

Write for a Month

Fairy Tales



Level
III

DONNA REISH
AKA LANGUAGE ARTS LADY

(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

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*

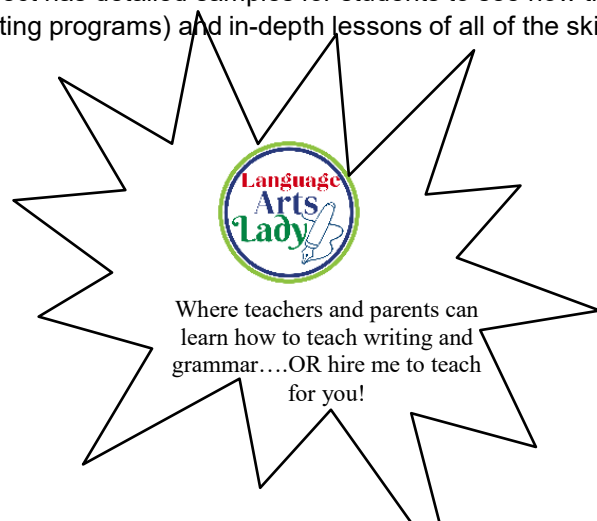
Level I = Grade 2nd & 3rd – Purple

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:

- Advanced Writing Boxes– The Prince and the Pauper
- Original Creative Writing– Twice-Told Tale–The Frog Prince

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 Strong Verbs
- Outlining Symbols
- S-by-S Outlining
- Using sources
- Quotations
- 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 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.

Write On: Fairy Tales--Level III

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Projects 1 & 2: How to Create and Write Using Writing Boxes

Essay Over Given Material Using Writing Boxes

Overview of Writing Boxes Lesson

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 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 Character Ink's new 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 ESSAY

Sentence-by-Sentence Outline over given material about *The Prince & the Pauper* via Beginning Writing Boxes.

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

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. **Adding Description to a Story**
- E. **Choosing Strong Verbs**

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

Note: 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).

Given Passage to Learn to Write From

PoB-A	Paragraph 1	<p>One day, a poor boy named Tom Canty met Edward Tudor, the Prince of Wales. The prince liked his new friend and allowed him into his palace room. They both wanted a different life, and they realized that they looked identical. So, they switched outfits and separated. Tom's father beat Edward when he came home, but Edward escaped and met a soldier and noble named Miles Hendon. Hendon refused to believe Edward's story of being the Prince of Wales, but he agreed to protect Edward. Meanwhile, Tom struggled to figure out life in the palace.</p>
PoB-B	Paragraph 2	<p>As he continued his life of poverty, Edward realized the unfairness of England's criminal punishments. The government killed people for tiny crimes on a small amount of evidence. Edward decided he would rule with more kindness when he grew to be king. However, when Miles and Edward went to the Hendon mansion, Miles' evil brother put them both in jail. Eventually, he freed them, and they raced back to London. Just before this, Henry VIII died, and Tom took over as king. He ruled fairly, and the official coronation ceremony soon came.</p>
PoB-C	Paragraph 3	<p>Edward and Miles came to the city as the coronation service started. Edward broke into the festivities to announce he was the real prince. At first, nobody believed him, even though Tom agreed with Edward. Finally, Edward told where he hid the Great Seal of England before switching places with Tom. When the officials found this object where Edward said it would be, they accepted him. The Archbishop of Canterbury made Edward king, and he ruled wisely. He gave Tom and Miles a lot of honors and money for their help.</p>

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 Character Ink 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 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—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 *The Prince and the Pauper* in which to practice these skills.

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

Read the entire *The Prince and the Pauper* passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.

PoB-A	Paragraph 1	<p>One day, a poor boy named Tom Canty met Edward Tudor, the Prince of Wales. The prince liked his new friend and allowed him into his palace room. They both wanted a different life, and they realized that they looked identical. So, they switched outfits and separated. Tom's father beat Edward when he came home, but Edward escaped and met a soldier and noble named Miles Hendon. Hendon refused to believe Edward's story of being the Prince of Wales, but he agreed to protect Edward. Meanwhile, Tom struggled to figure out life in the palace.</p>
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<p><> A-1a. In the first sentence of the first paragraph that is provided by itself below, highlight the following words:</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1. poor 2. boy </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 3. named 4. met </div> <p style="text-align: center; margin-top: 20px;"><i>One day, a poor boy named Tom Canty met Edward Tudor, the Prince of Wales.</i></p> <p>These four words are the most important words in the sentence.</p> <p>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.</p>	<p><> 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.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="text-align: center; width: 25%;"><u>poor</u></th> <th style="text-align: center; width: 25%;"><u>boy</u></th> <th style="text-align: center; width: 25%;"><u>named</u></th> <th style="text-align: center; width: 25%;"><u>met</u></th> </tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr> </table> <p><> A-1c. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>	<u>poor</u>	<u>boy</u>	<u>named</u>	<u>met</u>	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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<p><> A-1d. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 1: Sentence One (no descriptors added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>																									
<p><> A-1e. Choose three to five descriptors 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.</p> <p>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.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <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>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td><td>_____</td></tr> </table> <p><> 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.</p>	Descriptors for	Descriptors for	Descriptors for	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	<p><> A-1g. Now write your new sentence again—this time with the descriptors you highlighted added to it.</p> <p style="text-align: center; margin-top: 20px;">Paragraph 1: Sentence One (with descriptors added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>			
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<> **A-2a.** Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).

The prince liked his new friend and allowed him into his palace room.

<> **A-2b.** Write those words on the top line in the following columns and underline them with a highlighter.

<> **A-2c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **A-2d.** Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

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

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

<> **A-2f. (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-2g.** 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-2h.** Now write your new sentence again—this time with the describers you just highlighted added to it.

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

<p><> A-3a. 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><i>They both wanted a different life, and they realized that they looked identical.</i></p>	<p><> A-3b. Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><> A-3c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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><> A-3d. Once you have three to five 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><> A-3e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 1: Sentence Three (no descriptors added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																									
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<p><> A-4a. 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><i>So, they switched outfits and separated.</i></p>	<p><> A-4b. Write those words on the top line in the following columns and underline them with a highlighter.</p> <p><> A-4c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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><> A-4d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.</p>																												
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<p><> A-4f. (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> <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><> A-4g. 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><> A-4h. Now write your new sentence again—this time with the describers you just highlighted added to it.</p> <p style="text-align: center;">Paragraph 1: Sentence Four (with describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>				
Describers for	Describers for	Describers for																											

<p><> A-5a. Now repeat that process by highlighting the four most important words in the fifth sentence from the passage (provided below).</p> <p style="text-align: center; padding-top: 20px;"><i>Tom's father beat Edward when he came home, but Edward escaped and met a soldier and noble names Miles Hendon.</i></p>	<p><> A-5b. Write those words on the top line in the following columns.</p> <p><> A-5c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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><> A-5d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																								
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<p><> A-5f. (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;"> <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><> A-5g. 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><> A-5h. 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; margin-top: 20px;">Paragraph 1: Sentence Five (with 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-6a.** Now repeat that process by highlighting the four most important words in the sixth sentence from the passage (provided below).

Hendon refused to believe Edward's story of being the Prince of Wales, but he agreed to protect Edward.

<> **A-6b.** Write those words on the top line in the following columns.

<> **A-6c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **A-6d.** Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

<> **A-6f.** (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-6h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

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

<> **A-6g.** 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><> A-7a. Now repeat that process by highlighting the four most important words in the seventh sentence from the passage (provided below).</p> <p style="text-align: center;"><i>Meanwhile, Tom struggled to figure out life in the palace.</i></p>	<p><> A-7b. Write those words on the top line in the following columns.</p> <p><> A-7c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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><> A-7d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																								
<p><> A-7e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 1: Sentence Seven (no descriptors added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																									
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Descriptors for	Descriptors for	Descriptors for																							

[illegible]

Sample of Paragraph One

One day, a penniless, curious lad boringly called Tom Canty accidentally encountered Edward Tudor, the Prince of Wales. The prince thoroughly enjoyed his new, adventurous acquaintance and unhesitatingly welcomed him into his palace suite. They both desperately craved a different life, and the observant youths quickly noticed that they appeared identical. So, the devious plotters swiftly swapped costumes and happily parted. Tom's father beat Edward when he arrived home, but Edward quickly slipped away and met a battle-worn veteran and exiled aristocrats named Miles Hendon. Hendon refused to accept Edward's unlikely tale of being the Prince of Wales, but he graciously acquiesced to protect the adventurous boy. Meanwhile, Tom desperately endeavored to comprehend the strange manners in the bustling royal residence.

