# Beauty & the Beast Checklist Challenge

Four Characters Essay with Editing List

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# About Beauty and the Beast Checklist Challenge

*Beauty and the Beast Checklist Challenge* is a downloadable e-book that walks students (and teachers!) through the first three-fourths of Donna's effective Checklist Challenge. The Checklist Challenge is a challenging checklist of tasks that helps students go through their writing, one task at a time, and revise, edit, add to, embellish, and improve. It is truly a top-of-the-line writing checklist for all ages of writers!

**1)** Each task is given separately (i.e. not just a big master list with no explanation). The tasks are explained and samples are provided.

**2)** The checklist has check boxes (one per paragraph) for each essay/report/story that you can customize to a certain project. It is clear that a paper has four paragraphs, so most of the task should be done four times—once per paragraph. (You can add check boxes or take them away for longer or shorter writing projects.)

**3)** The tasks are skills learned in grammar. Once a child learns how to use quotations, he should practice them immediately by putting them in his writing. The Checklist Challenge marries grammar and writing in a way that other programs do not.

**4)** Coding instructions are given so that a student can be taught to code his additions and revisions for easy teacher-grading.

And so much more.

This book is chock full of learning! There is a thorough sample essay that has all of the CC revisions penned into it and coded to teach you and your student how this is done. There is an essay given for the student to use to complete the Checklist Challenge. However, there is also instruction in how to write your own Beauty and the Beast essay to complete the Checklist Challenge on (if desired). Finally, there is an extra Checklist Challenge for you to print off and use with future essays, stories, and reports.

This book will teach you how to use Language Arts Lady's Checklist Challenge to improve all of your writing. It will show you step-by-step how to make changes that improve your writing drastically. It is very directed—meaning that you will not have to guess what to do next or how to change something or how to improve something. You will becoming a pro at the Checklist Challenge (for the essay in this book as well as future essays) after you finish with this book!

This 60 page document has a How I Teach.... videocast/podcast episode associated with it at languageartsladyblog.com.

**Check out Language Art Lady's other Beauty and the Beast products:**

*Write On, Beauty & Beast!*

*Beauty & the Beast Coloring Book and Reader*

*Beauty & the Beast Twice Told Tales eReader*

*All Beauty & Beast Titles*

# Beauty and the Beast Beginning Checklist Challenge for Writing

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# Forward: Introduction to This Book

*Beauty and the Beast Checklist Challenge* is a downloadable e-book that walks students (and teachers!) through the first three-fourths of Language Lady's effective Checklist Challenge. The Checklist Challenge is a "challenging checklist" of tasks that help students go through their writing, one task at a time, and revise, edit, add to, embellish, and improve.

The **Checklist Challenge** has the following characteristics/benefits:

(1) Each task is given separately (i.e. not just a big master list with no explanation). The tasks are **explained** and **samples are provided**.

(2) The **checklist has check boxes** (one per paragraph) for each essay/report/story that you can customize to a certain project. It is clear that a paper has four paragraphs, so most of the task should be done four times— once per paragraph.

(3) The tasks are **skills learned in grammar.** Once a child learns how to use quotations, he should practice them immediately by putting them in his writing. The Checklist Challenge marries grammar and writing in a way that other programs do not.

(4) **Coding instructions are given** so that a student can be taught to code his additions and revisions for easy teacher-grading.

And so much more.

This book is chock full of learning! There is a thorough sample essay that has all of the **CC revisions penned into** it and **coded** to teach you and your student how this is done. There is an essay given for the student to use to complete the Checklist Challenge. However, there is also instruction in **how to write your own *Beauty and the Beast* essay** to complete the Checklist Challenge on (if desired). Finally, there is an **extra Checklist Challenge** for you to print off and use with future essays, stories, and reports.

This book will teach you how to use Language Lady's Checklist Challenge to **improve all of your writing.** It will show you step-by-step how to make changes that improve your writing drastically. It is very **directed**—meaning that **you will not have to guess** what to do next or how to change something or how to improve something. You will become a pro at the Checklist Challenge (for the essay in this book as well as future essays) after you finish with this book!

# Section I

## Completed Checklist Challenge for Learning

## Projects A - C

**In This Section**

**Section I** is for learning the Checklist Challenge! One of the best ways to learn the CC is to **see one done in its entirety** with all of the coding and additions clearly marked for you. That is what this Section is all about:

**Project A: Essay With Student Checklist Challenge Changes Penned on Document**

This "Project" contains an essay (like the one you will be using in Section II to do the CC yourself) with the Checklist Challenge additions and revisions all inserted and coded as a sample for you to learn from. Coding is when you mark the revisions and additions in your paper AND do the exact same thing to the CC chart.

