Free Essay Lesson: Three Favorite Peter Pan Characters
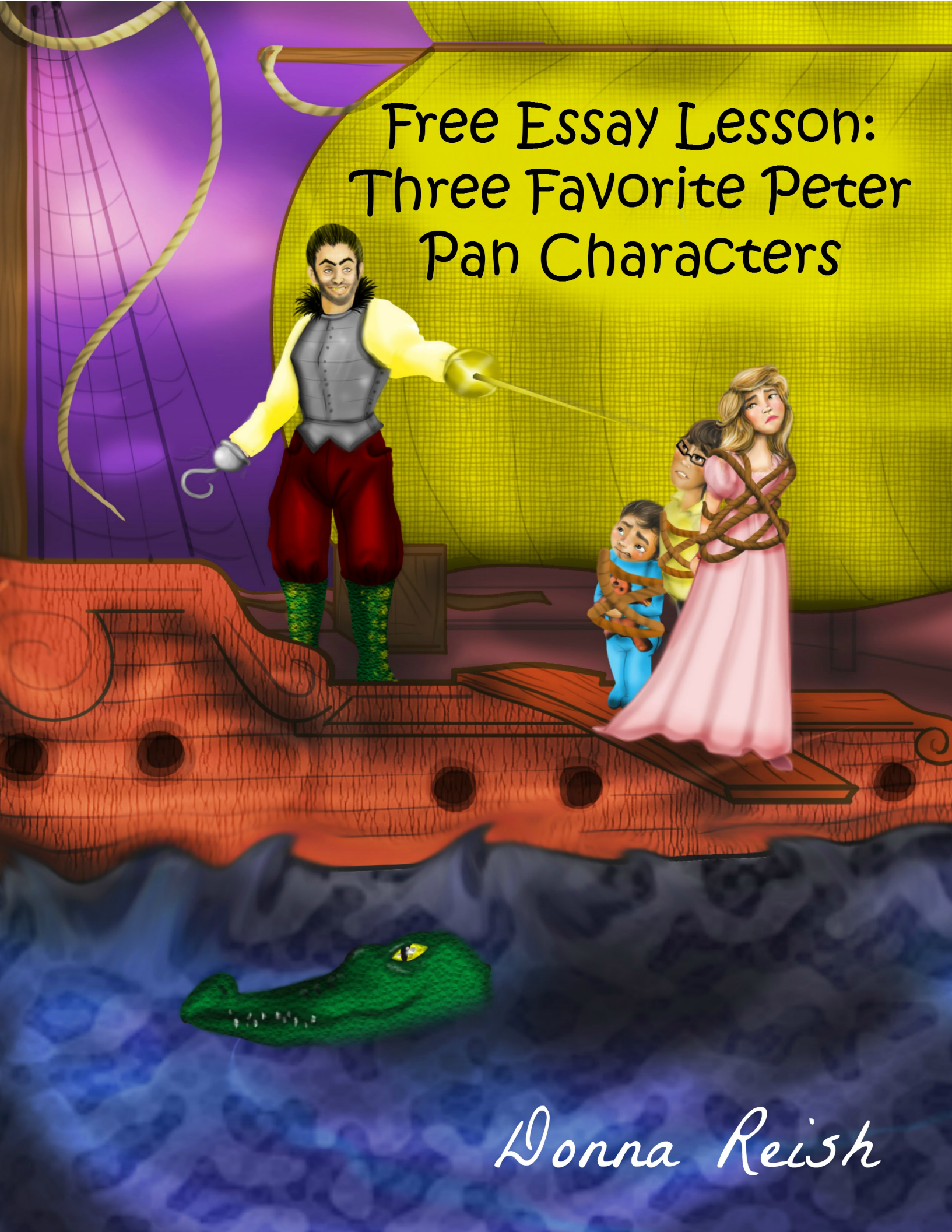
Donna Reish

Overview of Original Expository Essay Using 1-3-1 Approach

This week we will continue to learn about non-persuasive essay writing (using the Sentence-by-Sentence method) with the 1-3-1 Paragraph Essay Approach. Again, expository essay writing explains to the reader (or "exposes" him to information)—but without all of the statistics and data that more research-based informative writing contains.

I. TOPIC OF ESSAY

You will be writing an **Expository Essay** about **three Peter Pan Characters.**

A. Peter Pan
B. Tinker Bell
C. Wendy Darling
D. Michael Darling
E. John Darling
F. George Darling
G. Mary Darling
H. Nana
I. Tiger Lily
J. Crocodile
K. Mermaids
L. The Lost Boys
M. Captain Hook
N. Mr. Smee

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 Paragraphs** for the Body (P'soB).

III. SENTENCES PER PARAGRAPH

A. **Basic** students will write **5-7** sentences per paragraph.
B. **Extension** students will write **6-8** sentences per paragraph.

*Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any CI writing assignment, with your teacher's permission.

IV. OPENING PARAGRAPH

Students **will not** write an **Opening Paragraph.** You will add an Opening Sentence or two at the beginning of your essay.

V. CLOSING PARAGRAPH

Students **will not** write a **Closing Paragraph.** You will add a closing sentence or two at the end of our essay.

VI. SOURCES

Students will not cite sources, but may use sources to find information about their chosen qualities if needed or desired.

