* Intervention and Referral Services Committee (IRS)  
Child Study Team evaluation  
    planning meeting for types of evaluations, 10–11  
    process of the, 11*fig*  
Citrus Fruit Dips activity, 69  
Classroom climate, 28  
Classrooms  
    core curriculum standards used in, 17, 171–176  
    inclusive, 26–28  
    testing taking place in, 28–29  
    *See also* Inclusive classroom adaptations  
Clear instructions writing activity, 68–73  
Cognitively impaired students, 72  
Collaboration  
    with Child Study Team, 3  
    for intervention, 3–4  
    with parents and families, 13–15  
Comic Strip Sleuth (game), 130  
Commission of the Blind and Visually Impaired, 23  
Compare-and-contrast essay activity, 63–67  
Comparing and contrasting activity, 132–135  
Comparing and Contrasting Worksheet, 134  
Concentration (card game), 108  
Constructive criticism, 15  
Context Clues Worksheet, 125  
Core curriculum standards  
    how this book maps to, 171–176  
    Mid-continent Research for Education and Learning (McREL), 171  
    U.S. Department of Education design of, 17

## D

- Delayed readers
  - adapting cause-and-effect relationships for, 144
  - adapting interpreting contextual clues for, 126
  - adapting interpreting textbooks for, 121
  - adapting literary elements for, 153
  - adapting predicting outcomes for, 139
  - adapting reading for meaning for, 158
  - adapting sequencing/finding main idea for, 130
- Delete (card game), 37–38
- Demonstrations, 29
- Descriptive Essay Worksheet, 82
- Development history, 10
- Differentiated learning
  - assessing learning styles for, 18–19
  - core curriculum standards issue of, 17
  - multiple intelligences and learning strengths issue of, 20–21
  - planning for students with special needs, 21, 23–24
  - See also* Teaching
- Differentiating instruction
  - effective inclusive classroom for, 26–28
  - measuring success of, 28–30
  - strategies for assessing, 29
  - tips for effective teaching and, 25–26
- Differentiating instruction measures
  - standardized tests as, 28
  - traditional classroom tests as, 28–29
- Differentiating instruction strategies
  - for oral language, 161–169
  - for reading comprehension, 118–159
  - for reading skills, 102–115
  - for writing a personal narrative, 63–67
  - for writing as a process, 58–100
  - for written language conventions, 34–55
- Do It and Deal (card game), 143
- Dyslexia, 23

## E

- Educational evaluation, 10
- Effective writing rubric, 62
- Effective writing steps activity, 58–62
- English as a Second Language (ESL) services, 10
- ESL (English as a Second Language) students
  - adapting cause-and-effect relationships for, 144
  - adapting interpreting contextual clues for, 126
  - adapting interpreting textbooks for, 121
  - adapting literary elements for, 153
  - adapting predicting outcomes for, 139
  - adapting reading for meaning for, 158
  - adapting sequencing/finding main idea for, 130

## Essays

- writing argumentative, 84–88
  - writing compare-and-contrast, 63–67
  - writing a descriptive, 80–83
  - writing in first, second, third person, 89–93
- ## Evaluating lessons
- auxiliary and being verbs, 46
  - cause-and-effect relationships, 144
  - comparing and contrasting, 135
  - identifying action verbs, 41
  - identifying nouns, 38
  - identifying and using modifiers, 51
  - interpreting contextual clues, 127
  - interpreting textbooks, 122
  - listening skills, 164
  - literary elements, 154
  - oral presentation, 169
  - oral reading fluency, 115
  - predicting outcomes, 139
  - reading for meaning, 159
  - reading and writing poetry, 148
  - sentence mechanics, 55
  - sequencing/finding main idea, 131
  - spelling, 110
  - steps to effective writing, 62
  - vocabulary building, 105
  - writing argumentative essay, 88
  - writing clear instructions, 72
  - writing compare-and-contrast essay, 79
  - writing descriptive essay, 83
  - writing first, second, and third person, 93
  - writing a personal narrative, 67
  - writing research paper, 100
  - See also* Lessons; Rubrics
- ## Evaluations
- by Child Study Team, 10–11
  - fig project-centered, 29, 41
  - See also* Assessments

