

Checklist Challenge for Projects 1 & 2: Original Creative Writing--Twice-Told Tale

The Elves and the Shoemaker

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.

Note: Since this is a lengthy story, you will not complete one Checklist Challenge item for each paragraph. Just complete each task the number of times a box is given in any of your paragraphs.

All All All All
 E E

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

☞ Focus on content errors at this time.

All All All All
 E E

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.**

All All All All
 E E

Change one of the **“boring” verbs** in each paragraph to a **“strong” verb**. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded your 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 All

E E

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC 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 All

E E

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

Examples:

stringent	gracious	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 All All All

E E

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

Banned Word List

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 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: **“Magical Mice”**
- Something comical: **“Makin' Some Cheese”**
- Something bold: **“Toymaker in Trouble”**
- A song title or line: **“Three Blind Mice”**
- Something about character: **“Diligence Pays”**
- Something informative: **“Diligence And Gratitude”**
- Other: **“Toymaking Mice”**

Tips:

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

E E

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).

All All All All

E E

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.

All

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.**

E

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

Examples:

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

All All All All

E 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:

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*.

All All All All

E E

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

Examples:

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

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

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

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). **If you have already done this, you should still “code” the CC check box and the interjection in your paper as directed by your teacher.**

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal! **OR**
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ **Interjections include words from the following rhyme:**

My, well, oh
Wow, yes, no

E

Start one or more of your sentences with an **adverb** (*ly* word or other) (or more than one, according to your level). **If you have already done this, you should still “code” the CC check box(es) and the adverb opener(s) in your paper as directed by your teacher.**

Examples:

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

☞ **The comma may be directly after the adverb or shortly after it, depending on where you “hear” it. Do not use a comma if the adverb phrase or clause is actually a subject *Directly assailing their victims is what they do* (no comma).**

All E

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. **If you have already done this, you should still “code” the CC check box(es) and the PP openers in your paper as directed by your teacher.**

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame. (Double prepositional phrase opener)
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim. (Double prepositional phrase opener)
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey. (Prepositional phrase opener & subordinate clause opener)
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ **Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.**

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.

E

Include one **simile or metaphor** (or more than one, according to your level). ***If you have already done this, you should still “code” the CC check box(es) and the simile or metaphor in your paper as directed by your teacher.***

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious as the steel jaws of a hunter's snare.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap is a hinged prison.

All

Add an instance of **onomatopoeia** (or more than one, according to your level). ***If you have already done this, you should still “code” the CC check box(es) and the onomatopoeia in your paper as directed by your teacher.***

Examples:

- My heart went **thump, thump, thump** when I spotted the spider.
- The clock **cukooed** its annoying song.
- The cat **meowed** as the dog chased it up the tree.

☞ Onomatopoeia is a figure of speech that copies natural sounds.

E

Add **personification** (or more than one, according to your level). ***If you have already done this, you should still “code” the CC check box(es) and the personification in your paper as directed by your teacher.***

Examples:

- The Venus' flytrap **licked its lips** with hunger.
- The leaf **opened its mouth** for another meal.

☞ Personification is giving human qualities, feeling, action, or characteristics to an inanimate (non-living) object (or giving characteristics to an object that does not have the ability to do that thing--leaves of the trees clapping their hands).

E

Add one **list of three or more items** (or more than one, according to your level). ***If you have already done this, you should still “code” the CC check box(es) and the list of three or more items in your paper as directed by your teacher.***

Examples:

1. **Nouns:** Venus' flytraps eat **bugs, flies,** and small **spiders.**
2. **Verbs:** Spiders **build** a web, **trap** their prey, and **eat** their dinner.
3. **Adverbs:** Spiders catch their prey **sneakily, stealthily,** and **craftily.**
4. **Adjectives:** A web is **intricate, sticky,** and **silky.**
5. **Clauses:** Spiders are insects **that are creative, that capture other insects,** and **that never miss their meals!**
6. **Prepositional phrases:** The spider is clever **in its hunting, for its abilities,** and **from much practice.**
7. **Infinitives (to + a verb):** The spider likes **to spin, to catch,** and **to eat.**

☞ **Make sure your list is parallel (all three + the same type of word(s)) and punctuated properly.**

All All All All

E 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.

