

Meaningful Composition

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TABLE OF CONTENTS

Meaningful Composition: How to Use MC Books	page iv.
Section I: How To's of Meaningful Composition Methods	See page xxxiv.
Writing Boxes with Frosty	page 1
A Walk Through the Checklist ChallengeGorillas Week 3:	page 39
How to Sentence-by-Sentence OutlineDumbo	page 61
Introducing the Paragraph: Penguins and Seals	page 85
Opening and Closing Sentence: Pruning Trees, Dolphins,& Deer.	page 95
Section II: Personal Writing Week 6:	
Paragraph Writing: Fill-in-Blank Outlining Personal Essay Week 7:	page 109
Paragraph Writing: Mapping OutlinePersonal Favorites	
Section III: Writing Multi-Paragraphs From Given Sources	See page 138
Multiple Paragraph S-by-S Outline Essay: Dolphins Show Concern Week 9: Sentence-by-Sentence Outline Essay over Given Material: George Washington Carver	
George washington Carver	
Section IV: Story Writing Week 10:	See page 158
Original Animal Antics Story Week 11:	page 159
Original Creative Essay Writing: Riddle Paragraphs from Peter Pan Week 12:	
Story WritingFinish These Scenes from The Jungle Book	
Section V: Original Informative Writing Multi-Paragraphs Weeks 13 & 14:	
Animal Report With Opening and Closing Paragraphs Weeks 15 & 16:	
Original Informative ReportOne Animal of the Jungle	page 241
Appendix A: Editing and Revising (Proofreaders' Marks)	page 269
Appendix B: Donna Reish Learn-for-a Month Products and Services	page 295

Character Ink Press offers a variety of writing and language arts projects for homeschools and brick and mortar schools. All full length books have two to four week samples at the characterinkstore. All shorter downloads have sample pages at the same place and at Teachers Pay Teachers. These products include:

1) Character Quality Language Arts -- CQLA--- our Christian-based complete language arts program for homeschools and Christian schools for 2nd-12th grades

2) *Meaningful Composition --*MC--our Christian-based writing program (with grammar applied to writing; not separate grammar lessons) for 2nd-12th grades

3) *Write-for-a-Month* --our monthly downloadable "writing-type" based programs for homeschools and brick and mortar schools for 2nd-12th grades (Easy Essays; Real Reports; Simple Stories; Basic Biographies; Twice-Told Tales; Daring Dialogues; Tricks and Tools (my approaches taught individually); and more. Available @ ourdownloads store, learnforamonth.com.

4) *Write On!* --our monthly downloadable books based on movies and books for 2nd-12th grades, including *Write On, Mowgli; Write On, Peter Pan; Write On, Beauty and Beast*; *WO, Dumbo; W/O, Christmas Friends; WO, Fairy Tales; and more.* Available at our downloads store, learnforamonth.com

5) Downloadable grammar and writing helps for homeschools and brick and mortar schools--Available at our downloads store, learnforamonth.com

6) Early readers--including Baby Shark Readers--available@learnforamonth.com

All writing materials (including the composition portions of CQLA) use my Directed Writing Approach in which each step of the writing process is laid out for the students and teacher.

Donna also has online teaching options available, including complete language arts, composition, and private tutoring.

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Note: Character Ink (CI) was formerly known as Training for Triumph (TFT). See our Products and Services offered in the Appendix of this book.

Meaningful Composition: How to Use This Book

The *Meaningful Composition* (MC) series was designed for home schools, co-ops, and Christian schools who want their students to learn to write compositions of many types that are meaningful, as opposed to typical "What I Want to Be When I Grow Up" types of essays and reports with little instruction in how to actually plan and write. It was designed to teach the entire writing process from thinking to researching (when needed) to outlining to writing to revising. It is written in Character Ink's "Directed Writing Approach." That is, there is no guess work as to what to write, how many paragraphs to write, how many sources to use, how to outline, or how to revise. It is all laid out for the student step-by-step within these pages.

Meaningful Composition may be used over one semester or an entire school year, depending on your school calendar and time allotted for composition. (The elementary books are set up in a day-by-day format. The middle school and high school books are set up in a weekly or two week format.) It is recommended that each of the 2 through 4 books <u>not</u> be spread out over the school year but rather over one semester.

MC may be used as a stand-alone English curriculum for the student who has already mastered spelling and vocabulary studies and has a fundamental knowledge of grammar. It may be combined with a grammar program if your student is still in the grammar-learning stage. (It is not recommended that you add another grammar program while doing the second and third grade books as these introduce many grammar items throughout the writing instruction, and an additional grammar program simultaneously may confuse the young writer.)

The MC books are also ideal co-op, small group, or Christian school writing books as they give each teacher confidence to teach with Cl's step-by-step Directed Writing Approach. MC teachers may also desire to schedule a teacher or student writing workshop taught by one or both of the MC authors.

To use *Meaningful Composition* as a one-semester, stand-alone English curriculum, you may simply start at the beginning of the book and spread the compositions out over the time recommended. (There are sixteen weeks worth of assignments in each *Meaningful Composition* book as a stand-alone curriculum book for one semester of instruction. This is shown in the layout of each book.) Your student will need to look up any grammar concepts that he is told to include in his compositions (colons, semicolons, etc.) if he is unfamiliar with writing with them. For the student who has already had the fundamentals of grammar study, *Meaningful Composition* becomes the <u>application</u> of those grammar skills via the provided Checklist Challenge that the compositions have applied to them. (You, as the writing teacher, may desire to secure the *Character Quality Language Arts Teacher's Guide* since it is a writing handbook with most of the skills in this book and our Grammar Cards with grammar skills laid out in alphabetical order.)

The method of instruction in most of the *Meaningful Composition* books will require one or two one-hour meetings each week with the teacher to discuss the assignments, introduce the outlining technique, check the student's rough draft, review his Checklist Challenge (CC), and grade his final composition. In addition, the student will need to work approximately 20 to 50 minutes (depending on level of book) a day four days a week by himself in *Meaningful Composition* in order to complete all of the assignments contained herein during a one-semester period of time. (Again, the time and teacher assistance needed in each book will vary according to whether the student is learning to write sentences or multiple paragraph compositions [as well as whether he is in the early or latter parts of the book].) It is recommended that you start out working together and see which areas your student is able to work alone and which areas he needs your assistance.

(continued on next page)

To use a *Meaningful Composition* book as a full-year curriculum along with a fundamental grammar course (such as *Easy Grammar* for middle school students or *Jensen's Grammar* or *Analytical Grammar* for high school students), you simply need to double the amount of time that each essay or report has allotted. (For example, if an assignment says two weeks for its time allotment, your student would complete all of the components of that assignment in four weeks instead.) In this "slower" way, your student will eventually learn all of the grammar concepts he is asked to apply in the Checklist Challenge via his grammar program during the course of the academic year while he is writing compositions. Using this approach, your student would need to work out of *Meaningful Composition* fifteen to twenty minutes per day, which leaves time for him to complete grammar studies simultaneously. The optimal way to learn grammar and composition is to combine the two and be sure that grammar application is included in the compositions, which is why *Meaningful Composition* (and our complete language arts program, *Character Quality Language Arts* [CQLA] and our ebook series, *Really Writing* [RW]) contains the Checklist Challenge for nearly every composition written. (An elementary student using any of the levels 2* or 3* MC books will not need an additional grammar course.)

All *Meaningful Composition* books have two skill levels within each level: Basic and Extension. These two levels provide two different skill levels of writing and revising for students in each book. Thus, a younger student using this book would not do as many paragraphs and revisions as an older (or more advanced) student using the same book.

The composition in all of MC (and all of CQLA, CI's complete language arts program) is dependent upon a student at least understanding the fundamentals of sentence structure (and these are introduced and built upon in the MC 2, 3, and 4 books). Students will be able to complete the Character Ink Outlines much more effectively if they understand the functions of subjects and verbs. Students will be able to insert the CC revisions into their writings much more easily if they understand how to do the revisions (how to combine sentences, how to add sentence openers, how to write SSS5's, etc.). The groundwork for many of those skills is laid out in Books 2, 3, and 4 -- for beginning students as well as for older students who need instruction in those fundamentals. (Also first semester books, in addition to being grade-level appropriate, are strong remediation books with specific instruction in "How to Create and Write From a Sentence-by-Sentence Outline" and "How to Complete the Checklist Challenge"--see the complete list of essay and report types and skill lessons provided in **each** MC book at the end of this "How to Use This Book" section.)

Note that MC books are not necessarily grade level specific (especially the second semester, type-specific ones). The books are labeled with numbers that approximate the grade level of the projects. However, writing is extremely subjective. An advanced seventh grader (with years of writing experience) may do great in one of the MC 10 books (*Essays Only* or *Four Research Reports*) whereas a seventh grader without much writing experience may be more comfortable going to the 4 I or 4 II for what a sentence or paragraph contains and how to put paragraphs together for essays and reports. Check out the samples at our blog to find the right fit for your student(s).

If your student has little grammar background and still needs instruction in spelling and vocabulary (as well as comprehension), you may want our full language arts curriculum, *Character Quality Language Arts* (CQLA). It is a complete language arts program for grades two through twelve and teaches the four major language arts skills--vocabulary, spelling, grammar, and composition--using character materials and topics as its subject matter. (It also incorporates study skills and comprehensionbuilding throughout.) You can find out more about all of our programs, including CQLA, by accessing our blog at characterinkblog.com. You may also print off one full month of CQLA for each child to use free of charge and view the Tables of Contents and two weeks of sample lessons for each *Meaningful Composition* book at the same link.

Note: Character Ink now has non-religious composition books in e-book format called Write On (WO). The *Write On* series is Character Ink's "secular" writing program (though the projects are still meaningful and enjoyable). The *Write On* composition books each contain three or four detailed projects from start to finish. They are appropriate for public school classrooms, Christian schools, homeschools, co-ops, and private tutoring/after school supplementing.

Write On is based on Character Ink Press' new BookMovieBook (BMB) line up. The BMB products are books and curricula that are based on original books from long ago that have been made into movies $(B \rightarrow M)$ —and we are taking them back to "book" $(BM \rightarrow B)$ forms. Check our store for availability of our BMB First Readers, BMB First Chapter Books, BMB Coloring Books—as well as other upcoming *Write On* titles, such as *Write On, Peter Pan; Write On, Mowgli;* and more!

Choosing the Right Meaningful Composition Book(s) for Your Students

The *Meaningful Composition* series is a multi-level writing program for students in grades two through twelve who desire to use character-based (and sometimes biblically-based) materials, themes, and subject matter, including, but not limited to, character stories, biographies, science and weather/nature topics, animal information, Bible stories, and much more. (You may see the types of papers and assignments and content by looking at the two-week samples of each book at our blog: characterinkblog.com.)

Additionally, MC uses many of our original methods that we have tested with one hundred to two hundred students every year for the past ten years. These methods work—whether they are Directed Brainstorming and Scene-by-Scene development for Story Writing or Outlining Cards and Bibliography Cards for Research Report writing or the Three P's of Persuasion for Essay Writing. We take students by the hand and leave nothing to chance! (These methods can also be found in our samples.)

Here are some details that you might want to know about MC and choosing the book(s) for your student(s):

- 1. While MC has grade levels assigned to each book (2 I for first semester; 2 II for second semester; 3 I for first semester, etc.), those are simply designated for general leveling. As you can see by the boxes that follow, a student in fourth grade does NOT have to do a Level 4 book---you may pick and choose according to your child's strengths and interests. (Again, the boxes that follow will help you see this, as will viewing/printing off/trying our free samples.)
- 2. If your student is new to CI's writing approaches, we recommend that you try a first semester book close to your student's grade level (or below it) for one semester. The first semester books from grades four through (and including) grade nine all teach our beginning methods of "How to Do a Sentence-by-Sentence Outline Over Given Material" and "How to Complete the Checklist Challenge," etc.
- 3. Once a first semester book is completed, your student may desire to do a more type-specific book from our second semester ones (i.e. Creative Writing in 3II, 5II, 7II, 9 II, or 11 II; essay writing in 4 II, 6 II, 10 I, and 11 I; Research Report writing in 8 II, 10 II, and 12 II). If you are teaching a group of students and you do not want just one type of writing, you will want to do any first semester book up through (and including) 9 I.
- 4. Again, please feel free to print off some samples and even use them with your student(s) before purchasing. The lessons will not be sequential like they are in a complete book, but if you print off four to six weeks of lower level lessons and work through them with your student (two weeks from two or three different books), you will get a good feeling for how he will do with the book that you think is more at his grade level.

*See our blog for availability of these levels of all books: characterinkblog.com and characterinkstore.com.

 Remediation for Middle Schoolers Who Have Very Little Writing Experience Bonus Book: Jump Start I* MC 4 II: Put Those Paragraphs Together!⁺ MC 5 I: Writing For Real!* MC 6 I: Long and Strong 	 2. Remediation for High Schoolers MC 7 I: Reports and Essays Galore MC 6 II: Junior High Essays MC 8 II: Junior High Research Reports MC Bonus Book: Jump Start II * 		
 Optional: May not be needed. See Samples at CI blog. *Highly recommended for remediation. Check availability at our blog. 	*Highly recommended for remediation. Check availability at our blog.		
 3. Creative Writing for Junior High School Students and High School Students MC 5 II: Creative and Clever MC 6 II: Junior High Essays⁺ MC 7 II: Completely Creative MC 9 II: High School Creative Writing MC 11 II: Story Writing * ⁺Optional: May not be needed. See Samples at Cl blog. *Check availability at our blog. 	 4. Essay Writing for Junior High and High School Students MC 5 I: Writing For Real!⁺ MC 6 II: Junior High Essays MC 10 I: Essays Only MC 11 I: Timed Essays and Three P's of Persuasion (very advanced) +Optional: May not be needed. See Samples at CI blog. 		
 5. Research Report Writing and High School Studen MC 8 I: Bridging the Gap MC 8 II: Junior High Rese MC 10 II: Four Research MC 12 II: The BIG Research MC 12 II: The BIG Research 	nts + earch Reports Reports (advanced) arch Paper (very advanced)		

Note: See the following pages of skills and composition types for each book to see availability of each MC level. The entire MC program (twenty-eight books) is scheduled to be done by the end of the 2016 calendar year.

Meaningful Composition 2 I: Start Out Right

First Semester Book

This Book Contains the Following Skills and Projects:

- Copy Work: Sperm Whale
- Nouns
- There/Their (Wacky Words)
- Favorite Sentences
- Plural Animals
- Proper Nouns
- Copy Work: Tower of Babel
- Copy Work: Bees
- Notes/Writing Sentences from Notes
- Main Subject
- Synonyms
- Q & A Note Taking
- Sentence Writing
- Copy Work: Old Testament and New Testament
- Key Word Outline for Sentence Writing (Clara Barton)
- Copy Work: Clara Barton and the Red Cross
- Parts of a Paragraph (OCCTI)
- No/Know (Wacky Words)
- Their/They're/There (Wacky Words)
- Synonyms & Antonyms
- Copy Work: Alertness Helps
- CC Introduction--Adjectives
- Outline & Write Original Paragraph about Farm Equipment
- Opening and Closing Sentence
- Sentence-by-Sentence (S-by-S) Outline Over Given Material (Weasel)

- CAVES (Sentences)
- Say/Write a Sentence
- Copy Work: Sperm Whale
- CC Introduction--CAVES
- Copy Work: Tower of Babel
- To/Too/Two (Wacky Words)
- Say/Write a Sentence (Proper Nouns)
- Plural Nouns
- Copy Work: Bees
- CC Introduction--Redundancy
- Copy Work: Old Testament and New Testament
- Main Verbs
- CC Introduction--Change Verbs
- Copy Work: Clara Barton and the Red Cross
- Wood/Would (Wacky Words)
- Copy Work: The Weasel
- Be, a Helper, Link (BHL) Verbs
- Copy Work: The Weasel
- Prepositions
- Mowgli (from The Jungle Book) Writing Boxes
- Adjectives
- Copy Work: Plows
- Transition Words
- Copy Work: Amy Carmichael

*Prerequisite for MC 2 I & MC 2 II: The ability to read non-phonetically-controlled picture books and write sentences

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative

MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 2 II: Keep It Up Second Semester Book

This Book Contains the Following Skills and Projects:

- Copy Work: David and Goliath
- Nouns
- Main Subject
- CC Introduction--CAVES
- S-by-S Outline Over Given Material & Sentence Writing--David & Goliath
- S-by-S Outline Over Given Material & Sentence Writing--William Penn
- Copy Work: Insects
- Main Verbs
- S-by-S Outline Over Given Material & Sentence Writing Insects
- Copy Work: Ants
- Ly Openers
- Then/Than (Wacky Words)
- CC Introduction--Circle & Change Verbs
- S-by-S Outline Over Given Material & Sentence Writing (Ants)
- CC Introduction--Adverbs
- S-by-S Outline Over Given Material & Sentence Writing--Horses
- S-by-S Outline Over Given Material & Sentence Writing--Hawk/Fox
- Copy Work: Wolves
- For/Four (Wacky Words)
- S-by-S Outline Over Given Material & Sentence Writing--Wolves
- Copy Work: Emperor Penguin
- Do/Due/Dew (Wacky Words)
- S-by-S Outline Over Given Material & Sentence Writing--Emperor Penguin
- Are/Our (Wacky Words)
- Copy Work: Police and Firefighters
- Some/Sum (Wacky Words)
- S-by-S Outline Over Given Material & Sentence Writing--Joe/Policeman
- Then/Than (Wacky Words)
- S-by-S Outline Over Given Material & Sentence Writing--William Borden
- Subjects and Verbs
- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Writing From a Sentence-by-Sentence Outline Over Given Material
- Original Informative Report--Angler Fish or Tiger or Hunting Dog
- S-by-S Outline Over Given Material & Sentence Writing--Police Dogs
 - *Prerequisite for MC 2 I & MC 2 II: The ability to read non-phonetically-controlled picture books and write sentences

Other Books in The Meaningful Composition Series

Bold Fonted Titles Above Are Currently Available as of Summer 2017. See blog for release dates of future books. ~All First Semester Books (I) for fifth through ninth grades may be used for remediation for older students too. ~(I) Designates First Semester; (II) Designates Second Semester—May Be Used In Order or Out of Order ⁺Note: If your student has not used any CI books, you may desire to use a first sememster MC book first since these books (up to and including 9 I) teach how to do the S-by-S Outline Over Given Material and CI's Checklist Challenge. *MC 7's and 8's may be counted toward high school credits if student is twelve years or older and is writing at a high school level (according to the teacher's discretion)--as long as the student completes the Extension level assignments.

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 I: Creative and Clever MC 6 I: Creative and Clever MC 6 I: Junior High Essays MC 7 I: Reports and Essays Galore MC 7 II: Completely Creative

- Five Parts of a Sentence (CAVES)
- To/Too/Two (Wacky Words)
- Transition Words
- Copy Work: William Penn
- Proper Nouns
- CC Introduction--Redundancy
- Suffixes
- We're/Were (Wacky Words)
- CC Introduction--Change Verbs
- Antonyms/Opposites
- Be, a Helper, Link (BHL) Verbs
- Led/Lead (Wacky Words)
- Copy Work: Horses and Meekness
- Pronouns
- Copy Work: The Hawk and the Fox
- Planes/Plains (Wacky Words)
- CC Introduction--Banned Words
- CC Introduction--Adjectives
- Copy Work: Police Dogs
- Their/There/They're (Wacky Words)
- Parts of a Paragraph (OCCTI)
- Copy Work: Joe and the Policeman
- Adverbs
- Copy Work: Salt
- Adjectives
- Original Letter--Appreciation to Policeman

MC 8 I: Bridging the Gap

MC 8 II: Junior High Research Reports

MC 9 I: Writing for High School

MC 9 II: High School Creative Writing MC 10 I: Essays Only

MC 10 II: Four Research Reports

MC 11 I: Timed Essays and Three P's of Persuasion

MC 11 II: Story Writing

MC 12 I: One of Everything, Please

MC 12 II: The BIG Research Paper

MC Bonus Book: Jump Start I

MC Bonus Book: Jump Start II

- Tract/Track (Wacky Words)
- Copy Work: William Borden
- Peter Pan Beginning Writing Boxes
- Rewrite Sentences
- Know/No (Wacky Words)
- Copy Work: Hyenas and Jackals
- Copy Work: Pain
- Pain/Pane (Wacky Words)

Meaningful Composition: How to Use This Book

Meaningful Composition 3 I: Sentence and Paragraph Fun

First Semester Book

This Book Contains the Following Skills and Projects:

- · Copy Work: Dogs Have Good Memories
- Nouns
- S-by-S Outline Over Given Material & Sentence Writing--Dogs
- Synonyms in Writing
- Pronouns
- S-by-S Outline Over Given Material & Sentence Writing--Kidneys
- Copy Work: Hornbill
- Comprehension Through Sentences
- · S-by-S Outline Over Given Material & Sentence Writing--Hornbill
- · Copy Work: Baby Alligator
- Main Verbs
- S-by-S Outline Over Given Material & Original Animal Report Original--Animal That Struggles in Nature
- · Copy Work: Waiting for Seeds to Grow
- See/Sea (Wacky Words)
- · Copy Work: Susanna Wesley
- Linking Two Paragraphs
- Outline & Write Journal Entry
- Prepositions
- CC Introduction--Adjectives & Transitions
- Copy Work: Gladys Aylward
- Threw/Through (Wacky Words)
- CC Introduction--Adverbs
- Do/Due/Dew (Wacky Words)
- Outline & Write Informative/Comparative Essay--Animals in Bible
- Son/Sun (Wacky Words)
- · Informative Report--Old or New Testaments
- Sequencing Words
- Three Types of Sentence
- When/Win (Wacky Words)
- Writing from a Sentence-by-Sentence Outline
- Introduction to the Sentence-by-Sentence (S-by-S) Outline Over Given Material

- Five Parts of a Sentence (CAVES)
- To/Too/Two (Wacky Words)
- Researching
- Copy Work: Kidneys
- Not/Knot (Wacky Words)
- CC Introduction--Redundancy
- Main Subject
- Are/Our (Wacky Words)
- A Walk Through the Checklist Challenge
- Transition Words
- Its/It's (Wacky Words)
- Paragraph House Outline & Write Biographical Report--Meek Person
- Be, A Helper, Link Verbs (BHL)
- CC Introduction--Circle & Change Verbs
- Transition Sentences
- Thesis Statement
- · Copy Work: The Pilgrims and the Mayflower
- Prepositional Phrases
- Than/Then (Wacky Words)
- Adjectives
- · Opening and Closing Sentences
- Copy Work: Samson
- · Bee/Be (Wacky Words)
- Copy Work: John Adams
- · Copy Work: Jesus and the Pharisees
- In/Inn (Wacky Words)
- · Copy Work: Telemachus
- · Copy Work: Termites
- Writing Boxes With Peter Pan Story
- Question & Answer Outline & Paragraph for Ship Report

*Suggested Prerequisite (if one is needed): MC 2 I: Start Out Right and/or MC 2II: Keep It Up

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Comparison of Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Bold Fonted Titles Above Are Currently Available as of Summer 2017. See blog for release dates of future books.

Meaningful Composition 3 II: Create!

Second Semester Book

This Book Contains the Following Skills and Projects:

- Copy Work: Silver and Gold
- S-by-S Outline Over Given Material & Sentence Writing--Silver & Gold
- Copy Work: John Bunyan
- Thrown/Throne (Wacky Words)
- Copy Work: Poem--Melting Gold
- Four/For (Wacky Words)
- Writing Couplets
- S-by-S Outline Over Given Material & Sentence Writing--John Bunyan
- Outline & Write Original Book Report--Truthfulness
- Five Parts of a Sentence (CAVES)
- Copy Work: Eli, the Dog
- Hole/Whole (Wacky Words)
- Outline & Write Original Story--Animal Learning a Lesson
- When/Win (Wacky Words)
- To/Too/Two (Wacky Words)
- Outline & Write Original Allegory Story -- Pilgrim's Progress
- Report Over Given Material Using Writing Boxes--Dumbo
- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Report Over Given Material Using Writing Boxes--The Jungle Book
- Transition Words
- Not/Knot (Wacky Words)
- Outline & Write Original Paragraph--Termites/Diamonds
- Original Creative Essay (Peter Pan Riddles)
- Were/We're (Wacky Words)
- Story Writing--Finish These Scenes--The Jungle Book

- Homographs
- Do/Dew (Wacky Words)
- Coordinating Conjunctions
- Adverbs
- Confusing Words
- Rhyming Words
- Copy Work: Lighthouse Children
- There/Their/They're (Wacky Words)
- Copy Work: Waldensians Told People About Jesus
- See/Sea (Wacky Words)
- Proper Nouns
- Copy Work: John Wycliffe
- · Synonyms and Antonyms
- Copy Work: Pilgrim's Progress
- Copy Work: Skin and Germs
- Know/No (Wacky Words)
- Creating an S-by-S Outline
- · Writing from a Sentence-by-Sentence Outline
- Copy Work: Termites
- Nouns
- Copy Work: Mary Slessor, Missionary
- Possessive Nouns
- Researching
- Brainstorming

*Suggested Prerequisite (if one is needed): MC 2 I: Start Out Right and/or MC 2II: Keep It Up and/or MC 3 I: Sentence and Paragraph Fun

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Company Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative

MC 81: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 II: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 4 I: Sentences, Paragraphs, and More

First Semester Book

This Book Contains the Following Skills and Projects:

- Nouns
- Using Nouns and Pronouns Interchangeably--Dolphins & Skunks
- Action, BHL, and Infinitive Verbs
- Sentences vs. Subordinate Clauses--Skunks
- Four Types of Sentences--Restitution and NT Bible Character
- Introducing the Five Parts of a Paragraph (OCCTI)--Describing Rooms
- Question and Answer Outline & Descriptive Paragraph
- Topic Sentences and Support Sentences
- Opening Sentences--Pruning Trees
- Paragraph House Outline Over Given Material--Descriptive Writing--One Animal
- Original Paragraph House Outline With Directed Writing
- Writing a Personal Paragraph--Fill-in-the Blank Outline
- Paragraph Writing from Mapping Notes--Personal Favorites
- How to Create and Write Using Writing Boxes--Dumbo
- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Checklist Challenge Revisions--Georgia
- Creating an S-by-S Outline Over Given Material
- Thesis Statement and Closing Sentences
 - (Thesis Statement "Reloaded")

- Pronouns
- Main Subjects--Henri Durant
- Describers--Adjectives and Adverbs--Explorer Robert Scott & Volcanoes/Anger
- Five Parts of a Sentence (CAVES)
- Super Short Sentences (SSS5)
- Introducing the Paragraph--Penguins & Seals
- Introduce Topic Sentence
- Closing Sentences--Dolphins & Deer
- Paragraph House Outlining Technique
- Sentence-by-Sentence Outline and Essay Over Given Material--George Mueller
- Early Revising Skills
- Creating Mapping Notes
- Opening Thesis Statement-Plus
- Transition Sentences
- Writing From a Sentence-by-Sentence Outline
- Multiple Paragraph Essays--Describe Two Rooms
- Topic of Paragraph/Paragraph Division
- Strong Verb Use--William Penn
- *Suggested prerequisite (if one is needed) —MC 2 I: Start Out Right (First Semester Book) orC MC 3 I: Sentence and Paragraph Fun (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 I: Creative and Clever MC 6 I: Long and Strong MC 6 II: Junior High Essays MC 7 I: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 4 II: Put Those Paragraphs Together!

Second Semester Book

This Book Contains the Following Skills and Projects:

- How to Create and Write Using Writing Boxes
- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Writing Multiple Paragraph Sentence-by-Sentence Outline Essay--Dolphins Show Concern
- Sentence-by-Sentence Outline Essay Over Given Material--George Washington Carver
- How to Complete the Checklist Challenge--Miner Essay
- Narrative Essay Over Given Material--Peter Pan Story
- Writing Body Paragraphs Over Given Material
- Original Book Report--Book About Reconciled Characters
- Original Informative Essay--Pets and Responsibility
- Questions and Answers for Paragraph Preparation
- Original Informative Report--One Animal of the Jungle
- Outlining Cards
- Thesis Statement
- Paragraph Writing Via Sentence-by-Sentence Outline
 Over Given Material--Animal Paragraphs

- Creating an S-by-S Outline Over Given Material
- Writing From a Sentence-by-Sentence Outline
- Sentence-by-Sentence (S-by-S) Outline & Report--Skunk
- Sentence-by-Sentence Outline Essay Over Given Material--Clara Barton and Red Cross
- Opening Paragraph
- Closing Paragraph
- Writing With a Quote
- Semicolon Use
- Reading and Research
- Color-Coded Research
- Choosing Sources
- Quotation inclusion
- Thesis Statement "Reloaded"
- Animal Q & A Note Taking Card

*Suggested prerequisite (if one is needed) — MC 4 I: Sentences, Paragraphs, and More (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 5 I: Writing For Real!

First Semester Book

This Book Contains the Following Skills and Projects:

- How to Create and Write Using Writing Boxes
- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Sentence-by-Sentence (S-by-S) Outline--Miner
- Sentence-by-Sentence Outline Over Given Material--Jane Goodall and the Great Apes
- Quotation Use
- Compound Sentences with Coordinating Conjunctions
- Semicolons Used to Create Compound Sentences
- Original Expository Essay--Reconciled Bible Character(s)
- Original Three Favorite Characters--Jungle Book Characters
- 1-3-1 Essay Approach ("Five Paragraph" Approach)
- Thesis Statement (without Opening Paragraph)
- Thesis Statement "Reloaded" (without Closing Paragraph)
- Personal Essay--What If? Do Good Unto Others Day
- Original First Person Essay--Peter Pan Character's View
- · Sentence-by-Sentence Outline Over Given Material--Guillemot
- Color-Coded Research
- Outlining Cards
- Animal Q & A Note Taking Card
- Original Informative Report--Animal That Does or Does Not Show Mercy

- Creating an S-by-S Outline
- Writing from a Sentence-by-Sentence Outline
- How to Complete the Checklist Challenge
- Sentence-by-Sentence Outline Over Given Material--Jonathan Goforth
- Opening Paragraph Biography Option
- Research
- Paragraph Division
- Quote Opening Paragraph
- · Quotation Punctuation and Capitalization
- Transitions
- Double and Triple Adjectives
- Third Person Writing
- First Person Writing
- Brainstorming Box
- Reading and Research
- Choosing Sources
- Thesis Statement
- Thesis Statement "Reloaded"

*Suggested prerequisite (if one is needed)—MC 4 II: Put Those Paragraphs Together! (Second Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 II: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 5 II: Creative and Clever

Second Semester Book

This Book Contains the Following Skills and Projects:

- Descriptive Writing--Fill-in-Blank Paragraphs About Two Rooms
- Similes--Comparisons Using the Word Like or As
- Metaphors--Comparisons That Do Not Use the Word Like or As
- Personification--Phrases That Give Objects Human Characteristic
- Alliteration--Phrases That All Begin With the Same Sound
- Sentence-by-Sentence Outline and Strong Verbs
- Original Creative Writing Essay--The Fish/Birds Speak
- Story Writing--Finish These Scenes From The Jungle Book
- Original Creative Writing Piggyback Story--Country Mouse, City Mouse
- 1-3-1 Essay Approach ("Five Paragraph" Approach)
- Thesis Statement "Reloaded" (without Closing Paragraph)
- Personal Creative Essay--Personal Time Capsule
- Sentence Structure (Advanced Checklist Challenge: Series of Three or More)
- Sentence-by-Sentence Outline Essay and Personification--China and Earthquakes

- Adjectives That Tell What Kind
- Adverbs That Tell How
- Checklist Challenge
- Wrting From Given Notes
- Writing in the First Person
- Opening Paragraph Types
- Learning About Onomatopoeia
- Quotation Punctuation and Capitalization
- Original Expository Essay--Three Peter Pan Characters
- Transitions
- Thesis Statement (Without Opening Paragraph)
- Closing Paragraph Types
- Original Creative Writing Story--The Day My Possessions Revolted

*Suggested prerequisite (if one is needed)—MC 5 I: Writing for Real! (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 I: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 II: Writing for High School MC 9 II: High School Creative Writing MC 10 II: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 II: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 6 I: Long and Strong

First Semester Book

This Book Contains the Following Skills and Projects:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Writing from a Sentence-by-Sentence Outline
- How to Complete the Checklist Challenge (CC)
- Designing/Describing a Jungle
- Metaphors
- Personal Essay--Autobiography
- Original Instructional Essay
- Transitions/Sequencing
- Original Persuasive Essay--Three REASONS--Hook Good Villain or Peter Pan Good Hero
- 1-3-1 Essay Approach ("Five Paragraph" Approach)
- Thesis Statement (without Opening Paragraph)
- Thesis Statement "Reloaded" (without Closing Paragraph)
- Original Biographical Report--Three First Ladies
- Thesis Statement and Thesis Statement "Reloaded"
- Original Biographical Report--One First Lady
- Dissecting One Paragraph for Multi-Paragraph Writing
- One-Topic-per-Paragraph Method
- Determining Paragraph Topics
- Moving From One Topic per Paragraph to One Topic per Report

- How to Create and Write Using Writing Boxes
- Creating an S-by-S Outline
- Two Paragraph Original Description
- Brainstorming Senses
- Word Associations
- Active Verbs
- Closing Paragraph Types
- Strong Verbs
- Biographical Research Report Over Given Material--A Privilege and Misfortune
- Quotation Punctuation and Capitalization
- Transitions
- Opening Paragraph Types
- Piggyback Story--Prodigal Son
- Overview Source Outlining
- "Color-Coded Research"
- Outlining Cards
- Checklist Challenge Coding
- LINK Sentences

*Suggested prerequisite (if one is needed)—MC 5 I: Writing for Real! (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 10 II: Four Research Reports MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 6 II: Junior High Essays

Second Semester Book

This Book Contains the Following Skills and Projects:

- S-by-S Outline Essay--3 Paragraphs (3 P'soB); 3 Topics--Three Zoo Animals Biographical Essay vs. Biographical Report
- The Topic Sentence/Opening Sentence
- Five Paragraph Essay Lesson-Train Analogy
- Original Five Paragraph Expository Essay
- 5 Paragraph Original Essay--Three Zoo Animals With Opening and Closing Paragraphs
- Original Expository Essay With Patterned Paragraphs
- One Animal 3 P'soB With Opening and Closing Paragraphs
- Moving From One Topic Per Paragraph to One Topic Per Essay
- Third Person Writing
- "Working" Thesis Statement
- Thesis Statement Template
- Thesis Statement
- Brainstorming
- Brainstorming and Research
- "Five Paragraph" Approach
- Quotation Use
- Determine Paragraph Topics
- Story Paragraph Opening
- · Checklist Challenge (CC) Coding
- Paragraph Dissection
- Various Speech Tag Types and Placements
- Original "Biographical Essay"--One Person's Three Peaceable Acts
- The 1-3-1 Paragraph Approach
- Three Paragraph Book Review Essay Over Three Books From Given Material
- Reading With Purpose
- Writing About Literature--Main Ideas

- Opening Paragraph Types & Contents
- Closing Paragraph Types & Contents
- Learning About the Five Paragraph Essay Approach
- Transition Words and Phrases
- Directed 3 P's Brainstorming
- Quotation Punctuation and Capitalization
- Persuasive Essay Mapping
- Designing a Quote Opening Paragraph
- · Essay vs. Report
- Understanding Paragraph Topics
- Quote Paragraph Template
- Five Paragraph Essays
- Thesis Statement "Reloaded"
- Minimal Research
- LINK Sentences
- Topic Sentences
- Patterned Paragraph Approach
- S-by-S Outline Essay--3 P'soB; 3 Topics--Three Presidents
- Patterned Paragraph Template
- Three Paragraph S-by-S Outline & Essay--Cyrus the Great's Three Peaceable Acts
- Original Five Paragraph Essay Over Novels
- S-by-S Persuasive Essay--Three Best Sports
- Three P's of Persuasion: POSITION, POINTS, PROOFS

*Suggested prerequisite (if one is needed)—MC 5 I: Writing for Real! (First Semester Book) and/or MC 6 I: Long and Strong (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 I: Long and Strong MC 6 II: Junior High Essays MC 7 I: Reports and Essays Galore MC 7 II: Completely Creative

MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 I: Timed Essays and Three P's of Persuasion I MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Bold Fonted Titles Above Are Currently Available as of Summer 2017. See blog for release dates of future books.