VII. OPTIONAL: QUOTATIONS WITHIN YOUR ESSAY

Students are not assigned the addition of quotes but should consider adding quotes if they will help further develop your essay topic. Any added quotes will not have to be formally cited; you may just include the author of the quote, if desired.

VIII. WRITE ON/ADDITIONAL SKILLS

Students will learn the following additional skills.
A. **1-3-1 Essay Approach ("Five Paragraph" Approach)**
B. **Quotation Punctuation and Capitalization**
C. **Transitions**
D. **Thesis Statement (Without Opening Paragraph)**
E. **Thesis Statement "Reloaded" (Without Closing Paragraph)**
F. **Opening Paragraph Types**
G. **Closing Paragraph Types**

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

Lesson A. Study Skills/Prewriting: The 1-3-1 Paragraph Approach

There are many ways to write Expository Essays. We will learn the 1-3-1 Essay Approach this week—while writing original paragraphs for three *Peter Pan* characters. We will continue with the one-topic-per-paragraph method that you wrote from via the Sentence-by-Sentence Outline earlier.

Three Topics—One-Topic-Per-Paragraph

1. In this type, an Opening Paragraph (or opening sentence) introduces a major topic of which you will be writing about three "sub-parts" in the body of your paper. In this case, your topic will be three *Peter Pan* character—and each paragraph will be about a different character.
2. This is the most simplified method because it is truly **like writing three one-paragraph essays and then putting those three together into one.**
3. In this method, you do not need as much information in your head about one topic—but rather smaller amounts of information about three topics.

However, this time, instead of writing a Five Paragraph Essay, **you will only write three paragraphs** (three P'soB)—**and then you will add an Opening <u>Sentence</u> or two and a Closing <u>Sentence</u> or two.**

We will call this the 1-3-1 Essay Approach (or the "almost" Five Paragraph Essay). You might wonder why you would even need to learn how to write an essay that does not have a complete Opening Paragraph and a complete Closing Paragraph.

For the rest of this book, we will call all essays **1-3-1 Essays. This indicates that you could do either approach** (but you will always do whichever approach is assigned):

1. **1 Opening <u>Sentence</u>** + **3 P'soB** + **1 Closing <u>Sentence</u>** = 1-3-1

       OR

2. **1 Opening <u>Paragraph</u>** + **3 P'soB** + **1 Closing <u>Paragraph</u>** = 1-3-1

Of course, when you do more advanced MC books, you will write even longer essays—and we will no longer call those Five Paragraph or 1-3-1 Essays. But you do not need to concern yourself with those yet. **One step at a time—that is how all great skills are learned!**

In a nutshell, your Original 1-3-1 Expository Essay will look like this:

1---**1 Opening Sentence** (or two, if needed!)
3—**3** Paragraphs of Body **(P'soB)---one paragraph about each Peter Pan character** you choose
1---**1 Closing Sentence** (or two, if needed!)

<> A. Read the sample Three Peter Pan Characters' Essay provided (Box A).

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Fall 2015

Student Sample Three Peter Pan Characters' Essay

Three main characters in <u>Peter Pan</u> are Wendy Darling, John Darling, and Michael Darling, siblings who embark on the famous and mysterious adventure with Peter Pan. Wendy Moira Angela Darling, for instance, is a main character known as Wendy in the story. Much of the magical expedition couldn't exist without her. She is the eldest of the Darling children. She seizes any chance to act mature, expecially to the Lost Boys, who clearly deduce that Wendy is responsible and motherly. Around the end of the far-fetched tale, they want to go back home, which leads to their capture, thus making the reason for the pirate battle. Peter Pan favors her over her brothers, which naturally make Tinkerbell jealous when Peter showed Wendy special attention. All in all, Wendy Darling is a notable, important role.

The next character in <u>Peter Pan</u> is John Darling. In the Disney movie, <u>Peter Pan</u> he is evidently distinguished by the tall, black, signature top hat he seems to be always carrying around. He received his name from the author's, J. M. Barrie's, son, whose name was Jack Llewelyn Davies. He is the middle child. John is often found in the story exploring with the Lost Boys. He didn't wish to leave until Peter Pan tells his horrendous, exaggerated experience, which is when John strived to escape the trees. That was when he and the Lost Boys got taken by the malicious pirates, which was how he ended up in their captivity. Though John is not quite a main part, he is still important to the story.

Michael Darling is the last Darling child in the fairy tale of <u>Peter Pan</u>. He is also named after two of J. M. Barrie's offspring, Michael Llewelyn Davies and Nicholas Llewelyn Davies, as Michael's full name is Michael Nicholas Darling. He is the baby in the Darling household. Because he sticks with John the whole story, he doesn't participate in too much excitement until the end. Michael also ventured with the Lost Boys and, of course, John; likewise he got captured by the pirates. When he flew back home and confronted his confused mother, he also confronted reality, for Michael had forgotten the other world while dwelling happily in wonderful Neverland. He's not crucial to the fairytale, but he helps in wrapping up the ending. J. M. Barrie did a good job creating these three characters to help all people get captivated by the spellbinding, mythical fable.