Writing Boxes Samples--First Paragraph

<> A-1a. Highlight words

One day, a poor boy named
Tom Cantry met Edward Tudor,
the Prince of Wales

<> A-1b. & 1c. Three to five synonyms or substitute words for the words in the sentence

<u>poor</u>	<u>boy</u>	<u>named</u>	<u>met</u>
<u>impoverished</u>	<u>young man</u>	<u>designated</u>	<u>encountered</u>
<u>penniless</u>	<u>kid</u>	<u>christened</u>	<u>contacted</u>
<u>destitute</u>	<u>lad</u>	<u>called</u>	<u>greeted</u>
<u>broke</u>	<u>dude</u>	<u>entitled</u>	<u>stumbled upon</u>
<u>pauper</u>	<u>youth</u>	<u>labelled</u>	<u>came across</u>
<u>needy</u>	<u>youngster</u>	<u>dubbed</u>	<u>get together with</u>

<> A-1e. New sentence--no describers

One day, a penniless lad called
Tom Cantry encountered Edward
Tudor, the Prince of Wales.

<> A-1f. & 1g. Three to five describers for new words

<u>lad</u>	<u>called</u>	<u>encountered</u>
<u>ragged</u>	<u>boringly</u>	<u>suddenly</u>
<u>impetuous</u>	<u>aptly</u>	<u>surprisingly</u>
<u>adventurous</u>	<u>plainly</u>	<u>accidentally</u>
<u>starving</u>	<u>dully</u>	<u>explosively</u>
<u>curious</u>	<u>nondescriptly</u>	<u>excitedly</u>

<> A-1h. New sentence with describers

One day, a penniless, curious lad boringly
called Tom Cantry accidentally encountered
Edward Tudor, the Prince of Wales.

<> A-2a. Highlight words

The prince liked his new friend and
allowed him into his palace room.

<> A-2b. & 2c. Three to five synonyms or substitute words for the words in the sentence

<u>liked</u>	<u>friend</u>	<u>allowed</u>	<u>room</u>
<u>loved</u>	<u>buddy</u>	<u>let</u>	<u>suite</u>
<u>cherished</u>	<u>pal</u>	<u>permitted</u>	<u>apartment</u>
<u>appreciated</u>	<u>acquaintance</u>	<u>beckoned</u>	<u>lodging</u>
<u>relished</u>	<u>chum</u>	<u>lead</u>	<u>bedchamber</u>
<u>enjoyed</u>	<u>playmate</u>	<u>welcomed</u>	<u>cubicle</u>
<u>prized</u>	<u>companion</u>	<u>invited</u>	<u>chamber</u>

<> A-2e. New sentence--no describers

The prince enjoyed his new
acquaintance and welcomed him
into his palace suite.

<> A-2f. & 2g. Three to five describers for new words

<u>enjoyed</u>	<u>acquaintance</u>	<u>welcomed</u>
<u>immediately</u>	<u>adventurous</u>	<u>eagerly</u>
<u>thoroughly</u>	<u>friendly</u>	<u>unhesitatingly</u>
<u>absolutely</u>	<u>social</u>	<u>soon</u>
<u>greatly</u>	<u>smart</u>	<u>quickly</u>
<u>fantastically</u>	<u>confident</u>	<u>eventually</u>

<> A-2h. New sentence with describers

The prince thoroughly enjoyed his new,
adventurous acquaintance and unhesitatingly
welcomed him into his palace suite.

Writing Boxes Samples--First Paragraph (continued)

<> A-3a. Highlight words

They both wanted a different life, and they realized that they looked identical.

<> A-3e. New sentence--no describers

They both craved a different life, and the youth noticed that they appeared identical.

<> A-3b. & 3c. Three to five synonyms or substitute words for the words in the sentence

<u>wanted</u>	<u>they</u>	<u>realized</u>	<u>looked</u>
<u>wished for</u>	<u>the boys</u>	<u>recognized</u>	<u>appeared</u>
<u>desired</u>	<u>the lads</u>	<u>grasped</u>	<u>seemed</u>
<u>longed for</u>	<u>the youths</u>	<u>discerned</u>	<u>struck one as</u>
<u>hungered for</u>	<u>the youngsters</u>	<u>noticed</u>	<u>passed for being</u>
<u>yearned for</u>	<u>the young men</u>	<u>understood</u>	<u>came close to being</u>
<u>craved</u>	<u>the fellows</u>	<u>comprehend</u>	<u>came near to being</u>

<> A-3f. & 3g. Three to five describers for new words

<u>craved</u>	<u>youths</u>	<u>noticed</u>
<u>intensely</u>	<u>adventurous</u>	<u>soon</u>
<u>passionately</u>	<u>observant</u>	<u>swiftly</u>
<u>desperately</u>	<u>curious</u>	<u>suddenly</u>
<u>immediately</u>	<u>naïve</u>	<u>quickly</u>
<u>admittedly</u>	<u>daring</u>	<u>slowly</u>

<> A-3h. New sentence with describers

They both desperately craved a different life, and the observant youths quickly noticed that they appeared identical.

<> A-4a. Highlight words

So, they switched outfits and separated.

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

So, the plotters swapped costumes and parted.

<> A-4b. & 4c. Three to five synonyms or substitute words for the words in the sentence

<u>they</u>	<u>switched</u>	<u>outfits</u>	<u>separated</u>
<u>the boys</u>	<u>changed</u>	<u>garments</u>	<u>split</u>
<u>the young men</u>	<u>traded</u>	<u>clothes</u>	<u>broke up</u>
<u>the plotters</u>	<u>interchanged</u>	<u>costumes</u>	<u>divided</u>
<u>the kids</u>	<u>swapped</u>	<u>guises</u>	<u>detached</u>
<u>the lads</u>	<u>borrowed</u>	<u>trappings</u>	<u>disconnected</u>
<u>the youngsters</u>	<u>exchanged</u>	<u>gear</u>	<u>parted</u>

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

<u>plotters</u>	<u>swapped</u>	<u>parted</u>
<u>devious</u>	<u>quickly</u>	<u>quickly</u>
<u>happy</u>	<u>soon</u>	<u>slowly</u>
<u>eager</u>	<u>speedily</u>	<u>happily</u>
<u>excited</u>	<u>swiftly</u>	<u>eagerly</u>
<u>smirking</u>	<u>easily</u>	<u>joyfully</u>

<> A-4h. New sentence with describers

So, the devious plotters swiftly swapped costumes and happily parted.

Writing Boxes Samples--First Paragraph (continued)

<> A-5a. Highlight words

Tom's father beat Edward when he came home, but Edward escaped and met a soldier and noble named Miles Hendon.

<> A-5e. New sentence--no descriptors

Tom's father beat Edward when he arrived home, but Edward slipped away and met a veteran and aristocrat named Miles Hendon.

<> A-5b. & 5c. Three to five synonyms or substitute words for the words in the sentence

<u>came</u>	<u>escaped</u>	<u>soldier</u>	<u>noble</u>
<u>showed up at</u>	<u>left</u>	<u>warrior</u>	<u>aristocrat</u>
<u>turned up at</u>	<u>absconded</u>	<u>fighter</u>	<u>duke</u>
<u>reported</u>	<u>slipped away</u>	<u>trooper</u>	<u>prince</u>
<u>entered</u>	<u>departed</u>	<u>veteran</u>	<u>lord</u>
<u>reached</u>	<u>fled</u>	<u>officer</u>	<u>peer</u>
<u>arrived</u>	<u>disappeared</u>	<u>commando</u>	<u>gentleman</u>

<> A-5f. & 5g. Three to five descriptors for new words

<u>slipped away</u>	<u>veteran</u>	<u>aristocrat</u>
<u>ingeniously</u>	<u>expressed</u>	<u>homeless</u>
<u>daringly</u>	<u>battle-worn</u>	<u>wandering</u>
<u>quickly</u>	<u>young</u>	<u>aimless</u>
<u>stealthily</u>	<u>hardened</u>	<u>exiled</u>
<u>swiftly</u>	<u>unemployed</u>	<u>down-on-his-luck</u>

<> A-5h. New sentence with descriptors

Tom's father beat Edward when he arrived home, but Edward quickly slipped away and met a battle-worn veteran and exiled aristocrat named Miles Hendon.

