

Write for a Month

# Black Americans' Contributions



Level  
I

DONNA REISH  
AKA LANGUAGE ARTS LADY

# Write-for-a-Month

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

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

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

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

### Each series contains five books\*

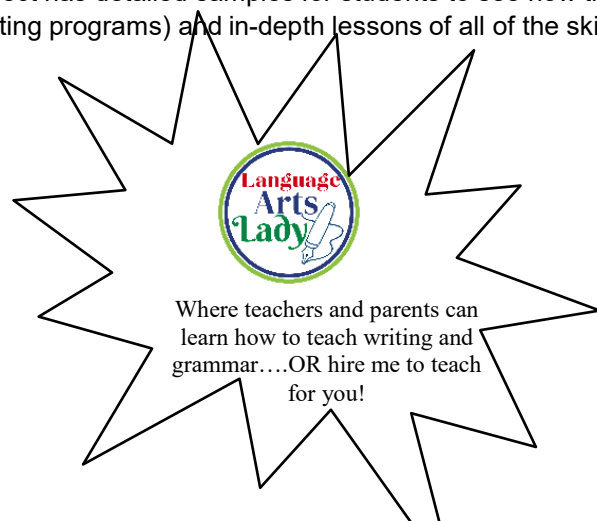
Level I = Grade 2<sup>nd</sup> & 3<sup>rd</sup> – Purple

Level II = Grade 4<sup>th</sup> & 5<sup>th</sup> – Red

Level III = Grade 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> – Blue

Level IV = Grade 9<sup>th</sup> & 10<sup>th</sup> – Green

Level V = Grade 11<sup>th</sup> & 12<sup>th</sup> – Yellow



### Projects:

- Beginning Writing Boxes--Harriet Tubman
- Sentence-by-Sentence Outline--George Washington Carver

### Skills:

- Introduction to the Sentence-by-Sentence (S-by-S) Outline
- Creating an S-by-S Outline
- Writing From a S-by-S Outline
- Writing with Adjectives
- Writing with Adverbs
- Outlining Symbols
- S-by-S Outlining
- Optional: Advanced Checklist Challenge Coding

## About the “Write-for-a-Month” Book Series

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

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

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

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

By using our **topic-specific** book, your student can choose the characters, books/movie, science, or history themes he would like to write about. Again, both sets are month-long downloads with incremental and extremely-detailed instructions.

Partial sample lessons are available at the Language Arts Lady store (though the best way to try a WFAM book for your home or classroom is to purchase an early to mid-level book and try it out with your students). I recommend that younger students do a WFAM “Writing Boxes” book and middle and upper level students do a “Tools and Tricks” book first.

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

### Project Labels/Levels and Printing/Use

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

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

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

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

### **Time Spent in Write-for-a-Month**

The method of instruction in most of the books will require one or two 30-60 minute meetings each week with the teacher to discuss the assignments, introduce the outlining technique, check the student's rough draft, review his Checklist Challenge (CC), and grade his final composition.

In addition, the student will need to work approximately 20-50 minutes (depending on level of book) per day four days a week by himself in order to complete all the assignments contained herein during a one-month period of time. (High school students will be on the upper end of that.)

Again, the time and teacher assistance needed in each book will vary according to whether the student is learning to write sentences or multiple paragraph compositions (as well as whether he is doing a *Tools and Tricks* book vs a story vs a report—and his interest level in all of those). It is recommended that you start out working together and see which areas your student is able to work alone and which areas he needs your assistance. The time needed will also be different if a book is spread out over two months.

### **Two Skill Levels in Each Book**

All books have two skill levels within each level: Basic and Extension. These two levels provide two different skill levels of writing and revising for students in each book. Thus, a younger student using a certain book would not do as many paragraphs and revisions as an older (or more advanced) student using the same book. The composition is dependent upon a student at least understanding the fundamentals of sentence structure (and these are introduced and built upon in the *Tools and Tricks* books).

Students will be able to complete the projects much more effectively if they understand the functions of subjects and verbs. Students will be able to insert the Checklist Challenge revisions into their writings much more easily if they understand how to do the revisions (how to combine sentences, how to add sentence openers, how to write SSS5's, etc.). The groundwork for many of those skills is laid out in *Tools and Tricks* and *Writing Boxes*—for beginning students as well as older students who need instruction in those fundamentals.

(Also, the *Tools and Tricks* books, in addition to being grade-level appropriate, are strong remediation books with specific instruction in “How to Create and Write From a Sentence-by-Sentence Outline Over Given Material” and “How to Complete the Checklist Challenge,” etc. These are good starter books and are available at all five levels.)

## Grade Levels

Note that WFAM books are not *exactly* grade level specific. The books are labeled with numbers that approximate the grade level of the projects. However, writing is extremely subjective. An advanced seventh grader (with years of writing experience) may do great in one of the Level V books whereas a seventh grader without much writing experience may be more comfortable going in the II or III *Tools and Tricks* books for what a sentence or paragraph contains and how to put paragraphs together for essays and reports. Check out the samples at our store to find the right fit for your student(s).

## Semester-Long Character Quality Writing Books

Note that homeschoolers or Christian schools who desire the types of projects in WFAM but want a complete writing program with Christian/character emphases (as well as many of the WFAM projects) should check out my semester-long books, *Meaningful Composition* (MC). Two-week samples of each MC book are available at our [Language Arts Lady Store](#).



# Write for a Month: Black Americans' Contributions Series--Level I

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

## Story Over Given Material Using Writing Boxes

### Overview of Writing Boxes Lesson

This week you will be writing a story over given material. That is, you will not find your own material to write from, but you will use material provided for you in this weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline over this passage.

Don't worry! We will use Language Arts Lady's Writing Boxes to learn how to write from a source. It will be fun—and you will be surprised how quickly you learn how to take notes and write.

#### I. TOPIC OF STORY

**Sentence-by-Sentence Outline** over given material about **Harriet Tubman**.

#### III. SENTENCES PER PARAGRAPH

**All** students will write the number of sentences that each paragraph contains in the given passage.

#### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

**All** students will write **3 paragraphs** for the body (P'soB\*).

**\*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. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Introduction to the Sentence-by-Sentence (S-by-S) Outline
- B. Creating an S-by-S Outline
- C. Writing From a Sentence-by-Sentence Outline
- D. Writing with Adjectives
- E. Writing with Adverbs

**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).



# Lesson A. Study Skills: Outline First Paragraph With Writing Boxes

When you write from a given source (either one that you find or one that your LAL\* book provides for you), you want to write the material in your own words.

You do not want to use the words that the original author wrote because that is plagiarism—stealing someone else’s words and calling them your words.

So anytime you get information from a source, whether it is a book, online source, magazine, or other, it is important to use the information in such a way that you write in your own words—not in the author’s words.

How can you write from a source but still make it your own?