**Project B: Checklist Challenge Chart With Student Coding**

This "Project" contains the CC chart that we used for Project A's essay. Notice that all of the additions and revisions that were coded with highlighters, circles, underlines, etc., are also done to the boxes of this CC chart—one box per paragraph per revision (for most tasks).

**Project C: Final Copy Essay With Checklist Challenge Changes Inserted**

This "Project" shows what the essay looks like after all of the penned in revisions and additions (from Project A) are actually inserted into the typed document. This is a final copy, a clean copy!

**Using This Section**

To use this section for learning (before you do your own Checklist Challenge in Section II), you may tear out Project A (if it is easier than flipping back and forth). Place the coded paper from Project A (we call this "the colorful copy") beside the colorful Checklist Challenge Chart in Project B. Review each task, one task at a time, with your teacher, noticing the excellent revisions and additions that were done to the paper as well as the extensive and complete coding that were done on the essay and the task boxes of the chart.

Do this for each task, studying the grammar and usage concepts that are explained in each task, as needed. Finally, compare Project A to Project C to learn how much better a paper is when the Checklist Challenge is done in its entirety.

# Section I

# Project A:
## Essay With Student Checklist Challenge
## Changes Penned on Document

# A Beast, a Beauty, a Hunter, and an Inventor

>The Beast was a prince who had *arrogantly* refused to let a disguised

Desiring to teach him a lesson, *sorceress*

magician stay in his castle. The ~~magician~~ had ~~turned~~ *transformed* him into a

*grotesque* beast. He would be a beast forever unless he ~~found~~ *discovered* someone who

loved him. He forced Belle, a *beautiful* girl from a nearby village, to ~~stay~~ *remain* in his

In an attempt to accomplish this,

castle in return for freeing her father. He and Belle eventually fell in

love, he changed back into a prince when Belle told him that she

, and

loved him.

Belle was a beautiful village girl who lived *contentedly* with her father, whom

she dearly loved. One day, Belle's father ~~set out~~ *embarked* on a journey but

did not return. She searched for him and ~~found~~ *located* him imprisoned in

*Resolutely,* an old castle. She was ~~made~~ *compelled* to stay at the ~~castle~~ *eerie* in place of her

father by the ~~castle~~ *citadel*'s owner, a *hideous* beast. She and the Beast gradually

As they acquainted themselves with each other,

fell in love. When she declared her love to the Beast, he turned into

a handsome prince.

Gaston was a handsome, popular village hunter who was also

extremely arrogant. He fell in love with Belle, the most beautiful

*town*

girl in the ~~village~~. He was enraged when she refused to marry him.

*seemingly > repulsive* *immediately*

Later, He discovered that Belle loved the Beast and became jealous. He

*convinced* *hamlet* *assault* *grew* *Because of his envy,*

led the people of the ~~village~~ to ~~attack~~ the Beast's castle. He was

*agitated*

killed while fighting the Beast.

Maurice was a poor inventor who lived in a village with his

*Rejected by the rest of the town,*

beautiful daughter, Belle. He greatly loved Belle. He was traveling

*gratefully*

one day when he got lost in a storm. He took refuge in a seemingly

*discovered* *fortress*

abandoned old castle. He was ~~found~~ by the ~~castle~~'s owner, a beast,

*Within a short time,* *brave* *arrived* *search*

who threw him in a dungeon. His daughter ~~came~~ to ~~look~~ for him

*dark and dirty* *mysterious*

and was forced to remain at the ~~castle~~ in his place.

*citadel*

The Beast, Belle, Gaston, and Maurice are four remarkable people in Beauty and the Beast.

# Section I

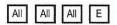## Project B:
Checklist Challenge Changes
With Student Coding

# Checklist Challenge for Character Essay
## Three or Four Beauty and the Beast Characters

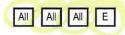**Complete the Checklist Challenge by using these guides:**

• 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. |
|---|---|

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| All | All | All | E |
|---|---|---|---|

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 | E |
|---|---|---|---|

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 | E |
|---|---|---|---|

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 your 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.**

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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.**

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.**

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.***

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).***

**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.**

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).**

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**

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 "**Beauty, Beast, and Besties!**"
- Something bold: "**Friends**"
- A song title or line: "**You Got a Friend in Me**"
- Something about character: "**Beast's Brave Besties!**"
- Informative: "**Who, What, Where, When?**"
- Other: "**Cool Characters**"

☞ **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 sur-round it with quotation marks (regular ones, not single ones), if desired.**

**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.**

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*.

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.