Box A

Lesson B. Research and Study Skills: Research for Original Expository Essay/Design "Working" Thesis Statement

<> B-1. Choose three of your favorite Peter Pan characters that you would like to write about and write them on the lines provided.

1. _____

2. _____

3. _____

A Thesis Statement is a statement declaring what your entire paper is going to be about. This is similar to when you learned how to write the opening sentence of a paragraph—a sentence that tells what your entire paragraph is about.

However, in the case of a **Thesis Statement,** you will not just write what one paragraph is about—but **you will write what the entire essay is going to be about.**

For instance, if you were writing an opening sentence about one of your paragraphs about Wendy, you might say *Wendy Moira Angela Darling, for instance, is a main character known as Wendy in the story.*

However, you can not use that sentence for the Thesis Statement of your entire essay because it only tells what the one paragraph is about—the paragraph about Wendy. **The Thesis Statement must tell what the entire essay is about.**

For example, *Three main characters in* <u>Peter Pan</u> *are Wendy Darling, John Darling, and Michael Darling, siblings who embark on the famous and mysterious adventure with Peter Pan.*

<> B-2. Now that you have thought about your characters and possibly researched them, you are probably ready to write a "Working" Thesis Statement about them. Consider these tips when you design your Thesis Statement:

1. **Write one sentence that tells the reader what your essay is about.**
2. Be sure it **includes all aspects of your essay.**
3. Tell your reader what you plan to include in your essay (to a small extent, if desired).
4. Do **not** say, *In this essay, you will learn about….*or *In this essay, I will tell you about…*
5. **Include all three characters** in your Thesis Statement **in the same order that they will appear** in the body of your essay.

Sample "Working" Thesis Statement

Three main characters in "Peter Pan" are Wendy Darling, John Darling, and Michael Darling, siblings who embark on the famous and mysterious adventure with Peter Pan.

My "Working" Thesis Statement for this essay: _____

_____

_____

_____

Note: If you do not feel prepared to write your "Working" Thesis Statement at this time, you may skip this assignment and come back to it after you complete B-3.

<> B-3. If you do not already know the three *Peter Pan* characters that you would like to write about, research online and fill in the Directed Brainstorming box provided.

Directed Brainstorming Box

Three Characters

Character 1 _____	Character 2 _____	Character 3 _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson C. Optional--Write On: Quotations

Including a quote in your essay this week is optional. You will want to learn even more about quotations in order to do this well.

<> C. Study the quotation boxes provided below, following these steps:

(1) **Read the quote at the top of each one, noticing the capitalization and punctuation of it.**

(2) Read the Tips, one at a time, and **look back in the quote to see how those tips apply to that quote.**

(3) **Read the Details of the Quotation Rule,** also one at a time, and **follow the underlining, bold fonting, and shading in the sample that explains the exact punctuation** of that type of quote, speech tag placement, capitalization needed, etc.

(4) Get help from your teacher to review these, if needed.

(5) Go S-L-O-W-L-Y through each box. Circle, underline, highlight—whatever is needed to help cement the rules and examples given.

Rule # 1: Basic Quote With <u>Speech Tag at the Beginning</u>

A wise person once said, "If at first you don't succeed, try, try again."

Tips:

1. Write the **speech tag** (showing who said the words you are quoting), **then a comma, then the quote.**
2. An ending period always goes **inside** the closing quotation mark.
3. This type of quote inclusion is best if you are just assigned the addition of a quote (no book citation in parentheses, etc).

Details of Quote Rule #1:

A wise person once <u>said,</u> **"If** at first you don't succeed, try, try again."

*<u>said,</u>--A comma should follow most speech tags. (Only use a colon if the speech tag is a complete sentence.)
***"If**—Most of the time, a quote begins with a capital letter.
* again."—Be sure your ending period goes inside the closing quotation mark.

Rule # 2: Basic Quote With <u>Speech Tag at the End</u>

"If at first you don't succeed, try, try again," said a wise person.

Tips:

1. Write the quote first, beginning with a capital letter.
2. At the end of the quote, **do not put a period**, but rather **put a comma**. (You may only have one period per sentence. If your quotation-with-ending-speech-tag-is a statement, you must put a comma at the end of the quote rather than a period since your sentence will end with a period.)
3. The **comma** at the end of the quotation **must be inside the closing quotation mark**. (Ending periods and commas always go inside the closing quotation mark.)
4. This type of quote inclusion is best if you are just assigned a quote (no parenthetical book citation in parentheses, etc.).
5. Put a period at the end of the entire sentence.

Details of Quote Rule # 2:

"**If** at first you don't succeed, try, try again," said a wise person.

* "**If**—Most of the time, a quote begins with a capital letter.
* again,"—Be sure to end your quote with a comma when you have an ending speech tag (rather than a period) since your complete sentence will end in a period. Also be sure that your comma is inside the closing quotation mark.
* said a wise person. –A speech tag found at the end of the quote begins with a lower case letter (unless the first word of it is a proper noun). The entire sentence ends with a period since the sentence itself is a statement.

Rule # 3: Question Quote With <u>Speech Tag at the Beginning</u>

Charlie Brown asked, "Where have I gone wrong?"

Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. **Follow the speech tag with a comma,** just like always.
3. Begin the quote with a capital letter, just like always.
4. Put the **question mark inside the closing quotation mark since the question mark itself is part of the quote**. **Question marks** and **exclamation points** go <u>inside</u> the closing quotation mark **when they are part of the quoted material**.

Details of Quote Rule # 3:

Charlie Brown <u>asked,</u> "**Where** have I gone wrong?"

* , "**Where** —Most of the time, a quote begins with a capital letter.
* wrong?"—A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.
* <u>asked,</u> – A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

Rule # 4: Question Quote With <u>Speech Tag at the End</u>

"Where have I gone wrong?" asked Charlie Brown.

Tips:

1. Start your quote with a capital letter (assuming it is a complete sentence).
2. Put your **question mark inside your closing quotation mark if the question mark is part of the quote. Question marks** and **exclamation points** go inside the closing quotation mark **when they are part of the quoted material.**
3. **Begin the speech tag with a lower case letter** (*asked Charlie Brown*) unless your speech tag starts with a proper noun (Charlie Brown): "Where have I gone wrong?" **C** harlie Brown asked.
4. End the entire sentence (following the speech tag) with a period.

Details of Quote Rule # 4:

"**Where** have I gone wrong?" asked <u>Charlie Brown</u>.

*"**Where** —Most of the time, a quote begins with a capital letter.

* wrong?" —A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.

* <u>Charlie Brown</u>.—Place a period at the end of the entire sentence. This is the punctuation for the whole sentence.

Note: If speech tag at the end does <u>not</u> begin with a proper noun, do not capitalize the first word of it:

"Where have I gone wrong?" **he** asked. Or "Where have I gone wrong?" **a**sked Charlie Brown. Or "Where have I gone wrong?" **C**harlie Brown asked.

Rule # 5: Exclamatory Quote With <u>Speech Tag at the Beginning</u>

He exclaimed, "Watch out!"

Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. Follow the speech tag with a comma, just like always.
3. Begin the quote with a capital letter, just like always.
4. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote. Question marks** and **exclamation points** go <u>inside</u> the closing quotation mark **when they are part of the quoted material.**

Details of Quote Rule # 5:

He <u>exclaimed,</u> "**Watch** out!"

*, "**Watch** —Most of the time, a quote begins with a capital letter.

* out!" --A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.

* <u>exclaimed,</u> – A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

Rule # 6: Exclamatory Quote With <u>Speech Tag at the End</u>

"Watch out!" he exclaimed.

Tips:

1. Write your quote beginning with a capital letter just like always.
2. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote. Question marks** and **exclamation points** go <u>inside</u> the quotation mark **when they are part of the quoted material.**
3. Begin the speech tag with a lower case letter (unless its first word is a proper noun).
4. Follow the entire sentence (after the speech tag) with a period.

Details of Quote Rule # 6:

"Watch out!" he <u>exclaimed.</u>

* **"Watch** —Most of the time, a quote begins with a capital letter.
* out!"--A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.
* <u>exclaimed.</u> – A period should follow the entire sentence.

Lesson D. Study Skills and Prewriting: Outline Original Paragraphs

<> D. Outline each paragraph of your three *Peter Pan* characters essay on the outlining lines provided, following these tips:

   (1) Review the list of the three characters that you put in your Brainstorming Box earlier that you might want to include in your essay.

   (2) Add to it as you think of more ideas--or do more research as needed.

   (3) "Work" in your Brainstorming Box by doing the following:

      a. Review it and add to it as you think of more ideas.

      b. Mark through anything you do not want to include in your essay.

      c. Number the ideas you have in the order that you think you would like to include them in your paragraph.

   (4) Outline your essay one paragraph at a time in a Sentence-by-Sentence (S-by-S) manner. You may use complete sentences, statements, or key words for each sentence.

   (5) You may or may not use all of the outlining lines provided.

   (6) Somewhere in your first sentence or two, you need to **transition** into your paragraph--a sentence or two that does all of the following:

      a. **Transitions from the previous paragraph into this one**

      b. **Introduces the next character**

      c. **"LINKS" that character with the thesis.**

> Note: This is why the first two outlining lines for each paragraph have the words LINK/Transition provided--to remind you to include that LINK/Transition.

<u>All</u>--Paragraph A of Body

Topic of PoB-A--**First Character:** _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

<u>All</u>--Paragraph B of Body

Topic of PoB-B--**Second Character:** _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

<u>All</u>--Paragraph C of Body

Topic of PoB-C--**Third Character:** _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

+ Eighty percent of the time the paragraph's topic sentence (or LINK) falls within the first two sentences of a paragraph.

Lesson E. Sentence Structure/Advanced Checklist Challenge:
Series of Three or More

| All | Add one set of **repeating words or phrases** (or more than one, according to your level). ***If you have already done this,* you should still "code" the CC check box(es) and the repeating words or phrases in your paper as directed by your teacher.**

Example:
* The spider sought **its prey**, captured **its prey,** and ate **its prey.**
* **The sneaky spider** sought its victim. **The sneaky spider** captured its prey. **The sneaky spider** ate its dinner.

15

One tip that any writing teacher will give you is not to be **redundant**. **Don't use the same word over and over again.** Use synonyms. Use a thesaurus. While this is true, the great irony is that many of the greatest writers and speakers broke this rule for some of their best lines.