There are two important tips to remember in using sources in writing:

**(1) Always outline before you write!**

- a. The outline will take you one step away from the source when you write your own report or essay.
- b. Each step that you take away from the source when you write helps you write more originally.

**(2) Choose synonyms (words that mean the same) for the words in the original source when you write—rather than using the author’s exact words.**

We will work on those two steps extensively in this lesson. We will use a simple, short passage of material about Harriet Tubman in which to practice these skills.

And you will be creating outlines and writing like a pro by the end of the first week!

**<> A. Read the entire Harriet Tubman passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.**

\*LAL = Language Arts Lady

## Given Passage to Learn to Write From

PoB-A	Paragraph 1	Harriet Tubman moved into the woods. She looked back at the group of runaway slaves behind her. They looked scared. The sky was getting dark. They heard a dog howl in the distance.
PoB-B	Paragraph 2	The group ran towards the river. They tripped on the things in the woods. The dog barked again. The noise was closer. They reached the river and got in. Their leader told them to move through the water to keep the dog from finding them. Finally, the dog lost their trail. The group continued north.
Read Only	Paragraph 3	They spent several weeks hiding during the day and traveling at night. Their leader kept motioning towards the sky at the Big Dipper to guide them northward. They were scared of being caught every time they heard a dog or saw a person. Eventually, they came to another river. Everyone began to talk and get excited when they heard the water. After crossing the Ohio River, they were free.

**\*Note:** PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph).  
PsoB stands for Paragraphs of Body (more than one PoB).

<> **A-1a.** In the first sentence of the first paragraph that is provided by itself below, highlight the following words:

1. Harriet Tubman
2. moved      3. woods

***Harriet Tubman moved into the woods.***

These three words are the most important words in the sentence.

They are also words you will want to change when you write the sentence in your own words. This is because they are so important to the sentence, and the author chose those himself.

<> **A-1b.** Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

Harriet Tubman

moved

woods

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-1c.** Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-1d.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence One (**no** describers added)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<> **A-1e.** Choose three to five describers for each of the new words you changed in your new sentence and write them on the lines provided. You may use a thesaurus or online reference source if desired.

Note: You will not use a describer for the preposition *into*/ substitute word that you chose for *into*.

Do not worry if you are unsure of the differences between adjectives and adverbs for now. You will learn those thoroughly as you complete the Checklist Challenge provided in all Character Ink curriculum.

Describers  
for  
Harriet Tubman

Describers  
for  
moved

Describers  
for  
woods

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-1f.** Once you have three to five listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-1g.** Now write your new sentence again—this time with the describers you highlighted added to it.

Paragraph 1: Sentence One (**with** describers added)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<p><b>&lt;&gt; A-2a.</b> Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).</p> <p style="text-align: center; padding-top: 20px;"><b><i>She looked back at the group of runaway slaves behind her.</i></b></p>	<p><b>&lt;&gt; A-2b.</b> Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><b>&lt;&gt; A-2c.</b> Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> </table> <p><b>&lt;&gt; A-2d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																					
<p><b>&lt;&gt; A-2e.</b> Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 1: Sentence Two (<b>no</b> descriptors added)</p> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>																						
<p><b>&lt;&gt; A-2f.</b> (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five descriptors for each of the words you listed.</p> <p>(3) Write these descriptors in the columns beneath each word.</p> <p style="margin-top: 10px;">Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: center; width: 33%;">Descriptors for</th> <th style="text-align: center; width: 33%;">Descriptors for</th> <th style="text-align: center; width: 33%;">Descriptors for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td><td style="border-bottom: 1px solid black; height: 20px;"></td></tr> </tbody> </table> <p style="margin-top: 20px;"><b>&lt;&gt; A-2g.</b> Once you have three to five descriptors listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Descriptors for	Descriptors for	Descriptors for																			<p><b>&lt;&gt; A-2h.</b> Now write your new sentence again—this time with the descriptors you just highlighted added to it.</p> <p style="text-align: center; margin-top: 20px;">Paragraph 1: Sentence Two (<b>with</b> descriptors added)</p> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px;"></div>
Descriptors for	Descriptors for	Descriptors for																				

<> **A-3a.** Now repeat that process by highlighting the three most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).

***They looked scared.***

<> **A-3b.** Write those words on the top line in the following columns.

<> **A-3c.** Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-3d.** Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

<> **A-3e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Three (**no** describers added)

_____
_____
_____

<> **A-3f.** (1) Write the words you just changed in your new sentence on the lines.

(2) Choose three to five describers for each of the words you listed.

(3) Write these describers in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Describers  
for

Describers  
for

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> **A-3h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Three (**with** describers added)

_____
_____
_____
_____

<> **A-3g.** Once you have three to five describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.

<p>&lt;&gt; <b>A-4a.</b> Now repeat that process by highlighting the three most important words in the fourth sentence of the passage (provided below).</p> <p style="text-align: center;"><b><i>The sky was getting dark.</i></b></p>	<p>&lt;&gt; <b>A-4b.</b> Write those words on the top line in the following columns.</p> <p>&lt;&gt; <b>A-4c.</b> Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 33%;"></td><td style="border-bottom: 1px solid black; width: 33%;"></td><td style="border-bottom: 1px solid black; width: 33%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p>&lt;&gt; <b>A-4d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																		

<> **A-4e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Four (**no** descriptors added)

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<p>&lt;&gt; <b>A-4f.</b> (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five descriptors for each of the words you listed.</p> <p>(3) Write these descriptors in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tr> <th style="text-align: center; width: 45%;">Descriptors for</th> <th style="text-align: center; width: 45%;">Descriptors for</th> </tr> <tr> <td style="border-bottom: 1px solid black;"></td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p>&lt;&gt; <b>A-4g.</b> Once you have three to five descriptors listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Descriptors for	Descriptors for													<p>&lt;&gt; <b>A-4h.</b> Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 1: Sentence Four (<b>with</b> descriptors added)</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black;"/>
Descriptors for	Descriptors for														

<> **A-5a.** Now repeat that process by highlighting the four most important words in the fifth sentence from the passage (provided below).

***They heard a dog howl in the distance.***

<> **A-5b.** Write those words on the top line in the following columns.

<> **A-5c.** Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.


<> **A-5d.** Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

<> **A-5e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Five (**no** describers added)

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<> **A-5f.** (1) Write the words you just changed in your new sentence on the lines.

(2) Choose three to five describers for each of the words you listed.

(3) Write these describers in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Describers for	Describers for	Describers for

<> **A-5g.** Once you have three to five describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.

<> **A-5h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Five (**with** describers added)

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Sample of Paragraph One

The heroic leader named Harriet Tubman silently crept through the dense brush. The liberator conscientiously checked on the frightened herd trustingly following her. The tired men and women appeared hopelessly terrified. The beautiful heavens had quickly turned almost black. They clearly perceived a tracking hound eagerly bark a few miles away.

