

Write for a Month

Black Americans' Contributions



Level
II

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 2nd & 3rd – Purple

Level II = Grade 4th & 5th – Red

Level III = Grade 6th, 7th, & 8th – Blue

Level IV = Grade 9th & 10th – Green

Level V = Grade 11th & 12th – Yellow



Projects:

- Sentence-by-Sentence Outline & Essay From Given Source—George Washington Carver
- Sentence-by-Sentence Outline & Essay From Given Source—Jackie Robinson

Skills:

- Outlining Symbols
- Sentence-by-Sentence Outlining
- Optional: Advanced Checklist Challenge Coding
- Opening Paragraph Instructions (Extension)
- Compound Sentences
- Semicolons

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 2nd through 12th 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 II

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Projects 1 & 2: Sentence-by-Sentence Outline & Essay From 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 content provided for you in this lesson and take an S-by-S (Sentence-by-Sentence) Outline over it.

I. TOPIC OF ESSAY

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

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **2 paragraphs** for the body (P'soB).

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

III. SENTENCES PER PARAGRAPH

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

**Note:* You may always choose to write fewer sentences per paragraph but more total paragraphs in any LAL writing assignment, with your teacher's permission.

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).

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

PoB-A	Paragraph 1	Edison, the famous inventor, heard of George Washington Carver and offered him a large amount of money to come and work for him. Many times Henry Ford also offered Carver significant sums to come to Dearborn in Michigan, but Carver refused all of these offers. George did not want money. He was happy helping people. A few years before he died, he gave all the money he had to start the George Washington Carver Museum.
PoB-B	Paragraph 2	The museum is interesting to visit. There today, you can see some of the incredible things he did in “God’s little workshop.” (That is the name that George gave to his workplace.) The old tools he used are there too, such as a few broken bottles, a cup, and an inkwell.
PoB-C	Paragraph 3	With simple tools like these, Carver made silk from the bark of poplar trees, rope from cornstalk fiber, and paper from okra. Miracle after miracle came out of that little workshop--because George Washington Carver wanted to better people's lives.

↔ 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).

+Always use as few words as possible.

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. When you outline, you may want to use the source’s words, so you know what words not to use when you write your paper.

*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 of Body A

Topic of Paragraph One _____

Sentence 1 _____

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

Sentence 2 _____

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

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

All--Paragraph of Body B

Topic of Paragraph Two _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Extension--Paragraph of Body C

Topic of Paragraph Three _____

Sentence 1 _____

Sentence 2 _____

(You may use up to nine words for Sentence Two.)

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 essay on the computer.
 - (5) Be sure to **double space** your essay 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 subscribers).

Lesson D. Composition: Final Copy Essay from Given Material

- <> **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 (double 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 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 pencil** 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 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 1 & 2: S-by-S Outline & Essay From 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 ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

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

All All E

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

☞ Focus on content errors at this time.

All All E

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. **“Code” the CC boxes in the same way you coded your located verbs in your paper.**

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)

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

All All E

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

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

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

All All E

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

Examples:

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

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

All All E

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

Examples:

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

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

All All E

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

Banned Word List

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

*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ **Advanced students should omit as many Banned Words as possible throughout all paragraphs.**

All

Create a **title**, and put it at the top of the your paper. *If you have already done this, you should still “code” the CC check box and the title in your paper as directed by your teacher.*

Consider the following ideas:

- Something catchy: "Carver's Carvings"
- Something bold: "God's Little Workshop"
- Something comical: "Where's the Money?"
- A song title or line: "Something Beautiful"
- Something informative: "Carver Museum"
- Something about character: "Working With Your Hands"
- Other: "Beautiful Museum"

☞ **Tips:**

- Center your title at the top of the first page of your composition.
- Capitalize the first letter of the first and last word.
- Capitalize all the words within the title that are important--but not three-letter-or-fewer articles, pronouns, or prepositions.
- Do not italicize your title, though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones), if desired.

All

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

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips**

- Do not say: *In this paper you will learn about . . .*
- Be sure this Thesis Statement is truly representative of the content of your *entire* composition.
- Your Thesis Statement is your commitment to write about that topic. It should cleverly introduce your composition's subject.
- If your paper does not have a separate Opening Paragraph, you will want to add an Opening Thesis Statement-Plus--a sentence or two introducing your topic that contains the Thesis Statement--to the beginning of your paper.
- Write a sentence that describes your paper without telling the reader exactly what it is about.

All

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

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

All

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

Examples:

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

All All E

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

<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*.**

All All E

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

Examples:

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

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

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

All All E

Edit each paragraph with your teacher, and correct any **usage or spelling errors**. Place a check mark in each **CC box** with a pen or pencil when this step is completed.

