

Tools and Tricks



Level I

DONNA REISH

AKA LANGUAGE ARTS LADY

Write-for-a-Month

What Are Write-for-a-Month (WFAM) Writing Books?

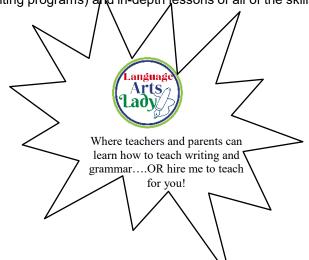
The *Write-for-a-Month* (WFAM) series of books is from LAL's line of digital publications. WFAM is a digital arm of the small- press homeschool publisher, Character Ink Press/Language Arts Lady Blog, and houses a variety of month-long writing books, grammar downloads, readers, and more for teachers, parents, tutors, co-op leaders, and homeschoolers.

The WFAM books are writing/composition books of two to four lengthy lessons each, between 50 and 120 pages per book (depending on the level). These books contain writing projects that last one month (four weeks) based on old books/current movies/characters that children and adults love **or** historical characters/animals/nature topics (indicated by titles/covers). The books contain all types of writing, especially focusing on research reports, essays, and stories.

The projects in the WFAM books all use the author's signature "Directed Writing Approach," which takes students by the hand every step of the way from prewriting (brainstorming, character and plot development, research, etc.) to skill building (for projects requiring certain skills, such as quotes or imagery or persuasion, etc.) to outlining (based on the type of writing) to writing rough drafts to editing (via the Checklist Challenge) to final copy. Each project has detailed samples for students to see how the project was written by another student (a rarity in writing programs) and in-depth lessons of all of the skills needed in order to complete that project.

Each series contains five books*

Level I = Grade 2^{nd} & 3^{rd} – Purple Level II = Grade 4^{th} & 5^{th} – Red Level III = Grade 6^{th} , 7^{th} , & 8^{th} – Blue Level IV = Grade 9^{th} & 10^{th} – Green Level V = Grade 11^{th} & 12^{th} – Yellow



This book, *Tools & Tricks, Level I*, is designed for early elementary students and contains the following projects (from pre-writing through final product with all the instruction and skills needed for each assignment):

- How to Outline and Write From a Given Source-- 3 Little Pigs
- How to Complete the Checklist Challenge--Chicken Little

Each project has detailed samples for students to see how the project was written by another student and in-depth lessons of all of the skills needed in order to complete that project—

- Introduction to the Sentence-by-Sentence Outline
- Creating an Sentence-by-Sentence Outline
- Writing From a Sentence-by-Sentence Outline
- Checklist Challenge I VI
- Extension Checklist Challenge VII VIII

About the "Write-for-a-Month" Book Series

The Write-for-a-Month (WFAM) composition series is a non-religious, yet meaningful, writing program for use in homes, schools, co-ops, and tutoring situations. The books are writing/composition books of two to four lengthy lessons each, between 50 and 120 pages per book (depending on the level). These books contain writing projects of all types at grades two through twelve. Each WFAM book is either **topic-specific** (Mowgli, Peter Pan, Beauty and Beast, Christmas Friends, Dumbo, Slinky Dog, Fairy Tales, Nature, Animals, Famous People, etc.) or **writing-type-specific** (i.e. story writing, reports, essays, dialogue, Twice-Told Tales, Tools and Tricks, and much more). All of the books are grade-level specific (five levels from 2nd through 12th grades--see note below).

The projects in both series use the author's signature "Directed Writing Approach," which takes students by the hand every step of the way from prewriting (brainstorming, character and plot development, research, etc.) to skill building (for projects requiring certain skills, such as quotes or imagery or persuasion, etc.) to outlining (based on the type of writing) to writing rough drafts to editing (via the *Checklist Challenge*) to final copy. No vagueness. No questions as to what to write or how to write.

All of the book types that will be released are listed on the WFAM Series Titles back matter. I recommend that you start out with a *Tools and Tricks* or *Writing Boxes* book if you and your students are unfamiliar with Language Arts Lady's writing programs. (After that, your student will love any of the books!)