Look at the following list of **great "series of three" sentences.**

We pledge to each other <u>our</u> lives, <u>our</u> fortunes, and <u>our</u> sacred honor.

The government of <u>the people</u>, by <u>the people</u>, and for <u>the people</u> shall not perish from the earth.

Never before in the field of human conflict was <u>so much</u> owed by <u>so many</u>, to <u>so few</u>.

Cancer can take away all of my physical abilities. It <u>cannot touch</u> my mind, it <u>cannot touch</u> my heart, and it <u>cannot touch</u> my soul.

All of those are powerful. Why is it alright to **repeat a word in some cases and not in others?** The answer lies in the **purpose behind using the word.**

Every time you use a word repeatedly, the reader's attention is drawn to that word. This can be a good thing or a bad thing.

If a word is used over and over again just because the writer can't think of another word (or is too lazy to get out the thesaurus), the reader will be distracted. Rather than focusing on the message, the reader keeps going back to that word repeated randomly for no apparent reason.

However, **if you repeat an important word on purpose, people will notice and realize that is an important word.** This is great because you want to call attention to the most important parts of what you write; this technique is a great way to do it.

When you use a repeating word or phrase in a list, it adds rhythm to your writing. Many times using repeating words will highlight the words in the list that are different.

Use repeating words sparingly. There are many ways to highlight important information in your writing, and repeating words are not subtle. **They are the writing equivalent of standing on the table and shouting. Make sure your point is important enough to really highlight.** If you use repeating words during a contest essay, only use the technique once.

<> E. On the lines provided, write ten sentences using repeating words and/or phrases.

1. _____

   _____

2. _____

   _____

3. _____

   _____

4. _____

   _____

5. _____

   _____

6. _____

   _____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

Lesson F. Composition: Writing Original Expository Essay

<> F. Follow these steps to write your essay.

(1) **Read your original "Working" Thesis Statement** to remind you of what your entire essay needs to be about. (If, after researching and outlining, you do not feel that your Thesis Statement is representative of your topic, feel free to tweak it.)

(2) **Read the topic of your first Paragraph** of the Body **and the sentence notes** beneath it.

(3) **Add any notes to this paragraph that you desire**—or mark through things that you do not want or renumber the sentence lines if you want your information in a different order.

> **Note About Thesis Statement: You will be writing an Opening Sentence later. You do not need to include the Thesis Statement in your essay yet. You will tweak the rough Thesis Statement you wrote earlier and include it in the Opening Sentence of your essay (at the time of that writing). For now, you will just write the three paragraphs of the Body (P'soB) of your essay--as though the LINK has already been introduced in your Opening Sentence.**

(4) **Write the first paragraph of the body** of your essay (PoB-A) in your notebook or key it on the computer.

(5) Be sure to **double space** (if keying) or **write on every other line** if writing by hand.

(6) **Continue the steps above** for the rest of the essay.

> **Note: Be sure you write in the third person for the body. This is not a narrative, re-telling, story, or journal entry. Write it in the "formal" third person. Use the words *people, others, individuals,* etc. not *I* or *you.***

Lesson G. Outline and Write Your Essay's Opening Thesis Statement-Plus

You will not write an Opening Paragraph for this assignment. You will learn more about that in next week's assignment. You will, instead, open your essay with your Opening Thesis Statement-Plus--the Thesis Statement plus any other catchy one or two sentence opening you may desire. This will be attached to the beginning of PoB-A. (See sample provided in Lesson B.)

<> G-1. Outline your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the line provided:

_____

_____

<> G-2. Write your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the lines provided.

_____

_____

Lesson H. Outline and Write Closing Sentence

<> H-1. Read the Thesis Statement "Reloaded" provided below.

> J. M. Barrie did a good job creating these three characters to help all people get captivated by the spellbinding, mythical fable.

For this essay, you will simply write a closing sentence, rather than an entire Closing Paragraph. You will do this in a similar manner to how you did your Opening Thesis Statement-Plus. Regardless of the exact type of closing sentence(s) you use, you will want to restate your Thesis Statement in the same order as the three character appeared in your essay. This will be attached to the end of PoB-C.

<> H-2. Outline your closing sentence or sentences (to be attached to the last PoB of your essay) on the line provided:

_____

_____

<> H-3. Write your closing sentence or sentences (to be attached to the last PoB of your essay) on the lines provided.

_____

_____

Lesson I. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> I. Use the Checklist Challenge located after this week's lesson to edit your essay.

 (1) Complete **each revision for each paragraph, as indicated.**

(2) Insert revisions with pen or pencil into your rough draft paper.

(3) **Highlight (or code) each revision on your rough draft paper** as suggested in the *Appendix* or as directed by your teacher.

(4) **Check off (or code) each item's check box on the Checklist Challenge** for this week.

> **Note: If you are not familiar with CI's Checklist Challenge, and you feel that you need more help on it than this upper level book provides, you may desire to secure a first semester MC book for levels four through nine or the *Character Quality Language Arts Teacher's Guide*--all of which contain detailed lessons on the How To's of the Checklist Challenge. Also, see the Checklist Challenge Coding box provided.**

> Note: Notice that after several tasks of the Checklist Challenge, the items start to contain words like "If you have already done this, highlight the word or sentence in your paper and highlight the check box(es) as directed by your teacher." When you start to see these words, you may just locate the items in your paper and code them for your teacher rather than adding more of them. Be sure you code the items in your paper and in the task check boxes of the CC Chart.

