

Creating an S-by-S Outline -- Lesson 8

PARAGRAPH 2

A fairy helped Pinocchio. She taught him to work. Pinocchio heard about Toyland. He left the fairy and travelled there. No one worked in Toyland. However, the enchanted town turned him into a donkey.

- **Week 2:** Now that you have walked through the first paragraph of the Sentence-by-Sentence Outline of the 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 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.

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may use up to six words for Sentence Four.)

Sentence 5 _____

Sentence 6 _____

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 second 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 second 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 second paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

***Note:** In these 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 9

PARAGRAPH 2

A fairy helped Pinocchio. She taught him to work. Pinocchio heard about Toyland. He left the fairy and travelled there. No one worked in Toyland. However, the enchanted town turned him into a donkey.

- ❑ **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 Pinocchio & Toyland

Sentence 1 fairy helped Pinocchio

Sentence 2 taught him 2 work

Sentence 3 Pinocchio heard→Toyland

Sentence 4 left fairy→there

Sentence 5 one worked→Toyland

Sentence 6 enchanted town turned him→2 donkey

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.

Creating an S-by-S Outline -- Lesson 10

PARAGRAPH 3

Geppetto searched the sea for Pinocchio. The Terrible Dogfish ate Geppetto. Pinocchio heard this, and he ran away from Toyland. He turned back into a puppet. He rescued Geppetto. Then, the fairy turned Pinocchio into a boy.

- **Week 2:** Now you are ready to write the S-by-S Outline for the third paragraph of the passage that was 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. **Highlight 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.

Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

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

Writing From an S-by-S Outline--Lesson 1

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 2

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 **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**.

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

Geppetto the woodcarver created a living puppet. He named him Pinocchio. Geppetto gave Pinocchio some coins. Pinocchio met the Fox and the Cat. They convinced him to leave the town. Then, they stole his money and abandoned him.

Writing From an S-by-S Outline -- Lesson 3

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 Geppetto creates P. & P. loses \$\$

Sentence 1 Geppetto (woodcarver) created living puppet

A poor shoemaker had enough leather to make only one more pair of shoes. So, he cut out the leather that evening and fell asleep. In the morning, he surprisingly saw two shoes on his table! He looked at them and found that they were made perfectly. Later that day, the shoemaker sold them for a great price. With the money, he bought enough leather for two pairs of shoes.

The next morning, the shoemaker found two more beautiful pairs of shoes on his table. This went on until the shoemaker was wealthy from selling so many shoes. One evening around Christmastime, the man and his wife wanted to learn who was helping them. So, they hid behind some hanging clothes in the corner of the room. At midnight, two dwarves in old clothes came inside. These small men started sewing the shoes very fast. The shoemaker and his wife watched with shock.

After the men left, the shoemaker and his wife felt sorry for them. They made new clothes and shoes for them. When they finished the gifts, the shoemaker and his wife hid and waited. When the men came in, they liked the clothes and shoes. They put them on and left the shop singing and dancing. They never came back, but the shoemaker still prospered.

Help will come to
those who are
diligent and grateful.

[Three Paragraph Sample Story With Completed CC]

The Midnight Shoemaking Service

A poor shoemaker had enough leather to make only one more pair of shoes. So, he cut out the ^{material} leather that evening and fell asleep. In the morning, he surprisingly ^{spotted} saw two shoes on his table! He ^{inspected} looked at them and ^{discovered} found that they were ^{fabricated} made perfectly. The man was joyfully ^{grateful} content. Later that day, the shoemaker sold them for a ^{astoundingly} great price. With the money, he ^{happily} bought enough leather for two pairs of shoes.

The next morning, the shoemaker ^{encountered} found two more beautiful pairs of shoes on his table. This ^{continued} went on until the ^{penniless} shoemaker was wealthy from selling so many quality, stylish shoes. One evening around Christmas time, the man and his wife ^{secretly} wanted to learn who was ^{tradesman} helping them. So, they hid behind some hanging clothes in the corner of the room. At midnight, two ^{incredibly} dwarves in old clothes ^{entered} came inside. These small men started sewing the shoes ^{very} fast. The shoemaker and his wife watched with shock.

After the ^{magical} men ^{exited} left, the shoemaker and his wife felt sorry for them. They ^{so + quickly} made new clothes and shoes for them. When they finished the gifts, the shoemaker and his wife hid and waited. When the men ^{entered} came in, they ^{loved} liked the clothes and shoes. They put them on and left the shop singing and dancing; they never ^{returned} came back, but the shoemaker still prospered. This man's diligence and gratefulness brought him success in multiple ways.

*Corresponds with Sample CC Chart on next few pages.

Box 2

Sample Checklist Challenge for Projects 3 & 4: Original Expository Essay--The Elves and the Shoemaker

The Elves and the Shoemaker--Corresponds with Box 2

Complete the Checklist Challenge by using these guides:

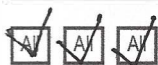
- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

☐ All ALL LEVELS

☐ B BASIC LEVEL only

☐ E EXTENSION only

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



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.



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 the added verbs in your paper.**

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

All All All

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 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 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.**

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: **"The Surprised Shoemaker"**
- Something comical: **"The Spontaneous Shoemaker"**
- Something bold: **"Help in the Darkness"**
- A song title or line: **"Silent Night"**
- A Scripture: **"Work with Your Hands"**
- Something biblical: **"Diligence Will Be Rewarded"**
- Something about character: **"The Beauty of Character"**
- Something informative: **"The Shoemaking Elves"**
- Other: **"Secret Shoemakers"**

➡ **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 All 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.**

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.*

- ☞ You may choose to include Thesis Statement “Reloaded” that restates the title of your paper rather than the Thesis Statement.

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).

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

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

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

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All All All

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

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*.

E

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

Example

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

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

All All All

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

Examples:

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

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

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

All All All

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

Examples:

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

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

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

Examples:

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

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

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

Examples:

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

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

E Add one set (or more according to check boxes) of **descriptive double adjectives** separated with *and* or a comma. **If you have already done this, you should still “code” the CC check box(es) and the double adjectives in your paper as directed by your teacher.**

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

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



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.