Start one or more of your sentences with an **adverb** (*ly* word or other) (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 adverb opener(s) in your paper as directed by your teacher.

Examples:
- Adverb opener: **Consequently,** there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims,** courageous predator attack and eat.

☞ The comma may be directly after the adverb or shortly after it, depending on where you "hear" it. Do not use a comma if the adverb phrase or clause is actually a subject *Directly assailing their victims is what they do* (no comma).

`B` `B`

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. *If you have already done this,* you should still "code" the CC check box(es) and the PP openers in your paper as directed by your teacher.

Examples:
- **Within its abdomen**, the spider has special glands that produce silk. **(Optional comma)**
- **From the center of the web**, spokes fan out and anchor the surrounding frame. **(Double prepositional phrase opener)**
- **Onto the surrounding frame**, the center of the bridge is anchored. **(Optional comma)**
- **In the center of a web**, the spider waits patiently for its victim. **(Double prepositional phrase opener)**
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey. **(Prepositional phrase opener & subordinate clause opener)**
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ **A PP is a preposition + its object (*over the cloud; after the bird,* etc.)**

☞ **Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud..**

`Opt`

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). *If you have already done this,* you should still "code" the CC check box and the subordinate clause opener in your paper as directed by your teacher.

Examples
- **When a spider creates its web,** it uses an original design.
- **Because a web must capture many types of prey,** it is durable and adhesive.
- **While a spider is designing its web,** it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive,** it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**
> Since, When, Though
> Because, If, Although

☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web, it uses an original design.***

☞ **Remember how to punctuate a subordinate clause opener:**
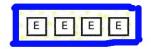> When you start a sentence with a subordinate clause,
> Put the comma in when you hear the pause.

`All`

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.**

**E E E E** 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.


**E** Add another complete sentence to one of your sentences with a **coordinating conjunction or semicolon** to create a compound sentence. *If you have already done this,* you should still "code" the CC check box(es) and the complete sentence with the coordinating conjunction or semicolon in your paper as directed by your teacher.

Example:

- Original: The Venus' flytrap provides another example of entrapment. It is a plant that eats bugs and flies.
- Compound Sentence: The Venus' flytrap provides another example of entrapment, **for it is a plant that eats bugs and flies.**

☞ CS , cc CS or CS ; CS.


**All All All E** 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.**

# 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.

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 repeat-ing 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 F

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# Section I

## Project C:
Final Copy Essay With Checklist
Challenge Changes Inserted

### A Beauty, a Beast, a Hunter, and an Inventor

Four intriguing characters from *Beauty and the Beast* are the Beast, Belle, Gaston, and Maurice. The Beast was a prince who had arrogantly refused to let a disguised magician stay in his castle. Desiring to teach him a lesson, the sorceress had transformed him into a beast. He would be a grotesque beast forever unless he discovered someone who loved him. In an attempt to accomplish this, he forced Belle, a beautiful girl from a nearby village, to remain in his castle in return for freeing her father. He and Belle eventually fell in love and he changed back into a prince when Belle told him that she loved him.

Belle was a beautiful village girl who lived contentedly with her father, whom she dearly loved. One day, Belle's father embarked on a journey but did not return. Resolutely, she searched for him and located him imprisoned in an old castle. She was compelled to stay at the eerie palace in place of her father by the citadel's owner, a hideous beast. As they acquainted themselves with each other, she and the Beast gradually fell in love. When she declared her love to the Beast, he turned into a handsome prince.

Gaston was a handsome, popular village hunter who was also extremely arrogant. He fell in love with Belle, the most beautiful girl in the town. He was enraged when she refused to marry him. Later, he discovered that Belle loved the seemingly repulsive Beast and immediately grew jealous. Because of his envy, he convinced the agitated people of the hamlet to assault the Beast's castle. He was killed while fighting the Beast.

Maurice was a poor inventor who lived in a village with his beautiful daughter, Belle. Rejected by the rest of the town, he greatly loved Belle. He was traveling one day when he got lost in a storm. He gratefully took refuge in a seemingly abandoned old castle. Within a short time, he was discovered by the fortress's owner, a beast, who threw him in a dungeon. His brave daughter arrived to search for him and was forced to remain at the mysterious citadel in his place. The Beast, Belle, Gaston, and Maurice are four remarkable characters in *Beauty and the Beast.*

# Section II

## Checklist Challenge
## for Students to Complete

# Projects A & B

# How to Learn From Section II

**In This Section**

**Section II** has the following for you to use:

A. A four paragraph essay ("Four Beauty and the Beast Characters") that you may use to complete the Check-list Challenge over*

B. A Checklist Challenge (CC) for four paragraphs for Beginning Checklist Challenge students

C. Checklist Challenge Coding Instructions

Here are the steps that you will follow to use this Section.