~All First Semester Books (I) for fifth through ninth grades may be used for remediation for older students too. ~(I) Designates First Semester; (II) Designates Second Semester—May Be Used In Order or Out of Order *Note: If your student has not used any CI books, you may desire to use a first sememster MC book first since these books (up to and including 9 I) teach how to do the S-by-S Outline Over Given Material and Cl's Checklist Challenge.

*MC 7's and 8's may be counted toward high school credits if student is twelve years or older and is writing at a high school level (according to the teacher's discretion)--as long as the student completes the Extension level assignments.

Meaningful Composition 7 I: Reports and Essays Galore

First Semester Book

This Book Contains the Following Skills and Projects:

- How to Create and Write From a Sentence-by-Sentence Outline
- Sentence-by-Sentence Outline Essay Over Given Material-Come ten Boom "Before & After" Approach for Opening and Closing Paragraphs
- Reverse Chronology Approach for Opening and Closing Paragraphs Original Opening Paragraph
- Original Closing Paragraph
- Checklist Challenge (CC) Coding
- Original Informative Creative Essay--The Birds Speak
- Color-Coded Research
- Similies & Metaphors
- Sentence-by-Sentence (S-by-S) Outline Expository Essay Over Given Passage--Benjamin West
- · Piggyback Story--The Prince & the Pauper
- Essay or Report
- Original Informative Research Report--Three Plants
- Outlining Cards
- Choosing Sources
- First, Second, Third Person Writing
- Using Multiple Sources in Research Report Writing
- Five Paragraph Report with Train Analogy
- Cover Page for Research Report
- Write On-Animal Movements
- Multi-Source Merging
- Brainstorming
- Creating Interesting Speech Tags
- · S-by-S Outline Informative Report Over Given Material--Three Poisonous Plants
- Thesis Statement Development for Research Paper
- Write On-Story Action
- Scene Development
- S-by-S Outline & Short Story—Gazelle Escapes From Cheetah

- Sentence-by-Sentence (S-by-S) Outline Symbols

- How to Complete the Checklist Challenge (CC)
- Write On-Nature Description
- Writing in the First Person
- Point of View
- Writing a Definition Opening Paragraph/Definition Template
- Quotation Inclusion
- "Story" Retelling
- Indirect Quotes
- Overview Source Method for Research
- Synonyms for Animals, Predators, & Prey
- Write On-SSS5
- Create Outlining Cards for Research Report
- Transition Words and Phrases
- S-by-S Outline Story From Given Passage--The Bald Eagle Speaks
- Redundancy Box
- One-Topic-Per Paragraph to One-Topic-Per Report Method
- Writing Dialogue
- Brainstorming Box
- Speech Tag Words
- Introducing Story Writing--An Original Animal Escape
- Create Bibliography Cards
- · Create Works Cited
- Quoting a Person or Book
- Original Informative Research Report--One Plant

*Suggested prerequisite (if one is needed)—MC 6 I: Long and Strong (First Semester Book) and/or MC 5 I: Writing for Real! (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 8 I: Bridging the Gap MC 2 II: Keep It Up MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 9 II: High School Creative Writing MC 4 I: Sentences, Paragraphs, and More MC 10 I: Essays Only MC 4 II: Put Those Paragraphs Together! MC 10 II: Four Research Reports MC 5 I: Writing for Real! MC 11 I: Timed Essays and Three P's of Persuasion MC 5 II: Creative and Clever MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 6 I: Long and Strong MC 6 II: Junior High Essays MC 12 II: The BIG Research Paper MC 7 I: Reports and Essays Galore MC Bonus Book: Jump Start | MC 7 II: Completely Creative MC Bonus Book: Jump Start II

Meaningful Composition 7 II: Completely Creative

Second Semester Book

This Book Contains the Following Skills and Projects:

- Piggyback Story--The Ugly Duckling
- Sentence-by-Sentence Outline
- Checklist Challenge Coding
- Goals, Obstacles, and Descriptive Story Writing
- Being, Helping, and Linking Verbs
- Paragraph-by-Paragraph Story Outline/Scene Development
- The Original Very Short Story: Getting Out of Room
- Quotation Inclusion
- Dialogue Writing
- Perspective in Story Writing
- Avoiding Redundancy
- Brainstorming Box
- Speech Tag Words--Said, Asked, and Exclaimed
- Descriptive Writing--Saul/Paul; Before/After
- Don't Wanna Forget This Box
- Thesis Statement
- Original Story--A Good Samaritan Tale
- Weaving in Story Opening and Closing
- Sentence Dissection
- Comparative Words and Sentences
- Time Period Writing
- Original Short Story: Two Points of View
- First Person vs. Third Person Narrator
- Descriptive Expository Essay--The Unalert Bison
- Using Onomatopoeia

- Two Brainstorming Models
- Onomatopoeia
- Protagonist Development
- Writing Scene Descriptions
- Verb-Generated Descriptions
- Goal Development in Story Writing
- Obstacles in Story Writing
- S-by-S Outline Narrative Essay--Sacagawea
- Research and Inventor's Characteristics Box
- Original Essay--Dialogue Between Two Inventors
- · Details in a Setting
- In-the-Moment Dialogue Essay
- Directed Brainstorming Box
- Original Timeline Essay--Personal and Events in History
- Personal and Historical Timeline
- "Working" Thesis Statement
- First Person Writing
- Scene/Setting Development
- Sentence Openers
- Show-Don't-Tell Description
- Mannerisms and Actions of Characters
- Back in Time Story
- Story Writing--Historical Fiction
- Descriptive Writing: Lack of Description vs. Over Description

*Suggested prerequisite (if one is needed)—MC 7 I: Reports and Essays Galore (First Semester Book) and/or MC 5 II: Creative and Clever (Second Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative

MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 II: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion II MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Junp Start I MC Bonus Book: Junp Start II

Meaningful Composition 8 I: Bridging the Gap

First Semester Book

This Book Contains the Following Skills and Projects:

- · How to Create a Sentence-by-Sentence (S-by-S) Outline--Salt
- Double & Triple Adjectives
- Understanding Paragraph Topics
- S-by-S Outline Over Given--Three Best Architectural Cities
- Write On--Strong Verbs
- Opening Sentence vs. Transition Sentences
- First, Second, & Third Person Writing
- Topic Sentence
- Original 3 P's of Persuasive Essay--Three Best Cities to Live In
- Five Paragraph Essay With Train Analogy
- S-by-S Outline Essay Over Given Passage—Machu Picchu
- Original 3 P's Essay--One Best City
- Taking the S-by-S Outline to the Next Level
- S-by-S Outline Expository Essay—John Adams
- Original Informative Research Report--One Planet
- Original Opening Paragraph
- Sentence-by-Sentence (S-by-S) Outline Symbols
- One-Topic-Per Paragraph to One-Topic-Per Report
- Overview Source Method

- How to Complete the Checklist Challenge (CC)
- Story, Quotation, & Definition Closing Paragraph
- S-by-S Outline Story Over Given Material—Sloth
- Cover Page Preparation
- Thesis Statement Development
- Thesis Statement "Reloaded" Development
- Extensive Quote Citations
- 1-3-1 Paragraph Approach
- Outlining Cards for Research Report
- Essay or Report
- How to Write From a S-by-S Outline--Salt
- Original Informative Report--Weather Phenomenon
- Using Up to Four Sources for One Report
- Original Biographical Essay--Three Great Achievements
- Original Closing Paragraph
- Checklist Challenge (CC) Coding
- Color-Coded Research

*Suggested prerequisite (if one is needed)-- MC 6 I: *Long and Strong* (First Semester Book) and/or MC 7 I: *Reports and Essays Galore* (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 I: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion I MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Bold Fonted Titles Above Are Currently Available as of Summer 2017. See blog for release dates of future books.

Meaningful Composition 8 II: Junior High Research Reports

Second Semester Book

This Book Contains the Following Skills and Projects:

- Opening Definition Paragraph
- Complete Formal MLA-Modified Citation
- Original Biographical Report: Three Explorers
- Original Biographical Report: One Explorer
- Thesis Statement
- Thesis Statement "Reloaded"
- Quote Inclusion
- Various Speech Tags
- Source Citation
- Five W's Outline for Research Reports Template
- Quote Opening Paragraph
- Original Report--One Fruit
- Advanced Sentence Combining
- Original Research Report With Patterned Paragraphs: Three Fruits
- "Section-Paragraph-Sentence" Approach
- Checklist Challenge Coding
- Redundancy Box
- Third Person Writing
- Dialogue Opening Paragraph
- Summary Closing Paragraph
- Paragraph Dissection: From One Paragraph to Many Paragraphs

- Sentence-by-Sentence Outline and Report: Spider Webs
- Topic Sentence/Link
- · Sentence-by-Sentence Outline and Report: Three Fruits
- "Color-Coded" Research
- Merging Multiple Sources
- Works Cited
- Outlining Cards
- Five Paragraphs With Train Analogy
- Original Research Report: Four or Five Animals
- Bibliography Cards
- Original Informative Report--One Animal With Endurance
- Strong Verbs
- Quote Closing Paragraph
- "Overview Source" Method
- Research Report: One Invention
- People Quotes vs. Lifted Text
- Major Works and Minor Works
- Paragraph Division/Paragraph Topic
- Story Opening Paragraph
- Transition Words and Phrases
- Synonyms Box

*Suggested prerequisite (if one is needed)— MC 7 I: *Reports and Essays Galore* (First Semester Book) and/or MC 8 I: *Bridging the Gap* (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 I: Long and Strong MC 6 II: Junior High Essays MC 7 I: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion II MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Bold Fonted Titles Above Are Currently Available as of Summer 2017. See blog for release dates of future books.

Meaningful Composition 9 I: Writing for High School

First Semester Book

This Book Contains the Following Skills and Projects:

- · How to Write From a Sentence-by-Sentence Outline
- Original Closing Paragraph
- Original Biographical Essay--Three Strong Presidents
 Original Biographical Essay--One Strong President
- · Sentence-by Sentence Outline Report Over Given Material--Vertebrates
- Color-Coded Research
- Introduction to Formal Outlining
- Transition Sentences
- "Section-Paragraph-Sentence" Approach
- Sentence-by Sentence Outline Report Over Given Material--George Washington Carver
 Descriptive Writing
- Topic of Paragraph Line
- MLA Parenthetical Citation
- Writing with a Dash
- Using Multiple Sources in Research Report Writing
- Goals and Obstacles in Story Writing
- Checklist Challenge (CC) Coding
- S-by-S Outline Essay Over Given Material--Spider Webs/Venus' Flytrap
- Choosing Sources
- Developing REASONS and EXAMPLES for Each PoB of Essay
- Twice-Told Tale--The Jungle Book
- Scene Development
- LINKING P'soB
- Patterned Paragraph vs. Free Style Paragraph Template
- Color-Coded Research
- How to Create a Sentence-by-Sentence Outline (S-by-S Outline)
- Complete Formal MLA-Modified Format Report
- Opening Sentence vs. Transition Sentence
- Works Cited Development
- Onomatopoeia
- Thesis Statement Development
- Definition Opening Paragraph
- Outlining Cards for Research Report
- Sentence Openers
- Sentence-by-Sentence Three Strong Presidents

- Original Scientific Informative Report--Vision Problems
- Series of Three or More
- Multi-Source Merging
- Sentence-by-Sentence Outline Symbols
- Original Story Writing With Imagery
- Original Opening Paragraph
- Writing in the First Person
- · Point of View Story: First Moments in a Fantasy World
- Story Retelling
- Metaphors & Similes
- Character Development
- Overview Source for Research
- Transitions in Chronological Writing
- Writing with Senses
- Redundancy Box
- Writing Dialogue
- Brainstorming Box
- Speech Tag Words
- Dialogue Development
- Biographical Essay vs. Biographical Report
- The 1-3-1 Essay
- Definition Paragraph Template
- Cause & Effect Research Report: Benefits of Sun
- Sentence-by-Sentence Outline and Plagiarism Help
- Outlining With the Section-Paragraph-Sentence Approach
- Biographical Opening Paragraph
- Cover Page Preparation
- How to Complete the Checklist Challenge
- Extensive Quote Citations
- Major Works vs. Minor Works
- Bibliography Cards for Works Cited
- Colon Use

*Suggested prerequisite (if one is needed)— MC 7 I: Reports and Essays Galore (First Semester Book) or MC 8 I: Bridging the Gap (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 I: Long and Strong MC 6 II: Junior High Essays MC 7 I: Reports and Essays Galore MC 7 II: Completely Creative

MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 I: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Bold Fonted Titles Above Are Currently Available as of Summer 2017. See blog for release dates of future books.

Meaningful Composition 9 II: High School Creative Writing

Second Semester Book

This Book Contains the Following Skills and Projects:

- Piggyback Story--Queen Ryanne Escapes
- Sentence-by-Sentence Outline
- Checklist Challenge Coding
- Goals, Obstacles, and Descriptive Story Writing
- Being, Helping, and Linking Verbs
- Paragraph-by-Paragraph Story Outline
- The Original Very Short Story
- Character Development
- Dialogue Writing
- Perspective in Štory Writing
- Avoiding Redundancy
- Piggyback Story Writing: Martin Avdeitch
- Speech Tag Words--Synonyms for Said, Asked, and Exclaimed
- Color Essay
- Don't Wanna Forget This Box
- Thesis Statement
- Developing Hindrances & Problems in Story Writing
- Weaving in Story Opening and Closing
- Closing Paragraph Types
- Emphasizing With Repeating Words & Phrases
- Comparative Words and Sentences
- Time Period Writing
- Color Words and Meanings
- Categorizing for Paragraphs
- Free Style Paragraphs
- Characteristic Opening Paragraph
- S-by-S Story Writing From Model
- Transitions
- Mapping Story Expansions
- Comparing/Contrasting Story
- Writing With Limited Sentences
- Series of Three
- Brainstorming People, Environment, and Location
- Types & Placements of Speech Tags
- Story Opening Paragraphs for Essays
- Words that Are Similar to Sounds

- Two Brainstorming Models
- Onomatopoeia
- Protagonist Development
 Writing Seens Descriptions
- Writing Scene Descriptions
 Vorb Concreted Descriptions
- Verb-Generated Descriptions
 Goal Development in Story Writing
- Quotation Use
- Research and Authors' Characteristics Box
- Original Essay--Dialogue Between Two Authors
- · Details in a Setting
- 1-3-1 Essay Approach
- Directed Brainstorming Box
- Original Timeline Essay--Personal and Events in History
- Personal and Historical Timeline
- Conciseness Techniques
- First Person Writing vs. Third Person Writing
- Scene/Setting Development
- Sentence Openers
- Show-Don't-Tell Description
- · Mannerisms and Actions of Characters
- · Back in Time Story
- First Person vs. Third Person Narrator
- Patterned Paragraphs: The Five Paragraph Essay
- Piggyback Story Writing: The Gift of the Magi (or "Twice-Told Tale")
- Word Associations
- · Advanced Story Writing Techniques
- Six Story Writing Elements
- Action/Encounters in Story Writing
- Creating Emotions With Color
- Blind Person/Perspective Story
- · Weaving Background Information With Description Only
- Ways to Say Went/Go
- Synonyms for Villain
- Giving Voice to Characters in Dialogue
- Definition Opening Paragraph

*Suggested prerequisite (if one is needed)— MC 7 II: *Completely Creative* (Second Semester Book), MC 8 I: *Bridging the Gap* (First Semester Book), and/or MC 7 I: *Reports and Essays Galore* (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 II: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Bold Fonted Titles Above Are Currently Available as of Summer 2017. See blog for release dates of future books.

~All First Semester Books (I) for fifth through ninth grades may be used for remediation for older students too. ~(I) Designates First Semester; (II) Designates Second Semester—May Be Used In Order or Out of Order

*Note: If your student has not used any CI books, you may desire to use a first sememster MC book first

since these books (up to and including 9 I) teach how to do the S-by-S Outline Over Given Material and Cl's Checklist Challenge. *MC 7's and 8's may be counted toward high school credits if student is twelve years or older and is writing at a high school level (according

to the teacher's discretion)--as long as the student completes the Extension level assignments.

Meaningful Composition 10 I: Essays Only

First Semester Book

This Book Contains the Following Skills and Projects:

- Essay vs. Research Report
- The 1-3-1 Essay
- Powerful Writing
- Expository Essay
- Brainstorming
- Directed Brainstorming
- Working Thesis Statement
- Transition Words and Phrases
- First, Second, and Third Person Writing
- Opening Paragraph Types
- Checklist Challenge (CC)
- Three P's of Persuasive Writing
- Choosing REASONS: POINTS
- "Three Best" Essays
- Three P's Mapping
- Sample Outlines
- PROOF Page Development
- PROOF Page Samples
- Four Steps for SAT Essay Writing
- Original Influential Person Essay--3 REASONS & 3 Pieces of EVIDENCE
- Color-Coded Research
- S-by-S Outline: Persuasive Flag Essay
- Persuasive Essay Invention Sheet

- Five Paragraph Essay
- Sentence Opener Instruction
- Quotation Inclusion
- Quotation Essay
- LINKING Body Paragraphs
- Research
- Transitions
- Thesis Statement
- Sentence-by-Sentence Outline
- Simplified Persuasive Essay
- Closing Paragraph Types
- Checklist Challenge Coding
- Taking a Side--POSITION
- Proving Your POINTS: PROOF
- · Directed 3 P's Brainstorming
- Sample Mapping Exercises
- Sample Essays
- PROOF Pages
- Time Management
- SAT Essay Prompt Dissection
- Sample Timed Essays
- Persuasive Essay Tree

*Suggested prerequisite (if one is needed)— MC 9 I: *Writing for High School* (First Semester Book) and/or MC 6 II: *Junior High Essays* (Second Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 II: Essays Only MC 10 II: Four Research Reports MC 10 II: Four Research Reports MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 10 II: Four Research Reports

Second Semester Book

This book contains:

Report I:	eport I: Five or Six Agriculture/Products ReportReaping and SowingOne Product Per Paragraph of Body					
	7-8 Paragraphs	2-3 Sources	Bibliography Cards	Works Cited	Quote Inclusion	
	Note Taking Cards	"Overview Source" Method	MLA Source Citation for Quo	ites		
 Report II: 	eport II: One Agriculture/Product ReportReaping and SowingOne Item for Entire Report					
	8-10 Paragraphs	3-4 Sources	Bibliography Cards	Works Cited	Quote Inclusion	
	Note Taking Cards	"Overview Source" Method	Paragraph Division With Mul	titude Aspects		
	MLA Source Citation for Quotes					
 Report III: Biography—person who contributed to society report: 						
	14-18 Paragraphs	5-6 Sources	Bibliography Cards	Works Cited	Quote Inclusion	
	MLA Paraphrasing Citation	Formal Outline	Note Taking Cards	MLA Source Citatio	on for Quotes	
	"Overview Source" Method "Section-Paragraph-Sentence" Approach to Note Taking					
Report IV: Topic Choice—Final Research Report:						
	18-22 Paragraphs	6-9 Sources	Bibliography Cards	Works Cited	Quote Inclusion	
	MLA Paraphrasing Citation Formal Outline		Note Taking Cards	MLA Source Citatio	on for Quotes	
	"Overview Source" Method	Cover Sheet	Sheet "Section-Paragraph-Sentence" Approach			
	* Suggested processing (if and is needed). MC 9.11. Junior Lligh Descerch Denarts (Casend Comparer Paals) a				tor Dook) and/or	

*Suggested prerequisite (if one is needed)—MC 8 II: Junior High Research Reports (Second Semester Book) and/or MC 9 I: Writing for High School (First Semester Book)

**This book provides strong, efficient lessons for formal report writing using a modified-MLA citation method in preparation for all types of high school and college report writing, including the lengthy research paper; suggested grade levels for this book are from eighth grade up to twelfth grade, depending on previous writing experience.

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 II: Writing for High School MC 9 II: High School Creative Writing MC 10 II: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion II MC 11 II: Story Writing MC 12 II: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 11 I: Timed Essays and Three P's of Persuasion

First Semester Book

This Book Contains the Following Skills and Projects:

- Essay vs. Research Report
- The 1-3-1 Essay
- Powerful Writing
- Expository Essay
- Brainstorming
- · Directed Brainstorming
- Working Thesis Statement
- Transition Words and Phrases
- P'soB
- · First, Second, and Third Person Writing
- Opening Paragraph Types
- Checklist Challenge (CC)
- Three P's of Persuasive Writing
- Choosing REASONS: POINTS
- "Three Best" Essays
- Three P's Mapping
- Divided Brainstorming Box
- Sample Outlines
- PROOF Page Development
- PROOF Page Samples
- · Four Steps for SAT Essay Writing
- Attacking the SAT Essay Prompt
- Expertise in One Area on SAT Essay
- Definition Dissection

- Five Paragraph Essay
- Sentence Opener Instruction
- Quotation Inclusion
- Quotation Essay
- LINKING Body Paragraphs
- Research
- Transitions
- Thesis Statement
- Sentence-by-Sentence Outline
- Simplified Persuasive Essay
- Closing Paragraph Types
- Checklist Challenge Coding
- Taking a side--POSITION
- Proving Your POINTS: PROOF
- Directed 3 P's Brainstorming
- Showing Off With Sentence Openers and Imagery
- Sample Mapping Exercises
- Sample Essays
- PROOF Pages
- Time Management
- SAT Essay Prompt Dissection
- Advanced Matching PROOF and POINTS
- Sample Timed Essays
- Bonus Editor Duty Exercise

*Suggested prerequisite (if one is needed)— MC 10 I: *Essays Only* (First Semester Book) and/or MC 6 II: *Junior High Essays* (Second Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion II MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 11 II: Story Writing

Second Semester Book This Book Contains the Following Skills and Projects:

Coming Soon: 2021

*Suggested prerequisite (if one is needed)—MC 9 II: *High School Creative Writing* (Second Semester Book) and/or MC 7 II: *Completely Creative* (Second SemesterBook)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion II MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 12 I: One of Everything, Please

First Semester Book This Book Contains the Following Skills and Projects:

Coming Soon: 2020

*Suggested prerequisite (if one is needed)—MC 8 I: *Bridging the Gap* (First Semester Book) and/or MC 9 I: *Writing For High School* (First Semester Book)

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative

MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 II: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition 12 II: The BIG Research Paper

Second Semester Book

This Book Contains the Following Skills and Projects:

- About the Research Paper
- Purpose of a Thesis Statement
- Narrowing a Thesis Statement
- Overview Source
- Bibliography Cards
- Sample Works Cited
- · Learning About the Outline
- Read Source, Determine the Major Topics for Sections
- Information Card Details
- Creating Information Cards
- Opening Sentence (Topic Sentence) or Transition Sentence?
- Format for Rough Draft of Research Paper
- Special Circumstances for Source Citation
- Quote Inclusion
- Formal Outline
- Footnotes
- · Checks and Balances at Various Points
- · Determine When to Move to Next Source in Text Citation

- Choosing the Topic
- Thesis Statement as a Whole Sentence
- What are Sources?
- MLA Citation
- Major Works and Minor Works—Differences
- The Overview Source
- Looking Ahead at the Outlining Method
- Information Card Overview
- More Information Card Tips
- Opening Paragraph Development
- Writing Tips
- Source Citation Within the Research Paper
- Using Multiple Sources
- Cover Sheet
- Final 14-20 Page Body
- Formatting Final Paper
- Quote Inclusion

*Suggested prerequisite (if one is needed)—MC 10 II: Four Research Reports (Second Semester Book)

**This book provides the upper level (and especially college-bound) high school writers the opportunity to complete a full length (thirty to forty pages) research paper using the MLA format of citation in a gentle, directed, step-by-step manner.

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative

MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion II MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start I MC Bonus Book: Jump Start II

Meaningful Composition Bonus Book: Jump Start I

First Semester Book

This Book Contains the Following Skills and Projects:

- How to Create and Write Using Writing Boxes--Frosty
- How to Create and Write From a Sentence-by-Sentence Outline--Dumbo
- The Five Parts of a Paragraph (OCCTI)
- Topic Sentences and Supporting Sentences
- Personal Writing
- Early Revising Škills
- Paragraph Writing: Mapping Outline--Personal Favorites
- Writing a Multiple Paragraph Sentence-by-Sentence Outline Essay-Dolphins Show Concern
- Original Animal Antics Story
- Setting
- Original Creative Essay Writing: Riddle Paragraphs--Peter Pan
- Researching
- Story Writing--Finish These Scenes--The Jungle Book
- Original Informative Writing Multi-Paragraphs
- The Opening Paragraph
- Original Informative Report--One Animal of the Jungle
- Color-Coded Research
- Outlining Cards
- Semicolon Use
- Q & A Note Taking Card

- A Walk Through the Checklist Challenge: Gorillas
- Introducing the Paragraph: Penguins & Seals
- Opening Sentence and Closing Sentence: Pruning Trees, Dolphins, & Deers
- Paragraph Writing: Fill-in-Blank Outlining Personal Essay
- Writing Multi-Paragraphs from Given Sources
- Sentence-by-Sentence Outline Essay--George
 Washington Carver
- Character Development
- Lessons Learned
- Brainstorming
- Outlining
- Planning Scenes
- Animal Report With Opening and Closing Paragraphs
- The Closing Paragraph
- Reading and Research
- Choosing Sources
- Quotation Inclusion
- Thesis Statement
- Thesis Statement Reloaded

*Suggested prerequisite (**if one is needed**)—MC 4 II: *Put Those Paragraphs Together* (Second Semester Book) Note: Jump Start can take a seventh through twelfth grade student with little writing experience (i.e. only experienced with one to three essays or reports) to an eighth grade writing level in one semester! After completing Jump Start, your student may use any second semester (II) book from 5 II through 9 IIor any other first semester book from 8 I and up!

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right MC 2 II: Keep It Up MC 3 I: Sentence and Paragraph Fun MC 3 II: Create! MC 4 I: Sentences, Paragraphs, and More MC 4 II: Put Those Paragraphs Together! MC 5 I: Writing for Real! MC 5 II: Creative and Clever MC 6 II: Long and Strong MC 6 II: Junior High Essays MC 7 II: Reports and Essays Galore MC 7 II: Completely Creative

MC 8 I: Bridging the Gap MC 8 II: Junior High Research Reports MC 9 I: Writing for High School MC 9 II: High School Creative Writing MC 10 I: Essays Only MC 10 II: Four Research Reports MC 11 II: Timed Essays and Three P's of Persuasion MC 11 II: Story Writing MC 12 I: One of Everything, Please MC 12 II: The BIG Research Paper MC Bonus Book: Jump Start

Meaningful Composition Bonus Book: Jump Start II

First Semester Book

This Book Contains the Following Skills and Projects:

- How to Create and Write From a Sentence-by-Sentence Outline--Harriet
 Tubman
- The Opening Paragraph
- Coordinating Conjunction Use
- Sentence-by-Sentence Outline Report Over Given Material--Great Apes
- Sentence-by-Sentence Outline--Three Favorite Foods
- Five Paragraph Essay vs. 1-3-1 Essay
- Thesis Statement Reloaded
- Writing in the First Perso
- Mammal Research
- Three Topics/Three Paragraphs Essay
- Sentence-by-Sentence Outline Over Given Material--Gazelle Escapes from Cheetah
- Transition Sentences
- Descriptive Words
- Ways to Say Went/Go
- The Very Short Story--An Original Animal Escape
- Research
- Synonyms
- Parentheses
- "Biographical" Essay Over Given Material--Cyrus the Great
- Appositives
- Quotation Use
- Overview Source for Research
- Transitions in Chronological Writing
- Writing Dialogue
- Conjunctive Adverbs
- The Very Short Story--Goals, Obstacles, and Descriptions of Person or Animal Trapped in a Room
- Paragraph as a Unit of Thought

- How to Complete the Checklist Challenge--Harriet Tubman
- The Closing Paragraph
- Descriptive Writing
- Semicolon Use
- Sentence Openers
- Thesis Statement
- Dissecting a Persuasive Essay
- First Two P's of Persuasive Writing
- Original Five Paragraph Expository Essay
- Brainstorming
- Transition Words and Phrases
- Opening and Closing Paragraph Types
- Story Action
- Series of Three Words
- SSS5
- Parts of a Story
- Describing Nature
- Personal Creative Essay--Time Capsule
- Dashes
- Third Person Writing
- Original "Biographical" Essay--Three Peaceful Acts
- Outlining Cards
- Colon Use
- Color-Coded Research
- Original Dialogue Essay--Between Two Toys
- Creating Interesting Speech Tags
- Avoiding Lack of Description or Over Description

*Suggested prerequisite (**if one is needed**)—MC 4 II: *Put Those Paragraphs Together* (Second Semester Book) Note: Jump Start can take a seventh through twelfth grade student with little writing experience (i.e. only experienced with one to three essays or reports) to an eighth grade writing level in one semester! After completing Jump Start, your student may use any second semester (II) book from 5 II through 9 Ilor any other first semester book from 8 I and up!

Other Books in The Meaningful Composition Series

MC 2 I: Start Out Right	MC 8 I: Bridging the Gap
MC 2 II: Keep It Up	MC 8 II: Junior High Research Reports
MC 3 I: Sentence and Paragraph Fun	MC 9 I: Writing for High School
MC 3 II: Create!	MC 9 II: High School Creative Writing
MC 4 I: Sentences, Paragraphs, and More	MC 10 I: Essays Only
MC 4 II: Put Those Paragraphs Together!	MC 10 II: Four Research Reports
MC 5 I: Writing for Real!	MC 11 I: Timed Essays and Three P's of Persuasion
MC 5 II: Creative and Clever	MC 11 II: Story Writing
MC 6 I: Long and Strong	MC 12 I: One of Everything, Please
MC 6 II: Junior High Essays	MC 12 II: The BIG Research Paper
MC 7 I: Reports and Essays Galore	MC Bonus Book: Jump Start I
MC 7 II: Completely Creative	MC Bonus Book: Jump Start II

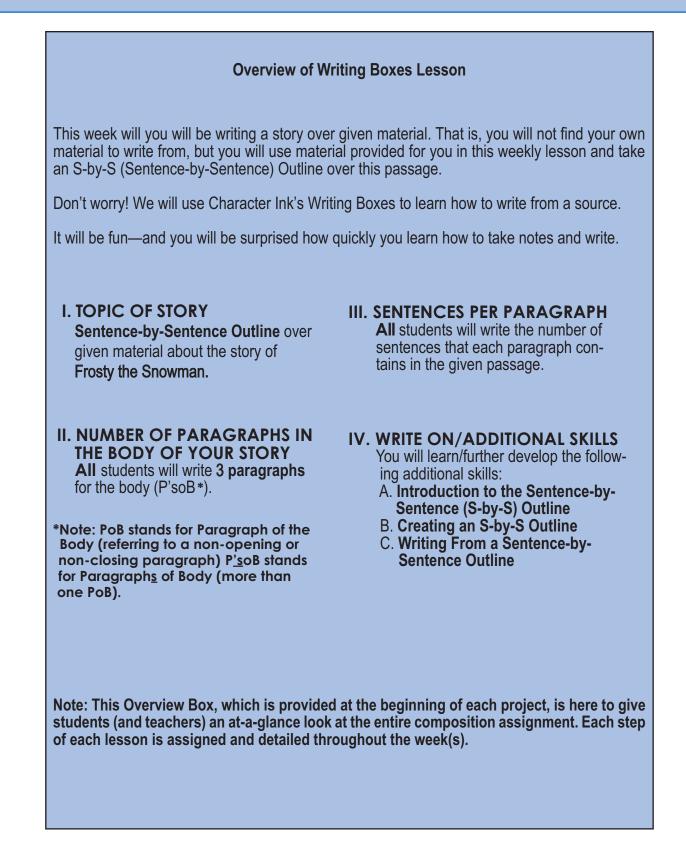
Section I

How To's of Meaningful Composition Methods

Weeks 1-5

Week 1: Writing Boxes With Frosty Story

Story Over Given Material Using Writing Boxes



Given Passage to Learn to Write From

PoB-A	Paragraph 1

A group of children were playing in the snow. They built a snowman. They put a broomstick in his hand. They made his two eyes out of coal. Then, they set a hat on his head. Suddenly, he moved and danced.

oB-B	ragraph 2
Ро	Paraç

The children were happy with their friend. He laughed, talked, and threw snowballs. Then, he ran with the children into the town. The policeman told them to stop. They did not run slower.



The policeman went after them. The children soon stopped running. However, Frosty kept going down the street. He told everyone he would be back. Then, he went out of town.

Lesson A. Study Skills: Outline First Paragraph With Writing Boxes

When you write from a given source (either one that you find or one that your Character Ink book provides for you), you want to write the material in your own words.