## Writing Boxes Sample First Paragraph

<p>&lt;&gt; <b>A-1a.</b> Highlight words</p> <p style="text-align: center;">Harriet Tubman moved into the woods.</p>	<p>&lt;&gt; <b>A-1b &amp; 1c.</b> Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>Harriet Tubman</u></td> <td style="text-align: center;"><u>moved</u></td> <td style="text-align: center;"><u>woods</u></td> </tr> <tr> <td style="text-align: center;"><u>lady</u></td> <td style="text-align: center;"><u>went</u></td> <td style="text-align: center;"><u>forest</u></td> </tr> <tr> <td style="text-align: center;"><u>hero</u></td> <td style="text-align: center;"><u>run</u></td> <td style="text-align: center;"><u>trees</u></td> </tr> <tr> <td style="text-align: center;"><u>rescuer</u></td> <td style="text-align: center;"><u>crept</u></td> <td style="text-align: center;"><u>bushes</u></td> </tr> <tr> <td style="text-align: center;"><u>leader</u></td> <td style="text-align: center;"><u>walked</u></td> <td style="text-align: center;"><u>thicket</u></td> </tr> <tr> <td style="text-align: center;"><u>friend</u></td> <td style="text-align: center;"><u>shuck</u></td> <td style="text-align: center;"><u>brush</u></td> </tr> <tr> <td style="text-align: center;"><u>          </u></td> <td style="text-align: center;"><u>crawled</u></td> <td style="text-align: center;"><u>woodland</u></td> </tr> </table>			<u>Harriet Tubman</u>	<u>moved</u>	<u>woods</u>	<u>lady</u>	<u>went</u>	<u>forest</u>	<u>hero</u>	<u>run</u>	<u>trees</u>	<u>rescuer</u>	<u>crept</u>	<u>bushes</u>	<u>leader</u>	<u>walked</u>	<u>thicket</u>	<u>friend</u>	<u>shuck</u>	<u>brush</u>	<u>          </u>	<u>crawled</u>	<u>woodland</u>
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# Writing Boxes Sample First Paragraph (continued)

<> A-4a. Highlight words

The sky was getting dark.

<> A-4d. New sentence--no describers

The heavens had turned  
almost black.

<> A-4b & 4c. Synonyms or substitute words for the words in the sentence

<u>sky</u>	<u>was</u>	<u>dark</u>
<u>heavens</u>	<u>appeared</u>	<u>pitch</u>
<u>world</u>	<u>looked</u>	<u>black</u>
<u>firmament</u>	<u>had become</u>	<u>ink</u>
<u>atmosphere</u>	<u>had turned</u>	<u>without light</u>

<> A-4e & 4f. Three to five describers for new words

<u>heavens</u>	<u>had turned</u>
<u>sunny</u>	<u>quickly</u>
<u>beautiful</u>	<u>speedily</u>
<u>huge</u>	<u>slowly</u>
<u>vast</u>	<u>rapidly</u>
<u>massive</u>	<u>gradually</u>

<> A-4g. New sentence with describers

The beautiful heavens had quickly  
turned almost black.

<> A-5a. Highlight words

They heard a dog howl  
in the distance.

<> A-5d. New sentence--no describers

They perceived a hound bark  
a few miles away.

<> A-5b & 5c. Synonyms or substitute words for the words in the sentence

<u>heard</u>	<u>dog</u>	<u>howl</u>	<u>distance</u>
<u>caught</u>	<u>hound</u>	<u>bark</u>	<u>to the rear of</u>
<u>picked up</u>	<u>canine</u>	<u>yelp</u>	<u>a few miles away</u>
<u>described</u>	<u>animal</u>	<u>bay</u>	<u>behind them</u>
<u>perceived</u>	<u>beast</u>	<u>yowl</u>	<u>astern</u>

<> A-5e & 5f. Three to five describers for new words

<u>hound</u>	<u>perceived</u>	<u>bark</u>
<u>tracking</u>	<u>clearly</u>	<u>loudly</u>
<u>hunting</u>	<u>anxiously</u>	<u>excitedly</u>
<u>huge</u>	<u>apprehensively</u>	<u>anxiously</u>
<u>giant</u>	<u>then</u>	<u>impatiently</u>
<u>excited</u>	<u>now</u>	<u>eagerly</u>

<> A-5g. New sentence with describers

They clearly perceived a tracking hound  
eagerly bark a few miles away.

## Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>The group ran towards the river. They tripped on the things in the woods. The dog barked again. The noise was closer. They reached the river and got in. Their leader told them to move through the water to keep the dog from finding them. Finally, the dog lost their trail. The group continued north.</p>
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<p>&lt;&gt; <b>B-1a.</b> Now repeat that process by highlighting the four most important words in the first sentence of the second paragraph from the passage (provided below).</p> <p><i><b>The group ran towards the river.</b></i></p>	<p>&lt;&gt; <b>B-1b.</b> Write those words on the top line in the following columns.</p> <p>&lt;&gt; <b>B-1c.</b> Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </table> <p>&lt;&gt; <b>B-1d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																				

<> **B-1e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence One (**no** describers added)

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<p>&lt;&gt; <b>B-1f.</b> (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five describers for each of the words you listed.</p> <p>(3) Write these describers in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%;"> <tr> <th style="text-align: center;">Describers for</th> <th style="text-align: center;">Describers for</th> <th style="text-align: center;">Describers for</th> </tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </table> <p>&lt;&gt; <b>B-1g.</b> Once you have three to five describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Describers for	Describers for	Describers for																			<p>&lt;&gt; <b>B-1h.</b> Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 2: Sentence One (<b>with</b> describers added)</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black;"/>
Describers for	Describers for	Describers for																				

<p><b>&lt;&gt; B-2a.</b> Now repeat that process by highlighting the four most important words in the second sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><b><i>They tripped on the things in the woods.</i></b></p>	<p><b>&lt;&gt; B-2b.</b> Write those words on the top line in the following columns.</p> <p><b>&lt;&gt; B-2c.</b> Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><b>&lt;&gt; B-2d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																				

**<> B-2e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Two (**no** descriptors added)

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<p><b>&lt;&gt; B-2f.</b> (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five descriptors for each of the words you listed.</p> <p>(3) Write these descriptors in the columns beneath each word.</p> <p style="margin-left: 20px;">Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; width: 33%;">Descriptors for</th> <th style="text-align: center; width: 33%;">Descriptors for</th> <th style="text-align: center; width: 33%;">Descriptors for</th> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><b>&lt;&gt; B-2g.</b> Once you have three to five descriptors listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Descriptors for	Descriptors for	Descriptors for																			<p><b>&lt;&gt; B-2h.</b> Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 2: Sentence Two (<b>with</b> descriptors added)</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>
Descriptors for	Descriptors for	Descriptors for																				

<> **B-3a.** Now repeat that process by highlighting the three most important words in the third sentence of the second paragraph from the passage (provided below).