Lesson J. Composition: Final Copy Expository Essay

<> J-1. Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.

<> J-2. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

Checklist Challenge Coding

Your teacher may desire for you to code your CC for her so that she can grade it/check it more easily. The following steps will help you learn to code your CC for your teacher. For more help on this, see the Suggested CC Coding Chart in the back of this *Meaningful Composition* book.

1. Use **colored pencil** or **colored pens** or **highlighters**.
2. **Print off your** double spaced **rough draft report or essay** (or use your handwritten rough draft).
3. **With your CC on one side and your paper on your dominant side** (right hand side for right handed students), complete the first CC task.
4. **Place a check mark in the check boxes for the items that say "read" or "look for errors,"** etc., with a pen as you complete them.
5. For items that involve inserting things or omitting something and adding something else, code in one of two ways:
    a. **Insert the change or addition with a pen or pencil on your paper and use a highlighter to mark it in your paper** in a distinguishing way--highlight the addition with an orange highlighter, circle the change with blue high-lighter, double underline the title with a pink highlighter, etc. (choosing whatever colors you desire without repeating the exact same marking). **OR**
    b. **Insert the change or addition with a colored pencil or colored pen** (choosing whatever colors you desire with out repeating the exact same marking). (In this method, you will eventually need to add the change AND circle it or underline it so that your exact same marking is not repeated. For example, you might add verbs with a blue pen but add the title with a blue pen and underline the title with that same blue pen--two different markings, one written in blue pen and one written in blue pen *and* underlined with the blue pen.)
6. **Whatever you do to the insertion on your paper should be done to the CC check <u>boxes</u> for that item.**
    a. For example, if you highlight your new verbs with an orange highlighter in your paper, you will color in the check box with orange highlighter.
    b. If you underline your title with purple highlighter in your paper, you should underline the check box with purple highlighter.
    c. If you write your new verbs in green colored pencil in your paper, make a check mark in the check box with that same green colored pencil.
7. **If your teacher gives you permission to skip a CC task** (or you and she do not think a change will improve a para-graph), **place an NC** (no change) **in the check box for that paragraph,** so your teacher will not look for it.
8. If you skip a task altogether (without your teacher's permission), place an X in the task box(es), so your teacher will know not to search for the revisions. Obviously, it is always preferrred that you do all of your assignments, but it would be better to indicate that you skipped something than to leave the box(es) blank.

The point is that **the coding you put into the paper copy of your composition should be identical to what you do to (or above, beneath, around, etc.) the CC check boxes for that task.** This method will allow your teacher to have your CC chart on one side and your "colorful paper" (with the CC revisions inserted with colors) on the other. She can check at a glance to find your new insertions, title, Thesis Statement, and more.

Note: Some students prefer to do the CC on their paper on the electronic document on the computer with the colored shading tool provided in word processing programs. This is fine, too, but the student should still do the same marking/coding on the CC chart as he did on the electronic document--or write beside the tasks what color each task is. For example, if the student shades the verbs he replaced in pink shading, he should write PINK beside the CC task for the verbs on the chart. Then when he prints this "colorful" version, the teacher can still check his revisions easily.

Box I

Complete the Checklist Challenge by using these guides:

• Determine which check boxes apply to your level.

• Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

| All | ALL LEVELS

| B | BASIC LEVEL only

| E | EXTENSION only

| Optional | OPTIONAL -- Your teacher will decide whether you should complete this task or not, based on your grammar/usage level.

| All | All | All |

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will "hear" errors you would otherwise not find. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

☞ **Focus on content errors at this time.**

| All | All | All |

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. **"Code" the CC boxes in the same way that you coded your located verbs in your paper.**

Be sure to circle all of the following verbs:
- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

| All | All | All |

Change one of the "**boring**" **verbs** in each paragraph to a "**strong**" **verb**. You may select one from the list below or choose one of your own. **"Code" the CC boxes in the same way that you coded the added verbs in your paper.**

Instead of	Use	Instead of	Use	Instead of	Use
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

			Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. **"Code" the CC boxes in the same way that you coded your added adverbs in your paper.**
All	All	All	

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells** *where, when, how,* **or** *to what extent.*

			Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own. **"Code" the CC boxes in the same way that you coded your added adjectives in your paper.**
All	All	All	

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells** *whose, which one, how many,* **or** *what kind.* **You should add descriptive adjectives--those that tell** *what kind.*

All	Create a **title**, and put it at the top of the your paper. *If you have already done this,* you should still "code" the CC check box and the title in your paper as directed by your teacher.

Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Something informative
- Other

☞ **Tips:**
- **Center your title at the top of the first page of your composition.**
- **Capitalize the first letter of the first and last word.**
- **Capitalize all the words within the title that are important--but not three-letter-or-fewer articles, pronouns, or prepositions.**
- **Do not italicize your title, though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones), if desired.**

			From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar, but stronger, word. *If you do not have any Banned Words, just "code" the CC check box(es) as directed by your teacher (or place a check mark in each one that represents a paragraph with no Banned Words).*
All	All	All	

Banned Word List

very	big	really	good	great	fine	slow
say	bad	little	want	see	look	such
ask	lot	find	walk	said	go	become
sit	think	soft	fast	many	find	

*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ **Advanced students should omit as many Banned Words as possible throughout all paragraphs.**

| All |

Add a sentence to the beginning of your paper that describes the whole piece. This is called the **Thesis Statement**. *If you have already done this,* **you should still "code" the CC check box and the Thesis Statement in your paper as directed by your teacher.**

Examples:
• Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
• Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips**
• **Write a sentence that describes your paper without telling the reader exactly what it is about.**
• **Do not say:** *In this paper you will learn about . . .*
• **Be sure this Thesis Statement is truly representative of the content of your** *entire* **com-position.**
• **Your Thesis Statement is your commitment to write about that topic. It should cleverly introduce your composition's subject.**
• **If your paper does not have a separate Opening Paragraph, you will want to add an Opening Thesis Statement-Plus--a sentence or two introducing your topic that contains the Thesis Statement--to the beginning of your paper.**

| All |

Add a sentence to the very end of your writing that **restates your Thesis Statement** in some way. This is called the **Thesis Statement "Reloaded"** and should conclude your paper. *If you have already done this,* **you should still "code" the CC check box and the Thesis Statement "Reloaded" as directed by your teacher.**

☞ **You may choose to include Thesis Statement "Reloaded" that restates the title of your paper rather than the Thesis Statement.**

| All | | All | | All |

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. *If you have already done this,* **you should still "code" the CC check box(es) and these words in your paper as directed by your teacher.**

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words (or ask your teacher for spelling help).**

| All | | All | | All |

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth.If not, add transition sentences as needed. *If your transition sentences are adequate,* **you should still "code" the CC check box(es) and thetransition sentence(s) in your paper as directed by your teacher.**

☞ **Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that paragraph's topic).**

| All |

Add one **SSS5—Super Short Sentence** of five words or fewer. *If you have already done this,* **you should still "code" the CC check box and the SSS5 in your paper as directed by your teacher.**

Examples:
• **They display extraordinary stealth.**
• **Then, they are trapped!**
• **And soon it happened.**

| All | All | All |

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. *If you and your teacher feel that your vocabulary is advanced enough,* **you should still "code" the CC check box(es) and the advanced words in your paper as directed by your teacher.**

Instead of:	Use:	Instead of:	Use:
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be** *intentional.*

| E |

Add an **adverb** (*ly* word or other) that does **not modify a verb**. *If you have already done this,* **you should still "code" the CC check box and the adverb in your paper as directed by your teacher.**

Example
- **Modifies** an *adjective*: Some **uncharacteristically** *sneaky* predators use subtle methods.
- **Modifies** an *adverb*: Some predators are **actually** *more* subtle

☞ **An adverb will modify an adjective or another adverb and will usually answer the question** *To what extent***?**

| All | All | All |

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. *If you do not have any redundancy,* **just "code" the CC check box(es) as directed by your teacher.**

Examples:
- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant. substitute *retorted* the next time.

Note: Advanced level students should omit as much redundancy as possible throughout all paragraphs.

☞ **Do not change insignificant words such as** *was, it, and,* **etc.**

| All | All | All |

Add different sentence openers (also known as **introductory material or non-essential information**). *If you have already done these,* **you should still "code" the CC check boxes and the sentence openers in your paper as directed by your teacher.**

Examples:
- A subordinate clause opener: **When the spider's victims are in these challenging positions,** those critters are dinner for sure! **(Sub Clause + Subordinator + subject + verb)**
- A prepositional phrase opener: **From these traps and snares,** their prey seldom escape.
- An *ing* opener: **Acting via traps and snares,** spiders trap prey easily.
- An *ed* opener: **Designed individually for each family of spider,** a web is truly a work of art.
- A short PP that requires a comma: **From this,** the prey cannot get loose.
- A transition word or phrase: **Next,** the spider designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly,** the spider produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking,** the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth,** the victim cannot escape.
- An interjection: **Yes,** the spider is a stealthy creature.
- Other non-essential material of your choice: **Once there,** the "dinner" has no way of escape.

☞ **Upper level students should choose various ones -- preferably without much repeating.**

| All |

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. *If you have already done this,* **you should still "code" the CC check box(es) and the ",cc compound sentence(s)" in your paper as directed by your teacher.**

Examples:
- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods. **(CS , cc CS)**
- It steps into the trap, **for** the trap was hidden from view. **(CS , cc CS)**

☞ **A "comma cc" in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one --CS , cc CS). When you are instructed concerning this compound sentence creation, you may see this combination as CS, cc CS (Complete Sentence "comma coordinating conjunction" Complete Sentence).**

| E |

Combine two related complete, sentences (CS) with a semicolon. *If you have already done this,* **you should still "code" the CC check box(es) and the CS ; CS in your paper as directed by your teacher.**

Examples:
- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods. **(CS; CS)**
- They act via traps and snares; they put their victims in challenging positions. **(CS; CS)**