Projects 3 & 4: Sentence-by-Sentence Outline & Essay From Given Source

Jackie Robinson

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 content provided for you in this lesson and take an S-by-S (Sentence-by-Sentence) Outline over it.

I. TOPIC OF ESSAY

Sentence-by-Sentence Outline over given material about Jackie Robinson.

IV. OPENING PARAGRAPH

Extension students will write an Opening Paragraph.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

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

Extension students will write **4 paragraphs** for the body (P'soB).

V. CLOSING PARAGRAPH

Students will not write a Closing Paragraph.

III. SENTENCES PER PARAGRAPH

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

***Note:** You may always choose to write fewer sentences per paragraph but more total paragraphs in any LAL writing assignment, with your teacher's permission.

VI. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Opening Paragraph Instructions (Extension)
- B. Compound Sentences
- C. Semicolons

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).

PoB-A	Paragraph 1	On January 31, 1919, a family of sharecroppers in Cairo, Georgia was blessed with their fifth and final child, Jack Roosevelt Robinson. His middle name was in honor of the former President, Theodore Roosevelt. The twenty-sixth President had just passed away a couple of weeks before Baby Robinson arrived. This infant's name is a familiar one—the great professional baseball player, Jackie Robinson.
PoB-B	Paragraph 2	Not only was Robinson an outstanding player—he was also the first African American to play Major League Baseball (MLB)! He broke the “baseball color barrier.” This “barrier” was a rule that kept black people from playing in MLB. Yes, on April 15, 1947, Jackie Robinson started at first base for the Brooklyn Dodgers. This was a remarkable moment as it ushered in the end of racial segregation in professional baseball.
PoB-C	Paragraph 3	Jackie Robinson won many awards during his career. He won the Rookie of the Year Award in 1947. From 1949 through 1954, he was an all-star for six back-to-back seasons. Robinson was awarded the National League Most Valuable Player Award in 1949. He was the first black player to win this honor! He played in six World Series games and led his team to become the 1955 World Series champions. In 1962, he was inducted into the Baseball Hall of Fame.
PoB-D	Paragraph 4	Jackie Robinson used his fame, talent, position, and character to question the typical view of segregation. Through his non-violent activism, people were beginning to see how damaging it is to divide people according to their skin color. He continued to influence the culture, and he contributed greatly to the civil rights movement. Robinson died in 1972 and was even granted awards after his death, including the Congressional Gold Medal and the Presidential Medal of Freedom. Both of these were given to honor his contributions on the baseball field as well as for society.

Lesson A. Study Skills/Prewriting: Sentence-by-Sentence Outline

↔ **A.** Follow these steps to write a Sentence-by-Sentence Outline (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 to 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).

+Always use as few words as possible.

Extension Only--Paragraph of Body A (PoB-A)

Topic of Paragraph 1 _____

Sentence 1 _____

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

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

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

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

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

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

All--Paragraph of Body D (PoB-D)

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

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

Sentence 5 _____

Note: Don't forget to use words from the source for your outline--then use your own words (synonyms) when you write your essay.

Sample S-by-S Outline

Paragraph 1

Paragraph One

Topic of PoB-A: Jackie Robinson born to poor family _____

Sentence 1: 1/31, 1919 = sharecroppers → Cairo, Georgia = 5th/final child

Sentence 2: Middle name = honor Pres T Roosevelt _____

Sentence 3: 26th Pres (Roosevelt) died couple weeks ← JR birth _____

Sentence 4: Infant name = familiar; great pro bb player JR _____

Sample Paragraph From S-by-S Outline

(PoB-A)

(Paragraph 1)

A family of laborers in Cairo, Georgia happily added their "baby of the family" and named him Jack Roosevelt Robinson. He was given the middle name of Roosevelt in honor of the President Theodore Roosevelt who had recently died just weeks prior to the Robinson's baby's birth. This newborn became famous as he was none other than Jackie Robinson---that incredible pro baseball player!

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, important*

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

can mean *number, pound, or numeral*

Numbers can mean *to (2), for (4), dates, and periods of 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 mean *spoken words or special words*

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

Lesson B. Extension--Sentence Structure: Using a Semicolon to Create a Compound Sentence

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

Examples:

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

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

9

While there are several uses for a semicolon, the one you will use the most is really simple. **Semicolons are used to combine two independent clauses (or complete sentences) into a single sentence.**

She likes work; she loves vacation.

The most important thing to remember is that both sides of the semicolon must contain an independent clause (or complete sentence). **That means each side must have a subject and a verb and be able to stand on its own.**

In addition, **be careful not to use a semicolon when you use a coordinating conjunction (such as the word *and*) to combine two complete sentences.** As you already learned, you should use a comma with a cc, not a semicolon with a cc.

