



Writing Courseware
Intended for middle and high school

PLATO Essential Writing Process and Practice (Skill level 3-4)

Strategies	Grammar and Mechanics
Level DD <ul style="list-style-type: none"> ▪ Understanding Writing Assignments ▪ Thinking about Audience ▪ Choosing Words Carefully ▪ Separating Ideas into Paragraphs ▪ Mapping Ideas ▪ Using a Checklist to Proofread Your Work—Essential 	Level DD <ul style="list-style-type: none"> ▪ Matching Verbs with Subjects ▪ Matching Irregular Verbs with Subjects ▪ Adding Missing Forms of <i>Be</i> and <i>Have</i> ▪ Putting Commas and Periods inside Quotation Marks ▪ Putting Quotation Marks around Quotations ▪ Capitalizing Titles of People
Level EE <ul style="list-style-type: none"> ▪ Tying Your Ideas Together—Conclusions ▪ Going Deeper with Your Research ▪ Varying Your Sentences ▪ Approaching a Peer Review ▪ Reading Out Loud ▪ Freewriting 	Level EE <ul style="list-style-type: none"> ▪ Matching Separated Verbs and Subjects ▪ Matching Verbs with Compound Subjects ▪ Fixing Double Negatives ▪ Choosing <i>Good/Well</i> and <i>Bad/Badly</i> ▪ Capitalizing Names of Places and Events ▪ Showing Ownership in Singular Nouns ▪ Using Commas in Dates and Places

Fundamental Writing Process and Practice (Skill level 5-6)

Strategies	Grammar and Mechanics
Level FF <ul style="list-style-type: none"> ▪ Writing for Assignments that Don't Specify an Audience ▪ Determining Your Thesis ▪ Giving Credit ▪ Summarizing During a Peer Review ▪ Taking Notes ▪ Tying Sentences Together 	Level FF <ul style="list-style-type: none"> ▪ Avoiding Confusing Pronouns ▪ Matching Verbs with Indefinite Pronouns ▪ Knowing When to Use <i>Iy</i> Modifiers ▪ Knowing When Not to Use <i>Iy</i> Modifiers ▪ Capitalizing Words in Quotations ▪ Showing Ownership in Plural Nouns ▪ Using Quotation Marks with Titles of Short Works
Level GG <ul style="list-style-type: none"> ▪ Avoiding Clichés ▪ Outlining ▪ Asking Peer Review Questions ▪ Asking Research Questions ▪ Writing in a Formal Style ▪ Proving Your Arguments with Evidence 	Level GG <ul style="list-style-type: none"> ▪ Showing Ownership with Possessives ▪ Choosing <i>Who</i> or <i>That</i> ▪ Using Verbs that Are Irregular in the Past Tense ▪ Writing Contractions Like <i>Could've</i> ▪ Using <i>Their</i> and <i>His</i> as Pronouns ▪ Fixing Misplaced Modifiers ▪ Using Commas in Sentences with <i>Or</i>, <i>And</i>, or <i>But</i> ▪ Fixing Sentence Fragments—Prepositional Phrases ▪ Using Apostrophes with Compound Possessives ▪ Capitalizing Proper Nouns and Modifiers

Intermediate Writing Process and Practice (Skill level 7-9)