*The dog barked again.*

<> **B-3b.** Write those words on the top line in the following columns.

<> **B-3c.** Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **B-3d.** Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

<> **B-3e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Three (**no** describers added)

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<> **B-3f.** (1) Write the words you just changed in your new sentence on the lines.

(2) Choose three to five describers for each of the words you listed.

(3) Write these describers in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Describers for	Describers for	Describers for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **B-3g.** Once you have three to five describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.

<> **B-3h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 2: Sentence Three (**with** describers added)

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<p><b>&lt;&gt; B-4a.</b> Now repeat that process by highlighting the three most important words in the fourth sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><b><i>The noise was closer.</i></b></p>	<p><b>&lt;&gt; B-4b.</b> Write those words on the top line in the following columns.</p> <p><b>&lt;&gt; B-4c.</b> Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; height: 15px; width: 33.33%;"></td> <td style="border-bottom: 1px solid black; height: 15px; width: 33.33%;"></td> <td style="border-bottom: 1px solid black; height: 15px; width: 33.33%;"></td> </tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> </table> <p><b>&lt;&gt; B-4d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																		

**<> B-4e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Four (**no** descriptors added)

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<p><b>&lt;&gt; B-4f.</b> (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five descriptors for each of the words you listed.</p> <p>(3) Write these descriptors in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">           Describers for         </td> <td style="width: 50%; text-align: center;">           Describers for         </td> </tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> <tr><td style="border-bottom: 1px solid black; height: 15px;"></td><td style="border-bottom: 1px solid black; height: 15px;"></td></tr> </table> <p><b>&lt;&gt; B-4g.</b> Once you have three to five descriptors listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Describers for	Describers for													<p><b>&lt;&gt; B-4h.</b> Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 2: Sentence Four (<b>with</b> descriptors added)</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>
Describers for	Describers for														



<p>&lt;&gt; <b>B-5a.</b> Now repeat that process by highlighting the four most important words in the fifth sentence of the second paragraph from the passage (provided below).</p> <p><b><i>They reached the river and got in.</i></b></p>	<p>&lt;&gt; <b>B-5b.</b> Write those words on the top line in the following columns.</p> <p>&lt;&gt; <b>B-5c.</b> Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </table> <p>&lt;&gt; <b>B-5d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																				

<> **B-5e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Five (**no** describers added)

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<p>&lt;&gt; <b>B-5f.</b> (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five describers for each of the words you listed.</p> <p>(3) Write these describers in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%;"> <tr> <th style="text-align: center;">Describers for</th> <th style="text-align: center;">Describers for</th> <th style="text-align: center;">Describers for</th> </tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td><td style="height: 20px;"></td><td style="height: 20px;"></td></tr> </table> <p>&lt;&gt; <b>B-5g.</b> Once you have three to five describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Describers for	Describers for	Describers for																			<p>&lt;&gt; <b>B-5h.</b> Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 2: Sentence Five (<b>with</b> describers added)</p> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
Describers for	Describers for	Describers for																				

<p><b>&lt;&gt; B-6a.</b> Now repeat that process by highlighting the four most important words in the sixth sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><b><i>Their leader told them to move through the water to keep the dog from finding them.</i></b></p>	<p><b>&lt;&gt; B-6b.</b> Write those words on the top line in the following columns.</p> <p><b>&lt;&gt; B-6c.</b> Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td><td style="border-bottom: 1px solid black; width: 25%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><b>&lt;&gt; B-6d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																				

**<> B-6e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Six (**no** describers added)

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<p><b>&lt;&gt; B-6f.</b> (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five describers for each of the words you listed.</p> <p>(3) Write these describers in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p><b>&lt;&gt; B-6g.</b> Once you have three to five describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Describers for	Describers for	Describers for																			<p><b>&lt;&gt; B-6h.</b> Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 2: Sentence Six (<b>with</b> describers added)</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>
Describers for	Describers for	Describers for																				

<p>&lt;&gt; <b>B-7a.</b> Now repeat that process by highlighting the four most important words in the seventh sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i><b>Finally, the dog lost their trail.</b></i></p>	<p>&lt;&gt; <b>B-7b.</b> Write those words on the top line in the following columns.</p> <p>&lt;&gt; <b>B-7c.</b> Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> <td style="border-bottom: 1px solid black; width: 25%;"></td> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p>&lt;&gt; <b>B-7d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																				

<> **B-7e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Seven (**no** describers added)

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<p>&lt;&gt; <b>B-7f.</b> (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five describers for each of the words you listed.</p> <p>(3) Write these describers in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> <th style="text-align: center; width: 33%;">Describers for</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </tbody> </table> <p>&lt;&gt; <b>B-7g.</b> Once you have three to five describers listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Describers for	Describers for	Describers for																			<p>&lt;&gt; <b>B-7h.</b> Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 2: Sentence Seven (<b>with</b> describers added)</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>
Describers for	Describers for	Describers for																				

<p>&lt;&gt; <b>B-8a.</b> Now repeat that process by highlighting the three most important words in the eighth sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i><b>The group continued north.</b></i></p>	<p>&lt;&gt; <b>B-8b.</b> Write those words on the top line in the following columns.</p> <p>&lt;&gt; <b>B-8c.</b> Choose three to five synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border-bottom: 1px solid black; width: 33%;"></td><td style="border-bottom: 1px solid black; width: 33%;"></td><td style="border-bottom: 1px solid black; width: 33%;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p>&lt;&gt; <b>B-8d.</b> Once you have at least three synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																		

<> **B-8e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 2: Sentence Eight (**no** descriptors added)

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<p>&lt;&gt; <b>B-8f.</b> (1) Write the words you just changed in your new sentence on the lines.</p> <p>(2) Choose three to five descriptors for each of the words you listed.</p> <p>(3) Write these descriptors in the columns beneath each word.</p> <p>Note: You may use a thesaurus or online reference source if desired.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; width: 50%;">Descriptors for</th> <th style="text-align: center; width: 50%;">Descriptors for</th> </tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> <tr><td style="border-bottom: 1px solid black;"></td><td style="border-bottom: 1px solid black;"></td></tr> </table> <p>&lt;&gt; <b>B-8g.</b> Once you have three to five descriptors listed, choose the word in each column that you think sounds the best and highlight each one you choose.</p>	Descriptors for	Descriptors for													<p>&lt;&gt; <b>B-8h.</b> Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.</p> <p style="text-align: center;">Paragraph 2: Sentence Eight (<b>with</b> descriptors added)</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/>
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[illegible]