You do not want to use the words that the original author wrote because that is plagiarism—stealing someone else's words and calling them your words.

So anytime you get information from a source, whether it is a book, online source, magazine, or other, it is important to use the information in such a way that you write in your own words—not in the author's words.

How can you write from a source but still make it your own?

There are two important tips to remember in using sources in writing:

(1) Always outline before you write!

- a. The outline will take you one step away from the source when you write your own report or essay.
- b. Each step that you take away from the source when you write helps you write more originally.
- (2) Choose synonyms (words that mean the same) for the words in the original source—rather than using the author's exact words.

We will work on those two steps extensively in this lesson. We will use a simple, short passage of material about Frosty in which to practice these skills.

And you will be creating outlines and writing like a pro by the end of the first week!

<> A. Read the entire Frosty passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.

	tence of the first t is provided by ghlight the following 2. children	words for th	least three to five* synonyms or substitute he words you just highlighted in thesen- e the synonyms on the lines below in the
3. playing	4. snow		
A group of ch playing in the			
playing in the	- <i>SHOW</i> .		
These four words are the m the sentence.	ost important words in		
They are also words you w you write the sentence in because they are so import the author chose those hims	your own words. This is ant to the sentence, and self.	one you think original word	ve at least three to five* synonyms, choose the sounds like the best substitute for each of the s and highlight each one you choose.
<> A-1d. Write a new s	entence from the give	en one with your new	words (highlighted above).
	Paragraph 1: S	Sentence One (no de	scribers added)
*Note: Younger students	may stop at this point i	f your teacher so choos	ses.
them on the li	t three to five* describe changed in your nev nes provided. You ma rence source if desire	v sentence and write ay use a thesaurus	<> A-1g. Now write your new sentence again—this time with the describers you highlighted added to it.
Do not worry if you are un adverbs for now. You wil Checklist Challenge prov	I learn those thoroughl	y as you complete the	
Describers for	Describers for	Describers for	
A-1f. Once you have each column t light each one	hat you think sounds		*Older or more advanced students should write five words whenever possible.

<> A-2a. Now repeat that process by high- lighting the three most important words in the second sentence of the passage (provided below). <i>They built a snowman.</i>	columns. <> A-2c. Choose at words for th Write the s 	e words on the top line in the following least three to five* synonyms or substitute he words you just highlighted in the sentence. ynonyms on the lines below in the columns.
		ds and highlight each one you choose.
<> A-2e. Write a new sentence from the give	en one with your new	words (highlighted above).
Paragraph 1: S	Sentence Two (no de	scribers added)
*Note: Younger students may stop at this point in	f your teacher so choos	ses.
<> A-2f. (1) Write the words you just changed in on the lines.	n your new sentence	<> A-2h. Now put your new words along with the adjectives and adverbs
(2) Choose at least three to five* descri	ibers for each of the	together in a new sentence on
words you listed		the lines provided.
(3) Write these describers in the column		Paragraph 1: Sentence Two (with
Note: You may use a thesaurus or online refe		describers added)
Describers Describers	scribers for	
A-2g. Once you have three to five* listed, each column that you think sounds light each one.		*Older or more advanced students should write five words whenever possible.

nouns, prono	our most important ouns, and verbs in the e from the passage	columns an <> A-3c. Choose at words for th	e words on the top line in the following nd underline them with a highlighter. least three to five* synonyms or substitute ne words you just highlighted in the sentence. ynonyms on the lines below in the columns.
They put a L his hand.	proomstick in		
		one you think original word	ve at least three to five* synonyms, choose the sounds like the best substitute for each of the ls and highlight each one you choose.
<> A-3e. write a new	0	Sentence Three (no d	words (highlighted above). lescribers added)
<> A-3f. (1) Write the wo		t if your teacher so choo s n your new sentence on	<> A-3h. Now write your new sentence
words you li	east three to five* descr sted describers in the colum		again—this time with the describers you just highlighted added to it.
	se a thesaurus or online re Describers for		Paragraph 1: Sentence Three (with describers added)
<> A-3g. Once you ha each column light each on	that you think sound		*Older or more advanced students should write five words whenever possible.

<> A-4a. Now repeat t lighting the formation of the fo	hat process by high- our most important	<> A-4b. Write those columns.	e words on the top line in the following			
words in the	fourth sentence sage (provided	A-4c. Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.				
They made of coal.	his two eyes out					
		one you thinl	we at least three to five* synonyms, choose the k sounds like the best substitute for each of the ds and highlight each one you choose.			
<> A-4e. Write a new	-	-	words (highlighted above).			
	Paragraph 1	: Sentence Four (no de	escribers added)			

<pre><> A-4f. (1) Write the w</pre>		t if your teacher so choo in your new sentence	ses. <> A-4h. Now put your new words along			
on the lines	least three to five* desc	·	with the adjectives and adverbs together in a new sentence on the lines provided.			
(3) Write these	describers in the colun	nns beneath each word.				
Note: You may u	use a thesaurus or online r	eference source if desired.	Paragraph 1: Sentence Six (with describers added)			
Describers for	Describers for	Describers for				
	we three to first lists	d abagas the word in	*Olden en mens e berene el có de contra la			
<> A-4g. Once you ha each column light each on	that you think sound	s the best and high-	*Older or more advanced students should write five words whenever possible.			

lighting the fo words in the	the four most important n the fifth sentence from	A-5a. Now repeat that process by high- lighting the four most important words in the fifth sentence from the passage (provided below).		lighting the four most important words in the fifth sentence from <>		 <> A-5b. Write those words on the top line in the following columns. <> A-5c. Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns. 					
Then, they s his head.	set a hat on										
<> Δ-5e Write a new y	sentence from the o	one you thin original word	ave at least three to five* synonyms, choose the k sounds like the best substitute for each of the ds and highlight each one you choose.								
		Sentence Five (no des	· · · · · · · · · · · · · · · · · · ·								
<> A-5f. (1) Write the we on the lines (2) Choose at l words you l (3) Write these	ords you just changed east three to five* des isted describers in the colur	nt if your teacher so choo I in your new sentence Acribers for each of the mns beneath each word. reference source if desired.	A-5h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided. Paragraph 1: Sentence Five (with								
Describers for	Describers for		describers added)								
<> A-5g. Once you ha each column light each on	that you think sound	ed, choose the word in ds the best and high-	*Older or more advanced students should write five words whenever possible.								

<> A-6a. Now repeat that process by high- lighting the three most important words in the sixth sentence of the passage (provided below). Suddenly, he moved and danced.	A-6b. Write those words on the top line in the following columns. A-6c. Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.
A So Write a new contance from the give	A-6d. Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.
	en one with your new words (highlighted above). Sentence Six (no describers added)
*Note: Younger students may stop at this point is <> A-6f. (1) Write the words you just changed in	
 (1) Write the lines. (2) Choose at least three to five* descriwords you listed (3) Write these describers in the column 	bers for each of the bers for
Note: You may use a thesaurus or online refe	Paragraph 1: Sontonco Six (with
A-6g. Once you have three to five* listed.	
each column that you think sounds light each one.	the best and high- write five words whenever possible.

A-7. Write all of your final sentences from each page of Lesson A on the lines provided as one complete paragraph.				

Sample of Paragraph One With New Sentences and Describers

<u>A large crowd of excited kids were frolicking in the fresh snowfall.</u> The energetic bunch quickly constructed a snow statue. The creative youngsters carefully lodged a ragged broom in his arm. The determined children cleverly formed his two missing eyeballs out of charcoal. Then, they carefully settled a worn headpiece on the snowman's hard scalp. Unexpectedly, he joyfully stirred and excitedly capered.

Writing Boxes Sample First Paragraph					
<> A-1a. Highlight words A group of children were playing in the snow. <> A-1d. New sentenceno describers A crowd of kids were frolicking in the snowfall.	<>A-1b & 1c. The group of th	nree to five synonyms or substitute words for the words in the sentence <u>children</u> <u>playing</u> <u>snow</u> <u>youths</u> <u>reveling</u> <u>snowfall</u> <u>kids</u> <u>cavorting</u> <u>precipitation</u> <u>youngsters</u> <u>romping</u> <u>blizzard</u> <u>minors</u> <u>frolicking</u> <u>white cotton</u>			
<> A-1e & 1f. Three to five describers for new words crowd kids snowfall energetic loud large large rambunctious beautiful cold happy cold lazy excited fresh milling angry first					
<> A-2a. Highlight words They built a snowman <> A-2d. New sentenceno describers The bunch constructed a snow statue.	A-2b & 2c. T <u>They</u> The kids The children The band <u>The bunch</u> The youngst The youths	<u>created</u> <u>snow statue</u> <u>fabricated</u> <u>snow monument</u> ers <u>made</u> <u>mannequín</u>			
bunch constructedexcitedeasilycreativequicklyambitiousrapidlycoldspeedily	v words	<> A-2g. New sentence with describers <u>The energetic bunch quickly constructed a</u> <u>snow statue.</u>			

Writing Boxes Sample First Paragraph						
<> A-3a. Highlight words They put a broomstick in his hand.	<> A-3b & 3c. Th <u>They</u> The youngster The kids	nree to five synonyms or su p <u>ut</u> splaced lodged	ubstitute words for the v b <u>roomstick</u> <u>brown</u> sweeper	vords in the sentence <u>hand</u> 		
A-3d. New sentenceno describers The youngsters lodged a broom in his arm.	The youths The group The bands The children	deposited installed sets		<u>arm</u> <u>gríp</u> palm paw		
eager carefully b tíred quíckly cold carelessly ra strong hurríedly y	words broom oroken old igged ellow horts	<> A-3g. New sentend The creative youn ragged broom in T	gsters carefully	y lodged a		
<> A-4a. Highlight words They made his two eyes out of coal. <> A-4d. New sentenceno describers The children formed his eyeballs out of charcoal.	<> A-4b & 4c. T <u>They</u> <u>The children</u> <u>The children</u> <u>The kids</u> <u>The youngsten</u> <u>The youngsten</u> <u>The minors</u> <u>The juveniles</u>	<u>formed</u> buílt	substitute words for the <u>eyes</u> <u>eye balls</u> blínders lamps oculars peepers optícs	words in the sentence <u>coal</u> <u>charcoal</u> rock stone carbon anthracíte ash		
<> A-4e & 4f. Three to five describers for new words children formed eyeballs ambitions carefully round determinded quickly important excited cleverly large happy easily small cold simply missing		<> A-4g. New sentend The determined cl two missing eyeb	nildren cleverly	formed hís zoal		

Writing Boxes Sample First Paragraph (continued)					
<> A-5a. Highlight words Then, they set a hat on his head.	<> A-5b & 5c. Th set placed positioned	ree to five synonyms or <u>hat</u> — <u>headpíece</u> — helmet	r substitute words for the wo <u>his</u> <u>the statue's</u> t <u>he snowman's</u>	ords in the sentence <u>head</u> brain scalp	
A-5d. New sentenceno describers Then they settled a headpiece on the snowman's scalp.	<u>settled</u> deposíted mounted plunked	bowler líd sombrero fedora	<u>their work's</u> t <u>he snow creation'</u> s <u>the piece's</u> the fellow's	skull dome crown noggín	
carefully worn painstakingly black easily old slowly tall su	v words scalp hard wet cold howy pugh	Then, they	tence with describers carefully settled a on the snowman's b		
A-6a. Highlight words Suddenly, he moved and danced. <- A-6d. New sentenceno describers	<u>Su</u> Ab Qu	<mark>iddenly <u>i</u> ruptly ji úckly ad</mark>	umped frís Vanced bou	ords in the sentence nced sked wded wced	
unexpectedly, he stirred and capered.	<u>Unex</u> All	pectedlyíí at onces	iggled <u>cap</u> s <mark>tírred </mark> ron	ered nped goed	
<u>slightly</u> <u>jeyf</u>	ered píly ully edly íly	, , , , , , , , , , , , , , , , , , ,	ence with describers ly, hejoyfully stír apered.	red and	

Lesson B. Study Skills: Outline Second Paragraph

PoB-B Paragraph 2

The children were happy with their friend. He laughed, talked, and threw snowballs. Then, he ran with the children into the town. The policeman told them to stop. They did not run slower.

lighting the t words in the second para sage (provid	,	columns. <> B-1c. Choose at words for	e words on the top line in the following least three to five* synonyms or substitute the words you just highlighted in the sentence. synonyms on the lines below in the columns.
	en were happy		
with their f	nena.		
		one you thin	ave at least three to five* synonyms, choose the lk sounds like the best substitute for each of the ds and highlight each one you choose.
<> B-1e. Write a new	sentence from the gi	ven one with your new	v words (highlighted above).
	Paragraph 2:	Sentence One (no des	scribers added)
	, , ,,,		
Solution of the state of the		<u>t if your teacher so choc</u> in your new sentence	Sees. B-1h. Now put your new words along
on the line			with the adjectives and adverbs
(2) Choose at words you	least three to five* des listed	cribers for each of the	together in a new sentence on the lines provided.
		nns beneath each word.	
Note: You may	use a thesaurus or online r	eference source if desired.	Paragraph 2: Sentence One (with describers added)
Describers for	Describers for	Describers for	
<> B-1g. Once you ha			*Older or more advanced students should
the one in e	each column that you	think sounds the best.	write five words whenever possible.

SB-2a. Now repeat that process by high- lighting the four most important words in the second sentence of the second paragraph from the passage (provided below).	SB-2b. Write those words on the top line in the following columns. SB-2c. Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.
He laughed, talked, and threw snowballs.	
Showbans.	
	B-2d. Once you have at least three to five* synonyms, choose the
	one you think sounds like the best substitute for each of the original words and highlight each one you choose.
<> B-2e. Write a new sentence from the give	en one with your new words (highlighted above).
Paragraph 2: S	Sentence Two (no describers added)
*Note: Younger students may stop at this point	
<> B-2f. (1) Write the words you just changed in on the lines.	with the adjectives and adverbs
(2) Choose at least three to five* descr words you listed	ribers for each of the together in a new sentence on the lines provided.
(3) Write these describers in the column	Paragraph 2: Sentence Two (with
Note: You may use a thesaurus or online refe	describers added)
Describers Describers for for	Describers for
<> B-2g. Once you have three to five* descr the one in each column that you the	

words in the second para	hat process by high- our most important third sentence of the graph from the wided below).	columns ar Solution	e words on the top line in the following ad underline them with a highlighter. least three to five* synonyms or substitute he words you just highlighted in the sentence. ynonyms on the lines below in the columns.
Then, he ra into the tow	n with the children n.		
<> B-3e. Write a new s	sentence from the ai	one you thin original word	ve at least three to five* synonyms, choose the k sounds like the best substitute for each of the ds and highlight each one you choose. words (highlighted above).
		: Sentence Three (no o	
<> B-3f. (1) Write the wo the lines. (2) Choose at le words you li	ords you just changed east three to five* desc sted		Ses. Ses
Note: You may u Describers for	se a thesaurus or online re Describers for	eference source if desired. Describers for	Paragraph 2: Sentence Three (with describers added)
<> B-3g. Once you ha each column light each on	that you think sound	d, choose the word in the best and high-	*Older or more advanced students should write five words whenever possible.

words in the the second p	that process by high- our most important fourth sentence of paragraph from the pvided below).	columns. <> B-4c. Choose at words for	e words on the top line in the following least three to five* synonyms or substitute the words you just highlighted in the sentence. synonyms on the lines below in the columns.
The policer	nan told them to		
stop.			
			ave at least three to five* synonyms, choose the
		one you thin	k sounds like the best substitute for each of the ds and highlight each one you choose.
<> B-4e. Write a new	·	-	v words (highlighted above).
	Paragraph 2	2: Sentence Four (no c	lescribers added)
*Note: Younger studen	ts may stop at this poir	t if your teacher so choc	oses.
<> B-4f. (1) Write the w		in your new sentence	<> B-4h. Now put your new words along
on the lines (2) Choose at	s. least three to five* des	cribers for each of the	with the adjectives and adverbs together in a new sentence on
words you	listed		the lines provided.
		nns beneath each word.	Paragraph 2: Sentence Four (with
Describers	Describers	eference source if desired. Describers	describers added)
for	for	for	
		scribers listed, choose think sounds the best.	
	aon column that you		

words in the	our most important fifth sentence of the graph from the pas-	columns. <> B-5c. Choose at words for t	e words on the top line in the following least three to five* synonyms or substitute the words you just highlighted in the sentence. synonyms on the lines below in the columns.
They did no	ot run slower.		
		one you thin	ave at least three to five* synonyms, choose the k sounds like the best substitute for each of the ds and highlight each one you choose.
<> B-5e. Write a new	sentence from the gi		v words (highlighted above).
	Paragraph 2	2: Sentence Five (no d	escribers added)
*Note: Verserer dudee			
Store: Younger student <> B-5f. (1) Write the w		t if your teacher so choo	ses. Ses
on the line			with the adjectives and adverbs
(2) Choose at words you	least three to five* des listed	cribers for each of the	together in a new sentence on the lines provided.
		nns beneath each word.	
Note: You may u	ise a thesaurus or online r	eference source if desired.	Paragraph 2: Sentence Five (with describers added)
Describers for	Describers for	Describers for	
			*Older or more advanced students should write five words whenever possible.

<> B-(6. Write all of your final	sentences from	n each page o	of Lesson	B on the	lines prov	ided as (one
	complete paragraph							

Sample of Paragraph Two With New Sentences and Describers

The surprised youngsters were thrilled with their magical pal. Their buddy loudly chuckled, happily chattered, and excitedly tossed snowballs. Later, he carelessly dashed with the eager kids into the nearby village. The alarmed officer frantically ordered the merry group to halt. The carefree band did not happily gallop less rapidly.

Writing I	Boxes Sample S	Second Parag	raph (continued)		
SB-1a. Highlight words The children were happy with their friend. SB-1d. New sentenceno describers The youngsters were thrilled with	<u>Child</u> young	<mark>Jren</mark> Jsters ds ths ths	onyms or substitute words f <u>happy</u> <u>delighted</u> <u>overjoyed</u> <u>joyful</u> <u>thrilled</u> pleased	ior the words in the sentence <u>friend</u> <u>buddy</u> <u>companion</u> <u>playmate</u> <u>pal</u> <u>mate</u>	
their pal.	young	UIS antented		_acquaintance_	
youngsterspalenergeticmagicaldiligenttalentedsurprisednewcoldhappyboredenergetic					
<> B-2a. Highlight words He laughed, talked, and threw snowballs. <> B-2d. New sentenceno describers Their buddy chuckled, chatted, and tossed snowballs.	SB-2b & 2c. <u>He</u> <u>Their budd</u> <u>The snowm</u> <u>The snow stat</u> <u>The magical r</u> <u>Their creatic</u> <u>Miracle creatic</u>	<u>laugh</u> <u>gígg</u> an <u>howl</u> <u>ue</u> <u>chuc</u> nan <u>whoo</u> on <u>guff</u> i	ned <u>talked</u> Led <u>chatted</u> ed <u>communic</u> kled <u>expressed</u> ped <u>spoke</u> awed told	dflung hurled heaved	
S-2e & 2f. Three to five describers for new words <u>chuckled</u> <u>chatted</u> <u>tossed</u> heartilyjoyfully <u>excitedly</u> easilyeasilyeasilyloudlywillinglyeffortlesslyoftenhappilyferociouslyfrequentlynicelycarefully		Their b	w sentence with describ uddy loudly chuck , and excítedly toss	led, happíly	

Writing Bo	oxes Sample Seco	nd Paragraph (conti	nued)	
Writing Bo <> B-3a. Highlight words Then, he ran with the children into the town. <> B-3d. New sentenceno describers Later, he dashed with the kids into the village. <> B-3e & 3f. Three to five describers for new <u>dashed</u> <u>kids</u>	<>B-3b & 3c. The Then Next Afterward At that point Before Long On that Occasion Later	galloped	ubstitute words for the v <u>children</u> youths <u>group</u> juveníles band throng kíds	vords in the sentence <u>town</u> <u>Village</u> <u>hamlet</u> <u>cíty</u> <u>burg</u> <u>metropolís</u> townshíp
happíly excited b	large leasant eautíful tídy rearby	Later, he careles into the nearby		
The policeman told them to stop.	policeman officer constable	told ordered commanded	<u>them</u> the band the gang	<u>stop</u> pause stand
<> B-4d. New sentenceno describers <u>The officer ordered the group to</u> halt.	detectíve patrolman cop bobby	charged enjoined adjure directed	<u>the party</u> the throng <u>the group</u> the body	<u>halt</u> desíst balk waít
alarmed frantically bored firmly ob angry angrily s	v words group arefree <u>merry</u> Dlivíoius tubborn nergetic	<> B-4g. New senter <u>The alarmed of</u> <u>merry group to</u>	ficer frantically	ordered the

Writing Boxes Sample Second Paragraph (continued)						
<> B-5a. Highlight words They díd not run slower.	SB-5b & 5c. Three to five synonyms or substitute words for the words in the sentence <u>They</u> <u>run</u> <u>slower</u> <u>The band</u> <u>dash</u> <u>less rapidly</u>					
<> B-5d. New sentenceno describers The band did not gallop less rapidly.	The banddashless rapidlyThe gangsprintless fastThe bodyhurryless quicklyThe partygallopless swiftlyThe groupjogless speedilyThe throngboundmore slowly					
eager furía careless unex carefree har focused na	words <> B-5g. New sentence with describers allop					

Lesson C. Study Skills: Outline Third Paragraph

PoB-C Paragraph 3

The policeman went after them. The children soon stopped running. However, Frosty kept going down the street. He told everyone he would be back. Then, he went out of town.

words in the	our most important first sentence of the ph from the pas-	rtant columns. of the C-1c. Choose at least three to five* synonyms or substitute				
The policen	nan went after them.					
<> C-1e. Write a new	sentence from the giv	one you thin original wor	ave at least three to five* synonyms, choose the k sounds like the best substitute for each of the ds and highlight each one you choose.			
• O -I C . White a new	-	Sentence One (no d				
words you	ords you just changed i east three to five* desc listed	n your new sentence ribers for each of the	 ses. <> C-1h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided. 			
	describers in the colum		Paragraph 3: Sentence One (with			
Note: You may us Describers for	se a thesaurus or online ref Describers for	erence source it desired. Describers for	describers added)			
C-1g. Once you hat the one in e	ave three to five* deso ach column that you t					

C-2a. Now repeat that pro lighting the four mos words in the second the third paragraph passage (provided)	st important I sentence in from the	columns ar <> C-2c. Choose at I words for the	e words on the top line in the following nd underline them with a highlighter. least three to five* synonyms or substitute he words you just highlighted in the sentence. ynonyms on the lines below in the columns.
The children soon running.	stopped		
		one you think original word	ve at least three to five* synonyms, choose the sounds like the best substitute for each of the s and highlight each one you choose.
<> C-2e. Write a new senten	· ·	en one with your new Sentence Two (no de	
 *Note: Younger students may s C-2f. (1) Write the words you the lines. (2) Choose at least threwords you listed (3) Write these described 	u just changed ir	n your new sentence on ibers for each of the	 Ses. <> C-2h. Now write your new sentence again—this time with the describers you just highlighted added to it.
Note: You may use a the Describers De for	saurus or online re	ference source if desired. Describers for	Paragraph 3: Sentence Two (with describers added)
<> C-2g. Once you have three each column that you light each one.		d, choose the word in s the best and high-	*Older or more advanced students should write five words whenever possible.

words in the	our most important third sentence of the ph from the pas-	columns. <> C-3c. Choose at words for t	e words on the top line in the following least three to five* synonyms or substitute he words you just highlighted in the sentence. synonyms on the lines below in the columns.
However, Fi down the st	rosty kept going reet.		
	and the set of the set	one you thin original word	ave at least three to five* synonyms, choose the k sounds like the best substitute for each of the ds and highlight each one you choose.
<> C-3e. write a new	-	Sentence Three (no c	words (highlighted above). describers added)
*Note: Younger students	s may stop at this point	if your teacher so choo	ses.
C-3f. (1) Write the we on the lines (2) Choose at I words you I	ords you just changed east three to five* desc isted	in your new sentence cribers for each of the	C-3h. Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.
	describers in the colur a thesaurus or online re	nns beneath each word. ference source if desired.	Paragraph 3: Sentence Three (with describers added)
Describers for	Describers for	Describers for	
		scribers listed, choose think sounds the best.	*Older or more advanced students should write five words whenever possible.

C-4a. Now repeat that process lighting the four most im words in the fourth sente third paragraph from the (provided below).	portant ence of the passage C-4c. Choose a words for	se words on the top line in the following and underline them with a highlighter. t least three to five* synonyms or substitute the words you just highlighted in the sentence. synonyms on the lines below in the columns.
He told everyone he w back.	<i>rould be</i>	
<> C-4e. Write a new sentence fr	one you thi original wo	ave at least three to five* synonyms, choose the nk sounds like the best substitute for each of the rds and highlight each one you choose.
	agraph 3: Sentence Four (no d	
the lines. (2) Choose at least three to words you listed	changed in your new sentence o five* describers for each of the	n <> C-4h. Now write your new sentence again—this time with the describers you just highlighted added to it.
		Paragraph 3: Sentence Four (with describers added)
C-4g. Once you have three to each column that you the light each one.	five* listed, choose the word in ink sounds the best and high-	*Older or more advanced students should write five words whenever possible.

C-5a. Now repeat the full is a second sec	that process by high- our most important	<> C-5b. Write those columns.	e words on the top line in the following
words in the	fifth sentence of the	<> C-5c. Choose at	least three to five* synonyms or substitute
	ph from the pas-		the words you just highlighted in the sentence. synonyms on the lines below in the columns.
sage (provid	ed below).		
Then, he w	ent out of town.		
			ave at least three to five* synonyms, choose the k sounds like the best substitute for each of the
		original wor	ds and highlight each one you choose.
<> C-5e. Write a new	sentence from the gi	ven one with your new	v words (highlighted above).
	Paragraph 3	: Sentence Five (no d	escribers added)
*Note: Younger student	's may stop at this poin	t if your teacher so choo	ises.
<> C-5f. (1) Write the w	ords you just changed	in your new sentence	<> C-5h. Now put your new words along
on the lines			with the adjectives and adverbs
(2) Choose at words you	least three to five* des listed	cribers for each of the	together in a new sentence on the lines provided.
, , , , , , , , , , , , , , , , , , ,		nns beneath each word.	
	se a thesaurus or online re		Paragraph 3: Sentence Five (with
Describers	Describers	Describers	describers added)
for	for	for	
<> C-5a. Once you h	ave three to five* de	scribers listed, choose	*Older or more advanced students should
		think sounds the best.	

<>	> C-6 .	Write	all of	your fir	nal	sentences	from	each	page	of	Lesson	C or	n the	lines	provide	d as	one
		comp	lete p	aragra	ph.												

Sample of Paragraph Three With New Sentences and Describers

The angry patrolman closely followed behind the jolly band. The eager youngsters speedily and regretfully ceased madly dashing. Yet, the disobedient Frosty rebelliously continued sprinting down the long avenue. The optimistic snowman confidently announced to the crying children he would be returning. Afterward, the cheerful creature easily hurried out of the lucky hamlet.

Writing Boxes Sample Third Paragraph								
<> C-1a. Highlight words The policeman went after them.	policeman _patrolman	nree to five synonyms or su <u>went</u> <u>chased</u> <u>followed</u>	<u>after</u> behind	<mark>them</mark> the kids				
C-1d. New sentenceno describers The patrolman followed behind the band.		ran plodded sprinted lumbered	following later next afterwards back of	the children the band the rabblerousers the party the hooligans				
frustrated <u>carefully</u> c <u>furíous</u> <u>quíckly</u> bored <u>hotly</u> e	words <u>band</u> happy arefree jolly agerly xcited	<> C-1g. New sentence with describers The angry patrolman closely followed behind the jolly band.						
<> C-2a. Highlight words The children soon stopped running. <> C-2d. New sentenceno describers The youngsters speedily ceased dashing.	<> C-2b & 2c. Tr <u>children</u> <u>youngsters</u> kíds band group youths gaggle	rree to five synonyms or su <u>soon</u> <u></u>	bstitute words for the stopped ceased halted paused quít desísted concluded	words in the sentence <u>running</u> <u>dashíng</u> spríntíng joggíng amblíng dartíng hustlíng				
energetic <u>completely</u> <u>c</u> <u>eager</u> <u>sadly</u> <u>eager</u> <u>tired</u> <u>regretfully</u> <u>h</u> hot happily <u>in</u>	words dashing .razily agerly agerly appily .tently nadly	<> C-2g. New sentend The eager youngs ceased madly das	ters speedíly ai	nd regretfully				

Writ	ting Boxes Sam	ple Third Paragrapl	h	
<> C-3a. Highlight words However, Frosty kept going down the street.	C-3b & 3c. The However of the still sti	hree to five synonyms or si <u>kept</u> 	ubstitute words for the v going <u>sprinting</u> traveling	vords in the sentence <u>street</u> road híghway
C-3d. New sentenceno describers Yet, Frosty continued sprinting down the avenue.	Nonetheless Notwithstandi Withal Anyhow	— .		avenue roadway lane boulevard
energetic rebelliously sno scared carelessly sno rebellious excitedly be disobedient happily -	avenue cold w-covered long cautiful wide <> C-4b & 4c. Th	C-3g. New senten Yet, the disobedie sprinting down t nree to five synonyms or su told	nt Frosty rebellín he long avenue. ubstitute words for the v	vords in the sentence
He told everyone he would be back. <> C-4d. New sentenceno describers The snowman announced to the children he would be returning.	He the snowman Frosty the creature the monster the magical bein	<u>announced to</u> saíd to declared to ng explaíned to	everyone the children all the townspeople the villagers the spectators	<u>back</u> <u>returning</u> <u>reappearing</u> <u>coming again</u> <u>arrive once more</u> <u>home coming</u>
<> C-4e & 4f. Three to five describers for new snowman announced g	the snow guy words children sad sad curíous tíred cold ryíng	<u>revealed to</u> Sector control of the optimistic sn announced to the would be returning to the control of the control	owman confider crying children	0

Writing Bo	es Sample Third Paragraph (continued)	
<> C-5a. Highlight words Then, he went out of town.	C-5b & 5c. Three to five synonyms or substitute we <u>Then he</u> we <u>Next</u> <u>the creature</u> trav <u>Following this</u> <u>Frosty</u> hur	ent <u>town</u> veled the city
C-5d. New sentenceno describers <u>Afterward, the creature hurried</u> out of the hamlet.	<u>Afterward</u> <u>the snowman</u> ra There upon <u>the magical beast</u> <u>sprin</u>	nted <u>the burg</u> hed <u>the township</u>
<mark></mark>	ords mlet cky call cesting pld prised C-5g. New sentence with d Afterward, the cheer hurried out of the luce bud	ful creature easily

Checklist Challenge Revisions

Lesson A. Checklist Challenge I

- (A) You have been learning to write many things so far in *Meaningful Composition*, but writing paragraphs and essays is only half of the writing process.
 - 1. The other half--which is just as important as writing--is editing.
 - 2. You must learn how to check your own work, look for errors, correct the errors, add words and sentences that make things clearer and more interesting, and utilize many more editing and revising skills.
- (B) You already know how to edit more things than you realize you do.
 - 1. Think back to the last time you wrote something and read it aloud for your teacher or family.
 - 2. While you were reading aloud, did you see an error and want to just "correct it real quick"?
 - 3. Did mistakes stand out to you while you were sharing your writing?
 - 4. Then you are already an editor-in-training!
- (C) If you learn how to edit and correct your own work, you will become a better writer.
 - 1. You will not need to rely on your teacher or others to find your errors; you will be able to find them yourself.
 - 2. You will also do better on most testing situations if you learn how to edit.
- (D) Today you will just be learning some very basic editing skills that will help you for years to come.
 - 1. Work on becoming skilled at the few tasks you will learn each day this week.
 - 2. By the end of the week, you will amaze yourself at how good you are at making your paragraphs and essays great!
- (E) When you write essays containing a few paragraphs, you will need to know many editing skills.
 - 1. You will learn these over time by learning how to complete what is called the Checklist Challenge.
 - 2. Sometimes this book will call the Checklist Challenge CC for short.
- (F) The Checklist Challenge is a challenging checklist of editing items that you should do to your paragraphs to make them better.
 - 1. You will learn step by step how to do each of these items by doing them to paragraphs you have already written.
 - 2. If your teacher wants you to code your edits in your essay so she can find them more easily, you will need to study the coding information in the appendix of this book with your teacher.
- (G) The Checklist Challenge tells you what changes to make in your essay.
 - 1. It also has check boxes that you can check off after you do each item.
 - 2. Checking off and marking the check boxes and marking the changes in your paper is sometimes called "coding." Marking like this helps your teacher check your paper more easily.
- (H) For right now, check the boxes that have the word **ALL** written in them. This means that everyone using that Checklist Challenge should do each item (not just older or younger students).

Report to Use for Checklist Challenge Lesson

The male gorilla protects his family. One male is the head of the whole group.

He is nice to his group. However, he will not let other gorillas into his territory.

The male stands at the territory boundary and yells. He will fight anything or

anyone that comes in his area. Male gorillas are good protectors.

<> A-1. Choose one paragraph that you wrote earlier in this book (or use the gorilla one provided on the previous page), and pull it out of your notebook or photocopy it. You will use this paragraph this week and next week to Complete the Checklist Challenge.

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.

Series Focus on content errors at this time.

- (A) The first item of the CC has to do with listening for errors.
- (B) When you read your essay "in your head," you often miss errors because you read what you think you wrote, not what is really there. You may skip errors that you would find if you were reading it aloud.
- (C) Thus, the first item in the CC is to read your essay aloud (hopefully to someone else) and listen for things that do not sound correct.
- (D) You may also see errors at this time--maybe something that needs capitalized or something that is misspelled--and that is fine, but the real focus of this item is to **hear** mistakes.
- (E) You will be surprised how many errors can be heard!
- <> A-2. Do the first item (reading aloud and listening for errors) with your teacher for the paragraph you have chosen to edit in this lesson. Place a check mark in the box when you have completed it.

Lesson B. Checklist Challenge II

All

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--CAVES. Place a check mark in each CC box with a pen or pencil when this step is completed.

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject
- (A) You have learned earlier in this book what a sentence must contain in order to be a sentence. Do you remember CAVES?
- (B) It is good when you are first learning to write to check your sentences sometimes to be sure they are real sentences!

<> B-1. Check the sentences of your paragraph for CAVES, and check off the box when you are finished. Be sure to change any sentences that are not real sentences to make them into sentences.

All Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--OCCTI. Place a check mark in each CC box with a pen or pencil when this step is completed.

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

You have learned earlier in this book what a paragraph must contain in order to be a paragraph. Do you remember OCCTI? It is good when you are first learning to write to check your paragraphs sometimes to be sure they are real paragraphs!

<> B-2. Check your paragraph using OCCTI, and check off the box when you are finished. Be sure to change anything that keeps your paragraph from being a real paragraph.

Lesson C. Checklist Challenge III

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 the located verbs in your paper.**

Be sure to circle all of the following verbs (not just the sentence's main verb):

- 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 [to run] or to + BHL verb [to be])
- 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.
- (A) Today you will continue to learn how to make changes in your paragraph with the Checklist Challenge. We will start with something else you learned at the beginning of this book--verbs.
- (B) You have learned that there are **two main kinds of verbs--Be**, a Helper, Link verbs and action verbs. You have also learned that if a verb has a *to* in front of it, it is a verb (*to run*, *to be*, *to jump*).
- (C) One of the ways you can improve your paragraphs is to find as many of the verbs as you can and circle them with a highlighter.
 - 1. The reason you should learn to do this is because many of the other CC items have to do with those verbs.
 - 2. If you can spot your verbs easily, you will be able to do the other items more easily.
- (D) A quick review of verbs is in order so that you can find them in your paragraph.
- (E) Action verbs are words that show action.
 - 1. They tell what the subject of your sentence is doing.
 - 2. Anything you can *do* is an action--*write*, *jump*, *sing*, *sleep*, *stand*, *think*, *ride*, etc.

Be, a Helper, Link Verb Song ABCDEFG Be, a Helper, Link verbs, HIJKLMNOP Is, Are, Am, Was, & Were. QRSTUV Be, & Being, Been, Become, **WXYZ** Has, & Had, & Have are ones. Now I said my ABC's Can, Could, Shall, Should-they are fun Next time won't you sing with me? Will, Would, Do, Did, Does, & Done ABCDEFG May, Might, Must-they are some as well, HIJKLMNOP Appear, Look, Seem, Remain, Taste, Feel, & Smell

(F) The other group of verbs is Be, a Helper, Linking verbs. These are verbs that show being, not action.

<> C-1. Study the Be, a Helper, Link verb song. Practice singing it several times to remind you of what BHL verbs are.

- (A) When you are studying verbs, you have to remember that anytime you see a verb with a *to* in front of it, it is still a verb.
- (B) When you do the next CC item, do not worry about finding every verb--or getting some wrong. This item is not a test to see if you can find all the verbs. It is an exercise that will help you later. The more verbs you find and circle, the easier the other items in the Checklist Challenge will be.
- (C) At first it may be hard for you to find the verbs--especially the BHL verbs. Do not let that bother you. Just find as many as you can. You will get better and better at this as you complete the CC on your essays.

<> C-2. Complete the CC item above following these tips:

- (1) It might be easier for you to have your teacher read your essay aloud, while you listen for verbs, and you stop her when you hear a verb (or the other way around).
- (2) It also might be easier for you if you do all of the action verbs first, then do the BHL verbs.
- (3) You may want to look back in the BHL verb song for help.

Lesson D. Checklist Challenge IV

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	<u>Use</u>	Instead of	<u>Use</u>	Instead of	<u>Use</u>
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		

See Sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.

- (A) You will be glad that you circled as many verbs as you could find in the last assignment because in this lesson you are going to learn how to change boring verbs into interesting verbs.
- (B) **Sometimes we get stuck in "writing ruts.**" We just keep using the same words over and over again without thinking of any new words. The next item will get you thinking about new words!
- (C) Verbs are the forward motion of your sentences. Verbs make your sentences sing. If you have all boring verbs in your paragraph, your paragraph will be boring!
- (D) For the next revision, you will look at those verbs you circled earlier and try to find a boring one to change to something more interesting.
- (E) One way to do this is to say the sentence containing your boring verb aloud.
 - 1. Then try some other verbs that mean the same or almost the same--also reading it aloud with those in place of the boring one.
 - 2. See which one sounds best and means what you wanted your sentence to mean.
- <> D-1. Do the "change the boring verb" item. Be sure to place a check mark in the box when you have completed this item.

	Examples stringent meek courageous presumptuous	gracious meager fulfilling	lengthy valiant preoccupied	trusted understanding horrific	courteous trustworthy incapable	infallible horrendous significant
--	---	----------------------------------	-----------------------------------	--------------------------------------	---------------------------------------	---

- (A) Is your paragraph starting to sound more interesting?
- (B) You probably remember when you learned about describers earlier in this book. One of the describers you learned about is called an adjective.
- (C) Adjectives tell what kind, how many, and which one.
- (C) The best kind of adjectives to use are the ones that tell what kind. These are more interesting adjectives.
- <> D-2. Do the adjective item. Be sure to place a check mark in the box when you have completed this item.

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

- (A) Another one of the describers you learned about is called an adverb.
- (B) Adverb has the word verb in it, so what kind of word do you think an adverb describes?
- (C) If you said verb, you are right!
- (D) An adverb describes a verb. It tells how, to what extent, when, and where.
- (E) You can usually place an adverb before your verb or after your verb.
- (F) Read your sentence aloud with your chosen adverb before it, then after it. See which one sounds better.

<> D-3. Do the adverb item. Be sure to place a check mark in the box when you have completed this item.

Lesson E. Checklist Challenge V

Create a title, and put it at the top of the your paper. If you have already done this, you should still All "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 See 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.

(A) When you write longer essays--and even oftentimes when you write one paragraph essay--you will want your essays to have titles.

(B) A title tells the reader what he will be reading.

- 1. It whets his appetite to read the entire essay.
- 2. It makes the essay sound interesting to others. Titles are fun!
- (C) Making up titles for your essays is actually an activity many students like. It is fun to call your essay whatever you want--and whatever you think will most be interesting for your readers.
- (D) You can think of various categories of titles by looking at the list provided below.
- (E) For example, if you wrote a descriptive paragraph about your bedroom, you could possibly give it one of the titles listed below:
 - Something catchy: "Cool, Cozy, Crazy Bedroom"
 - Something comical: "Messy Room, Messy Boy"
 - Something bold: "Clean and Orderly"
 - A song or rhyme title or line : "Now I Lay Me Down to Sleep"
 - Something about character: "Diligence in Cleaning"
 - Other: "Bedroom for Three"
 - Informative: "Comfortable Room"

<> E-1. Do the title item. Be sure to place a check mark in the box when you have completed this item.

that rep	resents a		• •	anned Word		er (or place a check mark in each o
Banned V	Nord 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	
(1.1.1.	lot think	find soft	walk fast	said many	go find	

- (A) You have already learned how to change your boring verbs into stronger verbs. Besides weak verbs, you might have other words that are also boring and could be changed.
- (B) The next item you will be doing in the Checklist Challenge is looking for a word that is called a Banned Word.
 - 1. Banned Words are words that you should try not to use in your writing because people use them too much.
 - 2. You should also try not to use them because they are boring!
- (C) To do the next item, you will need to look through your paragraph carefully to see if you have any of the words that are "banned" in your paragraph.
- (D) If you find more than one, just choose the one that you think is the most boring and change it.
- <> E-2. Do the Banned Word item. Be sure to place a check mark in the box when you have completed this item.

Lesson F. Checklist Challenge VI

- All Add a sentence to the very end of your paragraph or essay that **restates the title** in some way. This is called the **closing sentence**. If you have done this, highlight it as directed by your teacher.
- (A) If you are not assigned a Closing Paragraph (or if your Closing Paragraph is not one that "wraps" up your essay, but more of a continuing paragraph), you will want to add a closing sentence. (Most Closing Paragraphs have a closing sentence already.)
- (B) For example, if your title was "Mueller, Man of Faith," you could close your essay with a sentence like the following: *Truly, George Mueller was a man of faith who did marvelous things for God.*
- (C) Some CC items say, "If you have already done this, highlight it as directed by your teacher."
- (D) For these items, you may just find them in your essay or report and highlight them (rather than adding something you already have).
- (E) You will see this note ("If you already have this...") for items that would be repeated too much if done again.
- (F) For example, you would not want your paragraph to have two closing sentences or two titles!
- <> F-1. Choose one of your earlier reports that does not have a strong closing sentence (or that has one that you would like to change), and write a new closing sentence for that paragraph on the lines provided below, using the technique you just learned about.

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.**

Sea You may choose to include Thesis Statement "Reloaded" that restates the title of your paper rather than the Thesis Statement--this would be the Title "Reloaded."

- (A) Another way to close your essay is to add a sentence to the end that restates your opening sentence in some way.
- (B) For example, if your opening sentence was *The badger is a wondrous creation of God*, you could close your essay with, *Now do you agree with me that the badger is a wondrous creation of God*?
- <> F-2. Choose one of your earlier reports that does not have a strong closing sentence (or that has one that you would like to change), and write a new closing sentence for that paragraph on the lines provided below, using the technique you just learned about.

Lesson G. Checklist Challenge VII

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 and sophisticated enough,* you should still "code" the CC check box(es) and the advanced words in your paper as directed by your teacher. +

Instead of:

deep

turn

loud

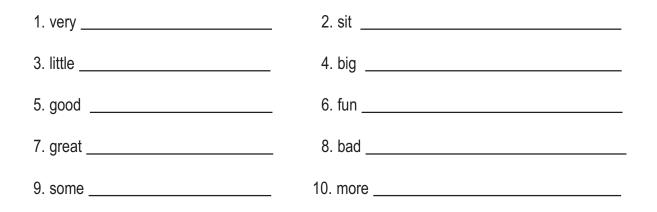
Instead of:	
tree	
kind	
grass	

<u>Use:</u> maple compassionate blades <u>Use:</u> bottomless swerve 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*.

- (A) A thesaurus is a book of words, sort of like a dictionary.
- (B) While a dictionary lists words and their spellings and definitions, a thesaurus lists words and their synonyms.
- (C) A synonym is a word that means the same or almost the same. You need to learn how to use a thesaurus well because it will help you greatly in your editing and revising.
- (D) When you cannot think of a better verb for one of your paragraphs, just look up the verb you have circled in your thesaurus and you will find a list of words beneath that one that mean the same as the one you are looking up. You can just choose the one you like the best that fits in your paragraph.
- (E) In this editing item, you will look for any kind of word in each paragraph that is weak.
- (F) This could be a describer, like wonderful, or a verb, like show.
- (G) Then you can look in the thesaurus and find a synonym.
 - 1. For example, instead of wonderful, you could use stupendous, terrific, awesome, incredible, etc.
 - 2. Instead of show, you could use display, instruct, teach, demonstrate, etc.
- (H) The thesaurus should be the writer's best friend.

<> G-1. Beside each word that is listed, write another word that is stronger and means the same or almost the same. You may come up with some on your own, but find at least four new words for this exercise in the thesaurus.



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 that will add more depth to your writing.

- (A) While writing is just the spoken word written down, we sometimes need to change how we speak or write--that is, expand our vocabulary in speech and writing so that we are not always using the same words over and over again.
- (B) This CC item will force you to think about words that you might use when you speak, but that you have never used in writing.
- (C) Maybe you use bigger, more interesting words when you speak than you do when you write because you do not know how to spell those longer words. Maybe when you write, you are just focusing on getting your thoughts down so much that you do not think of other words you could use.

<> G-2. Choose a different paragraph (that you wrote earlier in this book) to complete the following steps:

- (a) Find two words that you think could be stronger words.
- (b) Write the two sentences containing those words on the lines provided.
- (c) Find two stronger words in the thesaurus that you have never used in writing before, and write them in the sentences in place of the weak words.

Lesson H: Checklist Challenge VIII

All Add one SSS5—Super Short Sentence of five words or fewer. *If you have already done this,* you should still "code" the 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.
- (A) You learned earlier in this book about writing SSS5s.
- (B) While writing longer, more interesting sentences is good for students, it is also good to have sentence variety.
- (C) This means that you will have variety in your paragraph. All of your sentences will not be the same length. They will not all sound the same.
- (D) SSS5s help you make your sentences varied.

<> H. On the lines provided, write an SSS5 that could be added to a paragraph on each topic given.

Topic 1: Your bedroom

Topic 2: Favorite foods

Topic 3: Favorite free time activity

Topic 5: Seals

Topic 6: Your birthday party

Topic 7: Male gorillas

Topic 8: Why sisters and brothers should be best friends

Topic 9: About a time you helped others

Topic 10: About someone who is special to you

Lesson I. Checklist Challenge IX

All Start one or more of your sentences with an **adverb** (*ly* word or other adverb) (or more than one, according to your level). *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.

Examples

• Adverb opener: Consequently, there is no way for the creature to get loose.

· Adverbial clause or phrase opener: Directly assailing their victims, courageous predators 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).

- (A) You learned about kinds of describers earlier in this book.
- (B) One of the describers you learned about is called an adverb.
- (C) You might remember that adverbs describe verbs.
- (D) They tell how you are doing something.
- (E) You might also remember that you can put adverbs in various places in your sentences to make your sentences more interesting.
- (F) This revision is adding an adverb to the beginning of one of your sentences.
- (G) When you add a one word adverb opener to your sentence, it usually describes the main verb of your sentence.
- (H) It usually tells how you do or did something.
- (I) For example, Silently, the cat entered the room.
- (J) How did the cat enter the room?
- (K) Silently!
- (L) When you add a one word adverb opener, you should follow it with a comma.
- <> I. Add an adverb opener (one word adverb opener) to the beginning of each sentence. Be sure to follow it with a comma.

1.		the dog barked and barked.
2.		Jesus died on the cross.
3.		Paul and Silas sang and praised.
4.		bears and koalas are not the same thing.
5.		Jonah ran the other way.
6.		fruits and vegetables are good for you.
7.		Moses led the people of Israel.
8		the common rat comes from Norway.
9.		_ buffalo live in both Africa and America.
10.		children should obey their parents.
11.		siblings should love and support each other.
12.		the war for independence started in 1775.
13.		George Mueller trusted God.
	and his picture is on the five dollar	Abraham Lincoln was the sixteenth president, bill.
15.		slavery was allowed until 1865 in America.
	his picture is on the one dollar bill.	George Washington was the first president, and
17.		the white rhinoceros is not white.
18.		_ Davy Crockett died at the Alamo.
19.		tigers are being poached in many countries.
20.		tigers may become extinct.

- (A) Lastly, you should edit your essay with your teacher.
- (B) You do this last so that if you made any errors when you added words, phrases, and sentences through the Checklist Challenge, you can correct those too.
- (C) You may not be able to find many mistakes at first, but you will get better and better at it.
- (D) Editing and revising is an important skill to have.

Overview of Essay Over Given Material

This week you will be writing an essay over given material. That is, you will not find your own material to write from, but you will use material provided for you in this weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline over this passage.

An essay is similar to an Informative Report except an essay is less formal and is often narrative (re-telling) in nature as opposed to a report that is completely informative and often encyclopedia-like. This essay will be narrative, and in it you will re-tell the story of Dumbo.

- I. TOPIC OF ESSAY Sentence-by-Sentence Outline and Expository Essay over given material about Dumbo.
- 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

All students will write the number of sentences that each paragraph contains in the given passage.

*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 **<u>not</u>** write a separate Opening Paragraph this week.

V. CLOSING PARAGRAPH

You will **<u>not</u>** write a separate Closing Paragraph this week.

VI. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Introduction to the Sentence-by-Sentence (S-by-S) Outline
- B. Creating an S-by-S Outline
- C. Writing From a Sentence-by-Sentence Outline

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).

A. Introduction to the Sentence-by-Sentence (S-by-S) Outline

This section is provided to instruct the writing teacher (and student) in how to do an S-by-S Outline over given material (or over material the student or teacher secures). This section is written with our Directed Writing Approach; that is, a student (or teacher) may follow it and do the assignments throughout to learn how to write from an S-by-S Outline since he is "directed" every step of the way.

Students: You will learn many, many outlining techniques for writing in this book. Different types of writing are suited to different types of outlines. Thus, I will walk you through various prewriting strategies later in this text.

For instance, if you are writing a comparing/ contrasting essay about two different things and how they are alike or same, you might want to use the split paper outline technique in which you write notes about the one item on the left side of the page and your notes about the other item on the right side of the page. Then you can color code the information with a high-lighter to divide the material into paragraphs.

If you are writing a biographical report, you might want to use what is known as a formal outline (or at least part of a formal outline) to help you write chronologically. This allows you to put details of family members, dates, schools, locations, etc., beneath main points.

When you want to take notes about a topic for which you do not already know the information, you will want to be even more careful to take thorough notes. When it is time to write your essay or report, you want to be able to just look at your notes and write. If you have information missing from your notes, you will not be able to do that.

One way that you can organize information for writing several paragraphs (or fewer) about topics you need to research is known as the Sentence-by-Sentence Outline (S-by-S). In the S-by-S Outlining technique, you find a passage that has the information you want for your report or essay and take notes on the key words of each sentence to gather the information. Then later, you use those key words that you wrote to develop sentences of your own---and voila! you have your report.

Obviously, the S-by-S Outline approach is best for small passages of information containing all the material within it that you need for your report, although you may use the S-by-S approach to organize information that you gather from various sources--once you become accomplished at using this method. Both the S-by-S Outline over short passages as well as implementing that approach for original writing from multiple sources are taught in this book.

The key to making an S-by-S Outline is to **focus on the key words of each sentence**. You need to be able to look beyond the prepositional phrases and special clause openers and other distracters and see what the "real" sentence is about. You need to find the main subject and main verb of the sentence and be sure you include those as your key words--since those words are what the sentence is really about.

In this section, you will walk through a Sentence-by-Sentence Outline step by step. You will learn how to find the important words and how to know what words could be left out and still help you create an outline that you can write a report or essay from.

Writing a Sentence-by-Sentence Outline is not that difficult, but there are a few guidelines to follow:

- 1. One of these guidelines is that you must **limit the number of words that you use in each sentence of your Sentence-by-Sentence Outline.**
 - a. You must remember that when you are writing a report with information you get from books, magazines, and internet sources, the phrases, sentences, and paragraphs belong to someone else. Somebody besides you wrote them, and that person owns them. You want to be sure that you do not steal the author's words. (If you do use someone else's words directly, you must tell that those words belong to someone else via citing sources, quotations, and/or footnotes.)
 - b. If you limit the number of words you use for each sentence of your notes in the Sentence-by-Sentence Outline, you will be more likely to use your own words and phrases when you write your report from your notes--instead of using the original author's words. By only writing a few of the author's words in each sentence of your notes, you will force yourself to use your own words when you write--but the information you needed from another source (that you did not already know) will be in your Sentence-by-Sentence Outline in just a few words for each sentence.
- 2. The other guideline to creating a Sentence-by-Sentence Outline is that you can use numbers, symbols, and signs in your notes without including these in the total number of words that you are allotted for each sentence. Thus, you can use plus signs, minus signs, arrows, numbers etc., to help you understand the few words that you have written in your outline. You will comprehend this better as you see a Sentence-by-Sentence Outline done for you.

Study the box below to learn Sentence-by-Sentence Outlining Symbols (Box 2) that you might want to use in your outline to help you understand what your notes mean when you are ready to write--and to help you reduce the number of words that you need to use in your outlines.

Sentence-by-Sentence Outlining Symbols
Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):
+ can mean up, more, above, increase, better
= can mean the result of, the same as, is equal to, means, like, occurred
can mean <i>number</i> , <i>pound</i> , or <i>numeral</i>
Numbers can mean to (2), for (4), dates, and can also stand for time, etc.
→ can mean the result of, caused, said, showed, back, forward, front, to, like
@ can mean at, to, from
\$ can mean <i>money</i> , <i>cost</i> , <i>expensive</i>
∧ can mean <i>up</i> , <i>above</i> , <i>more</i>
++ can mean most important, more important
"" can be spoken words or special words
<, > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small Box 2

The lesson you will learn to write a Sentence-by-Sentence Outline from begins with "Creating an S-by-S Outline" on the following page. (Sometimes you will be given a passage, like in the one week assignments in this curriculum, and other times you will find a passage or source yourself to write from.)

Note: The passage for the teacher and student to use in order to learn the Sentence-by-Sentence Outlining method is given in the next part of this chapter ("Creating an S-by-S Outline--Overview"). The instructions, which are given to help the teacher and student understand the fundamentals of the S-by-S approach, are laid out in a multi-lesson format so the teacher may use it along with her student.

Teacher's Note: The ultimate purpose in learning to create S-by-S Outlines and write from them is to eventually **be able to find sources, merge their contents for report writing, and take notes/write from them--without plagiarizing.** This starts with our given passages (sources), controlled S-by-S Outlining lessons, and Checklist Challenges. **All of our elements come together to help build an outstanding writer!**

*Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph). P<u>'s</u>oB stands for Paragraph<u>s</u> of Body (more than one PoB).

B. Creating a Sentence-by-Sentence Outline--Overview and Lesson

Creating an S-by-S Outline -- Lesson One

The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.

The circus master was very angry. Jumbo was taken away from his mother. He was now called Dumbo and made to do a trick he did not like. He was made to fall off a platform. He landed in a pool of mud, and the crowd laughed. Dumbo was very sad, and he left the circus.

PARAGRAPH 3

PARAGRAPH

A robin said he would tell Dumbo how to fly. He had Dumbo jump off a cliff. At first, Dumbo fell, but then he flew! Dumbo returned to the circus. He stunned the people by flying during the next show. He was a star, and he was happy.

Study Skills/Prewriting: Sentenceby-Sentence Outline

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 that paragraph.
 - b. Write the topic of the entire paragraph on the topic line.
- 2. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3-5 words*** that would most help you to remember the content of the sentence.
 - b. Write those **3-5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- 3. Repeat these steps for all of the paragraphs and sentences in the passage.

* The number of words allotted for outlining each sentence will vary based on the length of each sentence in the passage. *Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph). P<u>'s</u>oB stands for Paragraph<u>s</u> of Body (more than one PoB).

Note: The instructions in the white text box (to the left) are all of the S-by-S Outline writing instructions together. Those instructions will be broken down and explained step-by-step throughout the remainder of this lesson.

The shaded text within the white instruction box (left) will indicate which part of the instructions we are working on in each lesson/page.

Paragraph '

The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.

You need to **first read the paragraph to yourself**--either aloud or silently. You need to get an idea of what the paragraph is about before you can take notes on it.

You will not just want to read the first sentence and then begin taking notes as you do not know what else the paragraph tells you about that topic.

Study Skills/Prewriting: Sentence-by-Sentence Outline

Follow these steps to write a Sentenceby-Sentence (S-by-S) Outline for this week's passage:

1. Read the first paragraph to yourself.

- a. Determine the topic of that paragraph.
- b. Write the topic of the entire paragraph on the topic line.
- 2. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3-5 words** that would most help you to remember the content of the sentence.
 - b. Write those **3-5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- 3. Repeat these steps for all of the paragraphs and sentences in the passage.

PARAGRAPH

The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.

Study Skills/Prewriting: Sentenceby-Sentence Outline

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 that paragraph
 - b. Write the topic of the entire paragraph on the topic line.
- 2. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3-5 words** that would most help you to remember the content of the sentence.
 - b. Write those **3-5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- 3. Repeat these steps for all of the paragraphs and sentences in the passage.

This step should not be difficult for you since you have probably already practiced writing Topic Sentences in earlier *Character Ink* books or other language arts studies.

When you wrote topic sentences, you had to look for what the entire paragraph was about. That is what you do when you write the topic of the entire paragraph on the lines. You **decide what the paragraph is about overall**, and you write that in sentence form or in note form.

Remember, **a paragraph is a unit of thought.** Everything in a paragraph should be about a topic--all parts of a paragraph should support, expand, describe, and/or elaborate on the paragraph's topic.

When you write the topic of the paragraph, you are not limited to a certain number of words. You will be writing this in your own words anyway, so you do not have to be concerned about stealing the author's words. These words should be what you see as the paragraph's main idea--what the paragraph is about.

For example, after reading the first paragraph, I may write the following on the topic line:

Paragraph One of Body

Topic of Paragraph 1 Jumbo gets in trouble

Topic of Paragraph Line

The **"Topic of Paragraph Line"** that is above each paragraph's outlining lines is **provided as a comprehension** *and* **a composition exercise**.

- (1) As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.
- (2) As a composition exercise, its merits are endless. It is one of the first keys that CI books use to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become unusually adept at knowing when a paragraph should end and a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the Sby-S Outline) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, a student may use as many words as he desires and may write phrases or complete sentences. Encourage your student to use this line to help him grow in his writing (and his reading comprehension). Paragraph

The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.

Sometimes it is hard to remember exactly which words you want to write down in your Sentence-by-Sentence Outline after reading the sentence. Sometimes you lose count of how many you think you are going to use. For those reasons, it is helpful for you to **highlight the words you will include in your outline.**

When you highlight the 3-5 words (or however many you are allotted), always try to use as few words as you can. In other words, if you are allotted 3-5 words, but the sentence is short, and you can remember what it means with only four words, just use the four words. This will help you rewrite the material in your own words and avoid stealing the author's wording.

While different writers want different words to remind them of what a sentence means, it is important to remember that **the base** (or "bare bones") of a sentence is made up of the main subject of the sentence and the main verb (the action that the main subject is doing). Other describers, clauses, phrases, etc. are helpful and informative, but if you do not know what the sentence is about and what that person or thing is doing, all the describers and clauses around it will not help you write a sentence.

Study Skills/Prewriting: Sentence-by-Sentence Outline

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 that paragraph.b. Write the topic of the entire paragraph on
 - the line.
- 2. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight 3-5 words that would most help you remember the content of the sentence.
 - b. Write those **3-5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- 3. Repeat these steps for all of the paragraphs and sentences in the passage.

Also, when you use the main subject and verb as part of the words you highlight, you do not have to worry about stealing the author's words. The subject and verb of the sentence are often generic--that is, anyone could come up with those.

Begin thinking about what the sentence is about---the subject---and what that subject is doing. Once you have those highlighted, you can think about where, when, how, how much, etc, the action took place and the details (describers) about the subject.

Look at the first sentence of the passage. You might want to highlight the following words:

The circus animals were amazed by the baby elephant's big ears.

*Note: Since you can use numbers in your outline without including them in your allotment of words, you may highlight the number words in the passage even if it means you will highlight more than five words. When you put a number (or word referring to a number) in your outline, you will substitute a symbol for it (i.e. four = 4; many = +++; more = >, etc.). This will help keep the number of words you actually use in your outline under the limit.

For example: by may become \rightarrow and big may become +++ in your outline

Paragraph

The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.

 Study Skills/Prewriting: Sentence-by-Sentence Outline Follow these steps to write a Sentence-by-Sentence (S-by-S) Outline for this week's passage: Read the first paragraph to yourself. Determine the topic of that paragraph. Write the topic of the entire paragraph on the topic line. Read the first sentence of the first paragraph and think about what it means. Highlight 3-5 words that would most help you to remember the content of the sentence. 	Once you have chosen and highlighted the words that you want to use in your outline, you may write those on the lines for Sentence 1. You might want to include an arrow from miner to seaport to remind you that the miner is going to the seaport. Sentence 1 <u>animals amazed \rightarrow baby elephant's +++ ears</u>
 b. Write those 3-5 words on the line provided for sentence one. 	
c. Repeat these steps for all of the sentences in the first paragraph.3. Repeat these steps for all of the paragraphs and sentences in the passage.	

Some students (and teachers) prefer to do the opposite and use only the student's original words (avoiding any words from the source) in their outlines and, thus, use those "student" words when they write the essay or report.

Once your student gets on to one method or the other, encourage him to outline any research-based material or given material in that way consistently--so he knows whether he should use words from his outline or completely new words when he writes.

Paragraph

The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.

Topic of Paragraph 1 Jumbo gets in trouble

Sentence 1 <u>animals amazed→ baby</u>

elephants +++ ears

Sentence 2 <u>Older →ears stíll + + + bíg</u>

Sentence 3 1 day, Jumbo chosen 4 show

Symbols in This Sentence-by-Sentence Outline Sample

Notice how the following abbreviations were used in the sample notes for

- 1. Arrow = used to show connections or what happened (animals amazed -- went, to, at, etc.)
- 2. +++ -- used to show size or importance (+++ ears or +++ big)

Study Skills/Prewriting: Sentence-by-Sentence Outline

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 that paragraph.
 - b. Write the topic of the entire paragraph on the topic line.
- 2. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight 3-5 words that would most help you remember the content of the sentence.
 - b. Write those 3-5 words that would most help you to remember the content of the sentence.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- 3. Repeat these steps for all of the paragraphs and sentences in the passage.

*Note: In Meaningful Composition (and all CI curricula), when a sentence is especially lengthy or contains difficult sentence structure, you will usually (depending on level) be told what to do with those special circumstances, such as in Sentence Three above in which the sentence is too long to outline in five words or fewer. Other special circumstances you will be alerted to and instructed in include semicolon, colon, dash, and quotation use; dialogue; and special compound and compound-complex sentences. Don't be concerned about this now--it is all spelled out for you and carefully explained in each S-by-S Outline lesson.

PARAGRAPH

The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.

Study Skills/Prewriting: S-by-S Outline

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 that paragraph.
 - b. Write the topic of the entire paragraph on the topic line.
- 2. Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight 3-5 words that would most help you to remember the content of the sentence.
 - b. Write those 3-5 words on the line provided for Sentence One.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- 3. Repeat these steps for all of the paragraphs and sentences in the passage.

You will continue in this manner with the rest of the passage. Keep in mind as you take notes that **these notes are for you.** You need to write down the key words that you think will best help you remember what the sentence meant. That might be different than the ones listed above--and it might be different than what your teacher or sibling would put. That's okay.

Did you remember one of the two guidelines of outlining: **Outlining is for you!**

Paragraph 2	The circus master was very angry. Jumbo was taken away from his mother. He was not called Dumbo and made to do a trick he did not like. He was made to fall off a platform. He lande in a pool of mud, and the crowd laughed. Dumbo was very sad, and he left the circus.			
	 Week 2: Now that you have walked through the first paragraph or miner passage, you are ready to create your own S-by-S Outline. (1) See if you can narrow the important words in each sentence (2) Be sure you highlight the 3-5 words in each sentence before will use as symbols or numbers as well) on the outlining lines. 	ce down to 3-5 words. re writing them (and highlight any words you		
Parag	raph Two of Body	Study Skills/Prewriting: Sentence-by-Sentence Outline		
Topic of Paragraph 2		Follow these steps to write a Sentence-by- Sentence (S-by-S) Outline for this week's pas- sage:		
Sentence 1		1. Read the second paragraph to your- self. a. Determine the topic of that paragraph.		
Sente	ence 2	 b. Write the topic of the entire para- graph on the topic line. 2. Read the first sentence of the sec- ond paragraph and think about what 		
Sente	ence 3	 it means. a. Highlight 3-5 words that would most help you to remember the content of the sentence. b. Write those 3-5 words on the line 		
Sente	ence 4	c. Repeat these steps for all of the sentences in the second para-		
	(You may use up to six words for Sentence Four.)	graph. 3. Repeat these steps for all of the para- graphs and sentences in the passage.		

*Note: In Meaningful Composition, when a sentence is especially lengthy or contains difficult sentence structures, you will usually (depending on level) be told what to do with those special sentences, such as in Sentence Four above in which the sentence is too long to outline in the allotted words. Other special circumstances you will be alerted to and instructed in include semi-colon, colon, dash, and quotation use; dialogue; and special compound and compound - complex sentences. Don't be concerned about this now it is all spelled out for you and carefully explained in each S-by-S Outline lesson. The circus master was very angry. Jumbo was taken away from his mother. He was now called Dumbo and made to do a trick he did not like. He was made to fall off a platform. He landed in a pool of mud and the crowd laughed. Dumbo was very sad, and he left the circus.

□ Week 2: A sample S-by-S Outline for the second paragraph is given below. Study it and compare the words listed to the words you highlighted in the passage.

Paragraph Two of Body

PARAGRAPH 2

Topic of Paragraph 2 <u>Dumbo suffers</u>

Sentence 1 círcus master + + + angry

Sentence 2 Jumbo taken from mother

Sentence 3 called Dumbo/do trick tike

Sentence 4 made 2 fall off platform

Sentence 5 landed → mud/crowd laughed

Sentence 6 Dumbo +++ sad/left círcus

Remember, your highlighting is not wrong. You have to use the words that most help you. However, when you compare yours to the given S-by-S Outline, be sure to look to see if you have the main subject and main verb of each of the sentences as you always need to know what the sentence is about and any action that took place.

Also, remember that you may use symbols in your outline too.

Paragraph 3	A robin said he would tell Dumbo how to fly. He had Dumbo jump off a cliff. At first, Dumbo fell, but then he flew! Dumbo returned to the circus. He stunned the people by flying during the next show. He was a star, and he was happy.		
C w	Yeek 2: Now you are ready to write the S-by-S outline for the third paragraph of the passage that vas provided for you. Follow the instructions listed in the white instruction box.	 Study Skills/Prewriting: Sentence-by-Sentence Outline <> 2. Follow these steps to write a Sentence-by-Sentence (S-by-S) Outline for this week's passage: 1. Read the third paragraph to yourself. a. Determine the topic of that paragraph. b. Write the topic of the entire paragraph on the topic line. 2. Read the first sentence of the third paragraph and think about what it means. a. Highight 3-5 words that would most help you to remember the content of the sentences. b. Write those 3-5 words on the line provided for Sentence One. c. Repeat these steps for all of the sentences in the third paragraph. 3. Repeat these steps for all of the paragraphs and sentences in the passage. 	
	graph Three of Body c of Paragraph 3		
Sentence 1			
Sentence 2			
Sentence 3			
Sentence 4			
	ence 5		

Sentence 6

C. Writing From an S-by-S Outline--Overview and Lesson

Writing From an S-by-S Outline--Lesson One

Composition/ Creative Writing: Write a Rough Draft From a Sentence-by-Sentence (S-by-S) Outline

Follow these steps for writing your report from your Sentencve-by-Sentence Outline:

- 1. Re-read the entire passage to recall its content.
- 2. Read your first line of notes and think about 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; remember to indent it.
- 5. Repeat these steps for each line of notes, writing on every other line.

Read your report aloud. Do you like the way it sounds?

□ Week 2: You are now ready to learn to write from the S-by-S Outline. Follow along as the steps are described in detail for you in the following pages.