## F

- Families
  - establishing positive communications with, 15
  - following consistent routines, 15
  - involvement by, 13–15
  - See also* Parents
- First person writing activity, 89–93
- 504 Plan, 23, 24
- Ford, H., 129
- Form (poetry), 145

## G

- General education teachers, 7

## Gifted learners

- adapting auxiliary and being verbs activity for, 45
- adapting cause-and-effect relationships for, 144
- adapting comparing and contrasting for, 135
- adapting identifying action verbs activity for, 41
- adapting identifying nouns lesson for, 37–38
- adapting identifying and using modifiers for, 51
- adapting interpreting contextual clues for, 126
- adapting interpreting textbooks for, 121
- adapting listening skills for, 164
- adapting literary elements for, 153
- adapting oral presentation for, 168
- adapting oral reading fluency, 114
- adapting predicting outcomes for, 139
- adapting reading for meaning for, 158
- adapting reading and writing poetry for, 148
- adapting sentence mechanics for, 55
- adapting sequencing/finding main idea for, 130
- adapting spelling for, 109
- adapting steps to effective writing for, 61
- adapting vocabulary building for, 104–105
- adapting writing argumentative essay, 87
- adapting writing clear instructions for, 72
- adapting writing compare-and-contrast essay for, 79
- adapting writing descriptive essay for, 83
- adapting writing first, second, third person for, 92
- adapting writing a personal narrative, 67
- adapting writing research paper for, 99
- description and special needs of, 24

Go Fish (card game), 108

GOALS strategy, 87

Golden retrievers, 134

Guidance counselors, 7

## H

Hearing screening, 11

Home/School connections

- for adapting action verbs activity, 41
- for adapting auxiliary and being verbs, 46
- for adapting cause-and-effect relationships, 144
- for adapting comparing and contrasting, 135
- for adapting identifying nouns lesson, 38
- for adapting identifying and using modifiers, 51
- for adapting interpreting contextual clues, 127
- for adapting interpreting textbooks, 122
- for adapting listening skills, 164
- for adapting literary elements for, 153
- for adapting oral presentation, 168
- for adapting oral reading fluency, 114–115
- for adapting predicting outcomes, 139
- for adapting reading for meaning for, 159

for adapting reading and writing poetry, 148

for adapting sentence mechanics, 55

for adapting sequencing/finding main idea, 130–131

for adapting spelling, 110

for adapting vocabulary building, 105

for adapting writing argumentative essay, 87

for adapting writing clear instructions, 72

for adapting writing compare-and-contrast essay, 79

for adapting writing descriptive essay, 83

for adapting writing first, second, third person, 93

for adapting writing a personal narrative, 67

for adapting writing research paper, 99

for steps to effective writing, 61

*See also* Parental involvement

Homework

parental monitoring of, 15

setting specific times for, 15

How to Write Clear Instructions Worksheet, 70–71

Hurricane Katrina worksheet, 103

## I

Identifying action verbs activity, 39–41

Identifying Action Verbs Worksheet, 40

Identifying Intelligence Characteristics in the Middle School Classroom, 22

Identifying nouns activity, 34–38

Identifying Nouns Worksheet, 36

Identifying and using modifiers activity, 47–51

Identifying and Using Modifiers Worksheet, 49

Inclusive classroom adaptations

auxiliary and being verbs activity, 45–46

comparing and contrasting, 135

identifying action verbs activity, 41

identifying nouns activity, 37–38

identifying and using modifiers activity, 50–51

interpreting contextual clues, 126

interpreting textbooks, 121

listening skills, 164

literary elements, 153

oral presentation, 168

oral reading fluency activity, 114

predicting outcomes, 138–139

reading for meaning, 158

reading and writing poetry, 148

sentence mechanics activity, 55

sequencing/finding main idea, 130

spelling activity, 108–109

steps to effective writing activity, 61

vocabulary building activity, 104–105

writing argumentative essay activity, 87

writing clear instructions activity, 72  
 writing compare-and-contrast essay activity, 78–79  
 writing descriptive essay activity, 83  
 writing first, second, third person activity, 92  
 writing a personal narrative activity, 67  
 writing research paper activity, 99  
*See also* Classrooms; Interventions; Lessons