1. **Optional:** If you want to complete the CC on your own paper right away (as opposed to completing the CC on the "Four Beauty and the Beast Characters" essay provided for you, flip over to Appendix A and use my Sentence-by-Sentence Outlining lines (taught thoroughly in other Character Ink books) to outline and then write your own "Four Characters" essay. (Or pull out another essay or report you have written that is four paragraphs in length and complete Section I's CC on that.)

2. **Optional:** Watch the Beauty and the Beast Checklist Challenge video that walks you through this book with video teaching and screen sharing of my document with you.

3. Pull out the "Four Beauty and the Beast Characters" essay provided in Project A of this section. (Or use your own essay or report.)

4. Turn to Project C and study the Checklist Challenge Coding Instructions. Decide with your teacher what coding method you will use—highlight your changes and additions: circle, box, underline, etc., with colored pencil, etc.

   a. The most important key to coding your CC changes is that whatever you do to the change/addition in your paper should also be done on your CC chart. This will ensure that your teacher can find your changes and additions easily when grading/editing your paper. (Hopefully you learned the importance of this coding when you completed Section I of this book.)

   b. For example, if you highlighted each verb you changed in each paragraph with blue, you should color in the "change the verb" box with a blue highlighter. If you circled each new adjective with pink, you should circle the "add an adjective" boxes with pink.

5. Complete each task of the Checklist Challenge in your paper. Code each addition/change in your paper and in the CC chart.

    a. The first several tasks are to be done even if you think you already have strong verbs, adverbs, adjectives, etc., in your paper. You can always use more of these!

    b. At some point in the CC chart, the tasks start saying, ***"If you have already done this, just mark it in each paragraph."*** When the task says this, you may just find those elements in your paper and code them for your teacher.

    c. Note that there are four check boxes in the CC chart for most tasks. Each box says ALL. This is because everybody "wrote" four paragraphs in this case. So each task should be done by ALL—one time per paragraph for recurring tasks. (Notice that the tasks that are only needed one time, such as a title, only have one ALL box to code—in the same way that you coded that revision or addition in your paper.)

6. Compare your color-coded paper and CC chart to the ones provided in Section I to be sure that you completed it correctly. (Note that the color/coding type are up to you, but everything should be coded in the paper and in the chart.)

7. Have your teacher edit your paper with you to be sure that your CC changes make sense, sound right, fit well, etc. Sometimes when editing changes are made to papers, students overlook something else that might need changed to make the new edit fit properly. Your teacher can help you fix these if needed.

8. Create a final copy of your newly-edited paper on the computer or by hand. (Your teacher may desire to key this on the computer for you or have you ask a parent to do it, depending on your typing skills and grade level.)

9. Use the extra Checklist Challenge provided in Appendix B on another essay or paper that you have written (or copy this extra CC chart for future writing projects).

# Section II

## Project A:
"Characters in Beauty and the Beast" Essay to Use for the Checklist Challenge

### Beast

The Beast was a prince who had refused to let a disguised magician stay in his castle. The magician had turned him into a beast. He would be a beast forever unless he found someone who loved him. He forced Belle, a girl from a nearby village, to stay in his castle in return for freeing her father. He and Belle eventually fell in love. He changed back into a prince when Belle told him that she loved him.

### Belle

Belle was a beautiful village girl who lived with her father, whom she dearly loved. One day, Belle's father set out on a journey but did not return. She searched for him and found him imprisoned in an old castle. She was made to stay at the castle in place of her father by the castle's owner, a beast. She and the Beast gradually fell in love. When she declared her love to the Beast, he turned into a handsome prince.

# Gaston

Gaston was a handsome, popular village hunter who was also extremely arrogant. He fell in love with Belle, the most beautiful girl in the village. He was enraged when she refused to marry him. He discovered that Belle loved the Beast and became jealous. He led the people of the village to attack the Beast's castle. He was killed while fighting the Beast.

# Maurice

Maurice was a poor inventor who lived in a village with his beautiful daughter Belle. He greatly loved Belle. He was traveling one day when he got lost in a storm. He took refuge in a seemingly abandoned old castle. He was found by the castle's owner, a beast, who threw him in a dungeon. His daughter came to look for him and was forced to remain at the castle in his place.