☞ **A semicolon in the middle of two Complete Sentences (CS) is one way of creating a compound sentence--two sentences joined together as one. When you are instructed concerning this compound sentence creation, you may see this combination as CS ; CS (Complete Sentence semicolon Complete Sentence).**

| E |

Add one set (or more according to check boxes) of **descriptive double adjectives** separated with *and* or a comma. *If you have already done this,* **you should still "code" the CC check box(es) and the double adjectives in your paper as directed by your teacher.**
Examples:
- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*; *crafty, ingenious* or *ingenious, crafty*). Another benchmark for comma use with two adjectives is if you could place an *and* instead of a comma--and your adjectives still sound correct--use a comma..**

| All | | All | | All |

Edit each paragraph with your teacher, and correct any **usage or spelling errors**. **Place a check mark in each CC box with a pen or pencil when this step is completed.**
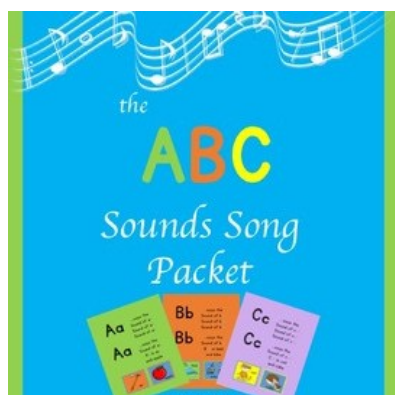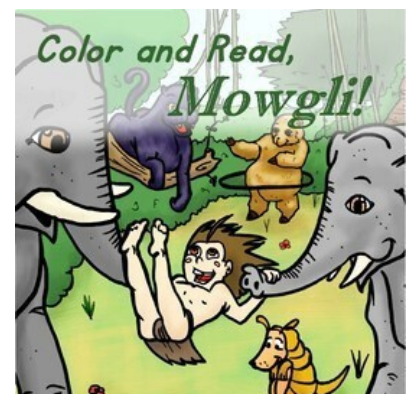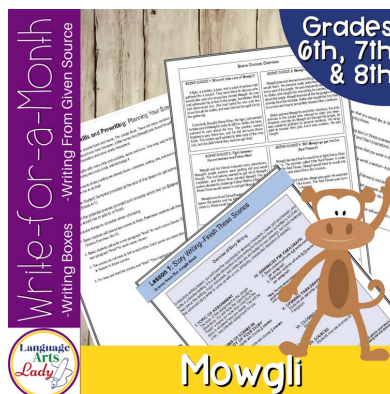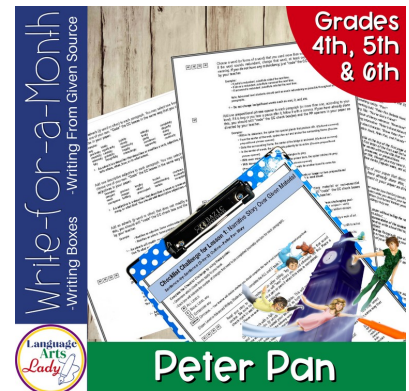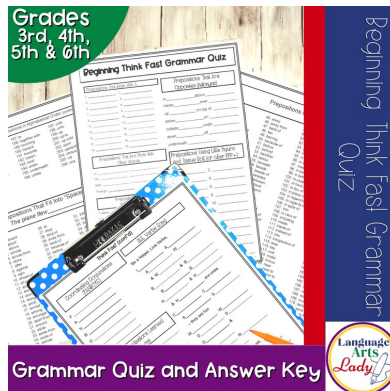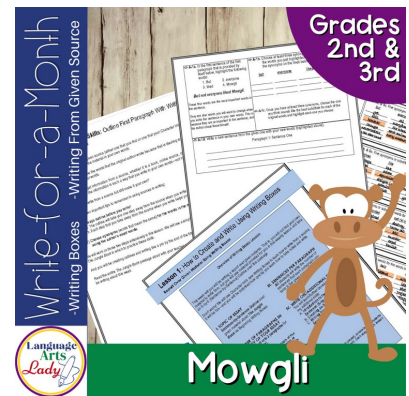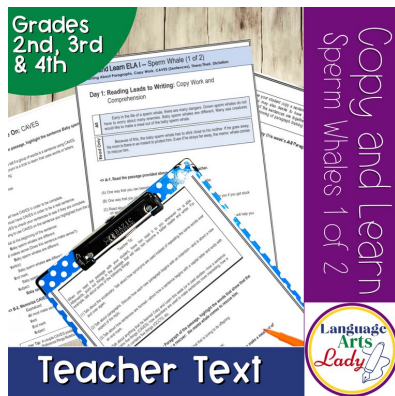
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Donna Reish, mother of seven grown children and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty years ago. Following the completion of those thirty books over ten years, she and her husband started a small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum products to 120 books of 50,000+ pages. Donna tests all of her books with 50-80 in-person students each year locally before they are published--and this is her real love: Seeing the faces of students who achieve language arts goals that they never thought were possible using her creative, incremental approaches and materials. Donna teaches parents, teachers, and teacher parents, about grammar, language arts, writing, reading, learning, and more at her teaching website, *Language Arts Lady Blog*, and through her videocasts/podcasts, *How I Teach*.

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