

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

(Project 1 Continued)

Creating an S-by-S Outline -- Lesson 1

PARAGRAPH 1	<p>The circus animals were amazed by the baby elephant's big ears. When he was older, his ears were still very big. One day, Jumbo was chosen to be in the show. Jumbo messed up the whole show when he fell over his ears. The tent fell, and the people and animals had to run to get out.</p>
PARAGRAPH 2	<p>The circus master was very angry. Jumbo was taken away from his mother. He was now called Dumbo and made to do a trick he did not like. He was made to fall off a platform. He landed in a pool of mud, and the crowd laughed. Dumbo was very sad, and he left the circus.</p>
PARAGRAPH 3	<p>A robin said he would tell Dumbo how to fly. He had Dumbo jump off a cliff. At first, Dumbo fell, but then he flew! Dumbo returned to the circus. He stunned the people by flying during the next show. He was a star, and he was happy.</p>

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.

* 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 2

PARAGRAPH 1

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

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.

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

Creating an S-by-S Outline -- Lesson 3

PARAGRAPH 1

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

Study Skills/Prewriting: Sentence-by-Sentence Outline

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

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

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

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

Paragraph One of Body

Topic of Paragraph 1 Jumbo gets in trouble

Topic of Paragraph Line

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

- (1) As a comprehension exercise, **it gives the students the opportunity to continuously look for and find the main idea of the paragraph**. This is, of course, helpful for standardized testing, but also for reading comprehension in general.
- (2) As a composition exercise, its merits are endless. It is one of the first keys that WFAM 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 4

PARAGRAPH 1

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

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 descriptors, 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 descriptors and clauses around it will not help you write a sentence.**

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

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

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

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

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

For example: **big** may become +++ in your outline

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 - 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 5

PARAGRAPH 1

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

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

You might want to include three pluses before ears to remind you that the ears were big.

Sentence 1 animals amazed → baby elephant's + + + ears

Teacher Tip: When I teach "How to Create and Write From a Sentence-by-Sentence Outline" lessons, I encourage students to use exact words 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.

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

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

Creating an S-by-S Outline -- Lesson 6

PARAGRAPH 1

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

Topic of Paragraph 1 Jumbo gets in trouble

Sentence 1 animal's amazed → baby elephants + + + ears

Sentence 2 Older → ears still + + + big

Sentence 3 1 day, Jumbo chosen / show

Sentence 4 messed show → fell over ears

Sentence 5 tent fell → people/animals run

Symbols in This Sentence-by-Sentence Outline Sample

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

1. Arrow -- used to show connection (*animals amazed → baby-by, later, etc.*)
2. +++ -- used to show size or magnitude (*big/very*)
3. / -- used to show two things (*people/animals*)

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

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Creating an S-by-S Outline -- Lesson 7

PARAGRAPH 1

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

Study Skills/Prewriting: S-by-S Outline

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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!**

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

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Essay 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.-
- 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.

In the essay you are editing today, a Thesis Statement might already be present. However, if you do not feel that a sentence within the first paragraph tells the reader exactly what your entire report contains, you may want to add a new Thesis Statement.

Remember, the Thesis Statement is a sentence or two in your first paragraph that tells your readers what your essay is about.

<> 11. Do the Thesis Statement task. Be sure to “code” the CC box and the addition(s) in your paper when you have completed this item or if you already have one in your paper.

***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 code it in the paper and on the CC charts.*

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

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

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 statement (or statements) to your essay.

You do not want your reader to be left hanging--wondering where the ending to your essay is.

One way you can create a strong closing sentence is to re-word your Thesis Statement and create a Thesis Statement “Reloaded” at the very end.

Another way you can add a closing statement that is a lot of fun--and brings your report back around to the title--is to somehow restate the title in it.

For example, if your title was “Pride Comes Before the Fall,” you could close your essay with a sentence like the following: *Because of her pride, the Crow lost both her meal and her reputation.*

↔ 12. Do the closing sentence task from above. Be sure to “code” the CC box and the addition(s) in your paper when you have completed this item (or if you already have one in your paper).

***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 code it in the paper and on the CC charts.*



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.

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.

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.

Maybe you use bigger, more interesting words when you speak than you do when you write because you do not know how to spell those longer words. Maybe when you write, you are just focusing on getting your thoughts down so much that you do not think of other words you could use. This item will help you overcome either of those “writing ruts.”

<> 13. Do the “add a word you’ve never used before” task from above. Be sure to “code” the CC boxes and the addition(s) in your paper when you have completed this item.

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

Examples:

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

While writing longer, more interesting sentences is good, it is also good to have sentence variety.

This means that you will have variety in your paragraph. All of your sentences will not be the same length. They will not all sound the same. SSS5's help you make your sentences varied.

<> 14. Do the “add an SSS5” task from above. Be sure to “code” the CC box and the addition(s) in your paper when you have completed this item.