*Note: The instructions in the box are all of the "rough draft writing" instructions. They are detailed and explained throughout the "lessons" of this section just like the "Create a Sentence-by-Sentence (S-by-S) Outline" lesson you just completed. If you write your Sentence-by-Sentence Outline on one day, then write your report a couple of days later, you might have trouble remembering what the passage was about. Thus, the first steps in writing from your Sentence-by-Sentence Outline is to **reread the entire passage.** This is not so you can memorize the passage! It is to **help you get an overview of the passage and recall its major concepts.**

Note: If re-reading the passage just before writing causes you to use the wording and the sentence structure of your source too much (rather than writing originally), skip this re-reading step entirely.

Composition/ Creative Writing: Write a Rough Draft From a S-by-S Outline

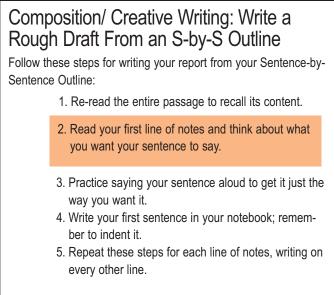
Follow these steps for writing your report from your Sentence-by-Sentence Outline:

- 1. Re-read the entire passage to recall its content.
- 2. Read your first line of notes and think about 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; remember to indent it.
- 5. Repeat these steps for each line of notes, writing on every other line.

Read your report aloud. Do you like the way it sounds?

PARAGRAPH 1

The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.



Read your report aloud. Do you like the way it sounds?

Now, you need to close the passage and focus on your notes.

This step tells you to read your first line of notes (for the first sentence) and think about the sentence you want to write. Of course, you should read the Topic of Paragraph 1 line to help give you an overview of the paragraph as well.

Paragraph One of Body

Topic of Paragraph 1 Jumbo gets in trouble

Sentence 1 animals amazed \rightarrow baby elephant's +++ ears

In this step, you begin writing your paragraph. Sometimes it helps you write better to say the sentence you are considering aloud before you write it.

Paragraph One of Body

Topic of Paragraph 1 Jumbo gets in trouble

Sentence 1 animals amazed \rightarrow baby

elephant's +++ ears

Possible sentences for line number one notes:

Composition/ Creative Writing: Write a Rough Draft From a Sentence-by-Sentence Outline

Follow these steps for writing your report from your Sentence-by-Sentence Outline:

- 1. Re-read the entire passage to recall its content.
- 2. Read your first line of notes and think about what you want your sentence to say.
- 3. Repeat these steps for each line of notes, writing on every other line.

Read your report aloud. Do you like the way it sounds?

The circus animals all exclaimed about the new elephant's gigantic ears.

or

The tiny elephant's incredibly large ears were the subject of much marveling by the rest of the circus animals.

Composition/ Creative Writing: Write a Rough Draft From a Sentence-by-Sentence Outline

Follow these steps for writing your report from your Sentence-by-Sentence Outline:

- 1. Re-read the entire passage to recall its content.
- 2. Read your first line of notes and think about 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; remember to indent it.

Read your report aloud. Do you like the way it sounds?

Lastly, the instructions tell you to follow the same method for the remainder of the paragraph and for all paragraphs of the passage.Then, they tell you to read your report to see if you like how it sounds.

The first paragraph of the passage has been re-written for you underneath each line of notes to give you an idea of how you can use the words and symbols you wrote (or that were provided for you, in this case) to write your own original paragraph.

Paragraph One of Body

Topic of Paragraph 1 Jumbo gets in trouble

Original Sentence 1 The circus animals were amazed by the baby elephant's big ears.

Sentence 1 Animals amazed \rightarrow baby elephant's +++ ears

Rewritten Sentence 1 <u>The circus animals all exclaimed about the new elephant's</u> gigantic ears.

Original Sentence 2 When he was older, his ears were still very big.

Sentence 2 Older \rightarrow ears still + + + big

Rewritten Sentence 2 Even when he grew up, his ears remained enormous

Original Sentence 3 One day, Jumbo was chosen to be in the show.

Sentence 3 1 day, Jumbo chosen 4 show

Rewritten Sentence 3 The director selected Jumbo for the performance one day

□ Week 2: Follow the instructions given in the box to rewrite the second paragraph of the pasage in your own words, using the Sentence-by-Sentence (S-by-S) Outline you were given for that paragraph earlier this week (also provided below). You may write on the lines provided, write in your notebook, or key it on the computer.

Composition/ Creative Writing: Write a Rough Draft From an S-by-S Outline

Follow these steps for writing your report from your Sentence-by-Sentence Outline:

- 1. Re-read the entire passage to recall its content.
- 2. Read your first line of notes and think about 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; remember to indent it.=

Read your report aloud. Do you like the way it sounds?

Paragraph Two of Body

Topic of Paragraph 2 Dumbo suffers

Sentence 1 Círcus master +++ angry

Sentence 2 Jumbo taken from mother

Sentence 3 Called Dumbo/do trick like

Sentence 4 <u>Made 2 fall off platform</u>

Sentence 5 Landed → mud/crowd laughed

Sentence 6 <u>Dumbo + + + sad/left círcus</u>

Composition/ Creative Writing: Write a Rough Draft From an S-by-S Outline

Follow these steps for writing your report from your Sentence-by-Sentence Outline:

- 1. Re-read the entire passage to recall its content.
- 2. Read your first line of notes and think about 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; remember to indent it.

❑ Week 2: Now use the Sentence-by-Sentence Outline you wrote from Paragraph 3 to write the final paragraph of your report on the lines provided (or in a notebook or on the computer).

Read your report aloud. Do you like the way it sounds?

Week 4: Introducing the Paragraph: Penguins & Seals

Five Parts--CAVES

Lesson A. A Paragraph Contains Sentences

- (A) You have learned to write well with sentences for several weeks now. Guess what? Now you will learn to write paragraphs. You will spend the remainder of this book learning to write paragraphs and short essays.
- (B) Just like you had to learn the parts of a sentence in order to write a sentence well, you also have to learn the parts of a paragraph in order to write a paragraph well. And just like you learned a trick for sentences (CAVES), you will learn a trick for paragraphs.
- (C) You probably recognize paragraphs. You might remember from other writing you have done that a paragraph is made up of a group of sentences.
- (D) Yes, this is true. A paragraph does contain sentences. However, there are certain guidelines that must be followed in order for a group of sentences to be called a paragraph.
- (E) For instance, is the following group of sentences a paragraph?

Friends are good to have. A puppy must be trained to obey. My van is red. Our grandpa is coming for a visit.

- (F) That group of sentences cannot be a paragraph! The sentences in that group are all about different topics! The sentences in that group do not go together.
- (G) A paragraph must contain sentences that are all about the same topic.
- (H) If a group of sentences has sentences all about different topics, it cannot be a paragraph.
- (I) Also, most of the time (except in dialogue with quotes or for other special emphasis), a paragraph needs to have three sentences or more.
- (J) Groups of words with only two sentences are not usually considered paragraphs.

<> A. For the groups of sentences provided below, write PAR if the group of sentences is a paragraph or NO PAR if it is not on the line following each one. Tell your teacher why the ones that are not paragraphs are not paragraphs.

Example:

Friends are good to have. A puppy must be trained to obey.

My van is red. Our grandpa is coming for a visit. No Par

Penguins live in the cold areas of the world. The mother penguin lays one or two eggs. The baby penguins hatch. The parents feed them food. The babies learn to fish and swim by themselves. Penguins are interesting birds.

Penguins live in the cold area of the world. The mother penguin lays one or two eggs.

God made the heavens and the earth. I like red trucks and green cars. I have a little puppy.

God made the heavens and the earth. He formed man from the dust of the ground. He made animals too. God is a great Creator.

Lesson B. Introducing the Five Parts of a Paragraph (OCCTI)

In order for a group of sentences to be a paragraph, it must have the following five things:

- (1) Opening sentence: A paragraph must have an opening sentence.
 - a. The opening sentence tells what the entire paragraph is about.
 - b. It does this by creatively introducing the topic.
 - c. If your paragraph is about loyalty in friendships, your opening sentence could be this: Loyalty is needed in friendships.
 - d. The opening sentence is sometimes called the **topic sentence**.
- (2) Closing sentence: A paragraph must have a closing sentence.
 - a. The closing sentence summarizes the paragraph.
 - b. It brings the topic to a close.
 - c. If your paragraph is about examples of loyalty in the world of nature, your closing sentence could be this: These animals all show loyalty just as we should in our lives.
- (3) Contains all the same topic: All of the sentences in a paragraph contain the same topic.
 - a. If your paragraph is about animals, you cannot have a sentence about trucks in it.
 - b. Your paragraph must be about whatever the opening sentence is about.
- (4) Three or more sentences: A paragraph usually has three or more sentences.
 - a. Well-written paragraphs usually contain at least three sentences.
 - b. The exception to this rule is when you are writing with quotations.
- (5) Indented: A paragraph must be indented.
 - a. On the first line of the paragraph, indent before you start writing.
 - b. An indention is two or three finger spaces.
 - c. This lets the reader know that a new paragraph has begun.
 - d. If you are typing your paragraph, you can just type all the way to the left of the page for every line, but put two spaces between each paragraph.

<> B-1. Fill in the blanks for OCCTI.

0	 	 	
C	 	 	
С	 	 	
Т	 	 	
I			

<> B-2. Memorize the acronym OCCTI, and recite it to your teacher.

Opening sentence Closing sentence Contains all the same topic Three or more sentences Indented

Lesson C. Reviewing the Five Parts of a Paragraph (OCCTI)

- (A) Do you remember the acronym that helps you learn what paragraphs are? Did you remember that the trick is called OCCTI?
 - 1. Opening sentence: A paragraph must have an opening sentence.
 - a. The opening sentence tells what the entire paragraph is about.
 - b. It does this by creatively introducing the topic.
 - c. If your paragraph is about loyalty, your opening sentence could be this: Loyalty is needed in friendships.
 - d. The opening sentence is sometimes called the topic sentence.
 - 2. Closing sentence—A paragraph must have a closing sentence.
 - a. The closing sentence summarizes the paragraph.
 - b. It brings the topic to a close.
 - c. If your paragraph was about the physical results of anger, your closing sentence could be: Anger causes many physical problems.
 - 3. Contains all the same topic—A paragraph must contain sentences about only one topic.
 - a. If your paragraph is about ducks, you will not include a sentence about anger.
 - b. Your paragraph must be about whatever the opening sentence is about.
 - 4. Three or more sentences—A paragraph must have three or more sentences.
 - a. The exception to this rule is when you are writing with quotation marks.
 - b. Excellent paragraphs contain at least five sentences.

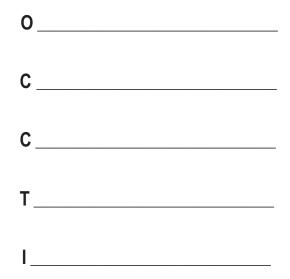
5. Indented—A paragraph must be indented.

- a. On the first line of the paragraph, you should move in a few spaces before you start writing.
- b. An indention is two or three finger spaces.
- c. An indention tells the reader that a new paragraph has started.
- d. When you are typing, you can replace the indention with a line in between each paragraph. This creates block paragraphs and looks more professional.
- (B) The acronym OCCTI will help you remember this.
 - **O**pening sentence
 - Closing sentence
 - Contains all the same topic

Three or more sentences

Indented

<> C-1. Be sure you can still recite OCCTI to your teacher, and tell her what each letter stands for.



<> C-2. For the sentences provided, number them in the order that you think they would sound good in a paragraph. Follow these tips:

- (1) Remember: The opening sentence will introduce the whole topic (baby seal being born to mother).
- (2) The sentences you put in the middle should support (or be about) the first sentence.
- (3) The sentence you put at the end should close or summarize your paragraph.
- _____ During all of this time, the mother seal is training the baby to take care of himself.

_____ A baby seal is born to his mother with black fur and blue eyes.

_____ After he is born, the mother seal takes care of her baby for a week.

While she is away, she comes back to check on him sometimes.

_____ After the week is up, she leaves him for a while.

Lesson D. Writing a Given Paragraph Using OCCTI

(A) By now, you probably remember the five parts of OCCTI.

(B) The letters of OCCTI stand for the parts of a paragraph:

Opening sentence Closing sentence Contains all the same topic Three or more sentences Indented

<> D. Write the paragraph you ordered yesterday following these steps:

(1) Have your teacher check the numbers you placed next to the seal sentences yesterday.

- (2) Begin with the sentence you labeled "1," indent a few spaces, then write it on the lines provided. This will be your O--**opening sentence**.
- (3) Write the rest of the sentences in the order you numbered them--in paragraph form.
- (4) Write on every other line of the lines provided.



Lesson E. Applying OCCTI to a Paragraph

- (A) Now that you have learned OCCTI and written a paragraph, you will learn to check your paragraph to see if it is truly has OCCTI.
- (B) Do you remember the five parts of OCCTI?
 - Opening sentence Closing sentence Contains all the same topic Three or more sentences Indented

<> E. Complete the following steps to check your seal paragraph for OCCTI:

- (1) Highlight the first sentence you wrote with a highlighter. Does this sentence tell what your paragraph is about? **Opening sentence**
- (2) With a different color, highlight the last sentence you wrote. Does this sentence close your paragraph? **Closing sentence**
- (3) Underline all of the support sentences (sentences within the body of your paragraph) you wrote with a different color highlighter if all of them are about the same topic (a mother seal taking care of or teaching her baby seal). Contains all the same topic
- (4) Count the number of sentences your wrote and write that total number beside your paragraph. Do you have at least three sentences? **Three or more sentences**
- (5) Draw an arrow showing indentation just before your first sentence. Is your paragraph indented? **Indented**

Week 5: Opening Sentence and Closing Sentence: Pruning Trees, Dolphins, & Deer Main Idea & Opening and Closing the Paragraph

Lesson A. Review of OCCTI and Introduce Topic Sentence

Do you remember what you learned about paragraphs last week? Review the parts of a paragraph using the OCCTI trick:

Opening sentence

Closing sentence

Contains all the same topic

Three or more sentences

Indented

<> A-1. In the paragraph provided, find OCCTI and label it according to the following instructions:

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence with another color.

Contains all the same topic: On the line provided, write the topic of the paragraph.

Three or more sentences: Count the number of sentences.

Indented: At the beginning of the paragraph, write an I

A raccoon is an intelligent animal, but he has no fear. He does not take danger seriously. He does not avoid risky situations. As a matter of fact, he is so curious that he will go right into peril. A raccoon studies sounds, smells, and sights that are new to him without hesitation. Other animals, like foxes, check to make sure the area is safe. The raccoon does not. He is a curious "bandit" that is not careful.

Topic of Paragraph:

- (A) In the paragraph above about the raccoon, you should have highlighted the first sentence as the opening sentence. When you write a paragraph, there should be one key sentence in it that tells what the entire paragraph is about. In OCCTI, this is the first item listed: **Opening Sentence**.
- (B) A paragraph or essay that is well-written will inform the reader early on what the subject of the material he is going to read is about. You will get better and better at this as you write more.

- (C) In reading class, you may have learned to "find the main idea" of a paragraph or group of paragraphs. If you can find the main idea of a paragraph (what the paragraph is mainly about), then you can write topic sentences for paragraphs or thesis statements for reports well.
- (D) Whether you call it the topic sentence or the opening sentence does not really matter. What matters is that when you write a paragraph or a group of paragraphs (like in an entire essay) you put a sentence or two somewhere near the beginning to tell the reader what he will be reading about.
- (E) If you are a good reader who likes to read a lot, you will be good at writing too. If you read a wide variety of materials (magazines, stories, factual books, etc.), you will be good at writing thesis statements (for reports) because you are used to reading them.
- (F) With your highlighter, highlight the closing sentence in the paragraph about the raccoon.
- (G) Sometimes you can tell what a paragraph is about by reading the last sentence of it. Some writers are good at summarizing the paragraph in the closing sentence.
- (H) This closing tells you that the entire paragraph was about raccoons not watching out for danger. This is true when you write multiple paragraphs too. You should have a sentence near the beginning (or at the beginning) of each paragraph that tells your reader what the entire paragraph is about--and a summary or punchy closing.

<> A-2. In the three paragraphs provided below in the paragraph boxes, highlight the topic sentence (or opening sentence) of each one.

The flowers on a tree or plant produce fruit. However, having more flowers Paragraph does not always mean more fruit. Too many flowers means there will be lots of little fruits that all want the water and other things the fruit needs to survive. When you have many flowers, you will get a lot of little fruits that do not taste good. If you cut off some flowers before they become fruit, the flowers left will get the nutrients they need. 2 Paragraph Some trees have more flowers than they need. For example, peach trees can have too many flowers, so they will have too much fruit and the fruit will be small. It would take 380 of these two-inch peaches to fill up a basket. They will not taste very good. Paragraph 3 Pruning helps trees produce the right amount of fruit. Peach trees that are pruned have some of the flowers taken off. This way, there will be fewer flowers and less fruit, but the fruit will be bigger and will taste better. It takes only 190 peaches for a pruned tree to fill a basket. People who own orchards carefully prune their trees, so they will get bigger, better fruit.

- (I) You should have highlighted the following sentences:
 - 1. The flowers on a tree or plant produce fruit.
 - 2. Some trees have more flowers than they need.
 - 3. Pruning helps trees produce the right amount of fruit.
- (J) In the first paragraph, is the main idea of the paragraph that trees and plants have flowers that produce fruit (and what this means for the tree)?
- (K) In the second paragraph, is the main idea of the paragraph that some trees have more flowers than they need (with peach trees as the example)?
- (L) In the third paragraph, is the main idea of the paragraph that pruning helps trees produce the right amount of fruit (fruit that is bigger and tastes better)?
- (M) You can see how the topic sentence (or opening sentence) tells what the entire paragraph's main idea is. It tells the reader, *This is what you will be reading about in this paragraph.*

<> A-3. Complete the following steps for each of the paragraphs provided:

- (1) Read each paragraph aloud or to yourself, focusing on what the paragraph is about.
- (2) Then think about the paragraph, and ask yourself overall who or what the paragraph is about.
- (3) Once you think you know the main idea of the paragraph, try to come up with a sentence that will summarize the main idea of the paragraph.
- (4) Remember, these paragraphs do not have topic sentences (or opening sentences) right now, though they do have closing sentences.

Example:

The mother seal takes care of her baby for a week. Then, she leaves him for a while to learn on his own. While she is gone, she comes back to check on him sometimes. All of this helps the baby seal learn to take care of himself.

Overall, what is this paragraph about? <u>Baby seal left by mother to learn to take</u> <u>care of self</u>

Possible topic sentence: <u>After a baby seal is born, the mother must do things</u> to help him learn to take care of himself.

Paragraph 1:

Baby seals learn to swim with other baby seals. They learn to catch fish together. They learn to get along with each other. Baby seals learn a lot from other baby seals.

Overall, what is this paragraph about:

Possible topic sentence:

Paragraph 2:

A dolphin breathes air through a hole in the top of its head. It is a warm bodied animal. It gives birth to live babies, instead of laying eggs. Dolphins are mammals, not fish!

Overall, what is this paragraph about:

Possible topic sentence:

Paragraph 3:

The mother dolphin protects her babies. The father dolphin teaches the babies how to obey. Sometimes a father dolphin has to spank a baby dolphin. It does this by biting its tail. Baby dolphins must be protected and taught.

Overall, what is this paragraph about:

Possible topic sentence:

Paragraph 4:

The baby deer stays with its mother for two years until it can live on its own. During its time with its mother, the fawn has to learn how to obey and how to find the signs of danger. If the baby does not obey its mother, it can get attacked by wild animals and die. It must stay close to its mother.

Overall, what is this paragraph about:

Possible topic sentence:

Lesson B. Topic Sentences and Supporting Sentences

- (A) You have been studying the five parts of a paragraph (OCCTI), and hopefully you will always put all five things in the paragraphs you write.
- (B) Yesterday, you learned about the importance of the topic sentence (or opening sentence) that tells your reader what the entire paragraph is going to be about.
- (C) Once you have decided what your entire paragraph will be about, you can write your topic sentence. Then you must write the rest of the sentences in your paragraph.
- (D) In OCCTI, you learned that the paragraph must have all the same content (Content all the same). One way you can do this is to be sure that all of the sentences in your paragraph do one of the following:
 - (1) Elaborate on your topic sentence or
 - (2) Expand your topic sentence or
 - (3) Support your topic sentence or
 - (4) Explain your topic sentence or
 - (5) Further your topic sentence
- (E) That might sound confusing to you. If you just remember that sometimes the sentences following the topic sentence are called supporting sentences, you will understand more about the sentences in your paragraph.
- (F) Since the sentences after the topic sentence are often called supporting sentences, these sentences should support the topic sentence or opening sentence.
- (G) In the paragraph you wrote earlier about your bedroom, you began with a general sentence about your bedroom, then you added other sentences that were about the first sentence. These sentences supported the first sentence. Then you ended your paragraph with another general sentence about the topic--kind of a summary of what you think about your bedroom.
- <> B-1. A topic sentence (or opening sentence) is given above each group of sentences. Highlight the sentences that could be supporting sentences for that topic sentence.

Example:

Topic Sentence (or opening sentence): Baby seals like to play with other baby seals.

They learn to swim together.

A baby seal likes to be alone.

A baby seal catches fish alone.

They learn to catch fish together.

They learn to get along with each other.

Dolphins breathe through a hole.

1. Topic Sentence (or opening sentence): A dolphin is actually a mammal, not a fish.

It is a warm bodied animal.

The father spanks the baby dolphins.

A dolphin breathes through a hole in the top of its head.

It gives birth to live babies.

Its enemy is the shark.

It does not lay eggs like fish.

2. Topic Sentence (or opening sentence): Ants are diligent insects.

Ants do not wear out for several years.

Bees sting.

Ants can travel far to get food.

Ants are everywhere.

Ants organize to work together.

3. Topic Sentence (or opening sentence): The dolphin parents protect and teach their babies.

Dolphins are mammals.

The mother dolphin protects her babies.

Dolphins are not fish.

The father dolphin teaches the babies how to obey.

Sometimes a father dolphin has to spank the baby dolphin.

Seals have brown fur.

4. Topic Sentence (or opening sentence): **Moses' mother hid him in a special basket to keep him safe.**

She hid him because she did not want Pharaoh to hurt him.

Moses led the children of Israel out of bondage.

She put his basket in the Nile River.

His sister Miriam watched him as he floated on the river.

Moses told Pharaoh to let his people go.

<> B-2. Choose one of the sets of sentences you highlighted from above and use them to write your own paragraph on the lines provided. Complete the following steps:

- (1) Indent a few finger spaces and write the topic sentence from the set of sentences you chose.
- (2) Number the sentences you highlighted from the sentence set you chose in the order that you think the sentences would sound best.
- (3) Directly following the topic sentence (or opening sentence) you just wrote, write these numbered sentences beginning with number one, one after another, in paragraph form.(Be sure the given topic sentence is the first sentence of your paragraph.)

<> B-3. Extension--Complete the steps from <> B-2. for another paragraph using another set of sentences provided in <> B-1.

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Lesson C. Supporting Sentences and Closing Sentences

- (A) You have learned all about topic sentences (or opening sentences) and supporting sentences. However, when you write, **you do not just want to end your paragraph abruptly**.
- (B) That is where the closing sentence comes in. It is good when you are just writing a paragraph to end your paragraph with a summary of your sentences or a snappy sentence that your readers enjoy.
- (C) Look at the paragraphs you studied earlier this week listed below. Highlight the last sentence in each paragraph.

Paragraph 1:

After a baby seal is born, the mother must do things to help him learn to take care of himself. The mother seal takes care of her baby for a week. Then, she leaves him for a while to learn on his own. While she is gone, she comes back to check on him sometimes. This helps the baby seal learn to take care of himself.

Paragraph 2:

Baby seals like to be around other baby seals. Baby seals like to play with other baby seals. They learn to swim together. They learn to catch fish together. They learn to get along with each other. Baby seals learn a lot from other baby seals.

(D) Do you see how the closing sentence kind of "closes up" each of the paragraphs? Do you see how it summarizes what was written in the paragraph?

<> C-1. Flip back to yesterday's assignment and complete the following steps:

- (1) Read the topic that you chose to write about.
- (2) Read the supporting sentences that you wrote to go with that topic sentence.
- (3) Come up with a good closing sentence that goes with the topic sentence you chose and the supporting sentences you wrote, and write it on the lines provided.

Closing Sentence

<> C-2. Extension--On the lines provided, write a closing sentence for the second paragraph you wrote yesterday.

<> C-3. Optional --

(1) Edit your paragraph (or two) from above with your teacher

(2) Write a final copy of the paragraph (or two) on the lines provided.

Section II

Personal Writing

Weeks 6 & 7

Lesson A.

<> A. Follow the steps provided to write your own informative paragraph:

- (1) Choose one of the opening sentences and closing sentences given below. (Do not choose a subject you have already written about earlier.)
- (2) Write the opening sentence (topic sentence) on the lines provided on the next page. Be sure to indent since this will be the beginning of a paragraph.
- (3) Do any research online or out of other factual books to gather information to use for your supporting sentences. (If you have not looked in sources for information before, you might want to choose a topic that you already know about.)
- (4) Write at least three supporting sentences following the topic sentence that you wrote.
- (5) When you are done writing your supporting sentences, write the closing sentence provided for you.

	Paragraph Topics	
	Opening Sentence (or Topic Sentence)	Closing Sentence
Set #1	Beavers are large, brown, furry animals	. Beavers are interesting animals!
Set #2	Mary Slessor had much compassion for the people she served.	.She truly spent her life serving others.
Set #3	Amy Carmichael went to India to help others	Amy loved to serve the children.
Set #4	George Mueller learned to trust God throughout his life	.Truly, George Mueller lived a life of faith.
Set #5	Dogs are fun pets to have	.Canines are great creatures!
Set #6	Cats make good house pets	. Cats are great housepets for all people.
Set #7	Spiders have an interesting way of getting around	.They have to learn to trust the wind and God!
Set #8	is one of the most likeable	Yes, I love the movie
	animated movie characters	because of the main character

(6) Write on every other line.

Week 6: Paragraph Writing	: Fill-in-Blank Outlining	Personal Essay
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Lesson B. Outlining a Personal Paragraph

- (A) You have been writing interesting paragraphs with information that has been given to you (as in the seal and dolphin paragraphs). Now you will write another paragraph with information that only you know!
- (B) We will call this a personal paragraph--because it is personal. You will be learning to write things about yourself that nobody else but you can write. When you are older, you will write not only personal paragraphs but also personal essays--entire essays that are about things that only you know.
- (C) For example, later you might write a personal essay about how you can be a better brother or sister or a personal essay about how you became a Christian. People enjoy reading personal essays.
- (D) For today, you will write a topic sentence that tells the reader what he or she will be reading about (you!). Then you will write sentences that tell about yourself.

<> B. Follow these steps to write sentences that you will include in your personal paragraph:

- (1) Come up with a good, clever topic sentence (opening sentence) that tells the reader that he or she will be reading a personal essay about you following these steps:
 - a. Do not just say, "This is a personal paragraph about me" or "This paragraph is about me" or "You will read about me."
 - b. Try to think of something that is snappy, like "Reading about someone can tell you a lot about who that person is. For instance," (Then you can add your first supporting sentence there.)
 - c. Look ahead to the subjects you will be writing about to help you think of what kind of topic sentence to write since you want your topic sentence to reflect what your paragraph will be about.
- (2) Once you have written your topic sentence, you are ready to write the sentences that you will include in your personal paragraph. Follow these steps:
 - a. On the lines below each topic, write a sentence about that topic as it pertains to you.
 - b. Be sure you write it from your point of view. In other words, you will use the word *I* throughout it. "I was born on...." and "My favorite pet is my dog Barney."
 - c. Be sure you write complete sentences (using CAVES if needed). Do not just write your name on the "Your Name" line; write a complete sentence like, "My name is Donna Marie Reish."
 - d. When you get to the "Closing Sentence" lines, consider the topic sentence you wrote and the supporting sentences you wrote, and come up with a closing sentence that finishes or ends your paragraph in an interesting way.

Opening Sentence	(Topic Sentence)	for Personal	Paragraph:
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Subjects for You to Write Sentences About:

Your Name:

Your Birthdate:

A Description of Yourself:

Your Favorite Animal or Pet:

Closing Sentence:

Lesson C. Writing a Personal Paragraph

Now that you have the sentences written for your personal paragraph, you are ready to put them all together.

<> C. Follow the steps below to write a paragraph using the sentences you wrote in the last assignment:

- (1) Re-read your topic sentence to be sure that you have it worded the way you want it in your paragraph.
- (2) Re-read your supporting sentences to be sure that they support your topic sentence. Change any of these according to your topic sentence, as needed.
- (3) Have your teacher review your sentences with you to be sure that everything is spelled correctly, punctuated properly, and written well.
- (4) Number all of the supporting sentences in the order that you think they would sound best following your topic sentence. (Just write the number above each sentence you wrote.)
- (5) Write your paragraph on the lines provided below, following these steps:
 - a. Write on every other line.
 - b. Write your topic sentence from the last assignment, being sure you indent it a finger space or two.
 - c. Write the rest of your sentences (your supporting sentences) in the order that you numbered them in the last assignment.
 - d. End with your closing sentence.

Week 6: Paragraph	Writing: Fill-in-Bla	nk Outlining Personal	Essay

Lesson D. Early Revising Skills

- (A) You will learn later in this book (and in future *Meaningful Composition* books) about how to revise and edit your papers.
- (B) Writing an essay is only half of the work.
- (C) The other half is editing and revising--and making your paper ready for sharing with others.
- (D) You will be learning many editing and revising skills in a checklist called the Checklist Challenge, but for right now, you will learn just a few key things to improve your essay right away.
- (E) The first thing you will do to revise and edit your paper is to read it aloud.
- (F) Many students read their papers silently while they edit them. They look for mistakes while they read the essays to themselves.
- (G) This works for some mistakes, but two things can happen when you do this:
 - 1. You read in your head what you think it says rather than what it really says.
 - 2. You skim over errors that you would find if reading aloud---if you heard those errors.
- (H) While you read your paper aloud, keep your editing pen handy! Pen in changes and revisions that you think need to be made. Consider reading your paper aloud to someone else at this stage, too.
- (I) This might make your paper look messy, but most of the time when you edit and revise your paper, you will eventually make a final copy. (Maybe sometimes you can talk your teacher into keying in your final copy for you!)
- (J) After you read your paper aloud, you will read it again silently, looking for spelling errors.
- (K) Students often do not want to find spelling mistakes because they do not want to have to learn to spell those misspelled words!
- (L) Whether you are a strong speller or not has nothing to do with whether you are a strong writer. Those are two very different skills.
- (M) You really need to get into the habit of "seeing wrong spellings." That is, you should edit often and carefully enough that you can see when a word is misspelled.

- (N) Maybe you will know how to correct it--and maybe you will not. That isn't the point. The point is, Can you see that something isn't quite right?
- (O) You can always get help in spelling the words correctly once you find the misspelled words.
- (P) Next, you will check to be sure that all of your sentences are real sentences.
- (Q) You learned a lot about this when you learned about CAVES earlier in this book.
- (R) Each of your sentences should have all five parts of CAVES.
- (S) After you check for CAVES, you will check for other punctuation.
- (T) There are many ways to do this. You will start out with these two:
 - (1) Make sure that each of your sentences has an end mark. You probably already found any of these problems when you checked for CAVES.
 - (2) Read your sentence aloud and listen for pauses. Usually when you hear a pause, you need a comma. You can get your teacher to help you with this more.
- (U) Finally, you will look for ways to improve the words in your sentences.
- (V) You have been told over and over in this book that writing is just the spoken word written down. This is true.
- (W) However, you should also try to branch out in your writing--use words you don't normally use.
- (X) Try to think of words that mean the same or almost the same for some of the less interesting words you have written.
- (Y) Just try to use the best words throughout your paragraphs--and not use the same ones over and over again.

<> D-1. Complete the following steps for the paragraph that you wrote in <> C. of this week--and pen in any errors you find in your essay:

- (1) Read your entire paragraph aloud and listen for errors that you can find only when you hear your paper read.
- (2) Look through your paragraph for spelling errors.
- (3) Check to be sure that all of your sentences are real sentences, using CAVES if needed.
- (4) Check the punctuation of your sentences. Be sure that each sentence has an end mark, and read your paper aloud to listen for pauses where you should insert commas.
- (5) Look for ways to improve the words in your sentences.
- <> D-2. Write the paragraph that you revised with the list above on the lines provided in your best penmanship, or ask your teacher to type it and glue it or tape it into your book, if desired.

Week 6: Paragraph	Writing: Fill-in-Bla	nk Outlining Personal	Essay

Week 7: Paragraph Writing: Mapping Outline--Personal Favorites

Opening & Support Sentences; Mapping a Paragraph; Personal Paragraph

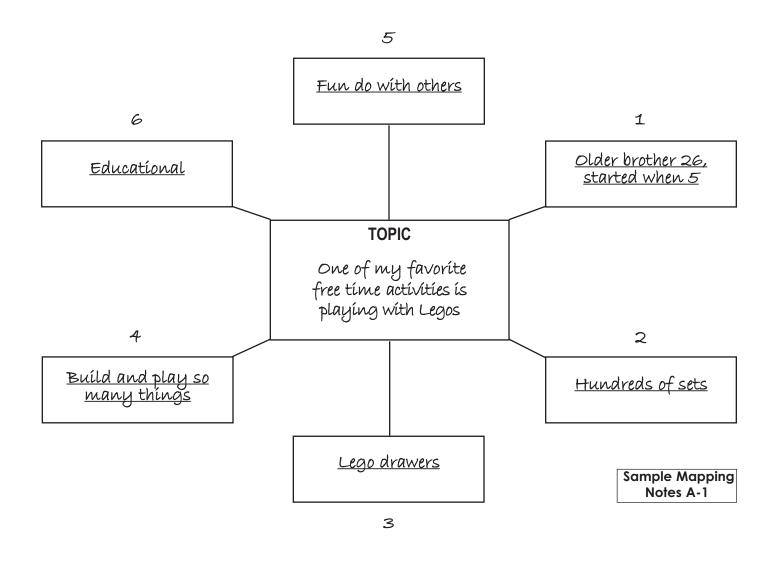
Lesson A. Mapping Original Paragraph One

A-1. Read the Sample Mapping Notes and Sample Personal Paragraph provided (Sample A-1)

<> A-2. Follow the steps below to write mapping notes for a paragraph you will write on the blank map provided (Map A-2).