## Writing Boxes Sample Second Paragraph

<p>&lt;&gt; <b>B-1a.</b> Highlight words</p> <p style="text-align: center;">The <span style="background-color: #f4a460;">group</span> <span style="background-color: #f4a460;">ran</span> <span style="background-color: #f4a460;">towards</span> the <span style="background-color: #f4a460;">river</span> .</p>	<p>&lt;&gt; <b>B-1b &amp; 1c.</b> Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; border-bottom: 1px solid black;"><u>group</u></th> <th style="text-align: center; border-bottom: 1px solid black;"><u>ran</u></th> <th style="text-align: center; border-bottom: 1px solid black;"><u>towards</u></th> <th style="text-align: center; border-bottom: 1px solid black;"><u>river</u></th> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: center;">band</td> <td style="border-bottom: 1px solid black; text-align: center;">sprinted</td> <td style="border-bottom: 1px solid black; text-align: center;">at</td> <td style="border-bottom: 1px solid black; text-align: center;">creek</td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: center;">former slaves</td> <td style="border-bottom: 1px solid black; text-align: center;"><span style="background-color: #f4a460;">dashed</span></td> <td style="border-bottom: 1px solid black; text-align: center;">to</td> <td style="border-bottom: 1px solid black; text-align: center;"><span style="background-color: #f4a460;">stream</span></td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: center;">runaways</td> <td style="border-bottom: 1px solid black; text-align: center;">hurried</td> <td style="border-bottom: 1px solid black; text-align: center;"><span style="background-color: #f4a460;">in the direction of</span></td> <td style="border-bottom: 1px solid black; text-align: center;">water</td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: center;"><span style="background-color: #f4a460;">fugitives</span></td> <td style="border-bottom: 1px solid black; text-align: center;">hustled</td> <td style="border-bottom: 1px solid black; text-align: center;">on a course to</td> <td style="border-bottom: 1px solid black; text-align: center;">brook</td> </tr> <tr> <td style="border-bottom: 1px solid black; text-align: center;">escapees</td> <td style="border-bottom: 1px solid black; text-align: center;">rushed</td> <td style="border-bottom: 1px solid black; text-align: center;">directly at</td> <td style="border-bottom: 1px solid black; text-align: center;">waterway</td> </tr> </table>			<u>group</u>	<u>ran</u>	<u>towards</u>	<u>river</u>	band	sprinted	at	creek	former slaves	<span style="background-color: #f4a460;">dashed</span>	to	<span style="background-color: #f4a460;">stream</span>	runaways	hurried	<span style="background-color: #f4a460;">in the direction of</span>	water	<span style="background-color: #f4a460;">fugitives</span>	hustled	on a course to	brook	escapees	rushed	directly at	waterway
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# Writing Boxes Sample Second Paragraph (continued)

## <> B-4a. Highlight words

The **noise** **was** **closer**.

## <> B-4d. New sentence--no descriptors

The howl had moved nearer.

## <> B-4b & 4c. Synonyms or substitute words for the words in the sentence

<u>noise</u>	<u>was</u>	<u>closer</u>
<u>sound</u>	<u>had become</u>	<u>nearer</u>
<u>barking</u>	<u>was getting</u>	<u>louder</u>
<u>howl</u>	<u>had come</u>	<u>more audible</u>
<u>yelp</u>	<u>had grown</u>	<u>easier to hear</u>
<u>baying</u>	<u>had moved</u>	<u>clear</u>

## <> B-4e & 4f. Three to five descriptors for new words

<u>howl</u>	<u>moved</u>
<u>menacing</u>	<u>quickly</u>
<u>chilling</u>	<u>swiftly</u>
<u>threatening</u>	<u>speedily</u>
<u>frightening</u>	<u>rapidly</u>
<u>alarming</u>	<u>definitely</u>

## <> B-4g. New sentence with descriptors

The threatening howl had speedily  
moved nearer.

## <> B-5a. Highlight words

**They** **reached** the **river**  
and **got** in.

## <> B-5d. New sentence--no descriptors

The band arrived at the creek  
and plunged in.

## <> B-5b & 5c. Synonyms or substitute words for the words in the sentence

<u>they</u>	<u>reached</u>	<u>river</u>	<u>got</u>
<u>group</u>	<u>accessed</u>	<u>stream</u>	<u>jumped</u>
<u>people</u>	<u>arrived at</u>	<u>creek</u>	<u>plunged</u>
<u>fugitives</u>	<u>came to</u>	<u>watercourse</u>	<u>charged</u>
<u>runaways</u>	<u>got to</u>	<u>water</u>	<u>rushed</u>
<u>band</u>	<u>attained</u>	<u>brook</u>	<u>dived</u>

## <> B-5e & 5f. Three to five descriptors for new words

<u>band</u>	<u>creek</u>	<u>plunged</u>
<u>tired</u>	<u>cold</u>	<u>hastily</u>
<u>breathless</u>	<u>raging</u>	<u>quickly</u>
<u>cold</u>	<u>bubbling</u>	<u>speedily</u>
<u>hungry</u>	<u>muddy</u>	<u>swiftly</u>
<u>exhausted</u>	<u>clear</u>	<u>desperately</u>

## <> B-5g. New sentence with descriptors

The tired band arrived at the bubbling creek  
and desperately plunged in.

## <> B-6a. Highlight words

Their **leader** **told** them to **move** through  
the **water** to keep the dog from  
finding them.

## <> B-6d. New sentence--no descriptors

Their guide instructed them to wade  
through the stream to keep the dog  
from finding them.

## <> B-6b & 6c. Synonyms or substitute words for the words in the sentence

<u>leader</u>	<u>told</u>	<u>move</u>	<u>water</u>
<u>conductor</u>	<u>instructed</u>	<u>step</u>	<u>brook</u>
<u>guide</u>	<u>ordered</u>	<u>wade</u>	<u>stream</u>
<u>director</u>	<u>commanded</u>	<u>stride</u>	<u>creek</u>
<u>pilot</u>	<u>advised</u>	<u>trudge</u>	<u>watercourse</u>
<u>chief</u>	<u>directed</u>	<u>plod</u>	<u>river</u>

## <> B-6e & 6f. Three to five descriptors for new words

<u>guide</u>	<u>stream</u>	<u>instructed</u>
<u>wise</u>	<u>calm</u>	<u>quietly</u>
<u>experienced</u>	<u>swift</u>	<u>wisely</u>
<u>smart</u>	<u>cold</u>	<u>calmly</u>
<u>brave</u>	<u>thin</u>	<u>patiently</u>
<u>calm</u>	<u>shallow</u>	<u>carefully</u>

## <> B-6g. New sentence with descriptors

Their wise guide calmly instructed them to  
wade through the shallow stream to keep the  
dog from finding them.