**Inclusive classrooms**  
 classroom climate for, 28  
 possible adaptations for the, 26–27  
 station teaching for, 27  
 tips for effective teaching in, 25–26

**Individual Education Program (IEP)**  
 Child Study Team assistance with, 4  
 description of, 4  
 personal aides role in, 8  
 special education teacher role in, 7

**Individuals with Disabilities Act (IDEA), 11**

**Instruction.** *See* Differentiating instruction

**Intelligences**  
 Identifying Intelligence Characteristics in the Middle School Classroom, 22  
 IQ (Intelligence Quotient) testing, 6  
 multiple, 20–21

**Internet monitoring, 14**

**Interpersonal intelligence, 21**

**Interpreting contextual clues activity, 123–127**

**Interpreting textbooks activity, 118–122**

**Interpreting Textbooks Worksheets, 119–120**

**Intervention and Referral Services Committee (IRS), 8**  
*See also* Child Study Team

**Interventions**  
 collaborating for, 3–4  
 planning meeting for, 10–11  
 referral, 8  
*See also* Inclusive classroom adaptations

**Intrapersonal intelligence, 21**

**IQ (Intelligence Quotient) test, 6**

## **K**

**Kinesthetic (or tactile) learners, 18**

## **L**

**Labrador retrievers, 134**

**LDT/C (learning disabilities/consultant or educational therapist), 6, 10**

**Learners**  
 fitting teaching strategies to, 21  
 learning styles of, 18, 19  
*See also* All Learners; Students

## **Learning**

different styles of, 18  
 differentiated, 17–24

### **Learning disabled students**

adapting auxiliary and being verbs activity for, 45  
 adapting cause-and-effect relationships for, 143  
 adapting comparing and contrasting for, 135  
 adapting identifying action verbs activity for, 41  
 adapting identifying nouns activity for, 37  
 adapting identifying and using modifiers for, 50  
 adapting interpreting contextual clues for, 126  
 adapting interpreting textbooks for, 121  
 adapting listening skills for, 164  
 adapting literary elements for, 153  
 adapting oral presentation for, 168  
 adapting oral reading fluency for, 114  
 adapting predicting outcomes for, 138  
 adapting reading for meaning for, 158  
 adapting reading and writing poetry for, 148  
 adapting sentence mechanics for, 55  
 adapting sequencing/finding main idea for, 130  
 adapting spelling for, 108  
 adapting steps to effective writing for, 61  
 adapting vocabulary building for, 104  
 adapting writing argumentative essay for, 87  
 adapting writing clear instructions for, 72  
 adapting writing compare-and-contrast essay for, 78–80  
 adapting writing first, second, third person for, 92  
 adapting writing a personal narrative for, 67  
 adapting writing research paper for, 99  
 description and special needs of, 23

### **Learning styles**

three types of, 18  
 What Type of Learner Am I?, 19

### **Least restrictive environment (LRE), 11**

### **Legislation**

Individuals with Disabilities Act (IDEA), 11  
 No Child Left Behind, 28  
 Rehabilitation Act (1973), 23–24

### **Lessons**

auxiliary and being verbs, 42–43  
 cause-and-effect relationships, 140–141  
 comparing and contrasting, 132–133  
 identifying action verbs, 39  
 identifying nouns, 34–35  
 identifying and using modifiers, 47–48  
 interpreting contextual clues, 123–124  
 interpreting textbooks, 118  
 listening skills, 162  
 literary elements, 149–150  
 oral presentations, 165–166