# Section II

# Project B:
## Checklist Challenge to Use With Included Essay

**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] [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] [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] [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 your 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.**

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.**

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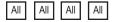
From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar, but stronger, word. *If you do not have any Banned Words, just "code" the CC check box(es) as directed by your teacher (or place a check mark in each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

**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 | | |

*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.**

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).**

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*?**

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 catch: **"Beauty, Beast, and Besties!"**
- Something bold: **"Friends"**
- A song title or line: **"You Got a Friend in Me"**
- Something about character: **"Beast's Brave Besties!"**
- Informative: **"Who, What, Where, When?"**
- Other: **"Cool Characters"**

☞ **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 sur- round it with quotation marks (regular ones, not single ones), if desired.**

Add a sentence to the beginning of your paper that describes the whole piece. This is called the **Thesis Statement and should be attached to the beginning of the first paragraph**. *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.**

**Example:**
- There are four interesting characters who have many conflicts and encounters in the famous story of *Beauty and the Beast*.

☞ **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.

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 and be added to the end of the last paragraph. *If you have already done this,* **you should still "code" the CC check box and the Thesis Statement "Reloaded" as directed by your teacher.**

**Thesis Statement "Reloaded" Sample:**
- *Beauty and the Beast* truly has four amazing, sometimes-conflicting characters.

**Title "Reloaded" Closing Sentence Sample:**
- It's obvious why so many people are endeared to "Beauty, Beast, and Besties"!

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

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.***

All | 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

Start one or more of your sentences with an **adverb** (*ly* word or other) (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 adverb opener(s) in your paper as directed by your teacher.

Examples:
- Adverb opener: **Consequently,** there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims,** courageous predator attack and eat.

☞ **The comma may be directly after the adverb or shortly after it, depending on where you "hear" it. Do not use a comma if the adverb phrase or clause is actually a subject** *Directly assailing their victims is what they do* **(no comma).**

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. *If you have already done this,* **you should still "code" the CC check box(es) and the PP openers in your paper as directed by your teacher.**

    Examples:

- **Within its abdomen**, the spider has special glands that produce silk. **(Optional comma)**
- **From the center of the web**, spokes fan out and anchor the surrounding frame. **(Double prepositional phrase opener)**
- **Onto the surrounding frame**, the center of the bridge is anchored. **(Optional comma)**
- **In the center of a web**, the spider waits patiently for its victim. **(Double prepositional phrase opener)**
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey. **(Prepositional phrase opener & subordinate clause opener)**
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ **A PP is a preposition + its object (*over the cloud; after the bird,* etc.)**

☞ **Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.**.

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). *If you have already done this,* **you should still "code" the CC check box and the subordinate clause opener in your paper as directed by your teacher.**

    **Examples**

- **When a spider creates its web,** it uses an original design.
- **Because a web must capture many types of prey,** it is durable and adhesive.
- **While a spider is designing its web,** it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive,** it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**

        Since, When, Though

        Because, If, Although

☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web,*** *it uses an original design.*

☞ **Remember how to punctuate a subordinate clause opener:**

        When you start a sentence with a subordinate clause,

        Put the comma in when you hear the pause.

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.**

`[E]` `[E]` `[E]` `[E]` 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.**

`[E]` Add another complete sentence to one of your sentences with a **coordinating conjunction or semicolon** to create a compound sentence. *If you have already done this,* you should still "code" the CC check box(es) and the complete sentence with the coordinating conjunction or semicolon in your paper as directed by your teacher.

Example:

- Original: The Venus' flytrap provides another example of entrapment. It is a plant that eats bugs and flies.
- Compound Sentence: The Venus' flytrap provides another example of entrapment, **for it is a plant that eats bugs and flies.**

☞ **CS , cc CS or CS ; CS.**

`[All]` `[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.**
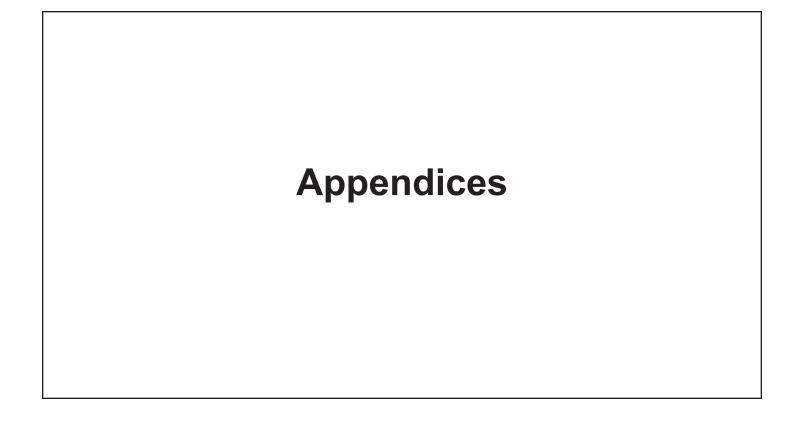
# Checklist Challenge Coding

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 highlighter, 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 without 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 paragraph), **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.**

**Note: If you are unfamiliar with how to complete CI's Checklist Challenge (CC), and the instructions in this book are not ample for you to complete the CC, you may watch the video that teaches this book or use a first semester MC book of levels 5 I through 9 I.**

# Appendices

If you prefer to do the practice Checklist Challenge provided in Section II on something you have written your-self (rather than the given essay), you may desire to use this Appendix to write your own "Four Beauty and Beast Characters" essay. This appendix is provided for that.