By utilizing our <u>writing-type-specific</u> books, you will be able to work on learning the LAL's ways! These writing type books include **Tools and Tricks** (introducing my methods to prepare for any future books) and <u>Twice-Told Tales</u> (story writing spin off projects).

By using our <u>topic-specific</u> books (sub-labeled Write On, _____), your student can choose the characters, books/movie, science, or history themes he would like to write about. Again, both sets are month-long downloads with incremental and extremely-detailed instructions.

Partial sample lessons will be available at the Character Ink and Language Arts Lady stores starting fall 2022 (though the best way to try a WFAM or WO book for your home or classroom is to purchase an early to mid-level book and try it out with your students). I recommend that younger students do a WFAM "Writing Boxes" book and middle and upper level students do a "Tools and Tricks" book first.

There are price differences for home/individual use vs. classroom/co-op use, and we ask that you follow our copyright guidelines of use by the purchaser only for whichever setting it was purchased.

Project Labels/Levels and Printing/Use

The projects within each book are labeled with numbers. A larger project is labeled as Projects 1 and 2, indicating that, that project is lengthy and will likely take two weeks to complete if writing is a daily

subject for your students (longer than that if writing is a twice weekly or non-daily activity). The number of projects in each book roughly coincides with the length of the project in a one-month situation. (Most books will take about one month with daily writing.) The books can be stretched out over two months with less frequent writing or condensed to a two-week time period in remediation or workshop situations.

The author is creating videos about how to teach the projects, so check out the <u>How I Teach videos</u> at <u>Language Arts Lady Blog</u> or <u>YouTube</u> to see if the book you are interested in has a video yet. (There are over fifty there at this time.)

The author has tested each project in each book between three and six times live with fifty to sixty students every year and has made changes according to their responses. We recommend that you print out the books two-sided and three hole-punch them and put them in half or one-inch binders for ease of use. It is especially nice to print the cover in color and slide it into the front of the student binder.

Time Spent in Write-for-a-Month and Write-On

The method of instruction in most of the books will require one or two 30-60 minute 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 20-50 minutes (depending on level of book) per day four days a week by himself in order to complete all the assignments contained herein during a one-month period of time. (High school students will be on the upper end of that.)

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 doing a *Tools and Tricks* book vs a story vs a report—and his interest level in all of those). 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. The time needed will also be different if a book is spread out over two months.

Two Skill Levels in Each Book

All 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 a certain book would not do as many paragraphs and revisions as an older (or more advanced) student using the same book. The composition is dependent upon a student at least understanding the fundamentals of sentence structure (and these are introduced and built upon in the *Tools and Tricks* books).

Students will be able to complete the projects much more effectively if they understand the functions of subjects and verbs. Students will be able to insert the Checklist Challenge 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 *Tools and Tricks* and *Writing Boxes*—for beginning students as well as older students who need instruction in those fundamentals.

(Also, the *Tools and Tricks* 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 Over Given Material" and "How to Complete the Checklist Challenge," etc. These are good starter books and are available at all five levels.)

Grade Levels

Note that WFAM books are not *exactly* grade level specific. 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 Level V books whereas a seventh grader without much writing experience may be more comfortable going in the II or III *Tools and Tricks* books for what a sentence or paragraph contains and how to put paragraphs together for essays and reports. Check out the samples at our store to find the right fit for your student(s).

Semester-Long Character Quality Writing Books

Note that homeschoolers or Christian schools who desire the types of projects in WFAM but want a complete writing program with Christian/character emphases should check out my semester-long books, *Meaningful Composition* (MC). Two-week samples of each MC book are available at our **Character Ink store.**



WFAM: Tools and Tricks: Level I

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WFAM: Tools and Tricks: Level I

Projects 1 & 2: How to Create and Write From a Sentence-by-Sentence Outline Sentence-by-Sentence (S-by-S) Outline--Chicken Little

Overview of Essay Over Given Material

This week will 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.