She likes work, and she loves vacation.

<> **B-1.** Circle any sentences that show a semicolon used correctly. Draw a line through the side of any sentence that is not a complete sentence.

Example: He went to the store; ~~today~~.

1. After a long a long day; Sue slept well.
2. The Civil War was incredibly destructive; 620,000 soldiers died.
3. It was the best of times; it was the worst of times.
4. He spent most of the day watching television; his dog spent most of the day watching him.
5. It was the best; and worst of times.
6. In a time long ago; something happened.
7. She worked a long day; she slept well.
8. The toughest thing about writing with semicolons; is remembering to always have a complete sentence on both sides.

You should only use semicolons to combine two closely related independent clauses.

Bambi is a deer; I like casserole.

While this does contain a complete sentence on both sides of a semicolon, it shouldn't be one sentence (and probably not even in the same paragraph). **The purpose of semicolons is to link ideas together.**

Sue likes work; she loves vacation.

This could be two separate sentences. However, **by linking them together with a semicolon, it makes the similarities more obvious.** Making this a single sentence using a semicolon makes Sue seem like a very happy person.

She worked a long day; she slept well.

The first part of this sentence gives the cause while the second gives the result. This provides the link between the two clauses.

There are many relationships you can use a semicolon to express.

Before and After: He entered the room nervously; he left excitedly.

Contrasting: It was the best of times; it was the worst of times.

Cause and Effect: She worked a long day; she slept well.

Semicolons can be a great tool to show off your advanced writing skills. You probably shouldn't use more than one or two of this style of sentence in one essay, but definitely use it. Just be sure both clauses are related in some way and they are both independent clauses.

<> B-2. Write ten sentences using semicolons.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Answer Key for <> B-1

<> B-1. Circle any sentences that show a semicolon used correctly. Draw a line through the side of any sentence that is not a complete sentence.

Example: He went to the store; ~~today~~.

1. ~~After a long a long day~~, Sue slept well.
2. The Civil War was incredibly destructive; 620,000 soldiers died.
3. It was the best of times; it was the worst of times.
4. He spent most of the day watching television; his dog spent most of the day watching him.
5. It was the best; ~~and worst of times~~.
6. ~~In a time long ago~~; something happened.
7. She worked a long day; she slept well.
8. ~~The toughest thing about writing with semicolons; is remembering to always have a complete sentence on both sides.~~

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

<> C-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 essay on the computer.
- (5) Be sure to **double space** your essay 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.

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

<> **D-2. Extension**--Using your notes for your Opening Paragraph, write the Opening Paragraph of your essay in your notebook, writing on every other line.

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

<> **E.** 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 subscribers).

Lesson F. Composition: Final Copy Essay From Given Material

<> **F-1. Write the final copy of your essay** in your notebook, writing on every line. If you prefer, you may type it on the computer.

<> **F-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?

Checklist Challenge 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 pencil** 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 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 E

Checklist Challenge for Projects 3 & 4: S-by-S Outline & Essay From Given Source

Jackie Robinson

Complete the Checklist Challenge by using these guides:

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

All ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

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

All All All E

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

☞ Focus on content errors at this time.

All All All E

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. **“Code” the CC boxes in the same way you coded your located verbs in your paper.**

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb or to + BHL verb)

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

All All All E

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

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

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

All All All E

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

Examples:

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

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

All All All E

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

Examples:

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

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

All All All E

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

Banned Word List

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

*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ **Advanced students should omit as many Banned Words as possible throughout all paragraphs.**

All

Create a **title**, and put it at the top of the your paper. *If you have already done this, you should still “code” the CC check box and the title in your paper as directed by your teacher.*

Consider the following ideas:

- Something catchy: "Racism and Robinson"
- Something bold: "42!"
- Something about character: "Non-Violence Wins Out"
- Other: "Jackie Robinson—Winner on the Field and Off"
- Other: "Jackie Robinson—Changing America With a Baseball and Heart of Gold"
- Other: "First Black Major League Baseball Player"

☞ **Tips:**

- **Center your title at the top of the first page of your composition.**
- **Capitalize the first letter of the first and last word.**
- **Capitalize all the words within the title that are important--but not three-letter-or-fewer articles, pronouns, or prepositions.**
- **Do not italicize your title, though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones), if desired.**

All

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

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips**

- **Do not say: *In this paper you will learn about . . .***
- **Be sure this Thesis Statement is truly representative of the content of your *entire* composition.**
- **Your Thesis Statement is your commitment to write about that topic. It should cleverly introduce your composition’s subject.**
- **If your paper does not have a separate Opening Paragraph, you will want to add an Opening Thesis Statement-Plus--a sentence or two introducing your topic that contains the Thesis Statement--to the beginning of your paper.**
- **Write a sentence that describes your paper without telling the reader exactly what it is about.**

All

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

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

All

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

Examples:

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

All All All E

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

<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*.**

All All All E

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

Examples:

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

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

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

E

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

Examples:

- The Venus' flytrap, a plant that catches and eats bugs and flies, provides another example of entrapment.

