

Part III

On Your Own!

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

PARAGRAPH 3

The grieving dwarfs placed Snow White in a glass coffin and took turns observing her in it. One day, a prince passed by and fell in love with Snow White. The dwarfs felt pity on the prince and allowed him to take the coffin. When the prince's servants moved the box, however, the apple piece fell out of Snow White's mouth. She woke up and married the prince.

- Part III 1. 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 _____

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

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

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

Sentence 5 _____

SAMPLE

Compare -- Lesson 3

- **Part III--Lesson 3.** 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

Once there was a queen who was obsessed over a looking glass she had acquired---as this object repeated spoke words she wanted to hear: "You are the loveliest lady in the land!" The matriarch was, once again, admiring herself in the magic mirror one day when it abruptly announced that her highness had a long-lost step-daughter named Snow White. The glass went on to declare that this young one was the most beautiful in the kingdom--not the queen herself. This angered the queen, and she sent for her guards to go into the forest and kill the girl. They were not successful as Snow (as her friends liked to call her) managed to elude the hired guns.

When the step-daughter was running through the woods to get away from the executioners, she came upon a darling abode that housed seven little men. These dwarfs hid Snow White in their house. However, it wasn't long before the evil matriarch uncovered the house. Furthermore, she sweet-talked the girl into eating a poisoned piece of fruit. This shiny red apple caused the young one to fall into an everlasting slumber.

The little men were overcome with sadness when they discovered their new friend was completely unconscious. They laid Snow inside a casket made of glass and kept vigil over her day and night. Out of the blue one day while riding through the woods, a young man of royalty discovered the lovely girl in the clear coffin. He was immediately enamored by this innocent beauty. The prince got permission from the seven dwarfs to take the coffin with him. As the prince's right hand man lifted the glass box, a portion of the sweet apple dropped from the girl's mouth. This awakened Snow White. Once alert, she was immediately mesmerized by the prince. The two fell in love and became husband and wife--with the young lady's seven little friends surrounding them.

Box Part III-3

All Add an **adverb** (/y 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.

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

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):

- *Mushu then gave fake orders to Shang, the leader of the troops.* The previous paragraph told how Mulan joined the army, and how she and the men turned into trained soldiers. This transition tells the reader what Mulan and the army did next.
- *After the army had left, Mulan spotted Huns heading to the Imperial City.* The previous paragraph told how Mulan saved the army, but was kicked out when they discovered that she was a woman. This transition tells the reader that this paragraph will have information about what Mulan did once she was expelled from the army.

You will not have a transition sentence in your first paragraph since it has a thesis statement.

<> 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 in writing means you are saying the same thing over and over again--like a certain word or phrase.

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.**

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 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.*

[Three Paragraph Sample Story With Completed CC]

For Family and Fatherland

Mulan succeeded through courage and determination.

rampaged

immediately One day, the Chinese emperor heard that the Huns had come into China! He ordered one man from each family to join the army. This forced Mulan's elderly father to ^{enlist} sign up since he had no son; however, Mulan pretended she was a man and took his place. When she left, her ancestors accidentally sent Mushu, a tiny dragon, to help her. Once the girl came to the ^{military} army camp, Mushu quickly got her into trouble. Through hard work, though, Mulan and the army turned into trained soldiers.

incredibly

ordered

immediately Mushu then gave fake orders to Shang, the leader of the troops. These ^{experienced} ~~old~~ Shang to bring his soldiers to join the army of General Li. Partway through their march, however, they realized that General Li's ^{large and experienced} army had been ^{massacred} killed. Then, Shang and his army were surprise attacked by the Huns! Fortunately, Mulan started an avalanche and buried most of the Huns. ^{The brave girl} Mulan was wounded in the act, though, and the doctor ^{discovered} found that she was a woman. So, Shang threw Mulan out of the army.

Then, the Huns ambushed Shang and his army.

After the army had left, Mulan spotted Huns heading to the imperial ^{enemy} city. She ^{galloped} rushed to warn Shang, but he would not listen. After the ^{warriors} Huns captured the Emperor, Mulan helped soldiers ^{infiltrate} sneak into the palace. ^{ferocious} With Shang's help, they defeated all the Hun soldiers except for their leader. Mulan fought him on the roof until Mushu killed him with fireworks. For her courage, she was praised by the people and the Emperor. ^{Then, she} returned home. Later, Shang traveled to Mulan's house to return her helmet, and also to tell her that he loved her.

supposedly

Because of her courage and determination, Mulan succeeded.

Checklist Challenge for Any Three 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 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.



Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your added adverbs in your paper.**

Examples:

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

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



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

Examples:

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

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

All

Create a title, and put it at the top of 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 Two M's"**
- Something comical: **"A Son, Snow, and Shang"**
- Something bold: **"Attacked!"**
- A song title or line: **"Rescuer"**
- A Scripture: **"Strong and Courageous"**
- Something biblical: **"Fear Not"**
- Something about character: **"Bravery"**
- Something informative: **"How China was Saved"**
- Other: **"Mulan"**

☞ **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.**



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.



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

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

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



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?*



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

Examples:

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

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

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



Add 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).

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).

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.