I. TOPIC OF ESSAY

Sentence-by-Sentence Outline and Expository Essay over given material about Chicken Little.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **2** 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 **not** 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 Sentenceby-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).

Projects 1 & 2: How to Create and Write From a Sentence-by Sentence Outline Over Given Material

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

Choose an Outlining Method for Taking Notes From a Source

When you take notes to write from a source(s), whether it is a given source or one you find yourself, you must develop a system so that you know when you write from it that you are not using words from the source. In order to be sure that you are always writing originally, it is better for you to choose a set method of notetaking and stick with it all the time. This way, you always know whether your notes contain your words or the source's words--and you can avoid copying words that do not belong to you.

When outlining, always include proper nouns, hard-to-spell words, places, and other details.

Most students and Language Arts Lady prefer to use the source's words when outlining.

- 1) This is my favorite way to do it because I don't have to worry that the words I am using when I write "might" have been in the source. I know which words were in the source from my outline.
- 2) In this way, **you outline using words from the source,** but when you write you purposely do **not** use those words (and for older students, not even the same sentence structure).
- 3) When you write, you will always know that you use the source's words when you outline. Thus, you will always change the words in the outline to be your own as you write.

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.

 - b. 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.)
 - c. 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.
 - d. 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.
 - a. 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.
 - b. 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 *number*, *pound*, or *numeral*

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 money, cost, expensive

- ∧ can mean up, above, more
- ++ 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.)

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'soB stands for Paragraphs of Body (more than one PoB).

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

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

PARAGRAPH

An acorn hit Chicken Little's head. Chicken Little thought the sky was falling. She ran into the forest to tell the king. Henny Penny and Ducky Lucky joined her. Three other birds also agreed to help them.

PARAGRAPH 2

The six birds met Foxy Loxy. Foxy Loxy showed them a tunnel. He climbed inside first. They all followed him inside. What do you think happened next?

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'soB stands for Paragraphs 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.

Creating an S-by-S Outline -- Lesson Two

Paragraph 1

An acorn hit Chicken Little's head. Chicken Little thought the sky was falling. She ran into the forest to tell the king. Henny Penny and Ducky Lucky joined her. Three other birds also agreed to help them.

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.

Creating an S-by-S Outline -- Lesson Three

PARAGRAPH 1

An acorn hit Chicken Little's head. Chicken Little thought the sky was falling. She ran into the forest to tell the king. Henny Penny and Ducky Lucky joined her. Three other birds also agreed to help them.

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.

When you wrote topic sentences before, 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 Chicken Little gathers friends

Teacher Notes: 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 S-by-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).

Creating an S-by-S Outline -- Lesson Four

PARAGRAPH 1

An acorn hit Chicken Little's head. Chicken Little thought the sky was falling. She ran into the forest to tell the king. Henny Penny and Ducky Lucky joined her. Three other birds also agreed to help them.

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.

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:

An acorn hit Chicken Little's head.

*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: into may become $\rightarrow 2$ (or just \rightarrow) in your outline

Creating an S-by-S Outline -- Lesson Five

PARAGRAPH 1

An acorn hit Chicken Little's head. Chicken Little thought the sky was falling. She ran into the forest to tell the king. Henny Penny and Ducky Lucky joined her. Three other birds also agreed to help them.

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 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.

Once you have chosen and highlighted the words that you want to use in your outline, write those on the lines for Sentence 1.

Sentence 1 acorn hit Chicken Little's head

Teacher Tip: When we authors of our books teach "How to Create and Write From a Sentence-by-Sentence Outline" lessons, we encourage students to use <u>exact words</u> from a source (any source-given sources as well as ones a student finds and uses for research or essay writing). This helps the writer to realize that those words (in his outline) are the original source's words and should not be used in his paper.

Creating an S-by-S Outline -- Lesson Six

PARAGRAPH 1

An acorn hit Chicken Little's head. Chicken Little thought the sky was falling. She ran into the forest to tell the king. Henny Penny and Ducky Lucky joined her. Three other birds also agreed to help them.