Here are some tips for using this appendix to write yourself:

1) If you have not learned how to write from a given source using a "key word outline" or "Sentence-by-Sentence Outline" method, **you may wish to use one of our downloadable products that teaches this skill step by step** (such as "How to Complete a Sentence-by-Sentence Outline and Essay") or any of our first Semester *Meaningful Composition* books grades five through 9. (These books have extensive S-by-S Outlining Lessons AND extensive Checklist Challenge lessons.)

2) **Turn to the Overview Box for this essay on the next page.** This box shows what each of our writing proj-ects contain. It helps students see at a glance any expectations or tasks that are included in a Character Ink (Language Lady!) writing project. These are not the "steps" for the lesson—just an overview giving you a big picture of the project.

3) **The source that you will write from** (four paragraphs about four Beauty and the Beast characters) **is provided first.** This is sometimes called the passage that you will write from.

4) **Following the passage, you will find the outlining lines** to create a Sentence-by-Sentence outline one paragraph and one sentence at a time. The instructions for outlining are also given. Follow these instructions to highlight, create your outline, etc.

5) **Following the outlining assignment, you will find the writing instructions.** Write your essay on a com-puter or on notebook paper on every other line so that you can easily insert the Checklist Challenge changes.

6) Finally, **use the given Checklist Challenge in Section II to edit and revise your paper** following the instructions given for coding so that your teacher can find your changes easily.

Happy writing!

## Overview of Essay

You will be writing an essay from a given passage of Beauty and the Beast. You will use the given paragraphs to take notes from, and then you will rewrite the information in your own words from your outline.

### I. TOPIC OF ESSAY
Four characters from the *Beauty and the Beast* story.

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY
**All** students will write **4 paragraphs.**

### III. SENTENCES PER PARAGRAPH
**All** students will write the number of sentences that each paragraph contains in the given passage (or more, but not fewer).

*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
You will not write a separate Opening Paragraph. The CC has an "Add a Thesis Statement to the beginning of your essay" task. This sentence will introduce your entire essay.

### V. CLOSING PARAGRAPH
You will not write a separate Closing Paragraph. The CC has an "Add a Thesis Statement-Reloaded to the end of your essay" task. This sentence will close your entire essay.

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

| | | |
|---|---|---|
| **PoB-A** | **Paragraph 1** | The Beast was a prince who had refused to let a disguised magician stay in his castle. The magician had turned him into a beast. He would be a beast forever unless he found someone who loved him. He forced Belle, a girl from a nearby village, to stay in his castle in return for freeing her father. He and Belle eventually fell in love. He changed back into a prince when Belle told him that she loved him. |
| **PoB-B** | **Paragraph 2** | Belle was a beautiful village girl who lived with her father, whom she dearly loved. One day, Belle's father set out on a journey but did not return. She searched for him and found him imprisoned in an old castle. She was made to stay at the castle in place of her father by the castle's owner, a beast. She and the Beast gradually fell in love. When she declared her love to the Beast, he turned into a handsome prince. |
| **PoB-C** | **Paragraph 3** | Gaston was a handsome, popular village hunter who was also extremely arrogant. He fell in love with Belle, the most beautiful girl in the village. He was enraged when she refused to marry him. He discovered that Belle loved the Beast and became jealous. He led the people of the village to attack the Beast's castle. He was killed while fighting the Beast. |
| **PoB-D** | **Paragraph 4** | Maurice was a poor inventor who lived in a village with his beautiful daughter, Belle. He greatly loved Belle. He was traveling one day when he got lost in a storm. He took refuge in a seemingly abandoned old castle. He was found by the castle's owner, a beast, who threw him in a dungeon. His daughter came to look for him and was forced to remain at the castle in his place. |

†**Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing para-graph) P'soB stands for Paragraphs of Body (more than one PoB).**

# Lesson A. Study Skills/Prewriting: Sentence-by-Sentence Outline

**<> A.** Follow these steps to write a Sentence-by-Sentence (S-by-S) Outline for this week's passage:

   (1) Read the first paragraph to yourself.

      a. **Determine the topic of the entire paragraph.**

      b. Write the topic of that paragraph on the **Topic of Paragraph line.**

   (2) Read the first sentence of the first paragraph and think about what it means.

      a. Highlight **4-6 words** that would most help you remember the content of the sentence.

      b. Write those **4-6 words** on the line provided for Sentence One.

      c. Repeat these steps for all of the sentences in the first paragraph.

      d. Be sure to use **as few words** as you need--for each sentence in order to be able to write from your notes later.