<> A-6a. Highlight words

Hendon refused to believe Edward's story of being the Prince of Wales, but he agreed to protect Edward.

<> A-6e. New sentence--no descriptors

Hendon refused to accept Edward's tale of being the Prince of Wales, but he acquiesced to protect the boy.

<> A-6b. & 6c. Three to five synonyms or substitute words for the words in the sentence

<u>believe</u>	<u>story</u>	<u>agreed</u>	<u>Edward</u>
<u>accept</u>	<u>yarn</u>	<u>consented</u>	<u>the boy</u>
<u>trust</u>	<u>tale</u>	<u>engaged</u>	<u>him</u>
<u>accredit</u>	<u>account</u>	<u>acquiesced</u>	<u>the youth</u>
<u>affirm</u>	<u>narration</u>	<u>granted</u>	<u>the child</u>
<u>regard</u>	<u>anecdote</u>	<u>allowed</u>	<u>the kid</u>
<u>give credence to</u>	<u>report</u>	<u>acceded</u>	<u>the young man</u>

<> A-6f. & 6g. Three to five descriptors for new words

<u>tale</u>	<u>acquiesced</u>	<u>boy</u>
<u>tall</u>	<u>begrudgingly</u>	<u>ragged</u>
<u>unlikely</u>	<u>slowly</u>	<u>starving</u>
<u>long</u>	<u>graciously</u>	<u>adventurous</u>
<u>strange</u>	<u>quickly</u>	<u>lost</u>
<u>bizarre</u>	<u>eventually</u>	<u>endangered</u>

<> A-6h. New sentence with descriptors

Hendon refused to accept Edward's unlikely tale of being the Prince of Wales, but he graciously acquiesced to protect the adventurous boy.

Writing Boxes Samples--First Paragraph (continued)

<> A-7a. Highlight words

Meanwhile, Tom struggled to figure out his life in the palace.

<> A-7e. New sentence--no descriptors

Meanwhile, Tom endeavored to comprehend manners in the royal residence.

<> A-7b. & 7c. Three to five synonyms or substitute words for the words in the sentence

<u>struggled</u>	<u>figure out</u>	<u>life</u>	<u>palace</u>
<u>attempted</u>	<u>fathom</u>	<u>behavior</u>	<u>royal residence</u>
<u>scrambled</u>	<u>decipher</u>	<u>manners</u>	<u>castle</u>
<u>strained</u>	<u>comprehend</u>	<u>living</u>	<u>dwelling</u>
<u>endeavored</u>	<u>grasp</u>	<u>routine</u>	<u>hall</u>
<u>labored</u>	<u>discern</u>	<u>conduct</u>	<u>court</u>
<u>worked</u>	<u>unravel</u>	<u>lifestyle</u>	<u>chateau</u>

<> A-7f. & 7g. Three to five descriptors for new words

<u>endeavored</u>	<u>manners</u>	<u>royal residence</u>
<u>vainly</u>	<u>the strange</u>	<u>massive</u>
<u>slowly</u>	<u>the complex</u>	<u>bustling</u>
<u>quickly</u>	<u>the simple</u>	<u>lavish</u>
<u>desperately</u>	<u>the expected</u>	<u>elaborate</u>
<u>reluctantly</u>	<u>the pointless</u>	<u>confusing</u>

<> A-7h. New sentence with descriptors

Meanwhile, Tom desperately endeavored to comprehend the strange manners in the bustling royal residence.

Lesson B. Study Skills: Outline Second Paragraph

PoB-B	Paragraph 2	<p>As he continued his life of poverty, Edward realized the unfairness of England's criminal punishments. The government killed people for tiny crimes on a small amount of evidence. Edward decided he would rule with more kindness when he grew to be king. However, when Miles and Edward went to the Hendon mansion, Miles' evil brother put them both in jail. Eventually, he freed them, and they raced back to London. Just before this, Henry VIII died, and Tom took over as king. He ruled fairly, and the official coronation ceremony soon came.</p>
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<> **B-1a.** Now repeat that process by highlighting the four most important words in the first sentence of the second paragraph from the passage (provided below).

As he continued his life of poverty, Edward realized the unfairness of England's criminal punishments.

<> **B-1b.** Write those words on the top line in the following columns.

<> **B-1c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **B-1d.** Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

<> **B-1f.** (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-1h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

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

<> **B-1g.** Once you have three to five describers listed, choose the one in each column that you think sounds the best.

<p><> B-2a. 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;"><i>The government killed people for tiny crimes on a small amount of evidence.</i></p>	<p><> B-2b. Write those words on the top line in the following columns.</p> <p><> B-2c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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-2d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
<p><> B-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 2: Sentence Two (no describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																													
<p><> B-2f. (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> <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><> B-2g. Once you have three to five describers listed, choose the one in each column that you think sounds the best.</p>	Describers for	Describers for	Describers for																						<p><> B-2h. 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 (with describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>				
Describers for	Describers for	Describers for																											

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

Edward decided he would rule with more kindness when he grew to be king.

<> **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've listed and underlined. Write the synonyms on the lines below in the columns.

<> **B-3d.** Once you have three to five 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)

<> **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-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)

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

<p><> B-4a. Now repeat that process by highlighting the four most important words in the fourth sentence of the second paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>However, when Miles and Edward went to the Hendon mansion, Miles' evil brother put them both in jail.</i></p>	<p><> B-4b. Write those words on the top line in the following columns.</p> <p><> B-4c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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-4d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
<p><> B-4e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 2: Sentence Four (no descriptors added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																													
<p><> B-4f. (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: 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> <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-4g. Once you have three to five descriptors listed, choose the one in each column that you think sounds the best.</p>	Descriptors for	Descriptors for	Descriptors for																						<p><> B-4h. 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 (with descriptors added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>				
Descriptors for	Descriptors for	Descriptors for																											

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

Eventually, he freed them, and they raced back to London.

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

<> **B-5c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

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

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

<> **B-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

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

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

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

<p><> B-6a. 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; margin-top: 20px;">Just before this, Henry VIII died, and Tom took over as king.</p>	<p><> B-6b. Write those words on the top line in the following columns.</p> <p><> B-6c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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-6d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
<p><> B-6e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 2: Sentence Six (no describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																													
<p><> B-6f. (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; margin-top: 10px;"> <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> <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><> B-6g. Once you have three to five describers listed, choose the one in each column that you think sounds the best.</p>	Describers for	Describers for	Describers for																						<p><> B-6h. 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; margin-top: 20px;">Paragraph 2: Sentence Six (with describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>				
Describers for	Describers for	Describers for																											

<> **B-7a.** Now repeat that process by highlighting the four most important words in the seventh sentence of the second paragraph from the passage (provided below).

He ruled fairly, and the official coronation ceremony soon came.

<> **B-7b.** Write those words on the top line in the following columns.

<> **B-7c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **B-7d.** Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

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

<> **B-7f.** (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-7h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

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

<> **B-7g.** Once you have three to five describers listed, choose the one in each column that you think sounds the best.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

Sample of Paragraph Two

As he continued his life of constant scarcity, Edward frequently experienced the incredible injustice of England's criminal correction. The government brutally executed starving commoners for shockingly minor crimes on meager amount of evidence. Edward decided he would consistently govern with more mercy when he eventually rose to be an all-powerful monarch. However, when Miles and Edward hopefully journeyed to the Hendon manor, Miles' evil brother ruthlessly tossed them both in the damp prison. Finally, he reluctantly released his hopeless captives, and they hastily dashed back to London. Just prior to this, Henry VIII suddenly expired and Tom immediately succeeded him as England's monarch. He habitually governed refreshingly justly, and the official coronation ceremony speedily and quietly arrived.