Topic of Paragraph 1 <u>Chicken Little gathers</u> friends

Sentence 1 acorn hit Chicken Little's head

Sentence 2 Chicken Little thought sky falling

Sentence 3 ran→2 forest 2 tell king

Symbols in This Sentence-by-Sentence Outline Sample

Notice how the following abbreviation was used in the sample notes:

Arrow with 2 = used to replace preposition into (ran $\rightarrow 2$ forest)

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.

Teacher Tip: In our books, 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.

Creating an S-by-S Outline -- Lesson Seven

Paragraph'

An acorn hit Chicken Little's head. Chicken Little thought the sky was falling. She ran into the forest to tell the king. Henny Penny and Ducky Lucky joined her. Three other birds also agreed to help them.

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!**

Creating an S-by-S Outline -- Lesson Eight

Paragraph 2

The six birds met Foxy Loxy. Foxy Loxy showed them a tunnel. He climbed inside first. They all followed him inside. What do you think happened next?

- ☐ Week 2: Now that you have walked through the first paragraph of the Sentence-by-Sentence Outline of the Chicken Little passage, you are ready to create your own S-by-S Outline.
- (1) See if you can narrow the important words in each sentence down to 3-5 words.
- (2) Be sure you **highlight the 3-5 words in each sentence** before writing them (and highlight any words you will use as symbols or numbers as well) on the outlining lines.

	Study Skills/Prewriting:
Paragraph Two of Body	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 passage:
Sentence 1	1. Read the second paragraph to yourself. a. Determine the topic of that paragraph.
Sentence 2	b. Write the topic of the entire paragraph on the topic line. 2. Read the first sentence of the second paragraph and think about what
Sentence 3	most help you to remember the
Sentence 4	c. Repeat triese steps for all of trie
Sentence 5	3. Repeat these steps for all of the paragraphs and sentences in the passage.

Teacher Tip: In our books, 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.

Creating an S-by-S Outline -- Lesson Nine

PARAGRAPH 2

The six birds met Foxy Loxy. Foxy Loxy showed them a tunnel. He climbed inside first.

They all followed him inside. What do you think happened next?

■ 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

Topic of Paragraph 2 Foxy Loxy tricks birds

Sentence 1 6 birds met Foxy Loxy

Sentence 2 Foxy Loxy showed them tunnel

Sentence 3 he climbed→1st

Sentence 4 they followed him→

Sentence 5 what think happened?

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.

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 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?

■ 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.

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

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 Sentenceby-Sentence Outline is to **re-read 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.

Teacher 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 rereading 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 '

An acorn hit Chicken Little's head. Chicken Little thought the sky was falling. She ran into the forest to tell the king. Henny Penny and Ducky Lucky joined her. Three other birds also agreed to help them.

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

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.
- 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?

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 Chicken Little gathers friends

Sentence 1 acorn hit Chicken Little's head

Writing From an S-by-S -- Lesson Four

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 Chicken Little gathers

friends

Sentence 1 acorn hit Chicken

Little's head

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?

Possible sentences for line number one notes:

Chicken Little's head was struck by an acorn.

or

Chicken Little leaped in fright when an acorn struck her head.

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

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 three sentences of the first paragraph of the passage have 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 Chicken Little gathers friends

Original Sentence 1 An acorn hit Chicken Little's head.

Sentence 1 acorn hit Chicken Little's head

Rewritten Sentence 1 Chicken Little leaped in fright when an acorn struck her head.

Original Sentence 2 Chicken Little thought the sky was falling.

Sentence 2 Chicken Little thought sky falling

Rewritten Sentence 2 The bird believed this meant the sky was falling.

Original Sentence 3 She ran into the forest to tell the king.

Sentence 3 ran→2 forest 2 tell king

Rewritten Sentence 3 She sprinted into the woods to inform the ruler of the land.

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

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 Para	agraph 2 Foxy Loxy tricks birds			
Sentence 1	6 birds met Foxy Loxy			
Sentence 2	Foxy Loxy showed them tunnel			
Sentence 3	<u>he climbed→1st</u>			
Sentence 4	they followed him→			
Sentence 5	ce 5 what you think happened?			