# Writing Boxes Sample Second Paragraph (continued)

<p>&lt;&gt; B-7a. Highlight words</p> <p>Finally, the <u>dog</u> <u>lost</u> <u>their</u> <u>trail</u> .</p>	<p>&lt;&gt; B-7b &amp; 7c. Synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 25%;"><u>dog</u></th> <th style="text-align: center; width: 25%;"><u>lost</u></th> <th style="text-align: center; width: 25%;"><u>their</u></th> <th style="text-align: center; width: 25%;"><u>trail</u></th> </tr> </thead> <tbody> <tr> <td><u>hound</u></td> <td><u>was unable to find</u></td> <td><u>the people's</u></td> <td><u>track</u></td> </tr> <tr> <td><u>beast</u></td> <td><u>misplaced</u></td> <td><u>the group's</u></td> <td><u>path</u></td> </tr> <tr> <td><u>creature</u></td> <td><u>failed to find</u></td> <td><u>the slaves'</u></td> <td><u>route</u></td> </tr> <tr> <td><u>canine</u></td> <td><u>dropped</u></td> <td><u>the runaways'</u></td> <td><u>scent</u></td> </tr> <tr> <td><u>animal</u></td> <td><u>abandoned</u></td> <td><u>the escapees'</u></td> <td><u>trace</u></td> </tr> </tbody> </table>		<u>dog</u>	<u>lost</u>	<u>their</u>	<u>trail</u>	<u>hound</u>	<u>was unable to find</u>	<u>the people's</u>	<u>track</u>	<u>beast</u>	<u>misplaced</u>	<u>the group's</u>	<u>path</u>	<u>creature</u>	<u>failed to find</u>	<u>the slaves'</u>	<u>route</u>	<u>canine</u>	<u>dropped</u>	<u>the runaways'</u>	<u>scent</u>	<u>animal</u>	<u>abandoned</u>	<u>the escapees'</u>	<u>trace</u>
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# Projects 3 & 4: Sentence-by-Sentence Outline Essay Over Given Material

George Washington Carver

## Overview of Narrative Essay From Given Material

This week you will be writing an essay over given material. That is, you will not find your own material to write from, but you will use materials provided for you in this weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline.

### I. TOPIC OF ESSAY

**Sentence-by-Sentence Outline** over given material about **George Washington Carver**.

### III. SENTENCES PER PARAGRAPH

All students will write the number of sentences that each paragraph contains in the given passage.

### II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 paragraphs** for the body (P'soB).

### IV. WRITE ON/ADDITIONAL SKILLS

- A. Outlining Symbols
- B. Sentence-by-Sentence Outlining
- C. Optional: Advanced Checklist Challenge Coding

**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).

## This Lesson's Passage

PoB-A	Paragraph 1	It was on his first day at school that George became George Carver—because he came from the Carver estate. He began to study hard. He loved it. He longed to learn. When the bell rang for recess, book in hand, he hopped over the fence that separated the school from Mrs. Watkins' house and propped his book up above the washtub, so he could read as he scrubbed.
PoB-B	Paragraph 2	When the bell rang again and recess was over, he dried his hands and leaped back over the fence to school. After school he did various chores for Mrs. Watkins, then read his books again. He craved knowledge.
PoB-C	Paragraph 3	All of this diligent study paid off! George Carver grew up to be George Washington Carver. As an adult, he was one of the most influential scientists of his day. In one week, he came up with more than fifty uses for the peanut -- including peanut butter. In addition to being diligent in his studies and work, he was also a humble man who loved helping mankind.

## Lesson A. Study Skills/Prewriting: Sentence-by-Sentence (S-by-S) Outline

↔ **A.** 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 the entire paragraph.**
  - b. Write the topic of that paragraph on the **Topic of Paragraph line**.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **4-6+ words** that would most help you remember the content of the sentence.
  - b. Write those **4-6+ 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.

**\*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).**

<sup>+</sup>Always use as few words as possibly.

When you write from a given source (either one that you find or one that your LAL\* book provides for you), you want to write the material in your own words.

You do not want to use the words that the original author wrote because that is plagiarism—stealing someone else’s words and calling them your words.

So anytime you get information from a source, whether it is a book, online source, magazine, or other, it is important to use the information in such a way that you write in your own words—not in the author’s words.

How can you write from a source but still make it your own?

There are two important tips to remember in using sources in writing:

**(1) Always outline before you write!**

- a. The outline will take you one step away from the source when you write your own report or essay.
- b. Each step that you take away from the source when you write helps you write more originally.

**(2) Choose synonyms (words that mean the same) for the words in the original source when you write—rather than using the author’s exact words.**

\*LAL = Language Arts Lady

**Sentence-by-Sentence Outlining Symbols**

Symbols may help you to understand your notes better—without using more words or stealing the author’s words (since symbols usually represent general ideas, not specific words):

+ can mean *up, more, above, increase, better*

= can mean *the result of, the same as, is equal to, means, like, occurred*

# can mean *number, pound, or numeral*

Numbers can mean *to (2), for (4), dates*, and can also stand for *time*, etc.

→ can mean the *result of, caused, said, showed, back, forward, front, to, like*

@ can mean *at, to, from*

\$ can mean *money, cost, expensive*

^ can mean *up, above, more*

++ can mean *most important, more important*

“ ” can be spoken words or special words

<, > can mean *more, greater than, less than, less, great, important, unimportant, vast, large, small*

### **All--Paragraph A of Body (PoB-A)**

Topic of Paragraph 1 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**Sentence 5** \_\_\_\_\_

(You may use up to eight words for Sentence Five.)

### **All--Paragraph B of Body (PoB-B)**

Topic of Paragraph 2 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

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

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

### **All--Paragraph C of Body (PoB-C)**

Topic of Paragraph 3 \_\_\_\_\_

**Sentence 1** \_\_\_\_\_

**Sentence 2** \_\_\_\_\_

**Sentence 3** \_\_\_\_\_

**Sentence 4** \_\_\_\_\_

**Sentence 5** \_\_\_\_\_

## Lesson B. Composition/Creative Writing: Write a Rough Draft From an S-by-S Outline Over Given Material

<> **B-1.** Follow these steps for writing your rough draft essay from your S-by-S Outline:

- (1) **Re-read the entire passage** to recall its content.
- (2) **Read your first line of notes** and consider what you want your sentence to say.
- (3) **Practice saying your sentence aloud** to get it just the way you want it.
- (4) **Write your first sentence** in your notebook, or key your story on the computer.
- (5) Be sure to **double space** your story to make inputting the Checklist Challenge revisions easier.
- (6) **Indent** the beginning of each paragraph five spaces.
- (7) **Repeat** these steps for each line of notes, writing on every other line.

<> **B-2.** Read your essay aloud. Do you like the way it sounds?

## Lesson C. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **C.** Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete **each revision for each paragraph, as indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) **Highlight (or code) each revision on your rough draft paper** as directed by your teacher.
- (4) **Check off (or code) each item's check box on the Checklist Challenge** for this week.