Writing Boxes Samples--Second Paragraph

<p><> B-1a. Highlight words</p> <p>As he continued his life of <u>poverty</u>, Edward <u>realized</u> the <u>unfairness</u> of England's criminal <u>punishments</u>.</p>	<p><> B-1b. & 1c. Three to five 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;"><u>poverty</u></th> <th style="text-align: center;"><u>realized</u></th> <th style="text-align: center;"><u>unfairness</u></th> <th style="text-align: center;"><u>punishment</u></th> </tr> </thead> <tbody> <tr> <td><u>squalor</u></td> <td><u>recognized</u></td> <td><u>inequality</u></td> <td><u>correction</u></td> </tr> <tr> <td><u>scarcity</u></td> <td><u>understood</u></td> <td><u>maltreatment</u></td> <td><u>consequences</u></td> </tr> <tr> <td><u>hardship</u></td> <td><u>experienced</u></td> <td><u>injustice</u></td> <td><u>discipline</u></td> </tr> <tr> <td><u>indigence</u></td> <td><u>noticed</u></td> <td><u>discrimination</u></td> <td><u>chastening</u></td> </tr> <tr> <td><u>want</u></td> <td><u>felt</u></td> <td><u>inequity</u></td> <td><u>castigated</u></td> </tr> <tr> <td><u>differently</u></td> <td><u>grasped</u></td> <td><u>wrongdoing</u></td> <td><u>reparations</u></td> </tr> </tbody> </table>	<u>poverty</u>	<u>realized</u>	<u>unfairness</u>	<u>punishment</u>	<u>squalor</u>	<u>recognized</u>	<u>inequality</u>	<u>correction</u>	<u>scarcity</u>	<u>understood</u>	<u>maltreatment</u>	<u>consequences</u>	<u>hardship</u>	<u>experienced</u>	<u>injustice</u>	<u>discipline</u>	<u>indigence</u>	<u>noticed</u>	<u>discrimination</u>	<u>chastening</u>	<u>want</u>	<u>felt</u>	<u>inequity</u>	<u>castigated</u>	<u>differently</u>	<u>grasped</u>	<u>wrongdoing</u>	<u>reparations</u>
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Writing Boxes Samples--Second Paragraph (continued)

<> B-3a. Highlight words
Edward decided he would rule with more kindness when he grew to be king.

<> B-3e. New sentence--no descriptors
Edward decided he would govern with more mercy when he rose to be monarch.

<> B-3b. & 3c. Three to five synonyms or substitute words for the words in the sentence

<u>rule</u>	<u>kindness</u>	<u>grew</u>	<u>king</u>
<u>reign</u>	<u>compassion</u>	<u>came</u>	<u>monarch</u>
<u>legislate</u>	<u>graciousness</u>	<u>moved</u>	<u>ruler</u>
<u>lead</u>	<u>mercy</u>	<u>advanced</u>	<u>sovereign</u>
<u>manage</u>	<u>affection</u>	<u>rose</u>	<u>emperor</u>
<u>administrate</u>	<u>gentleness</u>	<u>matured</u>	<u>sultan</u>
<u>govern</u>	<u>decency</u>	<u>maturated</u>	<u>overlord</u>

<> B-3f. & 3g. Three to five descriptors for new words

<u>govern</u>	<u>rose</u>	<u>monarch</u>
<u>carefully</u>	<u>soon</u>	<u>a great</u>
<u>always</u>	<u>eventually</u>	<u>the ruling</u>
<u>consistently</u>	<u>finally</u>	<u>the English</u>
<u>definintely</u>	<u>inevitably</u>	<u>an all-powerful</u>
<u>cautiously</u>	<u>suddenly</u>	<u>the revered</u>

<> B-3h. New sentence with descriptors

Edward decided he would consistently govern with more mercy when he eventually rose to be an all-powerful monarch.

<> B-4a. Highlight words
However, when Miles and Edward went to the Hendon mansion, Miles' evil brother put them both in jail.

<> B-4e. New sentence--no descriptors
However, when Miles and Edward journeyed to the Hendon manor, Miles' evil brother tossed them both in prison.

<> B-4b. & 4c. Three to five synonyms or substitute words for the words in the sentence

<u>went</u>	<u>mansion</u>	<u>put</u>	<u>jail</u>
<u>traveled</u>	<u>castle</u>	<u>threw</u>	<u>the lockup</u>
<u>trekked</u>	<u>hall</u>	<u>placed</u>	<u>the dungeon</u>
<u>journeyed</u>	<u>house</u>	<u>tossed</u>	<u>the keep</u>
<u>came</u>	<u>manor</u>	<u>chucked</u>	<u>the clink</u>
<u>proceeded</u>	<u>chateau</u>	<u>cast</u>	<u>the penitentiary</u>
<u>ventured</u>	<u>chalet</u>	<u>hurled</u>	<u>prison</u>

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

<u>journeyed</u>	<u>tossed</u>	<u>prison</u>
<u>hopefully</u>	<u>angrily</u>	<u>the dirty</u>
<u>quickly</u>	<u>carelessly</u>	<u>the cold</u>
<u>confidently</u>	<u>cruelly</u>	<u>the damp</u>
<u>slowly</u>	<u>ruthlessly</u>	<u>the dangerous</u>
<u>carefully</u>	<u>quickly</u>	<u>the miserable</u>

<> B-4h. New sentence with descriptors

However, when Miles and Edward hopefully journeyed to the Hendon manor, Miles' evil brother ruthlessly tossed them both in the damp prison.

Writing Boxes Samples--Second Paragraph (continued)

<> B-5a. Highlight words

Eventually, he freed them, and they raced back to London.

<> B-5e. New sentence--no describers

Finally, he released his captives, and they dashed back to London.

<> B-5b. & 5c. Three to five synonyms or substitute words for the words in the sentence

<u>eventually</u>	<u>freed</u>	<u>them</u>	<u>raced</u>
after a while	discharged	his prisoners	dashed
a while later	acquitted	the guys	trekked
later	released	the heroes	ran
afterwards	liberated	his captives	galloped
then	unbound	the sufferers	sprinted
finally	dismissed	the offenders	zoomed

<> B-5f. & 5g. Three to five describers for new words

<u>released</u>	<u>captives</u>	<u>dashed</u>
carelessly	tired	quickly
begrudgingly	hopeless	desperately
reluctantly	desperate	swiftly
suddenly	surprised	hastily
surprisingly	anxious	speedily

<> B-5h. New sentence with describers

Finally, he reluctantly released his hopeless captives, and they hastily dashed back to London.

<> B-6a. Highlight words

Just before this, Henry VIII died, and Tom took over as king.

<> B-6e. New sentence--no describers

Just prior to this, Henry VIII expired, and Tom succeeded him as monarch.

<> B-6b. & 6c. Three to five synonyms or substitute words for the words in the sentence

<u>before</u>	<u>died</u>	<u>took over</u>	<u>king</u>
prior to	perished	became his heir	monarch
ahead of	expired	came to power	emperor
previous to	departed	succeeded him	ruler
afire	passed away	get into power	sovereign
in advance	succumbed	began to rule	prince
in front of	croaked	entered	sultan

<> B-6f. & 6g. Three to five describers for new words

<u>expired</u>	<u>succeeded</u>	<u>monarch</u>
finally	surprisingly	the all-powerful
suddenly	scarily	burdened
peacefully	immediately	England's
painfully	delightedly	wise
quickly	frightenedly	strong

<> B-6h. New sentence with describers

Just prior to this, Henry VIII suddenly expired, and Tom immediately succeeded him as England's monarch.

Writing Boxes Samples--Second Paragraph (continued)

<> B-7a. Highlight words

He ruled fairly, and the official coronation ceremony soon came.

<> B-7e. New sentence--no describers

He governed justly, and the official coronation ceremony speedily arrived.