Compare -- Lesson Seven

☐ Week 2: Read the rewritten paragraphs below and compare your original to it. What changes in vocabulary and/or sentence structure can you make to yours to make it unique?

Student Sample Zachary Kieser

Sample Paragraph

A happy red hen named Chicken Little was darting about when suddenly an acorn fell from a tree and hit her on the top of her head. This made the bird very worried as she thought the sky was falling! Quickly, she darted away and into the woods to find his royal highness and give him this dreadful news. Two of her friends decided to come along to warn the king, as they too thought the sky was falling. Off the trio went. Before long, three other feathered creatures were running along with them, all eager to get to the royal head and warn him of the impending doom.

As the half dozen fowl skipped through the forest, they were joined by a clever fox named Foxy Loxy. This trickster took them to an opening in the ground. Foxy Loxy hopped into the opening right off the bat in an effort to show the others it was safe. Immediately, the half dozen fowl took his lead and went down into the tunnel too. Can you guess what took place next?

Projects 3 & 4: Walking Through the Checklist Challenge (CC)

Three Little Pigs

Lesson A. Checklist Challenge I

- (A) You have been learning to write many things so far, 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 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 your self.
 - 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

Three little pigs built three little houses. The first pig built a home out of straw. The wolf knocked down the house and ate the pig. The second pig built a home out of sticks. The wolf knocked down the house and ate the pig. The third pig built a home out of bricks. The wolf could not knock down this house.

The third pig's house had a chimney. The wolf tried to get into it. The pig put a pot in the fireplace. The wolf came down the chimney and dropped into the pot. The pig put a lid on the pot. Then, he ate the wolf for supper.

- <> A-1. Study the sample (color-coded) Checklist Challenge Chart and sample (color-coded) essay provided near the end of the book) that goes with it to see how to insert changes onto a paper document of a report, essay, or story.
- <> A-2. Choose two paragraphs that you wrote earlier in this book (or use the Three Little Pigs one provided on the previous page), and pull them out of your notebook or photocopy them. You will use these paragraphs this week and next week to Complete the Checklist Challenge (CC).
- Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear.

 Be sure to read aloud. You will "hear" errors you would otherwise not find. Place a check mark in each CC box with a pen or pencil when this step is completed.

© Focus on content errors at this time.

- (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-3. Do the first item (reading aloud and listening for errors) with your teacher for the two paragraphs you have chosen to edit in this lesson. Place check marks in the boxes when you have completed it.

Lesson B. Checklist Challenge II

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

Box B-1

- (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 paragraphs for CAVES, and check off the boxes (in Box B-1) when you are finished. Be sure to change any sentences that are not real sentences to make them into sentences.

All 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

Box B-2

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 paragraphs using OCCTI, and check off the boxes (in Box B-2) when you are finished. Be sure to change anything that keeps your paragraphs from being real paragraphs.

Lesson C. Checklist Challenge III

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

(B) 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.
- (C) A quick review of verbs is in order so that you can find them in your paragraphs.
- (D) 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

(E) 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 (Box C) 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

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		

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

Box D-1

- (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 with out 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 paragraphs, your paragraphs 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 (in Box D-1). Be sure to place check marks in the boxes when you have completed this item.

All 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.

Examp	les

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

Box D-2

- (A) Are your paragraphs 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 (in Box D-2). Be sure to place check marks in the boxes when you have completed this item.

Add an adverb (/y 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 the 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.

Box D-3

- (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 (in Box D-3). Be sure to place check marks in the boxes when you have completed this item.

Lesson E. Checklist Challenge V

All

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

Consider the following ideas:

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

©≕ Tips:

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

 Box E-1
- (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 wantand 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, you could possibly give the Three Little Pigs paragraphs one of the titles listed below:
 - Something catchy: "This Little Piggie"
 - Something comical: "The Revenge of the Bacon"
 - Something bold: "Wolf vs. Pig"
 - A song or rhyme title or line : "Three Little Pigs"
 - Something about character: "Build Wisely"
 - Other: "How to Cook Wolf"
 - Informative: "The Pig Who Tricked the Wolf"
- <> E-1. Do the title item (Box E-1). Be sure to place check marks in the boxes when you have completed this item.