SAMPLE

Projects 3 & 4: Original Expository Essay--Three Holiday Traditions

Favorite Holiday Traditions

Overview of Original Expository Essay

This week we will learn about essay writing (using the Sentence-by-Sentence method). Expository essay writing explains to the reader (or “exposes” him to information)—but without all of the statistics and data that more research-based informative writing contains.

I. TOPIC OF ESSAY

You will be writing an **Expository Essay** about **three** favorite holiday traditions.

- A. Trees
- B. Lights
- C. Cookies
- D. Candy-making
- E. Wreaths
- F. Caroling
- G. Others

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 Paragraphs** for the Body (P’soB).

*P’soB--Paragraphs of the Body

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **5-7 sentences** per paragraph.
- B. **Extension*** students will write **6-8 sentences** per paragraph.

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).

IV. OPENING PARAGRAPH

Students **will not** write an **Opening Paragraph**. You will add an Opening Sentence or two at the beginning of your essay.

V. CLOSING PARAGRAPH

Students **will not** write a **Closing Paragraph**. You will add a closing sentence or two at the end of your essay.

VI. SOURCES

Students will not cite sources, but will need to use **sources to find information** about their chosen traditions if needed or desired.

VII. OPTIONAL: QUOTATIONS WITHIN YOUR ESSAY

Students are not assigned the addition of quotes but should consider adding quotes if they will help further develop your essay topic. Any added quotes will not have to be formally cited; you may just include the author of the quote. (Optional quote lessons are given in the project.)

VIII. WRITE ON/ADDITIONAL SKILLS

Students will learn the following additional skills.

- A. **Brainstorming**
- B. **Research**
- C. **Thesis Statement (Without Opening Paragraph)**
- D. **Thesis Statement “Reloaded” (Without Closing Paragraph)**
- E. **Quotation Punctuation and Capitalization**
- F. **Transitions**

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).

*Extensions are older or more advanced writing students who can handle more paragraphs and/or sentences.

Lesson A. Study Skills/Prewriting: Planning Three Paragraphs For the Body of Essay

<> A. Read the student sample, "Three Favorite Holiday Traditions Essay" (Box A-1), paying close attention to:

- (1) 3 P'soB
- (2) Three Aspects
- (3) Thesis Statement (without Opening Paragraph)
- (4) Thesis Statement Reloaded (without Closing Paragraph)
- (5) Transition from one paragraph/one reason to the next

SAMPLE

Student Sample "Three Favorite Holiday Traditions Essay"

Three of my favorite holiday traditions are the Christmas tree, Christmas lights, and Christmas cookies. The Christmas tree, with its green boughs and colorful ornaments, is the centerpiece of all my family's holiday decorations. For a number of years, we would go the nearest Christmas tree farm in early December, and the workers there would cut down the tree we chose from their field. However, we currently use an artificial tree, due to the potential for insects to climb out of the real tree and into our house. Once we put together our artificial tree, we plug in all its strings of lights to ensure they are in working order, replacing the strands that are not functional. Next, we string beads and ribbon around the green tower, before opening the boxes of ornaments. Finally, we place a bow on top of the tree, and finally, we shut off the lights and admire our work. The Christmas tree is a wonderful part of the holidays for my family, but I love other traditions as well. **[Topic of PoB A: Christmas trees]**

Christmas lights are another integral part of my family's holiday traditions. Though you can purchase a variety of lighting colors, we use basic, white (non-LED) strings of lights. At first, we only wound these strands around the two columns on our front porch; however, we now also decorate some of our trees and shrubs in our front landscape. This is a time-consuming process, especially because our front columns are high enough that my dad and brother need a ladder to string lights on the top parts of them. Once the lights are strung, it is a glorious sight to come down the dark street, lined with dark windows, on a dark winter evening, and spy the front of our house, blazing with light. Christmas lights truly are gorgeous, but I love another holiday tradition even more. **[Topic of PoB B: Christmas lights]**

Cookies are welcome any time of the year, but for me, these treats are especially special and delicious at Christmas. My family used to bake all the cookies on one huge day of cooking; however, we now spread it out over a week or so of making one or two types of treat each day. One of my favorite cookies that we make is a dessert we call a cut-out cookie. To make it, we make sugar cookie dough, roll it out flat, and then use various shaped cutters to punch different shapes out of it. Once those bake, we top them with icing and sprinkles to complete this delicious and beautiful treat. We also make a number of other desserts including sweet, gooey fudge and caramel. Yes, the tree, the lights, and the cookies are three of my favorite holiday traditions, and together they help make Christmas a special time for me. **[Topic of PoB C: Cookies]**

Shading = Thesis Statement

Underline = Thesis Statement Reloaded

Box A

Lesson B. Research and Study Skills: Design Working Thesis Statement

<> **B-1.** Choose three of your favorite holiday traditions that you would like to write about and write their names on the lines provided.