- (1) Finish the opening sentence provided for you in the middle of the next page.
- (2) Write supporting sentence information (notes) on the lines around the topic sentence. Remember, these sentences should support the opening that you already wrote.
- (3) If you want to add more than four supporting sentences, you may add more lines beside the opening sentence and write your other sentences notes there.
- (4) Be sure that your supporting sentences tell more information (or support) your opening sentence.
- (5) Look at the sample about Legos that has been done for you.

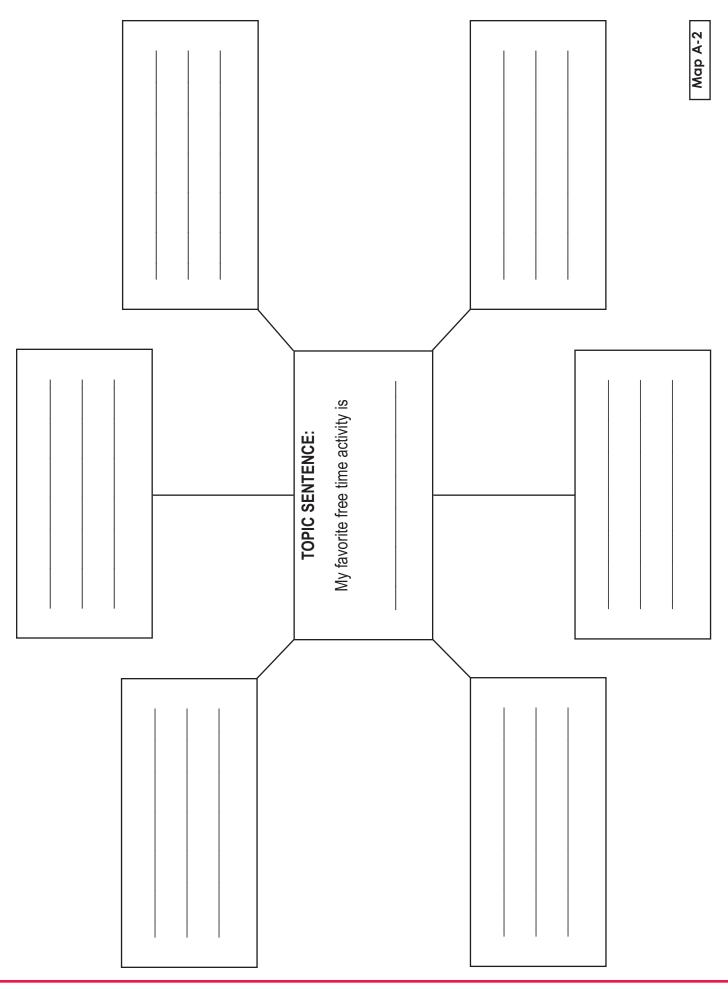
Sample Mapping Notes



Sample Paragraph

One of my favorite free time activities is playing with Legos. My older brother is twenty-six. He started our Lego collection when he was only five years old. That's twenty-one years worth of Legos! We have hundred of sets of Legos stored in plastic Lego drawers. You can build so many things with Legos. Besides being fun to do by yourself and with others, Legos are educational.

> Sample Personal Paragraph A-1



Lesson B: Paragraph Writing from Mapping Notes

<> B. Follow the steps below to write a paragraph using the mapping notes (about your free time activity) you wrote in the last assignment:

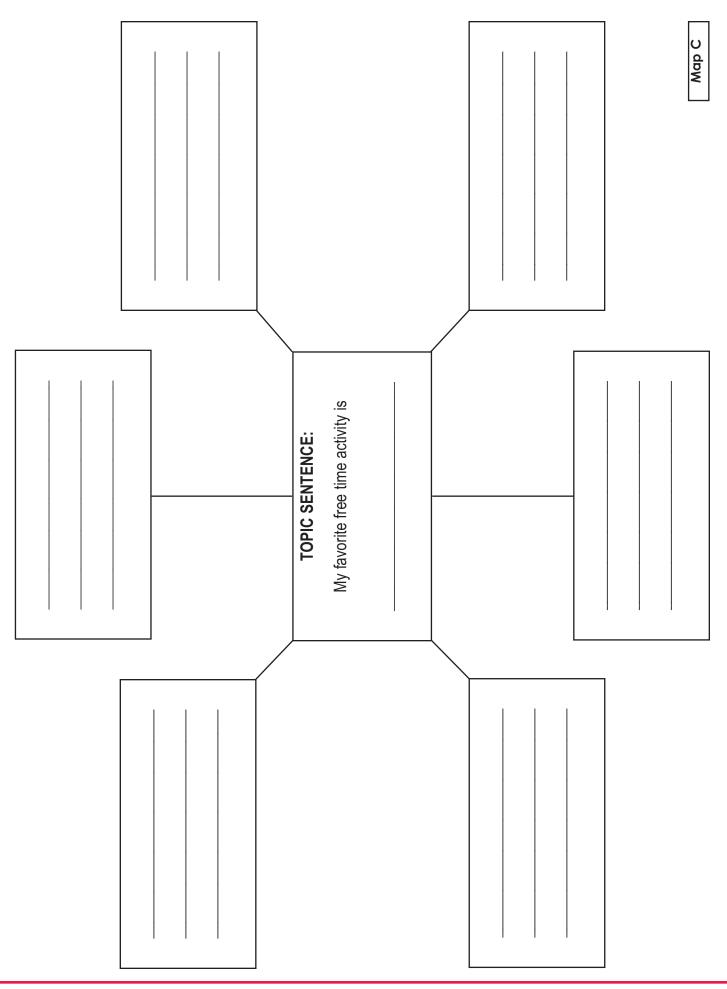
- (1) Re-read your opening sentence notes to be sure that you have the information you want in your paragraph.
- (2) Re-read your supporting sentence notes to be sure that they support your topic sentence statement. Change any of these according to your topic sentence, as needed.
- (3) Have your teacher review your sentence notes with you to be sure that everything is spelled correctly, punctuated properly, and written right.
- (4) Number all of the supporting sentence notes in the order that you think they would sound best following your topic sentence. (Just write the number above each supporting sentence you wrote in the mapping boxes.)
- (5) Write your paragraph on the lines provided below, following these steps:
 - a. Write on every other line to allow space for editing later.
 - b. Write your opening sentence from the middle of the previous page first, being sure you indent it a finger space or two.
 - c. Write the rest of your sentences (your supporting sentences) in the order that you numbered them in the mapping exercise.
 - d. Read through all of the sentence notes of your paragraph and decide how you will close your paragraph. What would be a good, snappy, interesting closing sentence that sums up your whole paragraph or restates your opening sentence? Write that last.
- (6) Read the sample Lego paragraph (Sample Personal Paragraph A-1) provided for you to see how the Lego notes from the previous example were used.

Lesson C. Extension -- Mapping Original Paragraph Two

<> C. Extension--Follow the steps below to write mapping notes for another paragraph you will write on the blank map provided (Map C).

- (1) Finish the opening sentence provided for you in the middle of the next page.
- (2) Write supporting sentence information (notes) on the lines around the topic sentence. Remember, these sentences should support the opening that you already wrote.
- (3) If you want to add more than four supporting sentences, you may add more lines beside the opening sentence and write your other sentence notes there.
- (4) Be sure that your supporting sentences tell more information (or support) your opening sentence.
- (5) Look at the sample about Legos (Sample Map A-1) that has been done for you.

Note: This is provided again for students who want to practice another paragraph.



Week 7: Paragraph Writing: Mapping Outline--Personal Favorites

Lesson D: Extension -- Writing from Mapping Notes

<> D. Extension--Follow the steps below to write another paragraph using the mapping notes (about your free time activity) you wrote in the last assignment:

- (1) Re-read your opening sentence notes to be sure that you have the information you want in your paragraph.
- (2) Re-read your supporting sentence notes to be sure that they support your topic sentence statement. Change any of these according to your topic sentence, as needed.
- (3) Have your teacher review your sentence notes with you to be sure that everything is spelled correctly, punctuated properly, and written right.
- (4) Number all of the supporting sentence notes in the order that you think they would sound best following your topic sentence. (Just write the number above each supporting sentence you wrote in the mapping boxes.)
- (5) Write your paragraph on the lines provided below, following these steps:
 - a. Write on every other line to allow space for editing later.
 - b. Write your opening sentence from the middle of the previous page first, being sure you indent it a finger space or two.
 - c. Write the rest of your sentences (your supporting sentences) in the order that you numbered them in the mapping exercise.
 - d. Read through all of the sentence notes of your paragraph and decide how you will close your paragraph. What would be a good, snappy, interesting closing sentence that sums up your whole paragraph or restates your opening sentence? Write that last.
- (6) Read the sample Lego paragraph (Sample Personal Paragraph A-1) provided for you to see how the Lego notes from the previous example were used.

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Lesson E. 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 your paragraph.

For example:

- 1. Question: What is a fun activity that you do with small bricks?
- 2. One word statements: Red. Blue. Yellow. Bricks. Legos are fun for everyone!
- <> E-1. Outline your Opening Thesis Statement-Plus (to be attached to your paragraph on the lines provided:
- <> E-2. Write your Opening Thesis Statement-Plus (to be attached to your paragraph on the lines provided.

Lesson F. Outline and Write Closing Sentence

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 characters appeared in your essay. This will be attached to the end of your paragraph.

Examples:

- 1. Thesis Statement "Reloaded:" Write a different version of your opening sentence.
- 2. Ask a question challenging the reader to agree with you.
- <> F-1. Outline your closing sentence or sentences (to be attached to your paragraph) on the lines provided:

<> F-2. Write your closing sentence or sentences (to be attached to your paragraph) on the lines provided.

Lesson G. Optional--Composition and Editing: Edit and Revise Using the Checklist Challenge

<> G. 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 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 list of the CC Chart.

Lesson H. Composition: Final Copy Original Personal Essay

- <> H-1. Write the final copy of your paragraph in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> H-2. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your paragraph since you completed the Checklist Challenge?

Checklist Challenge for Week 7: Paragraph Writing

Opening & Support Sentences; Mapping a Paragraph; Personal Paragraph

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).

AII ALL LEVELS
B BASIC LEVEL only
Optional OPTIONAL Your teacher will decide whether you should complete this task or not, based on your grammar/usage level.

All E

Read your sentences 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.**

Same Focus on content errors at this time.

All E

Circle each **verb** in each sentence with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words) as further directed. "Code" the CC box(es) 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 on 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 one. 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 E

Change one of the "boring" verbs in one of your sentences 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.

		7 1			
Instead of	<u>Use</u>	Instead of	<u>Use</u>	Instead of	<u>Use</u>
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		

See 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 one of your sentences. You may select one from the list below or choose one of your own. "Code" the CC box(es) 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	curiously	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.

All E

Add one descriptive **adjective** to one of your sentences. 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 adjectives in your paper.**

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

An adjective is a describer that describes a noun or a pronoun. It tells whose, which one, how many, or what kind. You should add descriptive adjectives--those that tell what kind--though often clarifying adjectives are needed to tell the reader which one. (These are normally inserted during writing.)

All E

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your sentences, 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	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.



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: "Lovable Legos"
- · Something comical: "Let Go of My Legos"
- · Something bold: "Bricks!"
- · A song title or line: "A Few of My Favorite Things"
- A Scripture: "Build Your House on the Rock"
- · Something biblical: "Building Blocks of Life"
- · Something informative: "Legos Are Awesome"
- · Something about character: "Teamwork and Teaching"
- Other: "Legos: A Favorite Activity"

E 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-letteror-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.

All E

Е

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.

Add one interjection to the beginning of one of your sentences, or add a new sentence with an interjection in it (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 interjection in your paper as directed by your teacher.

Punctuate appropriately

- Follow it with a comma: Yes, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.
- Same Interjections include words from the following rhyme:
 - My, well, oh!
 - Wow, yes, no!



Add one **prepositional phrase opener** to one sentence (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 and the prepositional phrase opener 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.
- 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.

AIIE

Edit your sentences with your teacher. Make sure you have done all of the following items to each sentence:

- 1. Did you put a capital letter at the beginning of the sentence?
- 2. Did you put an ending punctuation mark at the end of the sentence?
- 3. Does the sentence "sound" correct when you read it aloud?
- 4. Do you have proper nouns in your sentence that need to be capitalized?
- 5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Section III

Writing Multi-Paragraphs From Given Sources

Weeks 8 & 9

Week 8: Writing a Multiple Paragraph Sentence-by-Sentence Outline Essay **Dolphins Show Concern**

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

Paragraph 1	The dolphin let loose a shrill, long cry. It had strayed from its pod, and it was now under fierce attack from a shark. Less than a mile away, a different pod of dolphins was resting. They heard the cries and immediately headed for the scene of trouble.
Paragraph 2	Dolphins live in pods groups of dolphins that live together and take care of each other. Dolphins don't just take care of others in their pods. Dolphins will help anyone in danger.
Paragraph 3	A pod of dolphins can come to the rescue of a dolphin that is being attacked by a shark. They work together fearlessly and fight the shark. They don't stop until the shark is dead or it swims away.
Paragraph 4	If dolphins see another dolphin that is injured, they'll come to its aid. Since a dolphin breathes through a hole on the top of its head, it needs to be able to get to the surface of the water often. If a dolphin is hurt and unable to get to the top of the water, other dolphins will help it get up there. They will hold the injured dolphin up as long as it needs them.
Paragraph 5	Dolphins do not care who they save. They have been known to rescue humans, other dol- phins, and even dogs. Helping is what dolphins do! <i>Creation Corner Coloring Book</i>

- <> 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 3–5 words that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
 - (3) Repeat these steps for all of the paragraphs and sentences in the passage.

Extension--Paragraph of Body A

Topic of Parag	Topic of Paragraph One						
Sentence 1							
Sentence 2							
Sentence 3							
Sentence 4							

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

Topic of Parag	Горіс of Paragraph Two						
Sentence 1							
Sentence 2							
Sentence 3							

All--Paragraph of Body C

Topic of Paragraph Three					
Sentence 1					
Sentence 2					
Sentence 3					

All--Paragraph of Body D

Topic of Paragraph Four				
Sentence 1				
Sentence 2				
	(You may use up to eight words for Sentence Two.)			
Sentence 3				
	(You may use up to six words for Sentence Three.)			
Sentence 4				

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

Fopic of Paragraph Five					
Sentence 1					
Sentence 2					
Sentence 3					

Lesson B. Composition/Creative Writing: Write a Rough Draft From an S-by-S Outline Over Given Material

<> B-1. Follow these steps for writing your rough draft essay from your S-by-S 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 essay 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

<> C. 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 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 <u>not</u> familiar with CI's Checklist Challenge, and you feel that you need more help on it than this book provides, you may desire to use a "How to Do the Checklist Challenge" Product from the CI Store or Teachers Pay Teachers.

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 (Re-Telling) 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?

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). <u>OR</u>
 - 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 boxes 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 preferred 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 C

Checklist Challenge for Week 8: Writing a Multiple Paragraph S-by-S Outline Essay

Dolphins Show Concern

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).
 - AII 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.



Read your essay 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.

See Focus on content errors at this time.



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 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.

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	<u>Use</u>	Instead of	<u>Use</u>	Instead of	<u>Use</u>
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		

See 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

Error 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.

All	All	All
All	E	

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							
/ery	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		
	very say ask	very big say bad ask lot	very big really say bad little ask lot find	very big really good say bad little want ask lot find walk	very big really good great say bad little want see ask lot find walk said	very big really good great fine say bad little want see look ask lot find walk said go	

*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.)

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

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	

E 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.

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 essay. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.

E	Banned Word List					
V	/ery	big	really	good	(
S	say	bad	little	want		
a	ask	lot	find	walk		
S	sit	think	soft	fast		
+1	1 . //			14/1		

All

Checklist Challenge for Week 8: Writing a Multiple Paragraph Sentence-by-Sentence Outline Essay

All

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: "Fin's Friends"
- Something comical: "Helper Dolphin"
- Something bold: "Dolphin Pods"
- A song title or line: "A Dolphin Tale"
- A Scripture: "Not Alone"
- · Something biblical: "Love of a Friend"
- · Something about character: "Courage in the Water"
- Something informative: "A Dolphin's Survival"
- Other: "Dolphin Cry"
- Ser 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-letteror-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. *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* 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. *If you have already done this,* you should still "code" the CC check box and the Thesis Statement "Reloaded" as directed by your teacher.

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

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.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
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	E	

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.

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



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.

Week 9: Sentence-by-Sentence Outline Essay Over Given Material

Paragraph 1

Paragraph 2

Paragraph 3

Lesson A. Study Skills/Prewriting: Sentence-by-Sentence (S-by-S) Outline

Edison, the famous inventor, heard of George Washington Carver and offered him a large amount of money to come and work for him. Many times Henry Ford also offered Carver significant sums to come to Dearborn in Michigan, but Carver refused all of these offers. George did not want money. He was happy helping people. A few years before he died, he gave all the money he had to start the George Washington Carver Museum.

The museum is interesting to visit. There today, you can see some of the incredible things he did in "God's little workshop." (That is the name that George gave to his workplace.) The old tools he used are there too, such as a few broken bottles, a cup, and an inkwell.

With simple tools like these, Carver made silk from the bark of poplar trees, rope from cornstalk fiber, and paper from okra. Miracle after miracle came out of that little workshop, all because a humble boy wanted to feel like he was working with God no matter what the cost.

<> 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 **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for Sentence One.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) **Repeat these steps** for all of the paragraphs and sentences in the passage.

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

Topic of Para	graph One
Sentence 1	
	(You may use up to six words for Sentence One.)
Sentence 2	
	(You may use up to six words for Sentence Two.)
Sentence 3	
•	
Sentence 4	
Sentence 5	

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

Topic of Parag	agraph Two	 	
Sentence 1		 	
Sentence 2		 	
Sentence 3		 	
Sentence 4		 	

Extension--Paragraph of Body C

Topic of Paragraph Three	
Sentence 1	
Sentence 2	

(You may use up to seven words for Sentence Two.)

Lesson B. Composition/Creative Writing: Write a Rough Draft From an S-by-S Outline Over Given Material

Solution Solution Solution

- (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 essay 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

<> C. 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 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 book provides, you may desire to use a "How to Do the Checklist Challenge" Product from the CI Store or Teachers Pay Teachers. 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?

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). <u>OR</u>
 - 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 boxes 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 preferred 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 C

Checklist Challenge for Week 9: S-by-S Outline Essay Over Given Material

George Washington Carver

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 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 E

Read your essay 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.

See Focus on content errors at this time.

All All E

Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words) as further directed. "**Code**" **the CC box(es)** 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.)
- Indu, uo, uoes, etc.)

• Infinitives--to + verb (to +action verb on 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 one. 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 E

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 box(es) 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	curiously	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:

zzampies.					
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

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.

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: "Carver's Carvings"
- · Something comical: "Where's the Money?"
- Something bold: "God's Little Workshop"
- A song title or line: "Something Beautiful"
- A Scripture: "The Love of Money is the Root of All Evil"
- Something biblical: "Close to the Lord"
- · Something about character: "Working With Your Hands"
- · Something informative: "Carver Museum"
- Other: "Beautiful Museum"

E 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-letteror-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.

All

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* 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. *If you have already done this,* you should still "code" the CC check box and the Thesis Statement "Reloaded" as directed by your teacher.

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

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 E

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

Server 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.

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

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.

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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.

Section IV

Story Writing

Weeks 10 - 12

Week 10: Original Animal Antics Story

Character Development, Setting, Lessons Learned

Overview of Animal Antics--Story Development

You will be writing a Creative Writing piece in this lesson. A Creative Writing piece is one in which you create something.

I. TOPIC OF ASSIGNMENT

This Creative Writing assignment is one in which you will create a story. In this story, you will write about an animal(s) that gets into trouble mischief.

You may choose to have your main character be one of the following or someone else entirely different-- but remember this is "animals only" and animated/whimiscal, not true to life. (Think Paddington, Corduroy, Mickey Mouse, Three Little Kittens, etc.)

- A. Mouse/mice
- B. Kitten
- C. Doas
- D. Hedgehog
- E. Monkey
- F. Others

II. NUMBER OF PARAGRAPHS* IN THE BODY OF YOUR STORY

- A. **Basic** students will write **2 paragraphs** for the body (P'soB).
- B. Extension students will write **3 paragraphs** for the body (P'soB).

III. SENTENCES PER PARAGRAPH

- A. Basic students will write <u>4-6</u> sentences* per paragraph.
- B. Extension students will write <u>6-8</u> sentences per paragraph.
- IV. Note: You may always choose to write fewer sentences per para-graph but more total paragraphs in any CI writing assign-ment, with your teacher's permission.

IV. OPENING PARAGRAPH

Students will <u>not</u> write a separate Opening Paragraph for your story. You will set the stage/scene right from the beginning, just like the model does.

V. CLOSING PARAGRAPH

Students will <u>not</u> write a separate Closing Paragraph for your story. You will close your story as you write the entire piece, so it flows better.

VI. SOURCES

Students are not required to have sources for this story. If you need to research for your story, you may do so from any source that helps you find the needed information.

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).

Sample Outine	
(1) Choose Character: Morty, church mouse	
(2) Lesson: Obey first time so not get hurt	
(3) Supporting Character: Mattie mousefriend also not obey	
(4) Other Characters: Mama Mouse, Papa Mouse, Mr. Jones, Church grounds keeper	
(· / · · · · · · · · · · · · · · · · ·	
Paragraph One's Action: Morty told play inside	
Sentence 1: Morty awoke ready to play	
Sentence 2: Mama and Papa warned stay inside	
Sentence 3: Mr. Jones raking	
Sentence 4: <u>Agreed ran to get Mattie</u>	
Paragraph Two's Action: Morty and Mattie played outside anyway	
Sentence 1: <u>2 mice/decide outside/ snuck out</u>	
Sentence 2: <u>Playing leaves heard noise</u>	
Sentence 3: Good time, heard tube blowing them	
Sentence 4: <u>Held on all might</u>	
Deve sweet by Thurse's A stickers Almost hours and a superior valianced	
Paragraph Three's Action: Almost hurt and parents relieved	
Sentence 1: <u>Mama yelled out</u>	
Sentence 2: <u>Mr. Jones turns machine</u>	
Sentence 3: mice ran back	
Sentence 4: Papa arms around mama	
Sentence 5: <u>Mama crying</u>	
Sentence 6: <u>Overjoyed see boys</u>	
Sentence 7: Papa reminds obedience	
Sentence 8: Morty sorry Sentence 9: Learned lesson Box	
Sentence 9: Learned lesson Box	A-1

Sample Story

One fall day Morty, the church mouse, awoke in a cheerful mood, ready to play. Mama and Papa Mouse said Morty could go play with Mattie but that they both had to stay inside to play for today. Mr. Jones was raking and cleaning leaves. Morty agreed and ran to find Mattie.

The two ornery church mice decided it would be more fun to play outside, so they scurried through their secret tunnel and out the crack between the back door and back wall. Just when they were having a great time running in the big pile of leaves made by the church groundskeeper, they heard it. Mr. Jones had a huge blowing tube pointed toward their pile of leaves--and right at them! Morty and Mattie found some bushes nearby and held onto some vines with all their might.

Suddenly, they heard Mama Mouse yelling for them frantically. Soon, Mr. Jones turned his machine the other direction. Quickly, the two little mice ran back through the path they had used to get outside. Papa was there with his arms around Mama. She was crying, sure that her little Morty was blown away with the leaves. They were overjoyed to see the two mischievous boys. Papa reminded the boys about the importance of obedience. Morty said he was sorry he had disobeyed. And he learned an important lesson--disobedience leads to danger!

Lesson A. Study Skills/Prewriting: Outline Original Story

- <> A-1. Read this week's passage aloud with your teacher.
- <> A-2. Read the Sample Outline and Sample Story provided on the previous page (Box A-2).

Note: Your story may be one paragraph or more than one paragraph long. The sample is three paragraphs long.

<> A-3. Outline your story by following the steps below:

- (1) Choose a character (animal) that you would like to write a story about.
 - a. This character will be an **animal that learned a lesson**, just like Morty in the passage.
 - b. This character will be learning a lesson in your story.
 - c. Write your animal's name and the kind of animal he or she is on the lines.

Your animal's name

- (2) **Choose a lesson that your character will learn** and write the lesson on the lines. You may choose one of the following:
 - a. Lesson about orderliness
 - b. Lesson about obedience
 - c Lesson about following through precisely on a command
 - d. Other lesson?

My character's lesson

- (3) Choose a supporting character to "help" your character learn his lesson.
 - a. Your supporting character **might be your character's owner** if your main character is a domestic animal, like a farm animal, indoor pet, outdoor pet, aquarium, small pet, etc.
 - b. Your supporting character **might be your character's parent** if your main character is a wild animal, such as a deer, a lion cub, or a bunny.
 - c. Your supporting character **might be another animal that helps your character**, like Charlotte in the book *Charlotte's Web* helps Wilbur or the dog Shadow helps Chance in *Homeward Bound*.
 - d. Write your supporting character(s) and his relationship to your main character on the lines:

Supporting character(s) and relationship

- (4) Choose other characters, if you desire.
 - a. You may choose a character who tries to distract your character from doing right.
 - b. You may choose more barnyard friends.
 - c. You may choose more animal friends in the wild.
 - d. Write your other characters' names and roles on the lines provided:
 - Other characters and roles

- (5) You will be taking notes for your story on the lines provided. Follow these steps:
 - a. Write only notes.
 - b. Each line of notes will be one sentence worth of information for your story.
 - c. Your teacher will help you choose the order you want. Write your notes in the order your story will be.
 - d. Your teacher will help you write your story, but plan to not have anyone saying something directly.
 - i. You should not use quotation marks unless your teacher wants you to. ii. Just say,
 - (a) Morty said he was sorry he had disobeyed--not Morty said, "I'm sorry I disobeyed."
 - (b) The owner yelled for Gus to stop--not The owner yelled, "Gus stop!"
 - Note: If you would like to create a two paragraph story, you may. Optional lines are provided.

All--Paragraph of Body A

ppic of Paragraph One
entence 1
entence 2
entence 3
entence 4
entence 5
entence 6
stensionSentence 7
tensionSentence 8

All--Paragraph of Body B

Topic of Paragraph Two
Sentence 1
Sentence 2
Sentence 3
Sentence 4
Sentence 5
Sentence 6
Extension-Sentence 7
ExtensionSentence 8

Extension--Paragraph of Body C

Topic of Paragraph Three
Sentence 1
Sentence 2
Sentence 3
Sentence 4
Sentence 5
Sentence 6
Extension-Sentence 7
ExtensionSentence 8

Lesson B. Composition and Revising: Writing a Rough Draft Story

- <> B-1. Read this week's passage with your teacher:
- <> B-2. Using your notes from earlier this week, write your story about your character learning a lesson.

Note: Be sure to indent the first sentence of your first paragraph.

Lesson C. Composition and Revising: Complete the Checklist Challenge for Original Story

- <> C-1. Read this week's passage with your teacher:
- <> C-2. Complete the following steps in last week's rough draft of your story, using the Checklist Challenge provided at the end of this week's lesson.
 - 1. Do each one of each item for each sentence or paragraph you wrote, as indicated in the Checklist Challenge.
 - 2. Highlight each item you put in your story as you complete it.
 - 3. Check off each box in the Checklist Challenge after each one is completed.

Lesson D. Composition and Revising: Final Copy of Your Story

- <> D-1. Read this week's passage aloud with your teacher.
- <> D-2. You may write the final copy of your story.

Checklist Challenge for Week 10: Original Animal Antics Story

Character Development, Setting, Lessons Learned

Complete the Checklist Challenge by using these guides:

- · Determine which check boxes apply to your level.

 Each box will in 	dicate the number of c	hanges that ne	eed to be comp	leted (normally or	ne box for each p	aragraph).	
AII ALL LEVEI	LS						
B BASIC LE	VFL only						
	IN only						
Optional OPTION	AL Your teacher will d	lecide whether y	ou should comp	lete this task or not	t, based on your gr	ammar/usage level.	
All Opt	that sound u	inclear. Be s	ure to read a	aloud. You will "	hear" errors you	her, listen for sente a would otherwise not step is completed.	
	©≕ Foc	us on content	errors at this	time.			
All Opt	change your the same w Be sure to • Ac • Be had	r verbs and to ray that you o circle all of the tion verbsshow , a Helper, Link d, do, does, etc.	add adverbs coded your I following verbs v what the subje verbs (BHL)be)	(<i>ly</i> words) as fu ocated verbs in : ct does	rther directed. " n your paper. nking verbs (is, are	This will make it easi Code" the CC box(e , am, was, were, has,	
	Ch ea	allenge. Howe ch word, fearl	ver, do not get ul of missing a	t discouraged if y	you miss one. Yo you look for the	cial later in the Checkl ou do not need to labor verbs, the better you od CC items.	over
All Opt	one from the	e list below or		of your own. "Co		g" verb. You may s xes in the same way	
	Instead of found coming go said look walk list look	Use discovered visiting hasten to announced examine saunter enumerate scan	Instead of looking sit asked write answered lie become see	Use appearing recline interrogated pen responded stretch out develop determine	Instead of run talk lay lie play talk work add	Use sprint communicate recline deceive frolic proclaim toil enhance	

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

instruct

help

assist

teach



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 box(es) 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	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

Image: Second secon

All Opt

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 the added adjectives in your paper.

Examples					
meek n	gracious	lengthy	trusted	courteous	infallible
	neager	valiant	understanding	trustworthy	horrendous
	ulfilling	preoccupied	horrific	incapable	presumptuous

Image: An adjective is a describer that describes a noun or a pronoun. It tells whose, which one, how many, or what kind. You should add descriptive adjectives--those that tell what kind--though often clarifying adjectives are needed to tell the reader which one. (These are normally inserted during writing.)

All Opt

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraph, 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.)

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: "Morty's and Mattie's Massive Mistake"
- · Something comical: "Beware of Blower"
- · Something bold: "Stay Safe!"
- · A song title or line: "Blown Away"
- A Scripture: "Obey Your Parents"
- · Something biblical: "Don't Be a Fool"
- · Something informative: "Morty and Mattie Disobey"
- Something about character: "Obey"
- Other: "Blowers Are Bad for Leaves and Mice"

©== 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-letteror-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.

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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.

Add one interjection to the beginning of one of your sentences, or add a new sentence with an interjection in it (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 interjection in your paper as directed by your teacher.

Punctuate appropriately

- Follow it with a comma: Yes, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: Yes! That hunter has an easy meal.
- [©] Interjections include words from the following rhyme:
 - My, well, oh!

Wow, yes, no!

Add one **prepositional phrase opener** to each sentence (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 and the prepositional phrase opener 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.
- ☞ 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.

Edit your sentences with your teacher. Make sure you have done all of the following items to each sentence:

- 1. Did you put a capital letter at the beginning of the sentence?
- 2. Did you put an ending punctuation mark at the end of the sentence?
- 3. Does the sentence "sound" correct when you read it aloud?
- 4. Do you have proper nouns in your sentence that need to be capitalized?
- 5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

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Week 11: Original Creative Essay Writing

Riddle Paragraphs--Peter Pan Characters

Overview of Creative Essay

Many people enjoy reading riddles. Did you know that you can write a riddle paragraph?

A riddle paragraph is one in which you give hints in your paragraph about the answer to your riddle—but you do this in a certain order so that your reader cannot guess the answer right off the bat.

Doesn't that sound like a fun paragraph to write? You will be directed in this step-by-step, so don't worry! I will help you learn how to write a fun riddle paragraph!

I. TOPIC OF ESSAY

You will write an informative essay about one or two of the characters from *Peter Pan*:

- A. Peter Pan
- B. Tinkerbell
- C. Captain Hook
- D. Smee
- E. Wendy
- F. Michael
- G. John
- H. Mr. Darling
- I. Mrs. Darling
- J. Nana (the dog/nanny)
- K. The mermaids
- L. Tic Toc the crocodile

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic** students will write **1 para**graph for the body.
- B. Extension students will write 2 paragraphs for the body (two different riddles/two different characters).

III. SENTENCES PER PARAGRAPH

- A. Basic students will write 4-6 sentences per paragraph.
- B. Extension students will write 5-7 sentences per paragraph.

IV. OPENING PARAGRAPH

Students will <u>not</u> write an **Opening Paragraph**.

V. CLOSING PARAGRAPH

Students will <u>not</u> write a **Closing Paragraph**

VI. ADDITIONAL SKILLS A. Brainstorming

B. Researching

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).

Lesson A. Choose Your Character and Brainstorm

<> A-1. Choose a character (or two for Extension) from the story of *Peter Pan* from the Overview Box provided for this lesson. Choose someone whom you enjoy learning about and that you think you can stump somebody with guessing game clue sentences! Write your person's name on the line.

(1)		
(2) Extension:		

<> A-2. Take a look at the Sample Brainstorming Box (Sample Box A-2) provided.

	Sample Brainstorming	Вох
Friends with Lost Boys		Male (1)
Fought Captain Hook (5	5)	Blonde hair
Don't want to grow up		Wear hat (2)
Wear green leggings (6)	Lots friends (3)
Took Darlings Neverland	(4)	Friends with fairy

<> A-3. Brainstorm and write characteristics, attributes, funny things, etc., about the character you chose (in A-1) in the Brainstorming Boxes provided (Box for A-3).

- (1) Just write anything you can think of.
- (2) Don't worry about whether you will use it or not.
- (3) Jot down things even if you don't know that much about that tidbit since you will be researching in the next lesson.

AllBrainste	orming Box(Character #1	
	-		
	-		
	-		
	-		
	-		
	-		
	-		
	-		
	-		
			Box A-3

ExtensionBrainstorming BoxCharacter #2				
	-			
	-			
	-			
	-			
	-			
	-			
	-			
	-			
	-			
			Box A-3	

Lesson B. Research Your Character(s)

- <> B-1. Highlight or underline things that you wrote in your Brainstorming Box (A-3) that you are unsure of or that you need more information about in order to write a sentence about it.
- <> B-2. With your teacher's help or permission, look up your character in an online source or find information in order to write a sentence about him or her.
 - (1) Look for more information about the tidbits you already have, if needed.
 - (2) Look up new information that you didn't think of when you were brainstorming.
 - (3) Add all of this to your Brainstorming Boxes (Box A-3).
 - (4) You will need **six to ten pieces of information for each character/each box**, according to your teacher's instructions.

Lesson C. Compositon: Write Sentences

<> C-1. Look at the Sample Sentences provided (Student Sample Box C-1).

- 1. I am a short male.
- 2. I wear a hat on my head.
- 3. I have a large number of friends.
- 4.I took the Darlings to Neverland.
- 5. I fought Captain Hook.
- 6. I wear green leggings and can fly.