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.

Box E-2

- (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 paragraphs carefully to see if you have any of the words that are "banned" in your paragraphs.
- (D) If you find more than one, just choose the one that you think is the most boring and change it.

If a paragraph doesn't have a Banned Word, just put a check mark in that paragraph's box with a pen or pencil.

<> E-2. Do the Banned Word item (in Box E-2). Be sure to place check marks in the boxes when you have completed this item.

Lesson F. Checklist Challenge VI

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) Some CC items say, "If you have already done this, highlight it as directed by your teacher."
(C) For these items, you may just find them in your essay or report and highlight them (rather than adding something you already have).
(D) You will see this note ("If you already have this") for items that would be repeated too much if done again.
(E) For example, you would not want your paragraphs 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 those paragraphs on the lines provided below, using the technique you just learned about.
Or

 ()	r
$\mathbf{\sim}$	

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. <i>If you have already done this</i> , you should still "code" the CC check box and the Thesis Statement "Reloaded" as directed by your teacher.
Sour may choose to include Thesis Statement "Reloaded" that restates the title of your paper rather than the Thesis Statementthis 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 <i>Once upon a time, there was a trio of pigs who built a trio of small houses</i> , you could close your essay with, <i>The trio of little pigs were now safe.</i>
<> 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 those paragraphs on the lines provided below, using the technique you just learned about.
*Note: From now on, the tasks say something like, If you have already done this, just code the CC box and the item in your paper. These items should be found in your paper and

coded. If a paragraph does not contain the item, add it to that paragraph and it in the

paper and on the CC charts.

Lesson G. Extension--Checklist Challenge VII

All All

Using a thesaurus, if needed, change one word in each paragraph to a more advanced or distinct word. If you and your teacher feel that your vocabulary is advanced 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:Use:Instead of:Use:treemapledeepbottomlesskindcompassionateturnswervegrassbladesloudobnoxious

- (A) While a dictionary lists words and their spellings and definitions, a thesaurus lists words and their synonyms.
- (B) 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.
- (C) 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.
- (D) In this editing item, you will look for any kind of word in each paragraph that is weak.
- (E) This could be a describer, like wonderful, or a verb, like show.
- (F) Then you can look in the thesaurus and finda 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.
- (G) The thesaurus should be the writer's best friend.

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*.

1. very	2. sit
3. little	4. big
5. good	6. fun
7. great	8. bad
9. some	10. more

find at least four new words for this exercise in the thesaurus.

<> G-1. Extension--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

- 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--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.
- (D) 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.

^{*}Note: From now on, the tasks say something like, If you have already done this, just code the CC box and the item in your paper. These items should be found in your paper and coded. If a paragraph does not contain the item, add it to that paragraph and it in the paper and on the CC charts.

<> G-2. ExtensionChoose 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. Extension--Checklist Challenge VIII

Add a transition sentence to the beginning of the second paragraph or at end of the first paragraph. Be sure your transition sentence takes the reader smoothly from the first paragraph to the second paragraph. If your transition sentences are adequate, you should still "code" the CC check box(es) and the transition sentence(s) in your paper as directed by your teacher.

Examples:

- First, God told Noah to build an ark.
- After Noah was sure what God wanted him to do, he and his family began the process of building the ark.
- (A) When you start writing longer essays--and stories, you will want to be sure that each paragraph is about one topic (OCCTI).
- (B) Even though a paragraph is a unit of thought and one paragraph should contain sentences all about the same thing, you will learn soon that an essay is all about one topic--and each paragraph in that essay is about an aspect of that topic.
- (C) You do not want a longer essay to seem like it is just several paragraphs one after another. You want to connect or link your paragraphs to each other.
- (D) This is where transition sentences come in.
- (E) You can use transition sentences at the end of a paragraph to introduce the next paragraph or at the beginning of the next paragraph to introduce that paragraph.