1. _____
2. _____
3. _____

A Thesis Statement is a statement declaring what your entire paper is going to be about. This is similar to when you learned how to write the opening sentence of a paragraph—a sentence that tells what your entire paragraph is about.

However, in the case of a **Thesis Statement**, you will not just write what one paragraph is about—but **you will write what the entire essay is going to be about.**

For instance, if you were writing an opening sentence about one of your paragraphs about Christmas trees, you might say *The Christmas tree, with its green boughs and colorful ornaments, is the centerpiece of all my family's holiday decorations.*

However, you can not use that sentence for the Thesis Statement of your entire essay because it only tells what the one paragraph is about—the paragraph about the Christmas tree. **The Thesis Statement must tell what the entire essay is about.**

For example, *Three of my favorite holiday traditions are the Christmas tree, Christmas lights, and Christmas cookies.*

<> **B-2.** Now that you have thought about your favorites and possibly researched them, you are probably ready to write a “Working” Thesis Statement about them. Consider these tips when you design your Thesis Statement:

1. **Write one sentence that tells the reader what your essay is about.**
2. Be sure it **includes all aspects of your essay**
3. Do **not** say, *In this essay, you will learn about....* or *In this essay, I will tell you about...*
4. **Include all three** traditions in your Thesis Statement **in the same order that they will appear** in the body of your essay.

Sample "Working" Thesis Statement

Three of my favorite holiday traditions are the Christmas tree, Christmas lights, and Christmas cookies.

My "Working" Thesis Statement for this essay: _____

Note: If you do not feel prepared to write your "Working" Thesis Statement at this time, you may skip this assignment and come back to it after you complete B-3.

<> **B-3.** Research your traditions online and fill in the Directed Brainstorming box provided with notes that you do not already know about each tradition.

Directed Brainstorming Box

Three Holiday Traditions

Tradition 1 _____

Tradition 2 _____

Tradition 3 _____

Box for B-3

Lesson C. Optional--Write On: Quotations

Including a quote in your essay for this project is optional. You will want to learn even more about quotations in order to do this well.

↔ **C. Optional:** Study the quotation boxes provided below, following these steps:

- (1) **Read the quote at the top of each one, noticing the capitalization and punctuation of it.**
- (2) Read the tips, one at a time, and **look back in the quote to see how those tips apply to that quote.**
- (3) **Read the Details of the Quotation Rule**, also one at a time, and **follow the underlining, bold fonting, and shading in the sample that explains the exact punctuation** of that type of quote, speech tag placement, capitalization needed, etc.
- (4) Get help from your teacher to review these, if needed.
- (5) Go S-L-O-W-L-Y through each box. Circle, underline, highlight—whatever is needed to help cement the rules and examples given.

Rule # 1: Basic Quote With Speech Tag at the Beginning

A wise person once said, "If at first you don't succeed, try, try again."

Tips:

1. Write the **speech tag** (showing who said the words you are quoting), **then a comma, then the quote.**
2. An ending period always goes **inside** the closing quotation mark.
3. This type of quote inclusion is best if you are just assigned the addition of a quote (no book citation in parentheses, etc).

Details of Quote Rule #1:

A wise person once said, **"If at first you don't succeed, try again."**

*said.--A comma should follow most speech tags. (Only use a colon if the speech tag is a complete sentence.)

***"If**—Most of the time, a quote begins with a capital letter.

* again."—Be sure your ending period goes inside the closing quotation mark.

Rule # 2: Basic Quote With Speech Tag at the End

“If at first you don’t succeed, try, try again,” said a wise person.