<> B-7b. & 7c. Three to five synonyms or substitute words for the words in the sentence

<u>ruled</u>	<u>fairly</u>	<u>soon</u>	<u>came</u>
<u>led</u>	<u>reasonable</u>	<u>quickly</u>	<u>arrived</u>
<u>presided</u>	<u>honorably</u>	<u>speedily</u>	<u>appeared</u>
<u>administered</u>	<u>justly</u>	<u>swiftly</u>	<u>turned up</u>
<u>governed</u>	<u>equitably</u>	<u>rapidly</u>	<u>entered</u>
<u>managed</u>	<u>impartially</u>	<u>promptly</u>	<u>showed up</u>
<u>reigned</u>	<u>kindly</u>	<u>presently</u>	<u>popped up</u>

<> B-7f. & 7g. Three to five describers for new words

<u>governed</u>	<u>justly</u>	<u>arrived</u>
<u>always</u>	<u>refreshingly</u>	<u>peacefully</u>
<u>constantly</u>	<u>incredibly</u>	<u>quietly</u>
<u>often</u>	<u>surprisingly</u>	<u>hectically</u>
<u>habitually</u>	<u>amazingly</u>	<u>anxiously</u>
<u>frequently</u>	<u>meticulously</u>	<u>suddenly</u>

<> B-7h. New sentence with describers

He habitually governed refreshingly justly, and the official coronation ceremony speedily and quietly arrived.

Lesson C. Study Skills: Outline Third Paragraph

PoB-C	Paragraph 3	<p>Edward and Miles came to the city as the coronation service started. Edward broke into the festivities to announce he was the real prince. At first, nobody believed him, even though Tom agreed with Edward. Finally, Edward told where he hid the Great Seal of England before switching places with Tom. When the officials found this object where Edward said it would be, they accepted him. The Archbishop of Canterbury made Edward king, and he ruled wisely. He gave Tom and Miles a lot of honors and money for their help.</p>
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<> **C-1a.** Now repeat that process by highlighting the four most important words in the first sentence of the third paragraph from the passage (provided below).

Edward and Miles came to the city as the coronation service started.

<> **C-1b.** Write those words on the top line in the following columns.

<> **C-1c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **C-1d.** Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 3: Sentence One (**no** describers added)

<> **C-1f.** (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

<> **C-1h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 3: Sentence One (**with** describers added)

<> **C-1g.** Once you have three to five describers listed, choose the one in each column that you think sounds the best.

<p><> C-2a. Now repeat that process by highlighting the four most important words in the second sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Edward broke into the festivities to announce he was the real prince.</i></p>	<p><> C-2b. Write those words on the top line in the following columns.</p> <p><> C-2c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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><> C-2d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
<p><> C-2e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 3: Sentence Two (no describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																													
<p><> C-2f. (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><> C-2g. Once you have three to five describers listed, choose the one in each column that you think sounds the best.</p>	Describers for	Describers for	Describers for																			<p><> C-2h. 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 3: Sentence Two (with describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>							
Describers for	Describers for	Describers for																											

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

At first, nobody believed him, even though Tom agreed with Edward.

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

<> **C-3c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

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

Paragraph 3: Sentence Three (**no** describers added)

<> **C-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

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

Paragraph 3: Sentence Three (**with** describers added)

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

<p><> C-4a. Now repeat that process by highlighting the four most important words in the fourth sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>Finally, Edward told where he hid the Great Seal of England before switching places with Tom.</i></p>	<p><> C-4b. Write those words on the top line in the following columns.</p> <p><> C-4c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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><> C-4d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
<p><> C-4e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 3: Sentence Four (no descriptors added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>																													
<p><> C-4f. (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: 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><> C-4g. Once you have three to five descriptors listed, choose the one in each column that you think sounds the best.</p>	Descriptors for	Descriptors for	Descriptors for																			<p><> C-4h. 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 3: Sentence Four (with descriptors added)</p> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>							
Descriptors for	Descriptors for	Descriptors for																											

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

When the officials found this object where Edward said it would be, they accepted him.

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

<> **C-5c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

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

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

Paragraph 3: Sentence Five (**no** describers added)

<> **C-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

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

Paragraph 3: Sentence Five (**with** describers added)

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

<p><> C-6a. Now repeat that process by highlighting the four most important words in the sixth sentence of the third paragraph from the passage (provided below).</p> <p style="text-align: center;"><i>The Archbishop of Canterbury made Edward king, and he ruled wisely.</i></p>	<p><> C-6b. Write those words on the top line in the following columns.</p> <p><> C-6c. Choose three to five synonyms or substitute words for the words you've listed and underlined. 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> <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><> C-6d. Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.</p>																												
<p><> C-6e. Write a new sentence from the given one with your new words (highlighted above).</p> <p style="text-align: center;">Paragraph 3: Sentence Six (no describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>																													
<p><> C-6f. (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><> C-6g. Once you have three to five describers listed, choose the one in each column that you think sounds the best.</p>	Describers for	Describers for	Describers for																			<p><> C-6h. 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 3: Sentence Six (with describers added)</p> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px;"></div>							
Describers for	Describers for	Describers for																											

<> **C-7a.** Now repeat that process by highlighting the four most important words in the seventh sentence of the third paragraph from the passage (provided below).

He gave Tom and Miles a lot of honors and money for their help.

<> **C-7b.** Write those words on the top line in the following columns.

<> **C-7c.** Choose three to five synonyms or substitute words for the words you've listed and underlined. Write the synonyms on the lines below in the columns.

<> **C-7d.** Once you have three to five synonyms, choose the one you think sounds like the best substitute for each of your highlighted words.

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

Paragraph 3: Sentence Seven (**no** describers added)

<> **C-7f.** (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

<> **C-7h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 3: Sentence Seven (**with** describers added)

<> **C-7g.** Once you have three to five describers listed, choose the one in each column that you think sounds the best.

C-8. Write all of your final sentences from each page of Lesson C on the lines provided as one complete paragraph.

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 Three

Edward and Miles thankfully entered London as the coronation rites majestically commenced. Edward suddenly interrupted the formal rituals to boldly declare he was the real royal. At the start, absolutely no one seriously regarded him, even though Tom heartily concurred with Edward. Finally, Edward desperately stowed the Great Seal of England before secretly swapping positions. When the officials easily located this precious item where Edward declared it would be, they finally trusted him. The Archbishop of Canterbury solemnly crowned Edward rightful monarch, and he reigned wisely. He gratefully awarded Tom and Miles an abundance of honors and a variety of treasures for their vital support.

Writing Boxes Samples--Third Paragraph

<p><> C-1a. Highlight words</p> <p>Edward and Miles <u>came to</u> the city as the coronation <u>service</u> <u>started</u>.</p>	<p><> C-1b. & 1c. Three to five synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;"><u>came to</u></th> <th style="text-align: center;"><u>the city</u></th> <th style="text-align: center;"><u>service</u></th> <th style="text-align: center;"><u>started</u></th> </tr> <tr> <td><u>rushed into</u></td> <td><u>the town</u></td> <td><u>ritual</u></td> <td><u>commenced</u></td> </tr> <tr> <td><u>entered</u></td> <td><u>the village</u></td> <td><u>observance</u></td> <td><u>got underway</u></td> </tr> <tr> <td><u>reached</u></td> <td><u>London</u></td> <td><u>rites</u></td> <td><u>went ahead</u></td> </tr> <tr> <td><u>turned up</u></td> <td><u>the metropolis</u></td> <td><u>function</u></td> <td><u>launched</u></td> </tr> <tr> <td><u>arrived in</u></td> <td><u>the capital</u></td> <td><u>commemoration</u></td> <td><u>began</u></td> </tr> <tr> <td><u>attained</u></td> <td><u>the municipality</u></td> <td><u>ceremony</u></td> <td><u>initiated</u></td> </tr> </table>	<u>came to</u>	<u>the city</u>	<u>service</u>	<u>started</u>	<u>rushed into</u>	<u>the town</u>	<u>ritual</u>	<u>commenced</u>	<u>entered</u>	<u>the village</u>	<u>observance</u>	<u>got underway</u>	<u>reached</u>	<u>London</u>	<u>rites</u>	<u>went ahead</u>	<u>turned up</u>	<u>the metropolis</u>	<u>function</u>	<u>launched</u>	<u>arrived in</u>	<u>the capital</u>	<u>commemoration</u>	<u>began</u>	<u>attained</u>	<u>the municipality</u>	<u>ceremony</u>	<u>initiated</u>
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<p><> C-1e. New sentence--no describers</p> <p>Edward and Miles entered London as the coronation rites commenced.</p>	<p><> C-1f. & 1g. Three to five describers for new words</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;"><u>entered</u></th> <th style="text-align: center;"><u>London</u></th> <th style="text-align: center;"><u>commenced</u></th> </tr> <tr> <td><u>anxiously</u></td> <td><u>excited</u></td> <td><u>slowly</u></td> </tr> <tr> <td><u>speedily</u></td> <td><u>busy</u></td> <td><u>speedily</u></td> </tr> <tr> <td><u>delightedly</u></td> <td><u>majestic</u></td> <td><u>majestically</u></td> </tr> <tr> <td><u>quietly</u></td> <td><u>loud</u></td> <td><u>finally</u></td> </tr> <tr> <td><u>thankfully</u></td> <td><u>populous</u></td> <td><u>quickly</u></td> </tr> </table>	<u>entered</u>	<u>London</u>	<u>commenced</u>	<u>anxiously</u>	<u>excited</u>	<u>slowly</u>	<u>speedily</u>	<u>busy</u>	<u>speedily</u>	<u>delightedly</u>	<u>majestic</u>	<u>majestically</u>	<u>quietly</u>	<u>loud</u>	<u>finally</u>	<u>thankfully</u>	<u>populous</u>	<u>quickly</u>										
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<u>thankfully</u>	<u>populous</u>	<u>quickly</u>																											
<p><> C-1h. New sentence with describers</p> <p>Edward and Miles thankfully entered London as the coronation rites majestically commenced.</p>																													