Lesson I: Checklist Challenge IX

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)) (
(A) You learned earlier in this book about writing SSS5's.
(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 paragraphs. All of your sentences will not be the same length. They will not all sound the same.
(D) SSS5's help you make your sentences varied.
<> I. On the lines provided, write an SSS5 that could be added to each paragraph topic given.
Topic 1: Little Red Riding Hood
Topic 2: Cinderella
Topic 3: Goldilocks & the Three Bears

Topic 4: Rapunzel
Topic 5: Little Red Hen
Topic 6: Peter Pan
Topic 7: Dumbo
Topic 8: Beauty & the Beast
Topic 9: Snow White
Topic 10: Jack & the Beanstalk

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.					
(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.					
Lesson J. Almost Done!					
(A) You are ready to do a complete Checklist Challenge now!					
(B) You can do these in any Write for a Month or Write On Book (except for a Tools and Tricks bookdo another one of those if you need more help with How to Sentence-by-Sentence Outline or How to Checklist Challenge).					
□ J. Check out a complete beginning Checklist Challenge on the next pages!					

^{*}Note: From now on, the tasks say something like, If you have already done this, just code the CC box and the item in your paper. These items should be found in your paper and coded. If a paragraph does not contain the item, add it to that paragraph and it in the paper and on the CC charts.

Checklist Challenge for Any 2 Paragraph Project

Boxes may be altered for any number of paragraphs

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.



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

€ Focus on content errors at this time.



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



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.

<u>Instead of</u>	<u>Use</u>	Instead of	<u>Use</u>	<u>Instead of</u>	<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** (*Iy* 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
practi	cally significantly	closely	finally	diligently	seldom
cheer	fully carefully	laboriously	gladly	slowly	later
extrer	nely gratefully	happily	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly
•	,	0,		•	. ,

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



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

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

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



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

Banned Word List

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

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

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

All

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

Consider the following ideas:

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

Tips:

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

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

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 E

Edit each paragraph with your teacher, and correct any usage or spelling errors. Place a check mark in each CC box with a pen or pencil when this step is completed.

Two Paragraph Sample Story With Completed CC

The Revenge of the Pork unwisely

Three fittle pigs built three fittle houses. The first pig built a home out of straw. The wolf knocked-down the house and ate the pig. The second pig built a home out of sticks. The wolf knocked down the house and ate the pig. The third pig built a home out of bricks. The wolf could not knock down this house.

The third pig's house had a chimney. The wolf tried to got into it. The pig put a pot in the fireplace. The wolf came down the chimney and dropped into the pot. The pig put a lid on the pot. Then, he ate the wolf for supper.

Checklist Challenge for Any 2 Paragraph Project

Boxes may be altered for any number of paragraphs

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
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- Capital at beginning
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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
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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		

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



Add an adverb (Iy 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.

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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.



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courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

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



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

Banned	Word List					
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say	bad	little	want	see	look	such
ask	lot	find	walk	said	go	become
sit	think	soft	fast	many	find	

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

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 catch
- · Something bold
- · A song title or line
- A Scripture
- · Something biblical
- · Something about character
- Other

€ Tips:

- Center your title at the top of the first page of your composition.
- Capitalize the first letter of the first and last word.
- Capitalize all the words within the title that are important--but not three-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.



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

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

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



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

Probleader S Marks				
Symbol	Meaning			
a	Capitalize a letter			
A	Make a capital letter into a lowercase letter.			
annd	Delete (take out)			
He went to town. When he left he went to town.	Insert punctuation			
He went town.	Insert			
He to went town.	Reverse			
He went totown.	Insert space			
He went to town.	Leave as it was before the mark was added.			
He town went to.	Move			
A	Make a new paragraph			