Tips:

1. Write the quote first, beginning with a capital letter.
2. At the end of the quote, **do not put a period**, but rather **put a comma**. (You may only have one period per sentence. If your quotation-with-ending-speech-tag-is a statement, you must put a comma at the end of the quote rather than a period since your sentence will end with a period.)
3. The **comma** at the end of the quotation **must be inside the closing quotation mark**. (Ending periods and commas always go inside the closing quotation mark.)
4. This type of quote inclusion is best if you are just assigned a quote (no parenthetical book citation in parentheses, etc.).
5. Put a period at the end of the entire sentence.

Details of Quote Rule # 2:

“If at first you don’t succeed, try, try again,” said a wise person.

***If**—Most of the time, a quote begins with a capital letter.

* again, —Be sure to end your quote with a comma when you have an ending speech tag (rather than a period) since your complete sentence will end in a period. Also be sure that your comma is inside the closing quotation mark.

* said a wise person. —A speech tag found at the end of the quote begins with a lower case letter (unless the first word of it is a proper noun). The entire sentence ends with a period since the sentence itself is a statement.

Rule # 3: Question Quote With Speech Tag at the Beginning

Charlie Brown asked, “Where have I gone wrong?”

Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. **Follow the speech tag with a comma**, just like always.
3. Begin the quote with a capital letter, just like always.
4. Put the **question mark inside the closing quotation mark since the question mark itself is part of the quote**. **Question marks** and **exclamation points** go inside the closing quotation mark **when they are part of the quoted material**.

Details of Quote Rule # 3:

Charlie Brown asked, “**Where** have I gone wrong?”

*, “**Where** —Most of the time, a quote begins with a capital letter.

* wrong? —A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.

* asked, — A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

Rule # 4: Question Quote With Speech Tag at the End

“Where have I gone wrong?” asked Charlie Brown.

Tips:

1. Start your quote with a capital letter (assuming it is a complete sentence).
2. Put your **question mark inside your closing quotation mark if the question mark is part of the quote.** **Question marks and exclamation points** go inside the closing quotation mark **when they are part of the quoted material.**
3. **Begin the speech tag with a lower case letter** (*asked Charlie Brown*) unless your speech tag starts with a proper noun (Charlie Brown): “Where have I gone wrong?” **C**harlie Brown asked.
4. End the entire sentence (following the speech tag) with a period.

Details of Quote Rule # 4:

“**Where** have I gone **wrong?**” asked Charlie Brown.

*“**Where** —Most of the time, a quote begins with a capital letter.

* **wrong?**” —A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.

* Charlie Brown.—Place a period at the end of the entire sentence. This is the punctuation for the whole sentence.

Note: If speech tag at the end does not begin with a proper noun, do not capitalize the first word of it:

“Where have I gone wrong?” he asked. Or “Where have I gone wrong?” as ked Charlie Brown. Or

“Where have I gone wrong?” Charlie Brown asked.

Rule # 5: Exclamatory Quote With Speech Tag at the Beginning

He exclaimed, “Watch out!”

Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. Follow the speech tag with a comma, just like always.
3. Begin the quote with a capital letter, just like always.
4. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote.** **Question marks and exclamation points** go inside the closing quotation mark **when they are part of the quoted material.**

Details of Quote Rule # 5:

He exclaimed, “**Watch out!**”

*, “**Watch** —Most of the time, a quote begins with a capital letter.

* **out!**” --A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.

* exclaimed, – A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

Rule # 6: Exclamatory Quote With Speech Tag at the End

“Watch out!” he exclaimed.

Tips:

1. Write your quote beginning with a capital letter just like always.
2. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote. Question marks and exclamation points go inside the quotation mark when they are part of the quoted material.**
3. Begin the speech tag with a lower case letter (unless its first word is a proper noun).
4. Follow the entire sentence (after the speech tag) with a period.

Details of Quote Rule # 6:

“**Watch** **out!**” he exclaimed.

- * **“Watch** —Most of the time, a quote begins with a capital letter.
- * **out!**” --A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.
- * exclaimed. – A period should follow the entire sentence.