Note: Notice that after several tasks of the Checklist Challenge, the items start to contain words like "If you have already done this, highlight the word or sentence in your paper and highlight the check box(es) as directed by your teacher." When you start to see these words, you may just locate the items in your paper and code them for your teacher rather than adding more of them. Be sure you code the items in your paper and in the task list of the CC Chart.

**Note: Language Arts Lady Store and my Teachers Pay Teachers Store have several Checklist Challenge how-to products (including a free one for [languageartsladyblog.com](http://languageartsladyblog.com) subscribers).**

## Lesson D. Composition: Final Copy of Essay From Given Passage

<> **D-1. Write the final copy of your essay** in your notebook (on every line). If you prefer, you may key it on the computer (doubled spaced).

<> **D-2. Read your final copy aloud.** Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

## Optional: Advanced Checklist Challenge (CC) Coding

Your teacher may desire for you to code your CC for her so that she can grade it/check it more easily. The following steps will help you learn to code your CC for your teacher.

1. Use **colored pencils** or **colored pens** or **highlighters**.
2. **Print off your** double spaced **rough draft report or essay** (or use your handwritten rough draft).
3. **With your CC on one side and your paper on your dominant side** (right hand side for right handed students), complete the first CC task.
4. **Place a check mark in the check boxes for the items that say "read" or "look for errors,"** etc., with a pen as you complete them.
5. For items that involve inserting things or omitting something and adding something else, code in one of two ways:
  - a. **Insert the change or addition with a pen or pencil on your paper and use a highlighter to mark it in your paper** in a distinguishing way--highlight the addition with an orange highlighter, circle the change with a blue highlighter, double underline the title with a pink highlighter, etc. (choosing whatever colors you desire without repeating the exact same marking). **OR**
  - b. **Insert the change or addition with a colored pencil or colored pen** (choosing whatever colors you desire without repeating the exact same marking). (In this method, you will eventually need to add the change AND circle it or underline it so that your exact same marking is not repeated. For example, you might add verbs with a blue pen but add the title with a blue pen and underline the title with that same blue pen--two different markings, one written in blue pen and one written in blue pen *and* underlined with the blue pen.)
6. **Whatever you do to the insertion on your paper should be done to the CC check boxes for that item.**
  - a. For example, if you highlight your new verbs with an orange highlighter in your paper, you will color in the check box with orange highlighter.
  - b. If you underline your title with purple highlighter in your paper, you should underline the check box with purple highlighter.
  - c. If you write your new verbs in green colored pencil in your paper, make a check mark in the check box with that same green colored pencil.
7. **If your teacher gives you permission to skip a CC task** (or you and she do not think a change will improve a paragraph), **place an NC (no change) in the check box for that paragraph**, so your teacher will not look for it.
8. If you skip a task altogether (without your teacher's permission), place an X in the task box(es), so your teacher will know not to search for the revisions. Obviously, it is always preferred that you do all of your assignments, but it would be better to indicate that you skipped something than to leave the box(es) blank.

The point is that **the coding you put into the paper copy of your composition should be identical to what you do to (or above, beneath, around, etc.) the CC check boxes for that task**. This method will allow your teacher to have your CC chart on one side and your "colorful paper" (with the CC revisions inserted with colors) on the other. She can check at a glance to find your new insertions, title, Thesis Statement, and more.

**Note: Some students prefer to do the CC on their paper on the electronic document on the computer with the colored shading tool provided in word processing programs. This is fine, too, but the student should still do the same marking/coding on the CC chart as he did on the electronic document--or write beside the tasks what color each task is. For example, if the student shades the verbs he replaced in pink shading, he should write PINK beside the CC task for the verbs on the chart. Then when he prints this "colorful" version, the teacher can still check his revisions easily.**

Box C



# Checklist Challenge for Projects 3&4: S-by-S Outline Essay Over Given Material

## George Washington Carver

Complete the Checklist Challenge by using these guides:

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

☐ ALL LEVELS

☐ BASIC LEVEL only

☐ EXTENSION only

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

☐ All ☐ All ☐ All

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.

☞ **Focus on content errors at this time.**

☐ All ☐ All ☐ All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

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 [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All

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.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

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

☐ All ☐ All ☐ All

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

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later

extremely fully	gratefully thoughtfully	curiously interestingly	sometimes apparently	always cautiously	tomorrow repeatedly
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☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

☐ All ☐ All ☐ All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

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

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 word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

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

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

☐ All

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) 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 report without telling the reader exactly what it is about.
- Do not say: *In this report you will learn about . . .*
- Be sure this thesis statement is truly representative of the content of your *entire* report.
- Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.

☐ 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 report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your report rather than the thesis statement.**

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **From Washtub to Laboratory**
- Something comical: **Over the Fence**
- Something bold: **Diligence**
- Something about character: **Diligently Seeking**
- Other: **PBJ – It Started With Diligence**

- ☞ **Center your title at the top of the first page of your report. 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-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that yo1ur vocabulary is advanced enough, highlight the check box(es) 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*.**

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 highlight the 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.

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

E's

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, highlight the check box(es) 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.
- **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.
- **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.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

🔑 Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

E's

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

All All All

**Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.



# Appendix A: Editing and Revising

It is recommended in this curriculum that students be taught from the beginning of their writing days how to edit and proofread their compositions using proofreaders' marks. It will be laborious at the beginning, but these marks ensure consistency in editing, as well as efficiency in marking. When students devise their own systems for marking errors, they are often long and indistinguishable markings that are different each time. Then when the teacher edits a paper for her student, her markings will be different too. By teaching proofreaders' marks, everyone who edits will mark errors in the same way. (This also encourages peer editing, which is valuable for both those who are editing and those being edited.)

Obviously, young students will not learn all the proofreaders' marks the first year of writing, but when used consistently, everyone will begin using the same markings and these markings will take on immediate meaning for anyone who sees them in writing. Begin with the simplest, most commonly-used markings and continue adding new markings as your student matures as an editor.

The author has used proofreaders' marks with hundreds of students over the years, and even the youngest students enjoy learning proofreaders' marks and catch on rather quickly. Editing often becomes a challenge--a game, of sorts--for analytical students, and even those without superb editing skills enjoy the thrill of finding errors and recommending changes.

## Proofreader's Marks

*Symbol*

*Meaning*

Capitalize a letter

Make a capital letter into a lowercase letter.

Delete (take out)

He went to town.

When he left, he went to town.

Insert punctuation

He went town.

Insert

Reverse

He went totown.

Insert space

He went to town.

Leave as it was before the mark was added.

Move

Make a new paragraph

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Get your monthly freebie (including teaching videos for students and full writing lessons TODAY!