   (3) **Repeat these steps** for all of the paragraphs and sentences in the passage.

## <u>All</u>--Paragraph One

Topic of PoB-A   _____

**Sentence 1**   _____

**Sentence 2**   _____

**Sentence 3**   _____

**Sentence 4**   _____

**Sentence 5**   _____

**Sentence 6**   _____

## <u>All</u>--Paragraph Two

Topic of PoB-B   _____

**Sentence 1**   _____

**Sentence 2**   _____

**Sentence 3**   _____

**Sentence 4**   _____

**Sentence 5**   _____

**Sentence 6**   _____

## <u>All</u>--Paragraph Three

Topic of PoB-C  _____

**Sentence 1**  _____

**Sentence 2**  _____

**Sentence 3**  _____

**Sentence 4**  _____

**Sentence 5**  _____

**Sentence 6**  _____


## <u>All</u>--Paragraph Four

Topic of PoB-D  _____

**Sentence 1**  _____

**Sentence 2**  _____

**Sentence 3**  _____

**Sentence 4**  _____

**Sentence 5**  _____

**Sentence 6**  _____

# Lesson B. Composition/Creative Writing: Write a Rough Draft Essay From a Sentence-by-Sentence Outline

**<> B-1.** Follow these steps for writing your rough draft essay from your Sentence-by-Sentence Outline:

    (1) **Re-read the entire passage** to recall its content.

    (2) **Read your first line of notes** and consider what you want your sentence to say.

    (3) **Practice saying your sentence aloud** to get it just the way you want it.

    (4) **Write your first sentence** in your notebook, or key your story on the computer.

    (5) Be sure to **double space** your essay to make inputting the Checklist Challenge revisions easier.

    (6) **Indent** the beginning of each paragraph five spaces.

    (7) **Repeat** these steps for each line of notes, writing on every other line.

**<> B-2.** Read your essay aloud. Do you like the way it sounds?

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

**Note: The Checklist Challenge for this project is located in Section II: Project B.**

**<> C.** Use the Checklist Challenge located after this week's project 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 directed by your teacher.

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

        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 D.  Composition: Final Copy Essay From Given Material

<> **D-1. Write the final copy of your essay** in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).

<> **D-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?

**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 | 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 | 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 | 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 your 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.**

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.**

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.*

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).*

**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 | | |

*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.**

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).**

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*?

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 catch
- Something bold
- A song title or line
- Something about character
- 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.**

Add a sentence to the beginning of your paper that describes the whole piece. This is called the **Thesis Statement and should be attached to the beginning of the first paragraph**. ***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.**

Example:
- There are four interesting characters who have many conflicts and encounters in the famous story of *Beauty and the Beast.*

☞ **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* composition.**
- **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.**

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 and be added to the end of the last paragraph. ***If you have already done this,*** **you should still "code" the CC check box and the Thesis Statement "Reloaded" as directed by your teacher.**

Thesis Statement "Reloaded" Sample:
- *Beauty and the Beast* truly has four amazing, sometimes-conflicting characters.

Title "Reloaded" Closing Sentence Sample:
- It's obvious why so many people are endeared to "Beauty, Beast, and Besties"!

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

| All | 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.*

| All | 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 |

Start one or more of your sentences with an **adverb** (*ly* word or other) (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 adverb opener(s) in your paper as directed by your teacher.**

Examples:
- Adverb opener: **Consequently,** there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims,** courageous predator attack and eat.

☞ **The comma may be directly after the adverb or shortly after it, depending on where you "hear" it. Do not use a comma if the adverb phrase or clause is actually a subject** *Directly assailing their victims is what they do* **(no comma).**

40

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. *If you have already done this,* you should still "code" the CC check box(es) and the PP openers in your paper as directed by your teacher.