Teacher Tips & Free Resources



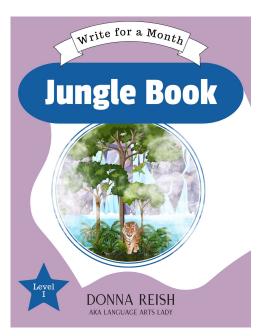
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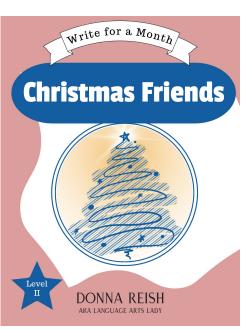
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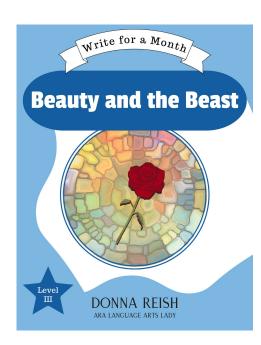
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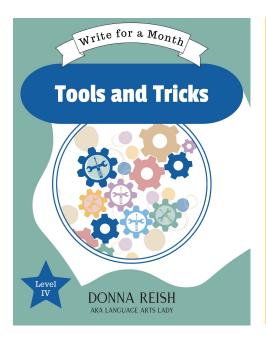
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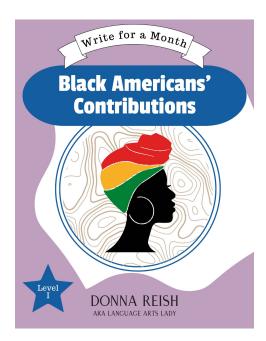




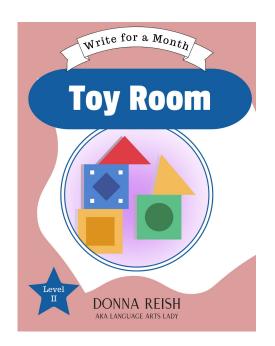


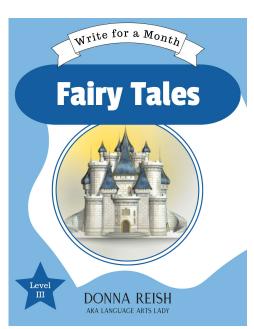


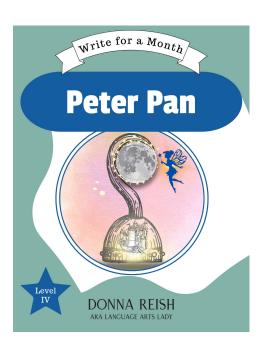


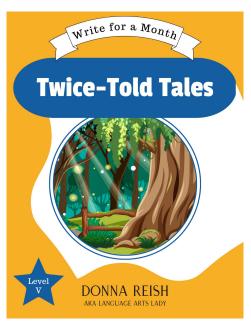


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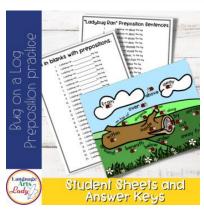




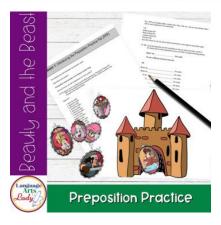




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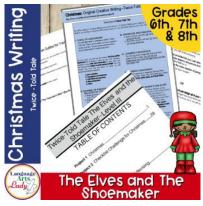


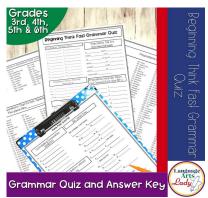


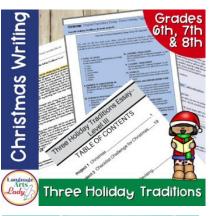


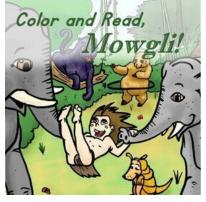


















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<u>T</u>eaching Services



Donna Reish, mother of seven grown children, Nonna to ten lovies, 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-five 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 teaching 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 & 10 Minute Grammar*.

Want daily grammar, writing, & teaching tips? Follow me @languageartslady_ on Instagram!

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