- oral reading fluency, 111–112
  - predicting outcomes, 136
  - reading for meaning, 155–156
  - reading and writing poetry, 145–146
  - sentence mechanics, 52–53
  - sequencing/finding main idea, 128
  - spelling, 106
  - steps to effective writing, 58–59
  - vocabulary building, 102
  - writing argumentative essay, 84–85
  - writing clear instructions, 68–69
  - writing comparing/contrasting essay, 74–75
  - writing a descriptive, 80–81
  - writing a personal narrative, 63–64
  - writing research paper, 94–100
  - See also* Evaluating lessons; Inclusive classroom adaptations
  - Listening skills activity, 162–164
  - Listening Skills Worksheet, 163
  - Literary elements activity, 149–154
  - Literary elements mobile activity, 153
  - Literary Elements Worksheet, 151–152
  - Logic/math intelligence, 20
- M**
- Mad Libs (game), 51
  - Making Predictions Chart, 138
  - Memory weaknesses
    - adapting writing compare-and-contrast essay for, 78–79
    - SPEAK NOW mnemonic aid for, 168
  - Metaphor, 146
  - Mid-continent Research for Education and Learning (McREL) standards, 171
  - Minimal brain dysfunction, 23
  - Modeling educational behavior, 14
  - Modifiers identification activity, 47–51
  - Monitoring
    - cell phone use, 14
    - homework process and completion, 15
    - television and movie watching, 14
    - video games and the Internet, 14
  - Motivation, 28
  - Motor difficulties. *See* Students with fine motor weaknesses
  - Movie/television monitoring, 14
  - Multiple intelligences, 20–21
  - Musical/rhythmic intelligence, 21
- N**
- Neurological evaluation, 11
  - No Child Left Behind, 28
- Noun game, 37
  - Noun identification activity, 34–38
- O**
- Occupational therapists, 8, 11
  - Occupational therapy evaluation, 11
  - Oral language activities
    - 1: listening skills, 162–164
    - 2: oral presentations, 165–169
  - Oral Presentation Worksheet, 167
  - Oral presentations activity, 165–169
  - Oral reading fluency activity, 111–115
  - Oral Reading Fluency Worksheet, 113
  - Oral reports, 29
- P**
- Paraprofessionals, 8
  - Parental involvement
    - benefits of, 13
    - encouraging after-school activities, 14
    - following a consistent routine, 15
    - guiding television and movie watching, 14
    - handling homework, 15
    - modeling educational behavior, 14
    - monitoring cell phone use, 14
    - monitoring video games and the Internet, 14
    - reading with young teens, 13
    - setting high but realistic standards, 15
    - See also* Home/School connections
  - Parents
    - collaborating with, 13–15
    - tips for talking with, 16
    - See also* Families
  - Peer teaching, 26
  - Perception weaknesses. *See* Students with perceptual weaknesses
  - Personal aides, 8
  - Personal narrative activity, 63–67
  - Personal Narrative Worksheet, 65–66
  - Personification, 146
  - Physical therapists
    - description and functions of, 8
    - evaluation administered by, 10
  - Physical therapy evaluation, 10
  - Physically disabled students
    - adapting identifying nouns lesson for, 37
    - description and special needs of, 23–24
  - Poetry activity, 145–148
  - POWER-ful writing strategy, 61
  - Predicting outcomes activity, 136–139
  - Predicting Outcomes Worksheet, 137
  - Prereferral Collaboration with School Personnel Checklist, 9

Project-centered evaluation  
of action verbs activity, 41  
description of, 29  
Psychiatric evaluation, 11  
Psychological evaluation, 10

## R

Reading comprehension activities  
1: interpreting textbooks, 118–122  
2: interpreting contextual clues, 123–127  
3: sequencing and finding the main idea, 128–131  
4: comparing and contrasting, 132–135  
5: predicting outcomes, 136–139  
6: cause-and-effect relationships, 140–144  
7: reading and writing poetry, 145–148  
8: literary elements, 149–154  
9: reading for meaning, 155–159  
Reading for meaning activity, 155–159  
Reading for Meaning Worksheet, 157  
Reading skills activities  
1: vocabulary building, 102–105  
2: spelling, 106–110  
3: oral reading fluency, 111–115  
Reading with teens, 13  
Reading and writing poetry activity, 145–148  
Reading and Writing Poetry Worksheet, 147  
Red, white, and blue strategy, 99  
Rehabilitation Act (1973), 23–24  
Repetition (poetry), 146  
Research paper activity, 94–100  
Resistant learners  
adapting auxiliary and being verbs activity for, 45  
adapting comparing and contrasting for, 135  
adapting identifying action verbs activity for, 41  
adapting identifying nouns lesson for, 37  
adapting identifying and using modifiers for, 50  
adapting interpreting contextual clues for, 126  
adapting interpreting textbooks for, 121  
adapting listening skills for, 164  
adapting oral presentation for, 168  
adapting oral reading fluency, 114  
adapting reading for meaning for, 158  
adapting reading and writing poetry for, 148  
adapting spelling for, 108  
adapting vocabulary building for, 104  
adapting writing argumentative essay, 87  
adapting writing clear instructions for, 72  
adapting writing a personal narrative, 67  
adapting writing research paper for, 99  
description and special needs of, 24  
Rhyme, 146  
Rhythm, 146