> Examples:
> > • **Within its abdomen**, the spider has special glands that produce silk. **(Optional comma)**
> > • **From the center of the web**, spokes fan out and anchor the surrounding frame. **(Double prepositional phrase opener)**
> > • **Onto the surrounding frame**, the center of the bridge is anchored. **(Optional comma)**
> > • **In the center of a web**, the spider waits patiently for its victim. **(Double prepositional phrase opener)**
> > • **With even more silk**, the spider further entangles its prey.
> > • **With leaves tipped with spines that act like prison bars**, the spider catches its prey. **(Prepositional phrase opener & subordinate clause opener)**
> > • **After digestion**, the leaf gradually reopens and waits for another insect to come too close.
>
> ☞ **A PP is a preposition + its object (*over the cloud; after the bird,* etc.)**
>
> ☞ **Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.**.

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). *If you have already done this,* you should still "code" the CC check box and the subordinate clause opener in your paper as directed by your teacher.

> **Examples**
> > • **When a spider creates its web,** it uses an original design.
> > • **Because a web must capture many types of prey,** it is durable and adhesive.
> > • **While a spider is designing its web,** it constructs a frame and spins spokes that span out from the center.
> > • **Since a web needs to be durable and adhesive,** it is made of silk threads.
>
> ☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**
> > Since, When, Though
> > Because, If, Although
>
> ☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web,* it uses an original design.**
>
> ☞ **Remember how to punctuate a subordinate clause opener:**
> > When you start a sentence with a subordinate clause,
> > Put the comma in when you hear the pause.

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.**

`[E] [E] [E] [E]`

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.**


`[E]`

Add another complete sentence to one of your sentences with a **coordinating conjunction or semicolon** to create a compound sentence. *If you have already done this,* **you should still "code" the CC check box(es) and the complete sentence with the coordinating conjunction or semicolon in your paper as directed by your teacher.**

Example:

- Original: The Venus' flytrap provides another example of entrapment. It is a plant that eats bugs and flies.
- Compound Sentence: The Venus' flytrap provides another example of entrapment**, for it is a plant that eats bugs and flies.**

☞ **CS , cc CS or CS ; CS.**


`[All] [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.**

It is recommended in this curriculum that students be taught from the beginning of their writing days how to edit and proofread their compositions using proofreaders' marks. It will be laborious at the beginning, but these marks ensure consistency in editing, as well as efficiency in marking. When students devise their own systems for marking errors, they are often long and indistinguishable markings that are different each time. Then when the teacher edits a paper for her student, her markings will be different too. By teaching proofreaders' marks, everyone who edits will mark errors in the same way. (This also encourages peer editing, which is valuable for both those who are editing and those being edited.)

Obviously, young students will not learn all the proofreaders' marks the first year of writing, but when used consistently, everyone will begin using the same markings and these markings will take on immediate meaning for anyone who sees them in writing. Begin with the simplest, most commonly-used markings and continue adding new markings as your student matures as an editor.

The author has used proofreaders' marks with hundreds of students over the years, and even the youngest students enjoy learning proofreaders' marks and catch on rather quickly. Editing often becomes a challenge--a game, of sorts--for analytical students, and even those without superb editing skills enjoy the thrill of finding errors and recommending changes.

# Proofreader's Marks

| Symbol | Meaning |
|---|---|
| a (double underline) | Capitalize a letter |
| A (slash) | Make a capital letter into a lowercase letter. |
| annd (delete mark) | Delete (take out) |
| He went to town⊙  When he left, he went to town. | Insert punctuation |
| He went town. (insert "to") | Insert |
| He to went town. | Reverse |
| He went totown. (#) | Insert space |
| He went to town. (stet...) | Leave as it was before the mark was added. |
| He town went to. (move arrow) | Move |
| ¶ | Make a new paragraph |
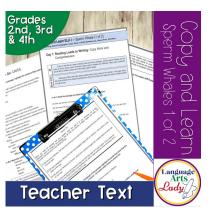
# Teacher Tips & Free Resources
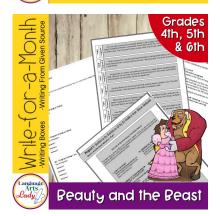
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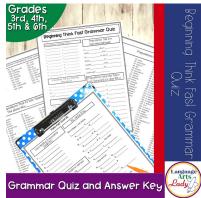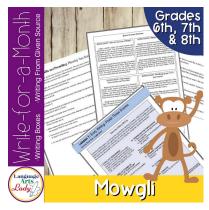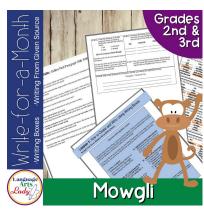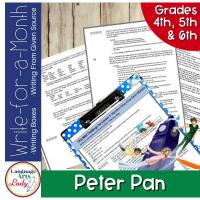
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**Donna Reish**, mother of seven grown children and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's 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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