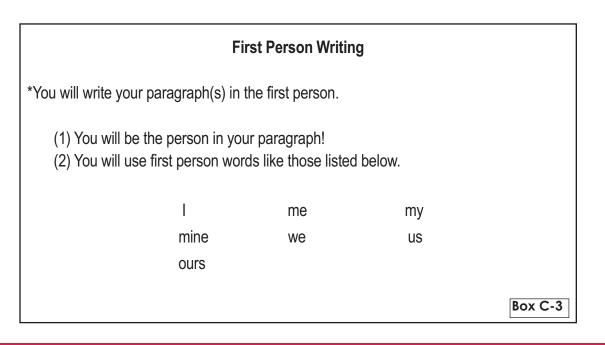
Student Sample Box C-1

- <> C-2. Work in your Brainstorming Box to get ready to write your six to eight guessing sentences by doing the following (Box A-3).
 - (1) Highlight all of the information that you think you will want to use in your sentences.
 - (2) Put a number beside each piece of information:
 - a. Put a **#1 beside the information that is the least obvious-**-the information that you can put in a sentence at first that will stump your reader. (You don't want your reader to guess your character with the first sentence!)
 - b. Put a **#2 beside the next least obvious** (next to the hardest clue).
 - c. Continue until you have 4-7 numbers.
 - (3) Extension: Repeat these steps for another paragraph/character.

Note: Be sure you save your obvious clues for the end of your paragraph.

<> C-3. Write your sentence on the lines provided following these instructions:

- (1) Using your hardest clue (the one you put a #1 beside), write a complete sentence on Line One.
- (2) Write as though you are that person--say *I, me, we, etc.* (See First Person Writing Box provided.) a. For example, don't say, *He is male.*
 - b. For example, do say, I am a male.
- (3) Using your next hardest clue (the one you put a #2 beside), write a complete sentence on Line Two.
- (4) **Continue** in this manner. Be sure that your hard clues come first (the ones that will NOT give your person away) and your easiest ones come near the end.
- (5) Write as many sentences as you have notes for or as many sentences as your teacher assigned you.
- (6) Extension: Repeat these steps for another paragraph/character.



1. <u>.</u>	
2	
3. <u>.</u>	
4	
5	
6. <u>.</u>	
7.	
8. <u>.</u>	

Note: You may not use all of these lines.

1	
2	
4	
6	
7	
8	
Not	e: You may not use all of these lines.

Week 11: Original Creative Essay Writing--Riddle Paragraphs--Peter Pan Characters

Lesson D. Composition: Write a Paragraph

<> D-1. Read the two sample paragraphs provided (Sample Box for D-1).

Sample Riddle

I am a male, not female. I am named after someone else. I am married. I have two sons and one daughter. My wife's name is Mary. My daughter's name is Wendy, and she is a friend of Peter Pan. I work with money.

Sample Box for D-1

Sample Riddle

From the following clues, attempt to guess who my character is from the movie Peter Pan. I am a male and not a female. My upper lip is covered with hair, formerly described as a mustache. I am fairly tall with a head of long flowing hair the color of licorice. I only have one hand and a hook in place of my missing hand. Peter Pan is also my worst enemy.

<> D-2. On the lines provided, write your sentences in paragraph form.

- (1) Write your first sentence first. (Be sure you indent a finger space or two to show that it is a paragraph.)
- (2) Right where your first sentence ends, after your period, leave a tiny space and write your next sentence.
- (3) **Keep doing this** with all of your sentences, making a nice, neat paragraph (not a line of sentences).
- (4) At the very end, add a sentence that tells who your character is, such as *By now, you probably guessed that I am Peter Pan!*
- (5) **Extension:** Repeat these steps for another paragraph/character.

AllYour Riddle Paragraph 1

ExtensionYour Riddle Paragraph 2

Lesson 12: Story Writing--Finish These Scenes

Scenes From The Jungle Book

Overview of Story Writing

In this story writing lesson, you will have the opportunity to develop characters, create plot (and twists!), and write in a familiar setting.

It is a gentle introduction to story writing for those who have not written a lot of stories (since the setting, major characters, and obstacles are all created for you already), but it will challenge the advanced story writer to come up with a cool, intriguing, unexpected resolution (if desired).

I. TOPIC OF ASSIGNMENT

The topic of this assignment is *The Jungle Book* story. You will have the opportunity to "finish" two to three scenes from the story in whatever way you desire. This will be a fun, very directed assignment for you.

IV. SENTENCES PER PARAGRAPH

- A. Basic students will write <u>4-6</u> sentences* per paragraph.
- B. Extension students will write <u>6-10</u> 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.

II. NUMBER OF SCENES IN THE BODY OF YOUR STORY

- A. **Basic** students will choose <u>2</u> scenes to finish.
- B. Extension students will choose <u>3</u> scenes to finish.

III. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

- A. **Basic** students will write a one-paragraph "finish" for each scene chosen.
- B. **Extension**students will write a two-paragraph "finish" for each scene chosen.

V. OPENING PARAGRAPH Students will not write an Opening Paragraph.

VI. CLOSING PARAGRAPH Students will not write a Closing

Paragraph.

VII. SOURCES

Students may use sources as needed.

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 and Prewriting: Planning Your Scenes

You are probably familiar with the popular book and movie, *The Jungle Book*. There are many versions of the book and the movie, and they all center around one main character, a little human boy (Mowgli) who found himself in the middle of the jungle with some friendly characters and some shady characters!

The entire story is quite lengthy with many plots and subplots, twists and turns. **One easy way to learn how to** write stories is to begin with an existing story and simply add to/change it.

In this way, all of the elements of story writing are already there—character, setting, plot, and even obstacles (or problems to solve). So it is super fun to do that!

- <> A-1. Read the Student Samples provided at the end of this lesson to get some ideas for your scene finish (Boxes A-1).
- <> A-2. Read the potential scenes provided and consider which two (or Extension three) scenes that you would like to add to or finish.

Here are things to consider when choosing:

- 1. Basic students will choose two scenes to finish; Extension students will choose three scenes. (See Scene Choices Overview--Box A)
- 2. Basic students will write a one-paragraph "finish" for each scene chosen. Extension students will write a two-paragraph "finish" for each scene chosen.
- 3. The scenes do not have to link to each other.
- 4. For now, just read the scenes and "think." Then highlight the two or three scenes you will finish.

Important note: Each scene can stand alone without considering what is going to happen in future scenes.

Scene Choices Overview

SCENE CHOICE 1: Who will take care of Mowgli?	SCENE CHOICE 2: Mowgli and the Monkeys	
A tiger, a panther, a bear, and a pack of wolves had gathered for a council. They were there to discuss who would take care of a young boy named Mowgli. No one had witnessed his arrival in the jungle, but Mother Wolf had discovered him. She had cared for him until the council could be called, and now she had brought him to the gathering.	Mowgli grew and learned everything a young wolf-cub would learn. He became quite adventurous, exploring every part of the jungle. He was frequently accompanied by Baloo, who taught him everything he needed to know about the jungle. Mowgli learned all the languages of the animals from the old bear. Baloo also taught the boy how to survive and how to act politely toward other creatures.	
Everybody thought Shere Khan, the tiger, just wanted to take care of Mowgli in order to kill him. Baloo, the bear, seemed to care about the boy. The panther named Bagheera was there too, and he did not trust Shere Khan. The mother-wolf wanted to take care of the man cub, but she didn't think they had enough food.	Baloo warned Mowgli to avoid the monkeys, the only animals in the jungle who refused to obey any laws. However, one day as Mowgli ran through the jungle, he was suddenly grabbed by several monkeys. He strug- gled to escape their grip, but it was useless. He was caught.	
SCENE CHOICE 3: Fight between	SCENE CHOICE 4: Will Mowgli go get the fire	
the evil wolves and Father Wolf	(Red Flower)?	
Mowgli and his friends enjoyed many adventures. Mowgli's jungle parents were getting old and weak though. The evil wolves wanted to get rid of Mowgli's caretaker; and Shere Khan wanted Mowgli! The evil wolves decided to challenge Father Wolf to a fight. Then Shere Khan would swoop in and get Mowgli. Mowgli soon found himself watching a terrible fight be- tween the wolves and his father-wolf. Shere Khan was close by. What could he do?	Mowgli decided that he would try to fight Shere Khan with fire. The animals called it the Red Flower. In order to get the Red Flower, Mowgli would have to sneak into the village and steal it from the humans. Mowgli waited until the village was quiet. He watched from the edge of the forest. The Red Flower was burn- ing brightly outside the huts.	
SCENE CHOICE 5: V	Will Mowgli return to	
the villag	je to live?	
The battle was over. Mowgli and Bagheera snuck away. They turned to the village. Mowgli's jungle family was gone. He still had his friends Bagheera and Baloo, but the jungle was a dangerous place for a man-cub without parents.		
	Box A	

Lesson B. Prewriting/Outlining: Outline Your Two or Three Scenes

Now that you have chosen the scenes that you would like to finish, you are ready to outline what will happen in your scenes. We will start this with Brainstorming Boxes.

SB-1. Write the scene number of the two or three scenes you will be finishing in the Brainstorming Boxes provided and then brainstorm following these steps:

1. Beneath each of the two or three scenes that you wrote in the boxes, write notes of things that you COULD have happen in your finish.

a. These could be crazy, real, out of this world, practical—it doesn't matter yet!

- b. Just write anything you think of.
- 2. Move into BOX TWO and BOX THREE (for Extension) and do the same thing.
- 3. Look back over the two or three scene notes that you made and **highlight the ideas/actions that** you would like to have happen in your continuing scene. These will be the things that you will include in your outline (below).

a. You may also add more notes at this time.

b. You may desire to number your notes in the order you will write them if this helps you.

Brainstorming Box			
Sc	ene		
	-		
			Box B-1

	Brainstorming B		
	-		
	-		
	-		
	-		Box B-1
	Brainstorming B	ох	
Extensio	onScene		
	-		
	-		
	-		
	-		
·	-		Box B-1

<> B-2. Outline your finish-scenes on the lines provided following these steps:

- 1. **Highlight the two (or three) scenes that you have chosen on the following pages,** and place an X on each one that you will not be writing about.
- 2. Read through the first scene that you have chosen (the paragraph or paragraph already provided for you).
 - a. Just read the first one you will outline.
 - b. Read your notes for Box B-1 to remind yourself of some things you thought of earlier.
- 3. Drop down to the outlining lines beneath the scene, and take notes in this way:
 - a. If you are a Basic student, write the main idea of your scene on the Paragraph 1 line. You will only do one paragraph of continuing story for each scene you chose.
 - b. If you are an Extension student, write the two things that will happen next on the two paragraphs' Topic of Paragraph line. You will do two paragraphs of continuing story for each scene you chose.

- c. **Take notes on your paragraph** (or paragraphs) that you will write in a Sentence-by-Sentence manner. You may use however many words per sentence that you need to use since you are writing original paragraphs.
- d. You may or may not use all of the outlining lines provided.
- e. Note: If you would like to write more paragraphs than you are assigned, feel free to do so with your teacher's permission.
- f. You will repeat the steps above for two or three scenes, depending on your level.

SCENE CHOICE 1: Who will take care of Mowgli?

A tiger, a panther, a bear, and a pack of wolves had gathered for a council. They were there to discuss who would take care of a young boy named Mowgli. No one had witnessed his arrival in the jungle, but Mother Wolf had discovered him. She had cared for him until the council could be called, and now she had brought him to the gathering.

Everybody thought Shere Khan, the tiger, just wanted to take care of Mowgli in order to kill him. Baloo, the bear, seemed to care about the boy. The panther named Bagheera was there too, and he did not trust Shere Khan. The mother-wolf wanted to take care of the man cub, but she didn't think they had enough food.

Topic of Paragraph 1 Finish:	
ence 1	
ence 2	
ence 3	
zence 4	
ence 5	
ence 6	
ence 7	
ence 8	
rence 9	
ence 10	

entence 1
entence 2
entence 3
entence 4
entence 5
entence 6
entence 7
entence 8
entence 9
entence 10

SCENE CHOICE 2: Mowgli and the Monkeys

Mowgli grew and learned everything a young wolf-cub would learn. He became quite adventurous, exploring every part of the jungle. He was frequently accompanied by Baloo, who taught him everything he needed to know about the jungle. Mowgli learned all the languages of the animals from the old bear. Baloo also taught the boy how to survive and how to act politely toward other creatures.

Baloo warned Mowgli to avoid the monkeys, the only animals in the jungle who refused to obey any laws. However, one day as Mowgli ran through the jungle, he was suddenly grabbed by several monkeys. He struggled to escape their grip, but it was useless. He was caught.

Topic of Paragraph 1 Finish:	
ence 1	
ence 2	
ence 3	
ence 4	
ence 5	
ence 6	
ence 7	
ence 8	
ence 9	
ence 10	

Sentence 1
Sentence 2
Sentence 3
Sentence 4
Sentence 5
Sentence 6
Sentence 7
Sentence 8
Sentence 9
Sentence 10

SCENE CHOICE 3: Fight between the evil wolves and Father Wolf

Mowgli and his friends enjoyed many adventures. Mowgli's jungle parents were getting old and weak though. The evil wolves wanted to get rid of Mowgli's caretaker; and Shere Khan wanted Mowgli! The evil wolves decided to challenge Father Wolf. Then Shere Khan would swoop in and get Mowgli.

Mowgli soon found himself watching a terrible fight between the wolves and his father-wolf. Shere Khan was close by. What could he do?

All-Topic of Paragraph 1 Finish:	
Sentence 1	
Sentence 8	
Sentence 9	
Sentence 10	

tence 1	
tence 2	
tence 3	
tence 4	
tence 5	
tence 6	
tence 7	
tence 8	
tence 9	
tence 10	

SCENE CHOICE 4: Will Mowgli go get the fire (Red Flower)?

Mowgli decided that he would try to fight Shere Khan with fire. The animals called it the Red Flower. In order to get the Red Flower, Mowgli would have to sneak into the village and steal it from the humans.

Mowgli waited until the village was quiet. He watched from the edge of the forest. The Red Flower was burning brightly outside the huts

All-Topic of Paragraph 1 Finish: Sentence 1 Sentence 2 Sentence 3 Sentence 4 Sentence 5 Sentence 6 Sentence 7 Sentence 8 Sentence 9 Sentence 10

Sentence 1	
Sentence 2	
Sentence 3	
Sentence 4	
Sentence 5	
Sentence 6	
Sentence 7	
Sentence 8	
Sentence 9	
Sentence 10	

SCENE CHOICE 5: Will Mowgli return to the village to live?

The battle was over. Mowgli and Bagheera snuck away. They turned to the village. Mowgli's jungle family was gone. He still had his friends Bagheera and Baloo, but the jungle was a dangerous place for a man-cub without parents.

All-Topic of Paragraph 1 Finish:	
Sentence 1	
Sentence 2	
Sentence 3	
Sentence 4	
Sentence 5	
Sentence 6	
Sentence 7	
Sentence 8	
Sentence 9	
Sentence 10	

Sentence 1		
Sentence 2		
Sentence 3	 	
Sentence 4		
Sentence 5		
Sentence 6		
Sentence 7		
Sentence 8		
Sentence 9		
Sentence 10		

Lesson C. Writing: Write Your "Finish Scenes"

<> C. Use the notes you created in Lesson B to write your story on the lines provided following these steps.

- (1) Turn to the page that has your first chosen scene on it.
- (2) Read through the existing part.
- (3) Re-read your notes.
- (4) Write your paragraph(s)!
- (5) **Repeat** for each scene you have chosen.

Note: You may type your story on the computer if desired.

SCENE CHOICE 1: Who will take care of Mowgli?

A tiger, a panther, a bear, and a pack of wolves had gathered for a council. They were there to discuss who would take care of a young boy named Mowgli. No one had witnessed his arrival in the jungle, but Mother Wolf had discovered him. She had cared for him until the council could be called, and now she had brought him to the gathering.

Everybody thought Shere Khan, the tiger, just wanted to take care of Mowgli in order to kill him. Baloo, the bear, seemed to care about the boy. The panther named Bagheera was there too, and he did not trust Shere Khan. The mother-wolf wanted to take care of the man cub, but she didn't think they had enough food.



SCENE CHOICE 2: Mowgli and the Monkeys

Mowgli grew and learned everything a young wolf-cub would learn. He became quite adventurous, exploring every part of the jungle. He was frequently accompanied by Baloo, who taught him everything he needed to know about the jungle. Mowgli learned all the languages of the animals from the old bear. Baloo also taught the boy how to survive and how to act politely toward other creatures.

Baloo warned Mowgli to avoid the monkeys, the only animals in the jungle who refused to obey any laws. However, one day as Mowgli ran through the jungle, he was suddenly grabbed by several monkeys. He struggled to escape their grip, but it was useless. He was caught.



SCENE CHOICE 3: Fight between the evil wolves and Father Wolf

Mowgli and his friends enjoyed many adventures. Mowgli's jungle parents were getting old and weak though. The evil wolves wanted to get rid of Mowgli's caretaker; and Shere Khan wanted Mowgli! The evil wolves decided to challenge Father Wolf to a fight. Then Shere Khan would swoop in and get Mowgli.

Mowgli soon found himself watching a terrible fight between the wolves and his father-wolf. Shere Khan was close by. What could he do?



eek 12: Story WritingFinish These ScenesThe Jungle Book

SCENE CHOICE 4: Will Mowgli go get the fire (Red Flower)?

Mowgli decided that he would try to fight Shere Khan with fire. The animals called it the Red Flower. In order to get the Red Flower, Mowgli would have to sneak into the village and steal it from the humans.

Mowgli waited until the village was quiet. He watched from the edge of the forest. The Red Flower was burning brightly outside the huts.

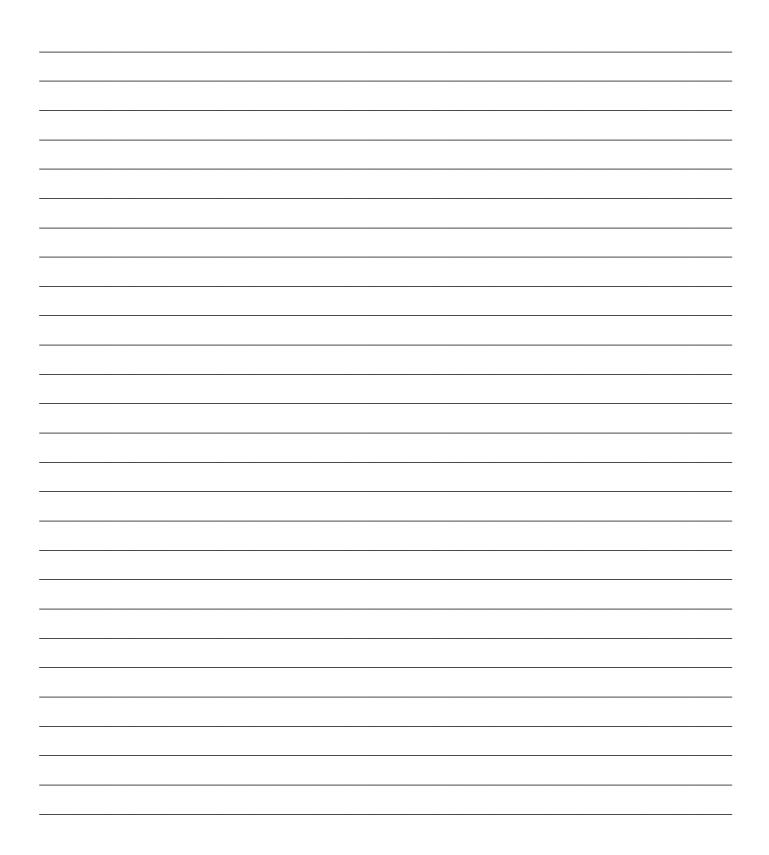


Week 12: Story WritingFinish These ScenesThe Jungle Book	1

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SCENE CHOICE 5: Will Mowgli return to the village to live?

The battle was over. Mowgli and Bagheera snuck away. They turned to the village. Mowgli's jungle family was gone. He still had his friends Bagheera and Baloo, but the jungle was a dangerous place for a man-cub without parents.



Lesson D. Optional--Composition and Editing: Edit and Revise Using the Checklist Challenge

<> D. Optional--Use the Checklist Challenge located after this week's lesson to edit your story.

- (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: If you need additional help in completing the Checklist Challenge, look for my Youtube videos--How to Complete the Checklist Challenge (Beginner's Level) Parts I & II available on the Character Ink channel.

*Note: A story often has much of the wording and sentence structure that a writer wants to include. However, there are still many revising items that would increase the depth and detail of your sentences. Therefore, you will not be expected to do each CC item the same number of times as you have paragraphs (like you do for essays and reports). However, you will still have some Checklist Challenge items. Pay close attention to the check boxes and complete the number of revisions assigned according to each item's check boxes.

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 E. Composition: Final Copy Story Writing

- <> E-1. Write the final copy of your story in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- <> E-2. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your story 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 highlighter, 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 boxes 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 preferred 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 D

SCENE CHOICE 1: Who will take care of Mowgli?

A tiger, a panther, a bear, and a pack of wolves had gathered for a council. They were there to discuss who would take care of a young boy named Mowgli. No one had witnessed his arrival in the jungle, but Mother Wolf had discovered him. She had cared for him until the council could be called, and now she had brought him to the gathering.

Everybody thought Shere Khan, the tiger, just wanted to take care of Mowgli in order to kill him. Baloo, the bear, seemed to care about the boy. The panther named Bagheera was there too, and he did not trust Shere Khan. The mother-wolf wanted to take care of the man cub, but she didn't think they had enough food.

"The Many Scenes of Mowgli"

Mowgli soon heard about the secret council and snuck in to witness it. He longed to sojourn with Mother Wolf, and he was determined to assist as much as he could. He recollected quite distinctly that Shere Khan was administering a gargantuan banquet because he was sure that Mowgli would surely be his. He wondered if somehow he could steal food. As he spied on the meeting, a sudden notion penetrated his mind. It was clever. It was outrageous. It just might work! At once he swiftly leaped up and hunted for his wolf brothers.

While Shere Khan amassed his comrades, Mowgli and his wolf siblings skulked into his abode within the dining area, their mouths salivated as they stared at the succulent, sumptuous feast. The boys couldn't help choking down a couple of morsels first. They smuggled the food out quickly and hushedly. As soon as they were received back gladly with the myriads of portions of mouthwatering victuals, they easily heard Shere Khan's roar of rage from miles away. Even though the wolf horde wasn't exactly pleased, Mowgli's wolf family had food and were safe from Shere Khan...for now.

Sample Box A-1

SCENE CHOICE 2: Mowgli and the Monkeys

Mowgli grew and learned everything a young wolf-cub would learn. He became quite adventurous, exploring every part of the jungle. He was frequently accompanied by Baloo, who taught him everything he needed to know about the jungle. Mowgli learned all the languages of the animals from the old bear. Baloo also taught the boy how to survive and how to act politely toward other creatures.

Baloo warned Mowgli to avoid the monkeys, the only animals in the jungle who refused to obey any laws. However, one day as Mowgli ran through the jungle, he was suddenly grabbed by several monkeys. He struggled to escape their grip, but it was useless. He was caught.

<u>All</u> Topic of Paragraph 1 Finish: <u>What do you want?</u>
Sentence 1 Mowglí dídn't know why he was here
Sentence 2 The monkeys told Shere Khan was coming so hide
Sentence 3 <u>Mowglí was so surprísed he dídn't know</u>
Sentence 4 The monkeys said that they preparing for attack
Sentence 5 They wanted Mowglí to be the leader
Sentence 6
Sentence 7
Sentence 8
ExtensionTopic of Paragraph 2 Finish: <u>Shere Khans coming</u>
Sentence 1 Everyone was nervous one wrong move
Sentence 2 Mowglí knew all do was sít but he was nervous found
Sentence 3 <u>He was up at the top of tree where Shere Khan hope won't</u>
Sentence 4 <u>All of sudden everyone quiet</u>
Sentence 5 <u>man cub knew ít was tíme to fight</u>
Sentence 6 Then there was yells then quick cheers of excitement
Sentence 7 <u>Shere Khan wasn't expecting their attack</u>
Sentence 8
Sample Box A-1

SCENE CHOICE 2: Mowgli and the Monkeys

Mowgli grew and learned everything a young wolf-cub would learn. He became quite adventurous, exploring every part of the jungle. He was frequently accompanied by Baloo, who taught him everything he needed to know about the jungle. Mowgli learned all the languages of the animals from the old bear. Baloo also taught the boy how to survive and how to act politely toward other creatures.

Baloo warned Mowgli to avoid the monkeys, the only animals in the jungle who refused to obey any laws. However, one day as Mowgli ran through the jungle, he was suddenly grabbed by several monkeys. He struggled to escape their grip, but it was useless. He was caught.

<u>Mowgli didn't know why he was here. The monkeys told him that Shere Khan was coming so</u> they had to hide him. He was so surprised that the monkeys knew so much. They were planning for attack. They wanted Mowgli to be the leader.

Everyone was so nervous. One wrong move and awful things could happen. Mowgli knew all he had to do was sit, but he was so nervous that he would found. He was up at the top of a tree where Shere Khan hopefully wouldn't find him. All of a sudden, everyone was quiet. The man cub knew it was time to fight. Then, there were loud yells and quick cheers of excitement. Shere Khan wasn't expecting their attack. After it was done, Mowgli was really happy there and stayed with the monkeys.

Sample Box A-1

SCENE CHOICE 3: Fight between the evil wolves and Father Wolf

Mowgli and his friends enjoyed many adventures. Mowgli's jungle parents were getting old and weak though. The evil wolves wanted to get rid of Mowgli's caretaker; and Shere Khan wanted Mowgli! The evil wolves decided to challenge Father Wolf to a fight. Then Shere Khan would swoop in and get Mowgli.

Mowgli soon found himself watching a terrible fight between the wolves and his father-wolf. Shere Khan was close by. What could he do?

Rakasha's pressed into Mowgli as she bared her fangs, curling her lip. Tabaqui cackled as he and the other wolves stepped forward, the other wolves brisling their fur. Tabaqui sidestepped from the wolves as they launched at Father Wolf, but he clearly dodged them. Mowgli was taken by surprise as Tabaqui bit his arm, bringing him to the ground. Struggling free, Mowgli kicked Tabaqui away, then climbed up the stone wall behind him. He passed as a pair of sharp claws lay on on the ground in front of him. Mowgli looked up a the yellow fanged smirks on Shere Khan's face. As Shere Khan roared, in a midair plunge, Father Wolf knocked him off course as he rammed into his side. When Shere Khan landed, his claw slipped from the edge, letting him plunge into the river below. Father Wolf shot a glare at Tabaqui and the wolves, sending Tabaqui yelping after Shere Khan. The other wolves took a step back, before hassling after him.

Sample Box A-1

Checklist Challenge for Lesson 12: Story Writing--Finish These Scenes

Scenes From The Jungle Book--Optional 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).



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	Е	Е
	Opt	Opt		

Read your story 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.

All	All	Ε	E
Opt	Opt		

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.



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	<u>Use</u>	Instead of	<u>Use</u>	Instead of	<u>Use</u>
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:

Exampleo.					
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	

In 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.

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

If a discriber 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	All	Е	Е
Opt	Opt		

Opt

EEE

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.)

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: "Blow Up the Banquet"
- · Something comical: "Mowgli's Eleven"
- · Something bold: "Free Food!"
- · A song title or line: "Avoiding the Eye of the Tiger"
- A Scripture: "Flowing with Milk and Honey"
- Something biblical: "Spy Out the Land"
- Something about character: "Ingenuity"
- Something informative: "The Feast Robbery"
- Other: "The Food Heist"

E 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 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 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.

Add one **SSS5 x 3** (Three Super Short Sentences of Five Words or Fewer) in a row for emphasis. *If you have already done this,* you should still "code" the check box and the **SSS5 x 3 in your paper as directed by your teacher.**

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They trap their prey.

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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:	<u>Use:</u>	Instead of:	<u>Use:</u>
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*.

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Opt	Opt		

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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.

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (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 interjection in your paper as directed by your teacher.

Punctuate appropriately

- Follow it with a comma: Yes, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: Yes! That hunter has an easy meal.
- ☞ Interjections include words from the following rhyme: My, well, oh! Wow, yes, no!

Start one or more of your sentences with an **adverb** (*ly* word or other adverb) (or more than one, according to your level). *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.

Examples

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



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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 and the prepositional phrase opener 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.
- ☞ 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 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.



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.

Section V

Original Informative Writing Multi-Paragraphs

Weeks 13 - 16

Animal Paragraphs From Given Material

Lesson A. Outline and Write Two Paragraphs

<> A-1. Study the sample Sentence-by-Sentence Outline and Paragraph provided below.

The snake is an enemy of the weasel. The snake will get into the weasel's den and kill the weasel children. Because of this, the weasel has a special ability for fighting. It is alert to what the snake is doing. It is also fast. The weasel is fast enough to dodge the snake's mouth. It has sharp front teeth that help it hunt and fight. The weasel bites the snake on the back of the neck and kills it instantly.

Sample S-by-S Outline

Topic of Paragraph: <u>The weasel's enemy - snake</u>

Sentence 1 - <u>snake, enemy \rightarrow weasel</u>

Sentence 2 - <u>snake → den, kíll weasel's chíldren</u>

Sentence 3 - weasel, special, ability, fight

Sentence 4 - <u>alert 2 snake</u>

Sentence 5 - <u>weasel fast</u>

Sentence 6 - weasel, dodges, snake's mouth

Sentence 7 - teeth help fight + hunt

Sentence 8 - weasel bite \rightarrow snake's neck, kills, instantly

Sample Paragraph

One of the weasel's greatest enemies is the snake. The weasel's children can be killed if the slithering predator enters the weasel's hideout and attacks them. Due to this threat, the weasel's ability to fight is keen. It is not ignorant to the strategies of the snake. His actions are also swift. The snake's mouth can be dodged by its agile movements. Hunting and fighting are enhanced by its fang-like front teeth. As the weasel chomps down on the back of the reptile's neck, death comes to its predator instantly.

- <> A-2. Choose two paragraphs from the sets below and create Sentence-by-Sentence Outlines over them:
- (1) Choose one of the "sets" of paragraphs. (Each set is about two different animals, both displaying a certain character quality.)
- (2) Create a Sentence-by-Sentence Outline using **3-5 words per sentence** beneath the paragraphs you chose.

Set 1: Dependable Animals

PoB-A: Weasel

The snake is an enemy of the weasel. The snake will get into the weasel's den and kill the weasel children. Because of this, the weasel has a special ability for fighting. It is alert to what the snake is doing. It is also fast. The weasel is fast enough to dodge the snake's mouth. It has sharp front teeth that help it hunt and fight. The weasel bites the snake on the back of the neck and kills it instantly.

Paragraph One of Body

Topic of Paragraph 1	
Sentence 1	
Sentence 2	
Sentence 3	
Sentence 4	
Sentence 5	
Sentence 6	

Sentence 7	
-	
Sentence 8	

PoB-B: Dolphins

Dolphins breathe air through a hole on the tops of their heads. If a dolphin is injured, other dolphins will help that injured one. They will push the hurt dolphin to the surface of the water so it can breathe. They will hold it there for as long as it needs it.

Paragraph Two of Body

Topic of Paragraph 2			
Sentence 1		 	
Santanaa 2		 	
Sentence 2		 	
Sentence 3			
	* * * * * * * * * * * * * * * * * * * *	 	
Sentence 4		 	

PoB-A: Bee

A teller bee is the first to go out and look for flowers. Once it finds flowers, it will go back to tell the other bees. The teller bee "speaks" to the other bees by doing a little dance. It moves this way and that way. This jig tells the other bees where the flowers are.

Paragraph One of Body

Topic of Paragraph 1	 	
Sentence 1	 	
Sentence 2		
Sentence 4		
Sentence 5		

PoB-B: Angler Fish

The angler fish has a light on the end of an antenna attached to his head. This antennae goes straight up and then hangs down. This little light hangs right in front of the angler fish's mouth. The hunter will hold perfectly still and wait for a little fish to come along and look at the light. When it does, all the angler fish has to do is open up his mouth, and it has dinner!

Paragraph Two of Body

Topic of Paragraph	2			
		 	* * * * * * * * * * * * * * * * * * *	
Sentence 1		 		
Sentence 2		 		
Sontonco 3				
<u> </u>		 		
Sentence 4				
		 		
Sentence 5		 		

PoB-A: Spider

When a baby spider is ready to leave home, it will let out a little bit of web. This web acts like a glider. The young spider catches the wind, and the breeze takes it away. This wind will take the spider to a place where it can build its own nest. The spider has no control over where the wind takes it.

Paragraph One of Body

Topic of Paragraph 1	 	
Sentence 1	 	
		•••••••••••••••••••••••••••••••••••••••
Sentence 2	 	
Sentence S	 	
Sentence 4		
Sentence 5	 	

PoB-B: Robins

Robins live in North America where the seasons change drastically. In the winter, food is scarce. The robin does not worry about the hard winters. God provides for the robin. This bird eats seeds, little bits of grass, worms, and pieces of nuts. Some of these foods are still found in the harsh winters.

Paragraph Two of Body

Topic of Paragraph 2	
Sentence 1	
Sentence 2	
Sentence 3	
Sentence 4	
Sentence 5	
Sentence 6	

PoB-A: Emperor Penguin

Anarctica is always so cold that the ground is a sheet of ice. If the baby emperor penguin were left on its own in this climate, it would freeze to death. Because of this, the mother and the father have a system to take care of the baby. Until it is old enough and has enough feathers not to freeze, the baby chick stays on the feet of the mother or father. The parent's feathers keep the chick warm. If the chick leaves its parent for even a short time, the young penguin will die.

Paragraph One of Body

Topic of Parag	Jraph 1
Sentence 1	
Sentence 2 _	
Sentence 3	
Sentence 4	
(`	You can use up to seven words for Sentence Four.
Sentence 5 _	
Sentence 6	

PoB-B Sperm Whale

There are many animals that would like to make a meal out of the baby sperm whale. Because of this, the mother sperm whale keeps the baby whale close to her. If anything threatens the young one, the mother is there in an instant to protect it. As the baby grows up, the mother lets it go a little bit farther away. But she is still close enough to come and save it from harm.

Paragraph Two of Body

Topic of Paragraph 2 _		
Sentence 1	 	
Sentence 2	 	
Sentence 3		
Sentence 4		
Sentence 5	 	

<> A-3. On the lines provided write each of your two animal paragraphs from the Sentence-by-Sentence Outlines you created. Be sure to indent the beginning of each one and only use every other line.