Lesson D. Study Skills and Prewriting: Outline Original Paragraphs

<> D. Outline each paragraph of your three favorite holiday traditions essay on the outlining lines provided, following these tips:

- (1) **Review the list of the three** traditions that you put in your Brainstorming Box earlier that you might want to include in your essay.
- (2) “Work” in your Brainstorming Box by doing the following:
 - a. **Review it** and **add to it** as you think of more ideas.
 - b. **Mark through** anything you do not want to include in your essay.
 - c. **Number** the ideas you have in the order that you think you would like to include them in your paragraph.
- (3) **Outline your essay one paragraph** at a time in a **Sentence-by-Sentence (S-by-S) manner**.
 - a. You may use complete sentences, statements, or key words for each sentence.
 - b. You may want to outline using words from your source and then write the material in your own words when you write your essay.
 - c. You **may or may not use all of the outlining lines** provided.
- (4) Somewhere in your first sentence or two, you need to **transition** into your paragraph--a sentence or two that does all of the following:
 - a. **Transitions from the previous paragraph into this one**
 - b. **Introduces the next tradition**
 - c. **"Links" that tradition with the thesis.** This is why the first two outlining lines for each paragraph have the word LINK Sentence provided--to remind you to include that LINK/transition.

Note: This is why the first two outlining lines for each paragraph have the words **LINK/Transition** provided--to remind you to include that LINK/Transition.

All--Paragraph A of Body

Topic of PoB-A--First Tradition: _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph B of Body

Topic of PoB-B--Second Tradition: _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph C of Body

Topic of PoB-C--Third Tradition: _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

- SS-5 _____
- SS-6 _____
- SS-7 _____
- SS-8 _____
- SS-9 _____
- SS-10 _____

+ Eighty percent of the time the paragraph’s topic sentence (or LINK) falls within the first two sentences of a paragraph.

Lesson E. Sentence Structure/Advanced Checklist Challenge: Series of Three or More

All Add one set of **repeating words or phrases** (or more than one, according to your level). *If you have already done this, you should still “code” the CC check box(es) and the repeating words or phrases in your paper as directed by your teacher.*

Example:

- The spider sought its prey, captured its prey, and ate its prey.
- The sneaky spider sought its victim. The sneaky spider captured its prey. The sneaky spider ate its dinner.

One tip that any writing teacher will give you is not to be **redundant**. **Don’t use the same word over and over again.** Use synonyms. Use a thesaurus.

While this is true, the great irony is that many of the greatest writers and speakers broke this rule for some of their best lines.

Look at the following list of **great “series of three” sentences**.

We pledge to each other our lives, our fortunes, and our sacred honor.

The government of the people, by the people, and for the people shall not perish from the earth.

Never before in the field of human conflict was so much owed by so many, to so few.

Cancer can take away all of my physical abilities. It cannot touch my mind, it cannot touch my heart, and it cannot touch my soul.

All of those are powerful. Why is it alright to **repeat a word in some cases and not in others**? The answer lies in the **purpose behind using the word**.

Every time you use a word repeatedly, the reader's attention is drawn to that word. This can be a good thing or a bad thing.

If a word is used over and over again just because the writer can't think of another word (or is too lazy to get out the thesaurus), the reader will be distracted. Rather than focusing on the message, the reader keeps going back to that word repeated randomly for no apparent reason.

However, **if you repeat an important word on purpose, people will notice and realize that is an important word.** This is great because you want to call attention to the most important parts of what you write; this technique is a great way to do it.

When you use a repeating word or phrase in a list, it adds rhythm to your writing. Many times using repeating words will highlight the words in the list that are different.

Use repeating words sparingly. There are many ways to highlight important information in your writing, and repeating words are not subtle. **They are the writing equivalent of standing on the table and shouting. Make sure your point is important enough to really highlight.** If you use repeating words during a contest essay, only use the technique once.

<> **E.** On the lines provided, write six sentences using repeating words and/or phrases.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Lesson F. Composition: Write Original Expository Essay

<> F. Follow these steps to write your essay.

- (1) **Read your original “Working” Thesis Statement** to remind you of what your entire essay needs to be about.
- (2) **Read the topic of your first Paragraph** of the Body **and the sentence notes** beneath it.
- (3) **Add any notes to this paragraph that you desire**—or mark through things that you do not want or renumber the sentence lines if you want your information in a different order.

Note about Thesis Statement: You will be writing an Opening Sentence later. You do not need to include the Thesis Statement in your essay yet.

- (4) **Write the first paragraph of the body** of your essay (PoB-A) in your notebook or key it on the computer.
- (5) Be sure to **double space** (if keying) or **write on every other line** if writing by hand.
- (6) **Continue the steps above** for the rest of the essay.

SAMPLE