***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 code it in the paper and on the CC charts.*

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 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:

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*.**

A thesaurus is a book of words, sort of like a dictionary. While a dictionary lists words and their spellings and definitions, **a thesaurus lists words and their synonyms**. 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 in your editing and revising.

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 words beneath that one that mean the same or almost the same as the one you are looking up. You can just choose the one you like the best that fits in your paragraph.

In this editing item, **you will look for *any* kind of word in each paragraph that is weak**. This could be a describer, like *wonderful*, or a verb, like *show*.

Then you can look in the thesaurus and find that instead of *wonderful*, you could use *stupendous*, *terrific*, *awesome*, *incredible*, etc. Instead of *show*, you could use *display*, *instruct*, *teach*, *demonstrate*, etc. The thesaurus should be the writer's best friend!

When you come to this item in a Checklist Challenge, you will stop and think about the words you used in your essay.

<> **15. Do the “change one word” task above. Be sure to “code” the CC boxes and the addition(s) in your paper when you have completed this item.**

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 code it in the paper and on the CC charts.

All 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 answer the question *To what extent?*

In this item, you will **add an adverb that does not modify a verb but modifies another word**—either an adjective or another adverb. When an adverb modifies an adjective or another adverb, it usually **answers the question to *what extent***.

The problem with an adverb that modifies an adjective or another adverb is that people get in the rut of using the adverb *very*. While *very* is an adverb that tells to what extent, there are many stronger and more precise adverbs you could use instead of *very*, such as *extraordinarily*, *extremely*, *supremely*, *uncharacteristically*, etc.

<> 16. Complete the "adverb that does not modify a verb" task from above. Be sure to "code" the CC box and the addition(s) in your paper when you have completed this item.

All All All

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

When you write multi-paragraph essays and reports, especially those not from given material, you want to be sure that each paragraph contains information that supports the topic sentence for that paragraph. In addition to this, **you want to be sure you have smooth transitions from one paragraph to the next--transitions that link the previous paragraph to the next paragraph.**

Notice that the given essay has a transition sentence at the beginning of each of the paragraphs (two or three):

- *The Fox first said hello to the Crow.* The previous paragraph told how the Fox saw the Crow with the cheese and plotted to steal it; this transition tells the reader how the Fox began carrying out his plan.
- *The Crow loved the praise.* The previous paragraph told how the Fox praised the Crow. This transition tells the reader that this paragraph will have information about how the Crow responded to the Fox's flattery.

<> 17. Complete the “transition from one paragraph to another” task from above. Be sure to “code” the CC boxes and the addition(s) in your paper when you have completed this item.

***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 code it in the paper and on the CC charts.*

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 students should omit as much redundancy as possible throughout all paragraphs.

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

Redundancy is one of the most common writing errors people make.

Redundancy especially happens when you are writing about a certain topic for which there are not many synonyms. You may find yourself saying *the bear* over and over again, for instance, in an essay about a bear.

You need to get creative to avoid redundancy!

<> 18. Complete the “redundancy” task from above. Be sure to “code” the CC boxes and the addition(s) in your paper when you have completed this item.

***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 code it in the paper and on the CC charts.*

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.**

In grammar, you may have learned about sentence openers.

The CC item listed above has all of the sentence openers that you will be asked to add to your compositions in WFAM and WO books. **Sentence openers add variety to your sentences that you do not have when you just use a subject-verb pattern.**

The length of sentences containing sentence openers also adds rhythm to your writings so that all of your sentences do not sound alike. (The same is true of SSS5's.)

Two of the most important things to remember in adding sentence openers include the following:

1. **A sentence opener is not needed to make a sentence a sentence.** You probably know the five things a sentence must contain in order to be a sentence. A sentence opener is added on to a complete sentence to make it more interesting, but the sentence is a sentence even before the sentence opener is added.
2. **You usually hear a pause after a sentence opener** (before the real sentence begins). This is where you put the comma in.

<> **19. Add one of the sentence openers listed in the box above to each paragraph. Be sure to “code” the CC boxes and the addition(s) in your paper when you have completed this item.**

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

You probably already combine two sentences into one when you write quite often. The above CC item tells you one method for doing this.

When you have two sentences you want to combine into one, you may do so by putting a comma-coordinating conjunction in between them. This will result in a compound sentence--two sentences joined into one.

You need to know the seven coordinating conjunctions in order to be able to do this. You will remember them better if you remember this acronym taught by a wise grammar teacher: FANBOYS. FANBOYS are cc's!

For
And
Nor
But
Or
Yet
So

You may use any of those FANBOYS to combine two sentences into one. Just put a comma before the coordinating conjunction, and be sure you begin the second half of the sentence with a lower case letter.

↔ 20. Add a coordinating conjunction to your paragraph. Be sure to “code” the CC box and the addition(s) in your paper when you have completed this item.

***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 code it in the paper and on the CC charts.*