<p><> C-2a. Highlight words</p> <p>Edward <u>broke into</u> the <u>festivities</u> to <u>announce</u> he was the real <u>prince</u>.</p>	<p><> C-2b. & 2c. Three to five synonyms or substitute words for the words in the sentence</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;"><u>broke into</u></th> <th style="text-align: center;"><u>festivities</u></th> <th style="text-align: center;"><u>announce</u></th> <th style="text-align: center;"><u>prince</u></th> </tr> <tr> <td><u>burst into</u></td> <td><u>rites</u></td> <td><u>disclose</u></td> <td><u>royal</u></td> </tr> <tr> <td><u>butted into</u></td> <td><u>celebration</u></td> <td><u>proclaim</u></td> <td><u>ruler</u></td> </tr> <tr> <td><u>interjected</u></td> <td><u>rituals</u></td> <td><u>broadcast that</u></td> <td><u>king</u></td> </tr> <tr> <td><u>barged into</u></td> <td><u>festival</u></td> <td><u>trumpet blast</u></td> <td><u>monarch</u></td> </tr> <tr> <td><u>interrupted</u></td> <td><u>revelry</u></td> <td><u>declare</u></td> <td><u>sovereign</u></td> </tr> <tr> <td><u>intruded into</u></td> <td><u>hoopla</u></td> <td><u>publish that</u></td> <td><u>nobleman</u></td> </tr> </table>	<u>broke into</u>	<u>festivities</u>	<u>announce</u>	<u>prince</u>	<u>burst into</u>	<u>rites</u>	<u>disclose</u>	<u>royal</u>	<u>butted into</u>	<u>celebration</u>	<u>proclaim</u>	<u>ruler</u>	<u>interjected</u>	<u>rituals</u>	<u>broadcast that</u>	<u>king</u>	<u>barged into</u>	<u>festival</u>	<u>trumpet blast</u>	<u>monarch</u>	<u>interrupted</u>	<u>revelry</u>	<u>declare</u>	<u>sovereign</u>	<u>intruded into</u>	<u>hoopla</u>	<u>publish that</u>	<u>nobleman</u>
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<p><> C-2e. New sentence--no describers</p> <p>Edward interrupted the rituals to declare he was the real royal.</p>	<p><> C-2f. & 2g. Three to five describers for new words</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;"><u>interrupted</u></th> <th style="text-align: center;"><u>rituals</u></th> <th style="text-align: center;"><u>declare</u></th> </tr> <tr> <td><u>loudly</u></td> <td><u>formal</u></td> <td><u>excitedly</u></td> </tr> <tr> <td><u>suddenly</u></td> <td><u>majestic</u></td> <td><u>boldly</u></td> </tr> <tr> <td><u>quickly</u></td> <td><u>official</u></td> <td><u>loudly</u></td> </tr> <tr> <td><u>surprisingly</u></td> <td><u>traditional</u></td> <td><u>suddenly</u></td> </tr> <tr> <td><u>boldly</u></td> <td><u>ancient</u></td> <td><u>confidently</u></td> </tr> </table>	<u>interrupted</u>	<u>rituals</u>	<u>declare</u>	<u>loudly</u>	<u>formal</u>	<u>excitedly</u>	<u>suddenly</u>	<u>majestic</u>	<u>boldly</u>	<u>quickly</u>	<u>official</u>	<u>loudly</u>	<u>surprisingly</u>	<u>traditional</u>	<u>suddenly</u>	<u>boldly</u>	<u>ancient</u>	<u>confidently</u>										
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<p><> C-2h. New sentence with describers</p> <p>Edward suddenly interrupted the formal rituals to boldly declare he was the real royal.</p>																													

Writing Boxes Samples--Third Paragraph (continued)

<> C-3a. Highlight words

At first, nobody believed him, even though Tom agreed with Edward.

<> C-3e. New sentence--no descriptors

At the start, no one regarded him, even though Tom concurred with Edward.

<> C-3b. & 3c. Three to five synonyms or substitute words for the words in the sentence

<u>At first</u>	<u>nobody</u>	<u>believed</u>	<u>agreed with</u>
<u>Originally</u>	<u>not one person</u>	<u>accepted</u>	<u>concurred with</u>
<u>At the outset</u>	<u>no person</u>	<u>accredited</u>	<u>accorded with</u>
<u>In the beginning</u>	<u>no one</u>	<u>gave credence to</u>	<u>harmonized with</u>
<u>To begin with</u>	<u>not one of the crowd</u>	<u>regarded</u>	<u>coincided with</u>
<u>Initially</u>	<u>not a soul</u>	<u>trusted</u>	<u>affirmed the words</u>
<u>At the start</u>	<u>none of the crowd</u>	<u>placed confidence in</u>	<u>accepted the words</u>

<> C-3f. & 3g. Three to five descriptors for new words

<u>no one</u>	<u>regarded</u>	<u>concurred with</u>
<u>almost</u>	<u>really</u>	<u>absolutely</u>
<u>close to</u>	<u>seriously</u>	<u>completely</u>
<u>absolutely</u>	<u>truly</u>	<u>immediately</u>
<u>fully</u>	<u>credibly</u>	<u>heartily</u>
<u>practically</u>	<u>fully</u>	<u>fully</u>

<> C-3h. New sentence with descriptors

At the start, absolutely no one seriously regarded him, even though Tom heartily concurred with Edward.

<> C-4a. Highlight words

Finally, Edward told where he hid the Great Seal of England before switching places with Tom

<> C-4e. New sentence--no descriptors

Finally, Edward divulged where he stowed the Great Seal of England before swapping positions.

<> C-4b. & 4c. Three to five synonyms or substitute words for the words in the sentence

<u>told</u>	<u>hid</u>	<u>switching</u>	<u>places</u>
<u>confessed</u>	<u>buried</u>	<u>trading</u>	<u>ranges</u>
<u>revealed</u>	<u>holed up</u>	<u>substituting</u>	<u>standing</u>
<u>divulged</u>	<u>stashed</u>	<u>swapping</u>	<u>capacities</u>
<u>mentioned</u>	<u>stowed</u>	<u>exchanging</u>	<u>spots</u>
<u>recited</u>	<u>tucked away</u>	<u>changing</u>	<u>stations</u>
<u>explained</u>	<u>cached</u>	<u>reversing</u>	<u>position</u>

<> C-4f. & 4g. Three to five descriptors for new words

<u>divulged</u>	<u>stowed</u>	<u>swapping</u>
<u>desperately</u>	<u>carefully</u>	<u>cleverly</u>
<u>reluctantly</u>	<u>secretly</u>	<u>quickly</u>
<u>eagerly</u>	<u>meticulously</u>	<u>secretly</u>
<u>proudly</u>	<u>ingeniously</u>	<u>eagerly</u>
<u>confidently</u>	<u>quickly</u>	<u>speedily</u>

<> C-4h. New sentence with descriptors

Finally, Edward desperately divulged where he ingeniously stowed the Great Seal of England before secretly swapping positions.