Strategies	Grammar and Mechanics
<p>Level HH</p> <ul style="list-style-type: none"> ▪ Using Published Writing as a Model ▪ Finding Information on the Internet ▪ Writing Strong Introductions ▪ Using Your Own Words to Develop Ideas ▪ Combining Sentences to Make Your Writing Interesting ▪ Writing Effective Transitions ▪ Using a Checklist to Proofread Your Work ▪ Choosing Your Point of View 	<p>Level HH</p> <ul style="list-style-type: none"> ▪ Keeping Pronouns Consistent ▪ Using “Each” and “Every” with Singular Verbs ▪ Matching “Or” and “Nor” with Verb Forms ▪ Choosing Pronoun Forms ▪ Splitting Fused Run-ons ▪ Using Capitals with Names ▪ Choosing It’s/Its, Accept/Except, and Than/Then
<p>Level II</p> <ul style="list-style-type: none"> ▪ Understanding the Goals of the Assignment ▪ Citing Information Sources ▪ Balancing Research with Original Ideas ▪ Supporting Your Arguments with the Right Evidence ▪ Addressing Different Perspectives ▪ Writing with Strong Modifiers ▪ Using Compare/Contrast and Problem/Solution Models ▪ Moving Beyond the Goals of the Assignment 	<p>Level II</p> <ul style="list-style-type: none"> ▪ Keeping Pronouns Consistent ▪ Keeping Past Tense Verbs Consistent ▪ Choosing Pronouns in Comparisons ▪ Using Singular Verbs with Collective Subjects ▪ Using Singular Verbs with Some Plural Phrases ▪ Using the –ly Form of Modifiers ▪ Avoiding Run-ons with Commas ▪ Using the Words “Among” and “Between” ▪ Correcting Sentence Fragments – Verb Phrases ▪ Knowing When to Capitalize Modifiers ▪ Choosing Affect/Effect, You’re/Your, and Loose/Lose
<p>Level JJ</p> <ul style="list-style-type: none"> ▪ Planning a Sequence of Ideas ▪ Devising a Research Plan ▪ Evaluating Information ▪ Stating Your Thesis ▪ Integrating Quotes into Your Writing ▪ Using Examples to Clarify Your Ideas ▪ Determining What Your Audience Knows ▪ Highlighting Your Individual Voice 	<p>Level JJ</p> <ul style="list-style-type: none"> ▪ Fixing Modifier-Subject Mismatches ▪ Using “Either, Or” and “Neither, Nor” ▪ Adding Commas to Indicate Nonessential Information ▪ Separating Run-ons Joined by Transitions ▪ Adding Commas After Introductory Phrases ▪ Using Commas with Certain Modifiers ▪ Using Capital Letters with Split Quotations

Advanced Writing Process and Practice (Skill Level 10-12)

Strategies	Grammar and Mechanics
<p>Level KK</p> <ul style="list-style-type: none"> ▪ Anticipating Counterarguments ▪ Making Multiple Peer Review Passes ▪ Writing Precisely ▪ Emphasizing Ideas Using Parallel Structures ▪ Extending Your Idea Inventory ▪ Directing a Peer Review ▪ Owing Your Essay ▪ Using a Checklist to Proofread Your Work 	<p>Level KK</p> <ul style="list-style-type: none"> ▪ Using “So” Correctly in Sentences ▪ Using Linking Words with Parallel Structures ▪ Using Commas with Appositives ▪ Punctuating Quotations ▪ Using Commas with Linking Words like “Because” ▪ Correcting Sentence Fragments - Subordinate Clauses ▪ Choosing Between Whose/Who’s, Lay/Lie, and Sit/Set
<p>Level LL</p> <ul style="list-style-type: none"> ▪ Following Up on Leads ▪ Identifying and Rewriting Inflated Language ▪ Monitoring Your Thesis ▪ Documenting Information From Spoken Sources ▪ Capturing Interest with Anecdotes ▪ Using Indirect Evidence ▪ Narrowing Your Topic with Interesting Facts ▪ Writing for Tests 	<p>Level LL</p> <ul style="list-style-type: none"> ▪ Choosing the Best Linking Word to Join Clauses ▪ Capitalizing Scientific and Computer Terms ▪ Avoiding Hyphens with –ly Modifiers ▪ Choosing Borrow/Lend, Bring/Take, and All Ready/Already
<p>Level MM</p> <ul style="list-style-type: none"> ▪ Reviewing Your Own Work ▪ Writing Stronger Introductions ▪ Supporting Arguments with Additional Evidence ▪ Illustrating Your Ideas with Visual Aids ▪ Using Analogies to Clarify Your Ideas ▪ Writing Stronger Conclusions ▪ Varying Your Sentence Structures ▪ Proofreading for College 	<p>Level MM</p> <ul style="list-style-type: none"> ▪ Using Singular Verbs with Subjects that Look Plural ▪ Using the Subjunctive Verb Form “Were” ▪ Avoiding Predicate-Subject Mismatches ▪ Choosing Amount/Number, Capital/Capitol, and Imply/Infer