Note: You may also type it and print it if your teacher approves.

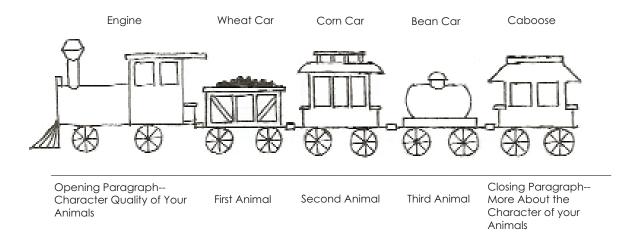
Paragraph One:

Deveryonh Tura		
Paragraph Two:		

 · · · · · · · · · · · · · · · · · · ·

Lesson B. Study Skills: Introducing the Opening and Closing Paragraphs

- (1) You have written multiple paragraphs from Sentence-by-Sentence Outlines in this book, as well as any other CI Books or products you may have used.
- (2) In this lesson, you will learn how to combine two paragraphs together--and put both of them with an Opening Paragraph and a Closing Paragraph to create a four paragraph report.
- (3) First of all, you need to understand Opening Paragraphs and Closing Paragraphs.
- <> B. Look at the train picture given in this lesson and consider these aspects of report writing:
 - (1) If you think of the train cars in the middle (not the engine and not the caboose) as the body paragraphs of a report, you will start to understand report writing better.
 - a. For example, one train can have many train cars in it--one with wheat, one with corn, and one with soy beans.
 - b. Each car has its own contents.
 - c. When you put the cars together in a line, you have a train made up of different train cars.
 - d. Each car stands all by itself with its own contents, but you can put them all together to make up one train.
 - (2) Look at the first car--the engine.
 - a. When a train comes across the track, the engine is usually the first car that you see.
 - b. It opens the way for the other cars.
 - c. The other cars might contain wheat, corn, and beans, but the engine comes first.
 - d. It tells you a train is coming.
 - (3) Look at the last car--the caboose.
 - a. When a train ends, it often has a caboose.
 - b. The caboose will often be the last car of the train.
 - c. It does not have wheat, corn, or beans in it, but it tells you that the train is ending.



What does this have to do with writing?

Think of your report paragraphs as parts of a train:

- 1. The two paragraphs you wrote last week are the body of the train--the cars in the middle.
 - a. You do not have wheat and corn in your "cars."
 - b. You have two different animals in yours.
 - c. By itself, each paragraph is just a paragraph--maybe a one paragraph report (if you added an opening sentence and a closing sentence).
 - d. This week you will put the two paragraphs about your two animals together as the body (or the "cars") of your report ("train").
- 2. Now that you have the cars in your train, you need an engine,
 - a. The engine is the Opening Paragraph of the report.
 - b. It tells your reader that a report is coming.
 - c. It tells your reader what the report is going to be about.
 - d. Yes, your **Opening Paragraph will be your train's engine**.
- 3. What else do you need? The caboose, of course!
 - a. The caboose of your report will be a Closing Paragraph.
 - b. It will tell your readers that your report ("train") is ending.
 - c. It will tell your readers what your report was about.
 - d. It will leave your reader interested.

Just like a train, a report can be long or short.

- a. It can have one engine and two cars (an Opening Paragraph and two paragraphs of the body).
- b. It can have one engine, one car, and one caboose (an Opening Paragraph, one "car" paragraph, and a Closing Paragraph).
- c. It can have what you will have this week--one engine, two cars, and one caboose.
- d. It can have many, many train cars--each a car by itself, but all put together to create one long train.

Lesson C. The Opening Paragraph

- <> C-1. Plan and outline an Opening Paragraph for the character of your animals in last week's report:
- (1) Last week you wrote two paragraphs about two different animals. These animals both show a certain character quality.
- (2) In this assignment, you will plan and outline an Opening Paragraph ("train engine") that you could put at the beginning of a report about your two animals. (You will use those two paragraphs form last week for your report's body paragraphs ("train cars").)
- (3) Highlight the topic that your Opening Paragraph will be about from the list given below (based on which animals you wrote about last week):
 - a. Dependability--weasel and dolphin
 - b. Resourcefulness--bee and angler fish
 - c. Trusting--spider and robin
 - d. Caring--emperor penguin and sperm whale
- (4) Now, outline an Opening Paragraph, using the prompts and "fill-in-the blank" notes given below.

Opening Paragraph (Engine) Notes:

Opening sentence: ______

(Name of important quality)

•Support Sentence: _____

(What this quality means)

•Support Sentence:

(When people need to demonstrate this quality)

•Support/Closing Sentence: _____

(Two animals that demonstrate this quality)

<> C-2. On the lines provided, write your Opening Paragraph from the notes you created above.

OPENING PARAGRAPH

Lesson D. The Closing Paragraph

- (1) Now you have a train engine and two cars for your report.
- (2) You are ready to create a Closing Paragraph (caboose) for your report.
- <> D-1. Create notes for your Closing Paragraph following these steps:
- (1) Fill in the blanks and add notes to each sentence line as needed.
- (2) Add more information for your Closing Paragraph in the middle, if desired, but be sure you start your closing sentence and end your closing sentence with the notes given.

Closing Paragraph Notes:

•Opening Sentence: Yes,	the _	and the
opening demender res,		

both demonstrate

•Support Sentence: _____

(EITHER what the Bible says about this quality OR benefits of showing it)

•Support Sentence: _____

(More about previous sentence or verse)

•Closing Sentence: Animals and people both need the crucial quality of _____

<> D-2. On the lines provided, write your Closing Paragraph from the notes you created above.

CLOSING PARAGRAPH

Lesson E. Final Copy Four Paragraph Report

- <> E. Follow the steps below to write a complete report (whole train!) with the paragraphs you wrote this week and last week.
- 1. Edit all four of your paragraphs with your teacher.
- 2. Write your Opening Paragraph on the lines provided in your neatest handwriting. Be sure to indent this paragraph.
- 3. Read your Opening Paragraph, then read the first animal paragraph you wrote. Be sure that you like the way you go from your Opening Paragraph into the body of your report. If you need a transition sentence in order for your report to sound smooth, indent your second paragraph, write your transition, then write the rest of your animal paragraph. You might choose one of the transition sentences given below for the beginning of the second paragraph of your report (at the beginning of your first animal paragraph):
 - a. The weasel shows dependability in how it keeps the snake from hurting its young.
 - b. The teller bee is resourceful in how it communicates.
 - c. The spider must show trust in God as it leaves its parents.
 - d. The emperor penguin shows deep care as it keeps its young warm.

- 4. Do the same for your second animal paragraph. You might choose one of the transition sentences given below for the beginning of this paragraph:
 - a. The dolphin shows dependability when it helps fellow dolphins.
 - b. The angler fish shows resourcefulness in how it catches its food.
 - c. The robin must trust God to provide it with food.
 - d. The sperm whale mother is another caring animal.
- 5. Then write your Closing Paragraph from your notes.

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Weeks 15 & 16: Original Informative Report

One Animal of the Jungle

Overview of Informative Report With Sources

You will be writing an informative report over the next two weeks. An informative report is a report that informs a reader. It has factual information in it about a topic. It basically teaches a reader about a subject.

To write an informative report, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from a book or online source to put in your report.

I. TOPIC OF REPORT

You will write an informative report about one **animal of the jungle.** You may pick one from the list provided or choose another animal altogether.

- A. Wolf
- B. Brown bear
- C. Black panther
- D. Gray langur (monkey)
- E. Tiger
- F. Python (snake)
- G. Elephant
- H. Hyena
- I. Water buffalo
- J. Bat
- K. Crow
- L. Porcupine
- M. Cobra
- N. Turtle
- O. Crocodile
- P. Peacock
- Q. Rat
- R. Woodpecker

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **2** paragraph for the body.
- B. Extension students will write **3 paragraphs** for the body.

III. SENTENCES PER PARAGRAPH

- A. Basic students will write 4-6 sentences per paragraph.
- B. Extension students will write 5-8 sentences per paragraph.

IV. OPENING PARAGRAPH

- A. **Basic** students will **not** write an **Opening Paragraph**.
- B. Extension students will write an Opening Paragraph.

V. CLOSING PARAGRAPH

Students will not write a Closing Paragraph.

VI. SOURCES

- A. **Basic** students will use **one source**.
- B. Extension students will use two sources.

VII. QUOTATIONS IN YOUR REPORT All students will include one direct quotation.

VIII. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Reading and Research
- B. Color-Coded Research
- C. Choosing Sources
- D. Outlining Cards
- E. Quotation Inclusion
- F. Semicolon Use
- G. Thesis Statement
- H. Animal Q & A Note Taking Card
- I. Thesis Statement Reloaded

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).

*Extension students are those using this book who have more advanced writing skills.

Lesson A. Choose Your Topic and Sources: Reading and Research

You have been given a list of topics from which to choose for your report. The first step in writing a report is to choose the topic you will be writing about.

<> A-1. Start with the list of topics that are provided for you and think about these aspects of topic choosing:

- (1) The topics* suggested for you to write about are purposely chosen for the length of paper you will have.
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily. For example, if you know you have a children's bird encyclopedia that has information about the woodpecker in it, you might want to write about the woodpecker.

<> A-2. Write the topic you have chosen on the topic line below.

Торіс: _____

<> A-3. Choose one or two sources that contain information about your topic that will help you write your report.

- (1) Now that you have chosen your topic, you will begin the reading and research process.
- (2) You will need one or two sources for your report, depending on your level and your teacher's wishes.
- (3) Follow the tips in the sidebar for locating a source or two that is at your reading and writing level.
- (4) You may choose any type of source you desire, but the easiest sources to find information about animals are often animal encyclopedias or almanacs; online sources; children's encyclo-pedias; or factual, user-friendly books, such as Usborne, Dorling Kindersley, Eyewitness, or *Character Sketches*.

<> A-4. Read and mark your source(s) for possible aspects that you want to include in your report, following these Color-Coded Research tips:

(1) Photocopy the pages of your book that have to do with your topic or print off the pages of your online source that you think you will use.

Note: Copying a few pages of a book for a child's school report should not violate any copyright laws. If, however, your teacher or you feel that it does violate a law, plan to use sticky notes on the edges of your book rather than copying its pages.

(2) Skim through the text of your source to get an idea of the various aspects of your topic. As you skim through your source(s), consider that you are writing two or three short paragraphs about your topic--and your book or source contains many paragraphs! You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).

Note: You will choose one aspect of your animal for each paragraph. The <u>first aspect</u> you will write about will be the <u>physical</u> <u>characteristics</u> of your animal. You will be given a physical characteristic card/list to fill in about your animal to record data then to write the first paragraph of your body from.

- (3) Now that you have skimmed your source, while considering the **exact assignment** topic (i.e. animal from the jungle), start marking or highlighting your source for possible paragraph topics following these tips:
 - a. Start out with one color of highlighter and highlight the information that has to do with your animal's **physical features** (which you will include in your first paragraph).
 - b. Using a second color of highlighter, highlight all of the information about **another** aspect of your animal, such as:
 - i. Its habitat
 - ii. Its mate
 - iii. Its relationship to people
 - iv. Its relationship to others of its own kind
 - v. Its eating and food gathering habits
 - vi. Its enemies
 - c. Continue doing this with different color highlighters, one color for each paragraph you are assigned:
 - i. **Basic students** will mark the physical characteristics with one color highlighter and <u>one other aspect</u> with another color highlighter, since you will write a two paragraph body.
 - ii. Extension students will mark the physical characteristics with one color highlighter and <u>two other aspects</u> with two other colors of highlighters since you will write a three paragraph body.

Choosing User Friendly Sources

Specifically, you might like a source book that contains any or all of the following:

- 1. Sidebars with further explanations of the material.
- 2. Section headings that indicate what the next section is about.
- 3. Pictures, graphs, and drawings that help to explain difficult information.
- Short chapters, but more chapters, that begin with each aspect of your topic.
- Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book).
- 6. Detailed Table of Contents that not only lists the chapter titles but also the section headings, if possible.
- 7. Index in the back of the book that tells you specifically on what page each minor topic can be found.
- 8. Summaries at the ends of the chapters that briefly tell you what the chapter's contain.

Lesson B. Study Skills/Research: Create Outline for Informative Report

<> B-1. Create an outline (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

- (1) By now you should have chosen the aspects of your animal that you wish to write about, so it should be fairly easy to plug the information that you have highlighted onto the outlining cards you will create.
- (2) Start with the first card given in this lesson, cut it out, and fill in the physical characteristics about your animal, using your source(s).
- (3) **Extension** students may get information for your cards from both of your sources. Just answer any questions you can from your first source, then move to your second source to finish answer-ing any that you could not answer from your first source only.
- (4) Move to the second card, cut it out, and write notes on it, following these steps:
 - a. Write the topic of that paragraph on the topic of paragraph line (the second aspect you have chosen).
 - b. Open your source and find the information you highlighted or marked with sticky notes for that topic.
 - c. Fill in the sentence lines with the information about that aspect from your source(s) until you have enough information on your card for an entire paragraph of the number of sentences assigned.
- (5) Extension students will do this for the third card (third paragraph) as well.
- (6) Keep these tips in mind:

a. A paragraph is a unit of thought.

- i. Each card should only contain information about one aspect of your animal.
- ii. Do not put information about your animal's habitat and its mating/births on the same paragraph card.
- iii. Each aspect of your animal will be a separate paragraph.

(Note: If you would like to write more than the assigned paragraphs, and your teacher

agrees, you may create some additional note taking cards and do extra paragraphs.)

b. Just write down key words for each note card, but be sure to include any details that are hard to spell or difficult to remember.

<> B-2. While taking notes for your two or three paragraph body, record one quotation that you will include in one of your paragraphs, following these steps:

- (1) As you read your sources, if you find something that sounds interesting or clever that you would like to put in your report word-for-word (a quotation), **record that quote on the lines provided** on the note card for the paragraph that will contain that quote.
- (2) Only plan to include **one quotation**. You may just **put an X over the portion of the note card that is given for a quote if you will not put your quote in that particular paragraph**.
- (3) **Extension** will be writing an Opening Paragraph and may choose to put your quote in that paragraph. Opening Paragraphs are good places to include interesting, attention-grabbing quotes.
- (4) Follow these steps to record your quote on your note taking card (which will be the same steps you will use to include your quote within your report):
 - (a) Write your quote neatly on the lines provided word-for-word as it appears in your source.
 - (b) Be sure you use the exact wording, punctuation, and spelling of the original quote.
 (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
 - (c) Put **quotation marks around your quote**, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
 - (d) Put the **name of the book or the person who said it** before the quote as the quote's speech tag (like the examples given below).
 - i. If the quote comes from an informative book or online source, just put the book's title.
 - ii. If the quote comes from a famous person, put the person's name.
 - (e) Note: Basic students may choose to use one of the quotes given in the sample list rather than find their own quotes, if the information seems to fit. Most of the samples could be used for the first sentence or two (Thesis Statement) of a report (Basic) or in the Opening Paragraph of the report (Extension).

Example of How to Copy Your Quote

According to *Wolf Pack* by John Smith, "Wolves are related to dogs. Their scientific classification is *Canis Lupus*."

*Note: Unless your "speech tag" (words that introduce your quote) contains a complete sentence by itself, do not follow it with a colon. Use a comma instead.

CARD ONE: FIRST PARAGRAPH (PoB-A) Topic of Paragraph: <u>Physical characteristics</u> SIZE

1. What is the animal's adult, average length?

2. What is the animal's adult, average height?

3. What is this animal's adult, average weight?

BODY COVERING

4. What is this animal covered with--hair, fur, textured skin, or feathers?

5. What is the texture of this covering--thick, thin, coarse, smooth, rough?

STANCE

6. Does this animal stand on two legs or four legs?

7. What does this animal's posture look like?

COLOR

8. What color is this animal?

9. Is the color uniform, blotchy, spread out, two-toned?

MARKINGS

10. Does the animal have stripes, spots, or other distinguishing marks?

11. What colors are these marks?

QUOTE I will include in this paragraph (if this is the paragraph your quote will be in):

CARD TWO: SECOND PARAGRAPH (PoB-B)
Topic of Paragraph:
Sentence 1
Sentence 2
Sentence 3
Sentence 4
0
Sentence 5
Sentence 6
Sentence 7
Sentence 8
Quote I will include in this paragraph (if this is the paragraph your quote will be in):

ExtensionCARD THREE: THIRD PARAGRAPH (PoB-C)	
Topic of Paragraph:	
Sentence 1	
Sentence 2	
Sentence 3	
Sentence 4	
Sentence 5	
Sentence 6	
Sentence 7	
Sentence 8	
Quote I will include in this paragraph (if this is the paragraph your quote will be in):	

Sample Note Cards

CARD ONE: FIRST PARAGRAPH OF BODY

Topic of Paragraph: <u>Physical charactis-</u> tics of Wolf

Size

1. What is the animal's adult, average length?

2. What is the animal's adult, average height?

<u>26-38 ínches</u>

3. What is this animal's adult, average weight?

44-150 pounds

Body Covering

1. What is this animal covered with-hair, fur, textured skin, or feathers?

Bulky coat, two layer-guard hair (repels

water and dirt), undercoat (insulates)

2. What is the texture of this covering- thick, thin, coarse, smooth, rough?

Stance

1. Does this animal stand on two legs or four legs?

Four legs

2. What does this animal's posture look like?

Stance depends on what it wants

to communicate

Color

1. What color is this animal?

Rich with color, gray, tan, buft,

black, brown

2. Is the color uniform, blotchy, spread out, twotoned?

Usually one color-with light

and dark highlights

Markings

1. Does the animal have stripes, spots, or other distinguishing marks?

Body mostly one color, face

have light and dark areas

2. What colors are these marks?

Quote I will include in this paragraph (if this is the paragraph your quote will be in): X CARD TWO: SECOND PARAGRAPH OF BODY

Topic of Paragraph: <u>The pack</u>

Sentence 1 <u>Althought thought of as</u> <u>savage creatures-- very</u> <u>friendly, social animals</u>

Sentence 2 <u>líve ín packs -- 2-20</u>

- Sentence 3 <u>Live and hunt with protec-</u> tion
- Sentence 4 <u>Pack → territorial (defend</u> themselves from other wolves)
- Sentence 5 <u>Pack → mating pair and off</u> <u>spring</u>
- Sentence 6 <u>when grown pups leave--</u> start new pack
- Sentence 7 <u>Pack forms when lone male</u> <u>finds lone female</u>

Sentence 8 <u>Paír-bondíng = wag taíls,</u> touch noses, snuggle together

Sentence 9 <u>Hunt for home-lot of prey,</u> good location <u>4 den, water</u>

Sentence 10 <u>Main function to help each</u> other survive dangers and difficulties____

Quote I will include in this paragraph (if this is the paragraph your quote will be in):

<u>(pg 15 Wolves)</u> According to Wolves by Karen Dudley, "Despite stories that describe wolves as lone, savage creatures, wolves are actually very friendly, social animals." Sample Note Cards (continued)

Sample Note Cards (continued)
Extension CARD THREE: THIRD PARAGRAPH OF BODY
Topic of Paragraph: <u>Wolf communication</u>
Sentence 1 <u>wolves "talk" by howling.</u>
Sentence 2 <u>Howl before hunt or before</u> <u>bringing down game</u>
Sentence 3 <u>Each wolf voice powerful</u> and different
Sentence 4 <u>communication by scent</u> <u>marking and body posture</u>
Sentence 5 <u>Growl or bark warnings,</u> whining shows submission
Sentence 6 <u>Have different facial expres-</u> <u>sions—curl lips, bare teeth,</u> narrow eyes, stick out tongue_
Sentence 7 <u>Can make it seem like there</u> are more wolves than there is
Sentence 8 Howl to contact members
Sentence 9 <u>Stick nose in air to make</u>
drawn out wail
Sentence 10 <u>Many noises, snarls,</u> whines, whimpers, squeaks, and barks
Quote I will include in this paragraph (if this is the paragraph your quote will be in):

Student Sample Essay

One of the most popular "wolves" in literature is not a wolf at all but a man-cub (boy) who was raised by wolves. Yes, this young human was carried off into the jungle by a tiger and was raised by some friendly wolves. Some wolves he met were not friendly though. These mean wolves wanted to get rid of Mowgli. They did this by killing his wolf father. Of course, despite *The Jungle Book* and *The Three Little Pigs*, not all wolves are bad. Wolves are beautiful creatures who live in packs and have great communication skills. **[Opening Paragraph]**

Wolves are both fierce and beautiful creatures. They are not only tremendous hunters, but are also playful animals. The adult wolf can be 4.5-6.5 feet in length. It stands 26-38 inches tall and can weigh up to 150 pounds. Two different layers of fur cover the wolf. The top layer, which is called the guard hair, protects the wolf by repelling water and dirt. The bottom layer or undercoat provides insulation for the wolf. Its coat is tough and dense. Rich with color, the wolf's coat ranges from brown, gray, tan, buff, or black with its face being distinct with its light and dark areas. **[PoB-A: Physical Features]**

A pack (a group of wolves) is made up of two to twenty wolves that live together. Within this pack, wolves find protection and assistance in securing food. Being territorial, the pack defends itself from other wolves. The pack consists of a mated pair and its offspring. When the pups are grown, they will leave the pack and start their own pack. A lone male will seek a lone female. As these two animals meet, they will wag their tails, touch noses, and snuggle together. After they have bonded, they will hunt for an unoccupied location to call home. They will look for a place with a large quantity of prey, a good location for a den, and an adequate water supply. According to Wolves by Karen Dudley, "Despite stories that describe wolves as lone, savage creatures, wolves are actually very friendly, so-cial animals." **[PoB-B: Wolf Pack]**

Wolves have a great communication system. They talk by howling or through body language. Howling (sticking the nose in the air to make a drawn-out wail) is done before a hunt (when game is being brought down) or to contact members of the pack. Each wolf has its own unique and powerful voice. Growling or barking is used to show warning, and whining is used to show submission. Other forms of communication are scent markings and body postures. The facial expressions of a wolf-curling their lips, baring their teeth, narrowing their eyes, and sticking out their tongues--can also give you clues as to what a wolf is trying to say. These animals are outstanding communicators. Father Wolf was a great wolf in *The Jungle Book*. He was a beautiful creature that took care of his family. **[PoB-C: Communication]**

Lesson C. Sentence Structure: Using a Semicolon to Create a Compound Sentence

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).

While there are several uses for a semicolon, the one you will use the most is really simple. **Semicolons are used to combine two independent clauses (or complete sentences) into a single sentence.**

She likes work; she loves vacation.

The most important thing to remember is that both sides of the semicolon must contain an independent clause (or complete sentence). That means each side must have a subject and a verb and be able to stand on its own.

In addition, be careful not to use a semicolon when you use a coordinating conjunction (such as the word *and*) to combine two complete sentences. You should use a comma with a cc, not a semicolon with a cc.

She likes work, and she loves vacation.

<> C-1. Circle any sentences that show a semicolon used correctly. Draw a line through the side of any sentence that is not a complete sentence.

Example: He went to the store; today.

- 1. After a long a long day; Sue slept well.
- 2. The Civil War was incredibly destructive; 620,000 soldiers died.
- 3. It was the best of times; it was the worst of time.

- 4. He spent most of the day watching television; his dog spent most of the day watching him.
- 5. It was the best; and worst of times.
- 6. In a time long ago; something happened.
- 7. She worked a long day; she slept well.
- 8. The toughest thing about writing with semicolons; is remembering to always have a complete sentence on both sides.

You should only use semicolons to combine two closely related independent clauses.

Bambi is a deer; I like casserole.

While this does contain a complete sentence on both sides of a semicolon, it shouldn't be one sentence (and probably not even in the same paragraph). The purpose of semicolons is to link ideas together.

Sue likes work; she loves vacation.

This could be two separate sentences. However, **by linking them together with a semicolon, it makes the similarities more obvious.** Making this a single sentence using a semicolon makes Sue seem like a very happy person.

She worked a long day; she slept well.

The first part of this sentence gives the cause while the second gives the result. This provides the link between the two clauses.

There are many relationships you can use a semicolon to express.

Before and After: He entered the room nervously; he left excitedly.

Contrasting: It was the best of times; it was the worst of times.

Cause and Effect: She worked a long day; she slept well.

Semicolons can be a great tool to show off your advanced writing skills. Just be sure both clauses are related in some way and are both independent clauses.

<> C-2. Write six sentences about the sample wolf report using semicolons.

1			
2			

4.	
5.	
6.	

3._____

Answer Key for <> C-1
<> C-1. Circle any sentences that show a semicolon used correctly. Draw a line through the side of any sentence that is not a complete sentence.
Example: He went to the store; today .
1. After a long a long day; Sue slept well.
2. The Civil War was incredibly destructive; 620,000 soldiers died.
3. It was the best of times; it was the worst of time.
4. He spent most of the day watching television; his dog spent most of the day watching him.
5. It was the best; and worst of times .
6. In a time long ago; something happened.
7. She worked a long day; she slept well.
 The toughest thing about writing with semicolons; is remembering to always have a complete sentence on both sides.

Lesson D. Composition: Write Rough Draft of Informative Report About Animal of the Jungle

Sample Thesis Statement

A wolf is an interesting dog-like animal that lives in the wild.

<> D-1. Follow these steps to write your report about an animal of the jungle:

- (1) Read the topic of entire report line to remind yourself of what your report is about.
- (2) Read the topic of your first paragraph and the sentence notes beneath it.
- (3) Add any notes to this paragraph that you desire--or mark through things you do not want or renumber the sentence lines if you want your information in a different order.
- (4) Write the first paragraph of the body of your report 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 your report.
- (7) When you come to the information card containing the quote you will include, write your quote in your report with the person or source that said it first, then the quote--just as you wrote it on your card. Be sure to put information before your quote or after your quote that makes it fit in your report. (See sample in box.)
 - a. If you are a **Basic** student and you choose to put a quote in the very beginning of your report to introduce your animal, follow the steps given for the Thesis Statement provided to put your quote in.
 - b. If you are an **Extension** student and you choose to put a quote in your Opening Paragraph, follow the instructions for doing so in the Opening Paragraph section provided later.

<> D-2. Basic--Add a Thesis Statement as needed. (Extension will add Opening Paragraph and include a Thesis Statement later.)

- (1) Since you are not assigned an Opening Paragraph later, add a sentence in the first paragraph of your body that tells your readers what your entire report is about. (See examples below.) This is called a Thesis Statement because it states the thesis (topic) of your paper.
- (2) A Thesis Statement may be one sentence in length or a couple of sentences in length.
- (3) If you already have a Thesis Statement, do not add another one.
- (4) You may just add a Thesis Statement in general about your animal, or you may use your quote as your Thesis Statement. Both examples are given below.
- (5) **Extension** students will include your Thesis Statement in your Opening Paragraph later.

Lesson E. Extension--Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

Notes for Opening Paragraph
Wolves in Jungle Book
Raísed man cub
Some wolves mean
Wolfpack killed Father Wolf

<> E-1. Extension--Now that you have written the body of your report, you are ready to write notes for an original Opening Paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. Quote about your animal
 - b. Song about your animal
 - c. Story about your animal
 - d. Definition of your animal
 - e. Statistic about how many species, types, etc., there are of your animal; how many live in the US, etc.
 - f. Quote that you have chosen to include in your report that sums up what type of animal you are writing about
- (2) In your notes, plan on what you will include in your Thesis Statement
 - a. Remember, a Thesis Statement is a statement that tells the "thesis" of your paper--what your entire paper is about.
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It may be at the very beginning of your Opening Paragraph or at the end of your Opening Paragraph.
 - d. It should bridge the gap between your catchy Opening Paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

Notes for Opening Paragraph

<> E-2. Extension--Follow these steps for writing your Opening Paragraph:

- (1) Write your Thesis Statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your Thesis Statement later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

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

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

- (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.

Note: If you are <u>not</u> 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 G. Composition: Final Copy Original Informative Report

- <> G-1. Write the final copy of your report in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- <> G-2. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report 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 highlighter, 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 boxes 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 preferred 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

Checklist Challenge for Lessons 15 & 16: Original Informative Report

One Animal of the Jungle

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).



B BASIC LEVEL only

EXTENSION only

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

Е

Read your report 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.**



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)
- If a 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 E 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 coded your verbs in your paper.

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

Image: Set 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.

All All E E

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
meek	meager

courageous fulfilling

lengthy

valiant

preoccupied

_

.

trusted	
understanding	
terrible	

courteous i trustworthy incapable

infallible horrendous presumptuous

Image: An adjective is a describer that describes a noun or a pronoun. It tells whose, which one, how many, or what kind. You should add descriptive adjectives--those that tell what kind--though often clarifying adjectives are needed to tell the reader which one. (These are normally inserted during writing.)

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.)

Gamma Ga

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: "Wild and Wonderful Wolves"
- Something comical: "The Playful Terror?"
- Something bold: "Wolves!"
- · A song title or line: "Raised by Wolves"
- · A Scripture: "God Created the Heavens and the Earth"
- · Something biblical: "God Created the Animals"
- Something about character: "Work Together Like Wolves"
- · Something informative: "The Lives of Wolves"
- Other: "Look Out for Wolves"
- ©=_ Tips:

All

All

All

All

- 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-letteror-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. *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.
- ©≕₂ 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. *If you have already done this,* you should still "code" the CC check box and the Thesis Statement "Reloaded" as directed by your teacher.

If a state of your gaper rather than the Thesis Statement "Reloaded" that restates the title of your paper rather than the Thesis Statement--this would be the Title "Reloaded."

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.



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:	<u>Use:</u>	Instead of:	<u>Use:</u>
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*.

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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.

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). *If you have already done this,* you should still "code" the CC check box and the interjection in your paper as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: Yes, that "hunter" has an easy meal! OR
- Follow it with an exclamation mark, then start a new sentence with a capital: Yes! That hunter has an easy meal.
- © Interjections include words from the following rhyme:

My, well, oh Wow, yes, no

Add one **quotation or a partial quotation** (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 the quotation or partial quotation in your paper as directed by your teacher.

Examples:

- The teacher said, "It designs a temporary spiral of non-sticky silk to act as basting."
- "This basting holds the framework in position as it finishes the web," said Mr. Reish.
- Image: Semigration of the end of the quotation or special quoted words always goes inside the closing quotation mark.

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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.

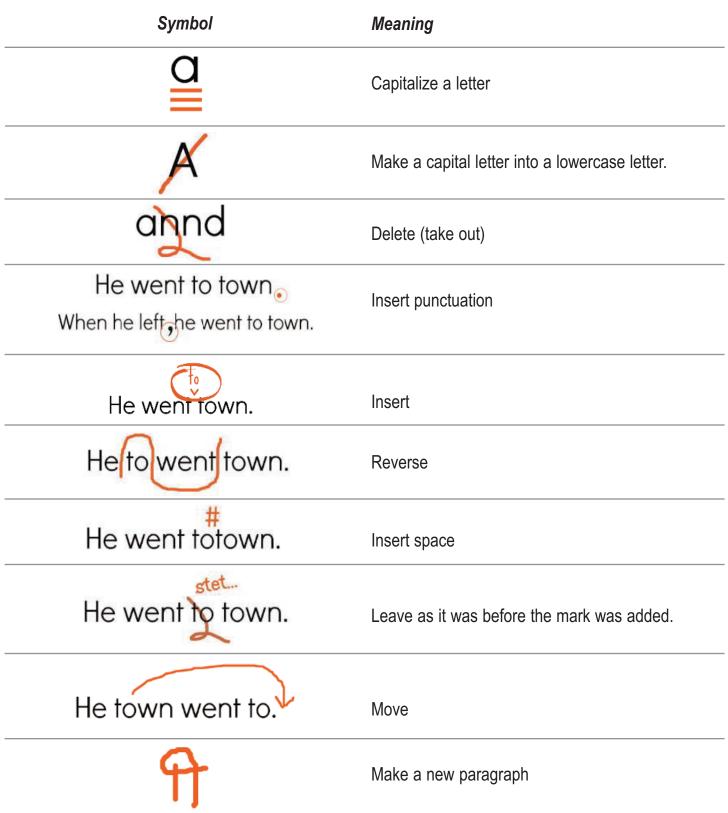
Appendix A: Editing and Revising

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



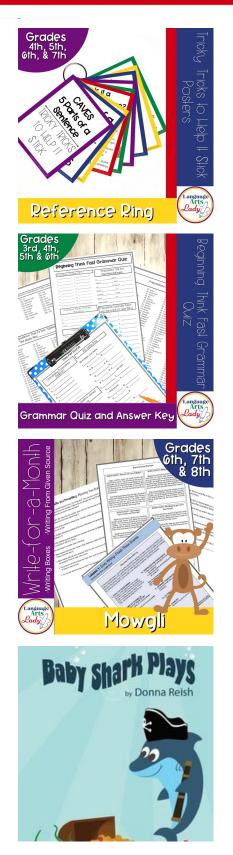


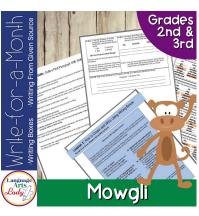
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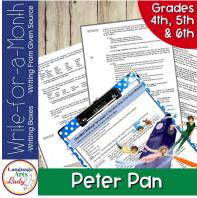
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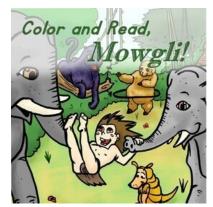
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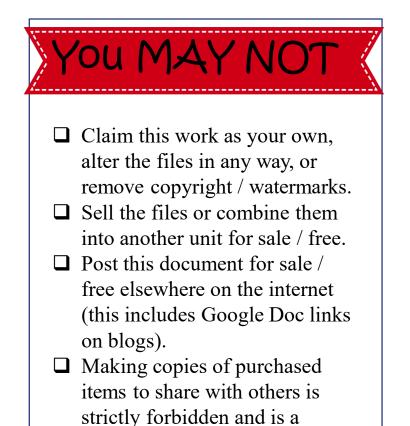


Donna Reish, mother of seven grown children and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty years ago. Following the completion of those thirty books

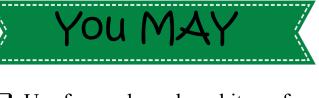
over ten years, she and her husband started a small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum 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*.

Want to know how to get up to three FREE teaching products per week from various TPT sellers? Want to be a part of a community of homeschoolers who love great deals, free products, and sound advice? Join me over in my FB group, <u>Homeschoolers Love Teachers Pay Teachers!</u>

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