Writing Boxes Samples--Third Paragraph (continued)

<> C-5a. Highlight words

When the officials found this object where Edward said it would be, they accepted him.

<> C-5e. New sentence--no describers

When the officials located this item where Edward declared it would be, they trusted him.

<> C-5b. & 5c. Three to five synonyms or substitute words for the words in the sentence

<u>found</u>	<u>object</u>	<u>said</u>	<u>accepted</u>
<u>unearthed</u>	<u>artifacts</u>	<u>announced</u>	<u>trusted</u>
<u>detected</u>	<u>article</u>	<u>proclaimed</u>	<u>welcomed</u>
<u>recovered</u>	<u>item</u>	<u>maintained</u>	<u>admitted</u>
<u>uncovered</u>	<u>antique</u>	<u>declared</u>	<u>received</u>
<u>discovered</u>	<u>relic</u>	<u>reported</u>	<u>believed</u>
<u>located</u>	<u>curio</u>	<u>communicated</u>	<u>approved of</u>

<> C-5f. & 5g. Three to five describers for new words

<u>located</u>	<u>item</u>	<u>trusted</u>
<u>quickly</u>	<u>valuable</u>	<u>wholeheartedly</u>
<u>speedily</u>	<u>precious</u>	<u>immediately</u>
<u>easily</u>	<u>one-of-a-kind</u>	<u>officially</u>
<u>finally</u>	<u>missing</u>	<u>finally</u>
<u>swiftly</u>	<u>treasured</u>	<u>begrudgingly</u>

<> C-5h. New sentence with describers

When the officials easily located this precious item where Edward declared it would be, they finally trusted him.

<> C-6a. Highlight words

The Archbishop of Canterbury made Edward king, and he ruled wisely.

<> C-6e. New sentence--no describers

The Archbishop of Canterbury crowned Edward monarch, and he reigned wisely.

<> C-6b. & 6c. Three to five synonyms or substitute words for the words in the sentence

<u>made</u>	<u>king</u>	<u>ruled</u>
<u>crowned</u>	<u>sovereign</u>	<u>governed</u>
<u>inaugurate</u>	<u>monarch</u>	<u>managed</u>
<u>endowed</u>	<u>prince</u>	<u>reigned</u>
<u>exalted</u>	<u>emperor</u>	<u>presided</u>
<u>named</u>	<u>ruler</u>	<u>directed</u>
<u>called</u>	<u>czar</u>	<u>led</u>

<> C-6f. & 6g. Three to five describers for new words

<u>crowned</u>	<u>monarch</u>
<u>officially</u>	<u>official</u>
<u>solemnly</u>	<u>royal</u>
<u>ceremonially</u>	<u>rightful</u>
<u>instead</u>	<u>England's</u>
<u>willingly</u>	<u>all-powerful</u>

<> C-6h. New sentence with describers

The Archbishop of Canterbury solemnly crowned Edward rightful monarch, and he reigned wisely.

Writing Boxes Samples--Third Paragraph (continued)

<> C-7a. Highlight words

He gave Tom and Miles a lot of honors and money for their help.

<> C-7e. New sentence--no describers

He awarded Tom and Miles an abundance of honors and treasure for their support.

<> C-7b. & 7c. Three to five synonyms or substitute words for the words in the sentence

<u>gave</u>	<u>a lot</u>	<u>money</u>	<u>help</u>
<u>bestowed on</u>	<u>a great deal</u>	<u>possessions</u>	<u>support</u>
<u>granted to</u>	<u>a plethora</u>	<u>treasure</u>	<u>assistance</u>
<u>provided to</u>	<u>an abundance</u>	<u>cash</u>	<u>aid</u>
<u>awarded</u>	<u>tons</u>	<u>funds</u>	<u>cooperation</u>
<u>donated to</u>	<u>loads</u>	<u>capital</u>	<u>utility</u>
<u>bequeathed to</u>	<u>heaps</u>	<u>riches</u>	<u>friendship</u>

<> C-7f. & 7g. Three to five describers for new words

<u>awarded</u>	<u>treasure</u>	<u>support</u>
<u>generously</u>	<u>a variety of</u>	<u>strong</u>
<u>happily</u>	<u>monetary</u>	<u>vital</u>
<u>quickly</u>	<u>valuable</u>	<u>sacrificial</u>
<u>gratefully</u>	<u>diverse</u>	<u>unwavering</u>
<u>immediately</u>	<u>much</u>	<u>valuable</u>

<> C-7h. New sentence with describers

He gratefully awarded Tom and Miles an abundance of honors and a variety of treasures for their vital support.

Projects 3 & 4: Original Creative Writing--Twice-Told Tale

The Frog Prince

Overview of Twice-Told Tale

You will be writing a Creative Writing piece in this lesson. A Creative Writing piece is one in which you create something. A Creative Writing piece might be a story, a poem, an allegory, an analogy, a compare and contrast paper, or any other time that you use your creativity (and sometimes other things like sources or given materials to model from) in order to write.

I. TOPIC OF ASSIGNMENT

This Creative Writing assignment is one in which you will create a story. However, it will not be difficult because you will write what is sometimes called a Twice-Told Tale. This is one in which you use a model to create your tale. You are using someone else's story to twice-tell (or create) yours from.

For your story, you will use the famous *The Frog Prince* tale to design a story of your own. However, instead of using a frog, a prince, and a princess for your story, you will choose other people, animals, or things to be the enchanted and enchantment-breaking characters. You may choose one from the list below or come up with something different altogether:

- A. Characters in modern times
- B. Characters in a sky or bird world
- C. Characters in an ocean world
- D. Characters in a plant world
- E. Characters in a bug world

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

- A. Basic students will write 5-10 paragraphs/scenes for the body (P'soB).
- B. Extension students will write 8-12 paragraphs/scenes for the body (P'soB).

Note: The paragraphs suggested for this story are short ones--like the model you will be writing from.

III. SENTENCES PER PARAGRAPH

- A. Basic students will write 3-6 sentences* per paragraph.
- B. Extension students will write 3-7 sentences per paragraph.

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

IV. OPENING PARAGRAPH

You will not write a separate Opening Paragraph for your story. You will set the stage/scene right from the beginning, just like the model does.

V. CLOSING PARAGRAPH

You will not write a separate Closing Paragraph for your story. You will close your story as you write the entire piece, so it flows better.

VI. SOURCES

Students are not required to have sources for this story. If you need to research for your story (to discover what frogs eat, for example), you may do so from any source that helps you find the needed information.

VII. QUOTATIONS WITHIN YOUR STORY

You are not required to have dialogue (using quotation marks) in your story. If you have learned how to use quotation marks and dialogue in another Language Lady book and you would like to have your animals speaking back and forth to each other, feel free to do so. You will have many short paragraphs if you have dialogue.

Lesson A. Study Skills and Prewriting: Choose Your Characters and Brainstorm for Possible Hindrances/Problems

<> A-1. You have been given a list of topics from which to choose for your story. The first step in writing a story is to choose the topic you will be writing about. Read the model *The Frog Prince* given below and think about what people, animals, or things you think would make a creative, clever frog/prince/princess story.