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Story Over Given Material–Dumbo and Jumbo  
Original Expository Essay–One or Two Favorite Concession Items

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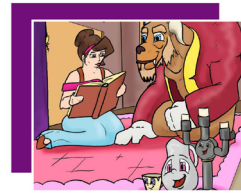


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Original Comparative Essay–Jungle Book Before and After  
Original Essay–Jungle Book Character Analysis

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Paragraph House Outlining Method–Characters in a Castle  
Essay Over Given Material–Meet the Characters

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## Write On, Fairy Tales Level IV



Original 5 Paragraph Essay–3 Ways Fairy Tales Help Children  
Twice-Told Tale–Alice in Wonderland Story

A Write-for-a-Month Book



## Tools & Tricks Level I



Outlining/Writing From Story–Three Little Pigs  
Editing With a Checklist–Chicken Little

A Write-for-a-Month Book



## Twice Told Tales Level III



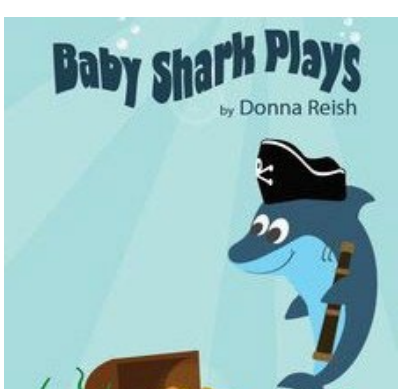
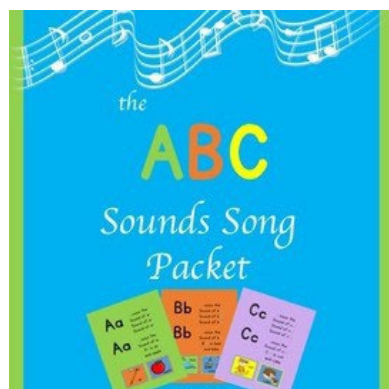
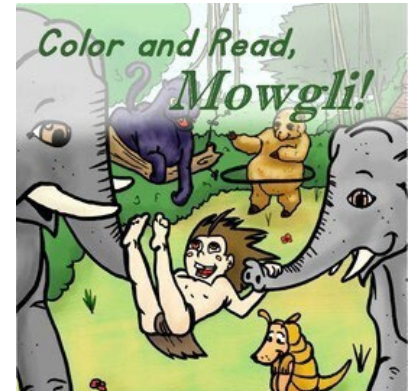
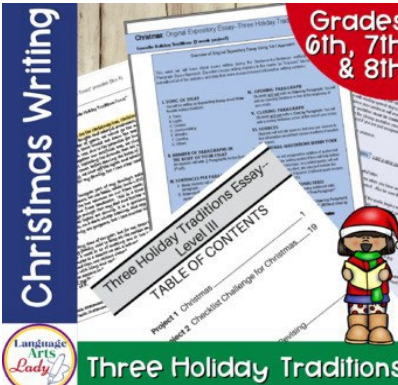
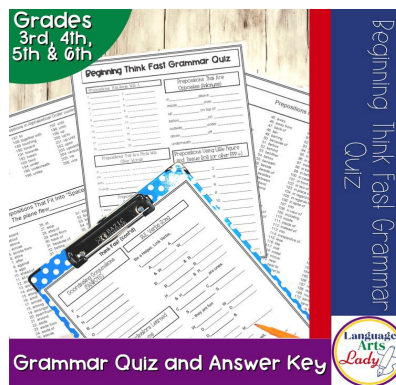
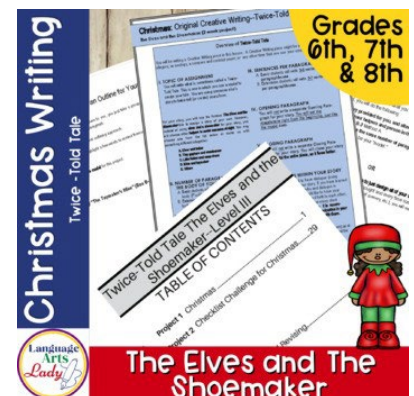
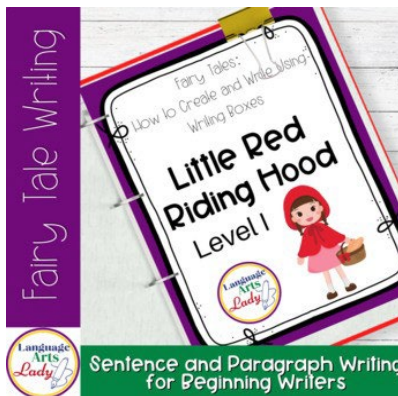
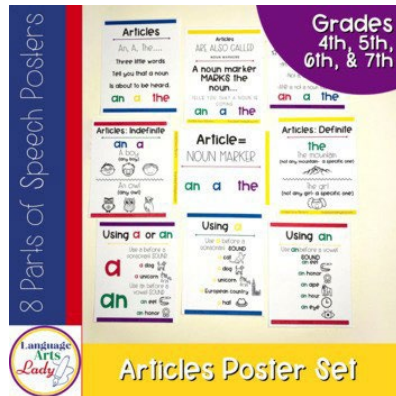
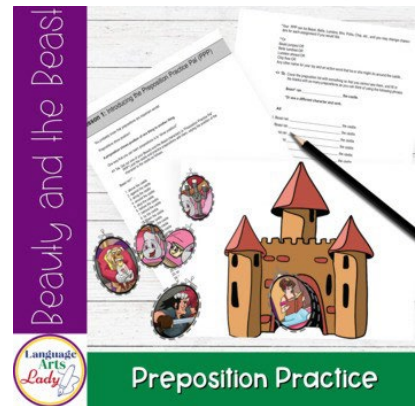
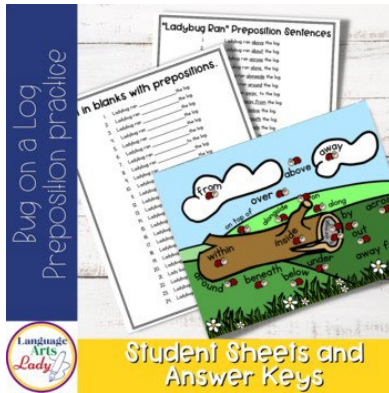
Twice-Told Tale Story Writing–Chicken Little  
Twice-Told Tale Story Writing–Emperor's New Coat

A Write-for-a-Month Book





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Teaching Services



**Donna Reish**, mother of seven grown children, Nonna to ten lovies, and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty-five years ago. Following the completion of those thirty books over ten years, she and her husband started a

small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum products to 120 books of 50,000+ pages. Donna tests all of her books with 50-80 in-person students each year locally before they are published--and this is her real love: Seeing the faces of students who achieve language arts goals that they never thought were possible using her creative, incremental approaches and materials. Donna teaches parents, teachers, and teaching parents about grammar, language arts, writing, reading, learning, and more at her teaching website, *Language Arts Lady Blog*, and through her videocasts/podcasts, *How I Teach & 10 Minute Grammar*.

Want daily grammar, writing, & teaching tips? Follow me  
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