☞ **Set off an appositive with commas unless it is a one-word name.**

☞ **An appositive is a phrase dropped into a sentence--and surrounded by commas--that renames or restates the words before it.**

All All All E

Edit each paragraph with your teacher, and correct any usage or spelling errors. Place a check mark in each CC box with a pen or pencil when this step is completed.

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. 

Insert punctuation

When he left,  he went to town.

He went  town.

Insert

He  town.

Reverse

He went  totown.

Insert space

He went  town.

Leave as it was before the mark was added.

He  town went to.

Move



Make a new paragraph

Teacher Tips & Free Resources

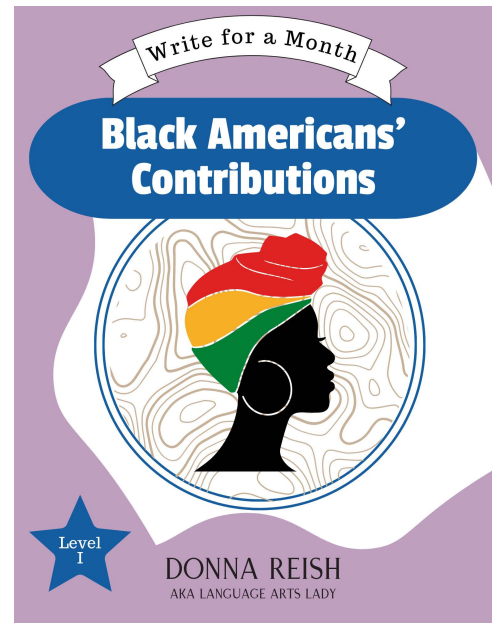
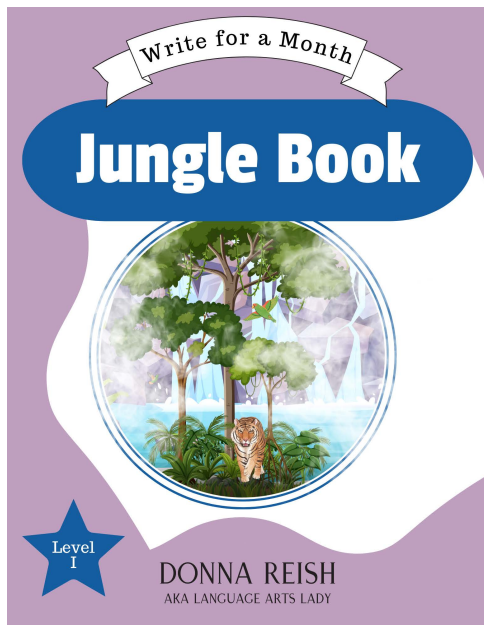


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Write-for-a-Month Series Titles



Write-for-a-Month Series Titles

Write for a Month

Toy Room



Level II

DONNA REISH
AKA LANGUAGE ARTS LADY

Write for a Month

Fairy Tales

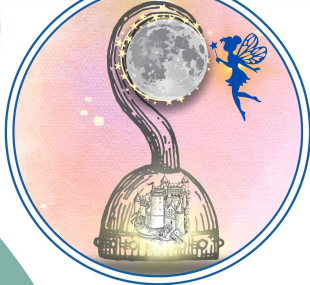


Level III

DONNA REISH
AKA LANGUAGE ARTS LADY

Write for a Month

Peter Pan



Level IV

DONNA REISH
AKA LANGUAGE ARTS LADY

Write for a Month

Twice-Told Tales



Level V

DONNA REISH
AKA LANGUAGE ARTS LADY

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Preposition practice

Ladybug Dan™ Preposition Sentences

in blanks with prepositions:

from over above away from

within behind below

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Student Sheets and Answer Keys

Grades 4th, 5th, 6th, & 7th

Tricky Tricks to Help II Stick
Posters

5 Parts of a Sentence
TO HELP IT STICK

Language Arts Ladybug

Reference Ring

Beauty and the Beast

Preposition Practice

Language Arts Ladybug

8 Parts of Speech Posters

Grades 4th, 5th, 6th, & 7th

Articles

an a the

Articles: Indefinite

an a the

Article = NOUN MARKER

an a the

Articles: Definite

the

Using a or an

Using an

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Level I

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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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