## Rubrics

argumentative essay, 88  
effective writing, 62  
oral presentation, 169  
oral reading fluency, 115  
writing research paper, 100  
*See also* Evaluating lessons

## S

SAW strategy, 83  
School administration, 7  
School nurses, 7  
School Psychologist, 6  
School social workers, 6  
“School’s Views” talk show activity, 164  
Scrabble (game), 109  
Second person writing activity, 89–93  
Self-evaluation, 29  
Sentence mechanics activity, 52–55  
Sentence Mechanics Worksheet, 54  
Sequencing and Finding the Main Idea Worksheet, 129  
Sequencing/finding main idea activity, 128–131  
Setting standards, 15  
Short-term memory weaknesses  
adapting writing compare-and-contrast essay for, 78–79  
SPEAK NOW mnemonic for, 168  
Show-It strategy, 108  
Simile, 146  
Sleuth strategy for adjectives, 50  
Small group presentations, 29  
SPEAK NOW mnemonic, 168  
Special education teachers  
description and functions of, 7  
evaluation administered by, 10  
planning meeting attendance of, 10  
Speech and language evaluation, 10  
Speech and language therapists, 7  
Spelling activity, 106–110  
Spelling Skills Worksheet, 107  
Standardized tests, 28  
Standards. *See* Core curriculum standards  
Stanzas, 145  
Starbooks Café activity, 158  
Station teaching, 27  
Steps to effective writing activity, 58–62  
Student referrals  
Checklist for Referring a Student to the School Team, 12  
Prereferral Collaboration with School Personnel Checklist, 9

- Student-teacher interview, 29
- Students
- encouraging parental involvement with, 13–15
  - referrals for evaluation of, 9, 12
  - self-evaluation by, 29
  - See also* Adolescents; Learners; Students with special needs
- Students with ADD/ADHD
- adapting auxiliary and being verbs activity for, 45
  - adapting comparing and contrasting for, 135
  - adapting identifying nouns lesson for, 37
  - adapting identifying and using modifiers for, 50
  - adapting interpreting contextual clues for, 126
  - adapting interpreting textbooks for, 121
  - adapting listening skills for, 164
  - adapting oral presentation for, 168
  - adapting reading for meaning for, 158
  - adapting reading and writing poetry for, 148
  - adapting spelling for, 108
  - adapting vocabulary building for, 104
  - adapting writing argumentative essay, 87
  - adapting writing clear instructions for, 72
  - adapting writing a personal narrative, 67
  - adapting writing research paper for, 99
  - description and special needs of, 24
  - See also* Attention deficit disorder (ADD); Attention deficit-hyperactivity disorder (ADHD)
- Students with fine motor weaknesses
- adapting identifying action verbs activity for, 41
  - adapting interpreting contextual clues for, 126
  - adapting interpreting textbooks for, 121
  - adapting literary elements for, 153
  - adapting oral presentation for, 168
  - adapting predicting outcomes for, 139
  - adapting reading for meaning for, 158
  - adapting reading and writing poetry for, 148
  - adapting steps to effective writing for, 61
  - adapting writing argumentative essay, 87
  - adapting writing clear instructions for, 72
  - adapting writing compare-and-contrast essay for, 79
  - adapting writing descriptive essay for, 83
  - adapting writing first, second, third person for, 92
  - adapting writing a personal narrative, 67
  - adapting writing research paper for, 99
- Students with perceptual weaknesses
- adapting interpreting contextual clues for, 126
  - adapting interpreting textbooks for, 121
  - adapting literary elements for, 153
  - adapting oral presentation for, 168
  - adapting oral reading fluency, 114
  - adapting predicting outcomes for, 139
  - adapting reading for meaning for, 158
  - adapting reading and writing poetry for, 148
  - adapting spelling for, 108
  - adapting vocabulary building for, 104
  - adapting writing argumentative essay, 87
  - adapting writing clear instructions for, 72
  - adapting writing a personal narrative, 67
  - adapting writing research paper for, 99
- Students with special needs
- Child Study Team evaluation of, 10–11*fig*
  - planning differentiated learning for, 21, 23–24
  - providing least restrictive environment (LRE) for, 11
  - See also specific special needs; Students*
- Survivor spelling bee, 109
- T**
- Tactile (or kinesthetic) learners, 18
- Teachers
- collaborating with parents, 13–15
  - general education, 7
  - list of abbreviations for specific, 9
  - special education, 7
  - tips for talking with parents, 16
- Teaching
- station, 27
  - tips for effective, 25–26
  - See also* Differentiating instruction
- Technology evaluation, 11
- Television/movie monitoring, 14
- Testing
- standardized, 28
  - traditional classroom, 28–29
- Third person writing activity, 89–93
- Three R's strategy, 121
- To Be or Not to Be activity, 45–46
- U**
- U.S. Department of Education, 17
- V**
- Verbal/linguistic intelligence, 20
- Verbs
- auxiliary and being, 42–46
  - identifying action, 39–41
- Video games monitoring, 14
- Vision screening, 11

Visual learners, 18

Visually impaired students

- adapting interpreting contextual clues for, 126
- adapting interpreting textbooks for, 121
- adapting literary elements for, 153
- adapting oral presentation for, 168
- adapting oral reading fluency, 114
- adapting predicting outcomes for, 139
- adapting reading for meaning for, 158
- adapting reading and writing poetry for, 148
- adapting spelling for, 108
- adapting steps to effective writing for, 61
- adapting vocabulary building for, 104
- adapting writing argumentative essay, 87
- adapting writing clear instructions for, 72
- adapting writing compare-and-contrast essay for, 79
- adapting writing descriptive essay for, 83
- adapting writing first, second, third person for, 92
- adapting writing a personal narrative, 67
- adapting writing research paper for, 99
- description and special needs of, 23

Visual/spatial intelligence, 20

Vocab-U-Match (card game), 104

Vocabulary building activity, 102–105

Vocabulary Building Worksheet, 103

## W

What Type of Learner Am I?, 19

Worksheets

- auxiliary and Being Verbs, 44
- Cause-and-Effect, 14244
- Comparing and Contrasting, 134
- Context Clues, 125
- Descriptive Essay, 82
- How to Write Clear Instructions, 70–71
- Identifying Action Verbs, 40
- Identifying Nouns, 36
- Identifying and Using Modifiers, 49
- Interpreting Textbooks, 119–120
- Listening Skills, 163

- Literary Elements, 151–152
- Oral Presentation, 167
- Oral Reading Fluency, 113
- Personal Narrative, 65–66
- Predicting Outcomes, 137
- Reading for Meaning, 157
- Reading and Writing Poetry, 147
- Sentence Mechanics, 54
- Sequencing and Finding the Main Idea, 129
- Spelling Skills, 107
- Vocabulary Building, 103
- Writing an Argumentative Essay, 86
- Writing a Compare-and-Contrast Essay, 76–77
- Writing in the First, Second, and Third Person, 91
- Writing as a Process, 60
- Writing a Research Paper, 96–98
- Writing an Argumentative Essay Worksheet, 86
- Writing a Compare-and-Contrast Essay Worksheet, 76–77
- Writing in the First, Second, and Third Person Worksheet, 91
- Writing as a process activities
  - 1: steps to effective writing, 58–62
  - 2: writing a personal narrative, 63–67
  - 3: writing clear instructions, 68–73
  - 4: writing an essay comparing and contrasting events, 74–79
  - 5: writing a descriptive essay, 80–83
  - 6: writing an argumentative essay, 84–88
  - 7: writing in the first, second, and third person, 89–93
  - 8: writing a research paper, 94–100
- Writing as a Process Worksheet, 60
- Writing a Research Paper Worksheet, 96–98
- Written language activities
  - 1: identifying nouns, 34–38
  - 2: identifying action verbs, 39–41
  - 3: auxiliary and being verbs, 42–46
  - 4: identifying and using modifiers, 47–51
  - 5: sentence mechanics, 52–55