The Frog Prince Model

One evening, a princess decided to take a walk through the woods. Eventually, she reached a spring, felt tired, and sat down. Then, she began to toss a golden ball which was her favorite form of entertainment. One time she failed to catch it. Before she could grab it, it rolled into the spring. The princess peered over the edge, but the water was extremely deep. Despairing, she declared that she would give anything to recover her ball. **PoB-1/Scene 1 Topic: The princess loses her ball**

Immediately, she heard a rabbit and a frog hopped out of the water and asked her why she was distressed. She said that he could not help her because her ball had fallen in the spring. The frog replied that he would retrieve her ball if she allowed him to live, eat, and sleep with her. She accepted the deal because she believed that he would not be able to reach her house. **PoB-2/Scene 2 Topic: The princess makes a deal with the frog**

The frog dove into the water and reappeared with the ball. He threw it onto the grass, and she scooped it up. Then, overjoyed to have her ball again, she dashed back toward her house. The frog called after her to wait, but she did not stop. **PoB-3/Scene 3 Topic: The princess breaks her promise**

The next evening, at dinner-time, the princess heard something tapping and splashing up the stairs. Then, this person or thing softly knocked at the door. Finally, a small voice asked the princess to remember her words and allow him inside. Rushing over, the princess opened the door and spotted the frog. Frightened, she slammed it shut in his face and returned to her seat. **PoB-4/Scene 4 Topic: The frog appears at the princess's house**

Box A-1 (continued on next page)

The king recognized that his daughter was scared. He questioned her about who had been at the door. She explained that it was the frog who had helped her. He had asked to live with her and she had accepted, believing he would be unable to follow her. When the king heard this, he told her she must keep her promise. So, she opened the door, and the frog hopped in. **PoB-5/Scene 5 Topic: The princess lets the frog come inside**

The frog immediately hopped over to her chair. He requested that she set him on a chair next to her. He then ate out of her plate until he was full. Finished, he told her he was tired and needed her to place him on her pillow. She reluctantly obeyed, and he slept on her pillow the entire night. In the morning, the frog hopped out of the house. The princess joyfully thought he would never return. **PoB-6/Scene 6 Topic: The frog's first night**

That night, however, to the princess's horror, the frog tapped at the door. Again, he slept on her pillow and left in the morning. The next evening, the same thing happened. That morning, when the princess woke up, though, she did not spy the frog. Instead, she was shocked to discover a handsome prince standing at the head of her bed! **PoB-7/Scene 7 Topic: The enchantment breaks**

The prince explained that he had been enchanted by an evil fairy. He could only escape this magic by eating from a princess's plate and sleeping three nights in her bed. So, he told the princess that she had freed him, and he would love to marry her. The princess replied that she would as well. So, the prince sent for his beautiful coach. Then, he returned to his kingdom with the princess. The princess had learned not to judge by appearances, and they lived happily after. **PoB-8/Scene 8 Topic: The prince and princess marry**

<> A-2. Now that you have read the model story, choose three people, animals, or things that you would like to write a frog/prince/princess story of, and write those people, animals, or things on the lines provided below.

The people, animals, or things I will use in my story will be a _____,
a _____, and a _____.

<> A-3. Brainstorm (and list) problems and hindrances that your three people, animals, or things might encounter in the Brainstorming Box provided. Follow these tips:

1. Now that you know what characters you will be writing about, and you have read the model story, you will want to **brainstorm to think of conflicts, obstacles, or problems that your characters may encounter.**
2. Your creatures are going to have many obstacles and problems (perhaps similar to the model story): the ugliness of the enchanted character, the disgust of the enchantment-breaker, the difficulty of breaking the enchantment, etc.
3. **Do not worry about whether you will use them all, or if some seem silly or unrealistic.** You will have a chance to delete or further develop your ideas later.

Brainstorming Box for Problems and Hindrances

Box A-3

Lesson B. Study Skills/Research: Create an Outline for Your Story

When you do a Sentence-by-Sentence Outline over material given to you, you just take a group of paragraphs and write an outline using key words from each sentence of each paragraph.

- (1) When you write stories, you may choose to use a different outlining approach.
- (2) Many students still enjoy the Sentence-by-Sentence approach to outlining that you have probably used in other MC books.
- (3) However, sometimes students just want to write or highlight a few words to remind themselves of what they want each paragraph to contain.
- (4) You will use a scene-by-scene approach from the model for this project.

<> B-1. Read the Student Sample Story provided.

The Girl and the Rat

During the Victorian Era of England, there lived a wealthy teenaged girl. One day, she was strolling down the sidewalk on a deserted street. She took off her favorite ring and began admiring it. Suddenly, she tripped, and the ring slipped out of her hand. She watched helplessly as it dropped into the street drain. Bending over the drain, she could spy nothing except wet, gray stone. In despair, she cried that she would do anything to discover her ring. **[PoB/Scene 1: The girl loses her ring]**

As she was still speaking, a rat scrambled up out of the drain with a squeak and inquired what was the trouble. She answered that she had lost her ring. The rat offered to recover her ring if he could eat her food and sleep in her room. Believing he could not reach her house, the girl agreed to the deal. **[PoB/Scene 2: The girl makes deal with rat]**

The rat vanished but quickly reappeared, holding the ring. He dropped it at her feet. She bent over, picked it up, and joyfully hurried back to her house. The rat shouted for her to halt, but she ignored his pleas. **[PoB/Scene 3: The girl breaks her promise]**

That evening, as the girl and her family were eating, the doorbell rang. The girl was close to the door, so she opened it. At first, it appeared that nobody was on the doorstep. Then she heard a voice reminding her of her promise. She gazed down and spotted the rat. With a start, she jumped back and slammed the door. **[PoB/Scene 4: The rat appears at the girl's house]**

The girl's father realized something was wrong. He inquired who the person at the door had been. She begrudgingly explained the whole story. Her father told her she would have to honor her word. So, she returned to the door and allowed the rat inside. **[PoB/Scene 5: The girl lets the rat come inside]**

The rat scurried over to and the onto the empty chair next to the girl's. Then he stuffed himself on her food. Afterward, he requested that she place him on a bed on the floor of her room. She disgustingly complied, and he stayed until it was morning. Then, to the girl's delight, he left the house. **[PoB/Scene 6: The rat's first night]**

The girl was crushed, however, when she heard the doorbell ring the next night. Once more, he slept in her room. On the third evening, the scene repeated itself. The girl was shocked, however, by the sight she met the next morning. A handsome, well-dressed young man was standing in her room! **[PoB/Scene 7: The enchantment breaks]**

The young man quickly told the story of his enchantment. He declared that an evil sorceress had placed the spell on him out of spite. To be released, he had to convince a girl to let him eat with her and sleep in her room. He then proclaimed his admiration for the girl and asked her to marry him. She joyfully agreed, and her parents did as well. Then, they were married, and with the girl having learned not to be deceived by appearance, they lived happily ever after. **[PoB/Scene 8: The girl and the young man marry]**

<> B-2. Follow these steps to determine paragraph topics for your story:

1. **Scene Creating Method A:** Check out the “Paragraph Topics Using Model Story” box provided for you. This is *one* way that you may choose what you would like to include in each paragraph. In this method, you will do the following:
 - a. **Take the model story provided for you, and after reading each paragraph, write what you will have happen to your characters in that paragraph** of your story on the lines provided for this in B-3.
 - b. In this way, **you will write the same number of paragraphs that the model story has**--and the model story will literally be your “model.”
 - c. You can use the paragraphs of it to spark your creativity of what you want in each paragraph of your story. (See **Box A** for an example of this method.)

OR

2. **Scene Creating Method B:** You may choose to just design all of your own paragraph topics--with each paragraph being a unit of thought and every time something new happens (a new decision, a new encounter, a new change of scenery, etc.), you will move into the next paragraph. (See **Box B** for an example of this method.)

All: Regardless of whether you decide to model paragraph-for-paragraph after the original story or if you decide to develop all of your own paragraph topics (without the help of each paragraph of the model), **move to the paragraph topic section provided in these instructions and write your paragraph topics, in the order you think you will want them.** (Do not be concerned about getting the order just perfect at this stage as you will have a chance to re-order before you write, if needed.)

Paragraph Topics Using Model Story--Box A

(You may or may not use original story ideas--having these here can help you get going, if that's what you need.)

One evening, a princess decided to take a walk through the woods. Eventually, she reached a spring, felt tired, and sat down. Then, she began to toss a golden ball which was her favorite form of entertainment. One time she failed to catch it. Before she could grab it, it rolled into the spring. The princess peered over the edge, but the water was extremely deep. Despairing, she declared that she would give anything to recover her ball.

Sample Paragraph/Scene One: The princess loses her ball

My Paragraph/Scene One: _____

Immediately, she heard a ribbit and a frog hopped out of the water and asked her why she was distressed. She said that he could not help her because her ball had fallen in the spring. The frog replied that he would retrieve her ball if she allowed him to live, eat, and sleep with her. She accepted the deal because she believed that he would not be able to reach her house.

Sample Paragraph/Scene Two: The princess makes a deal with the frog

My Paragraph/Scene Two: _____

The frog dove into the water and reappeared with the ball. He threw it onto the grass, and she scooped it up. Then, overjoyed to have her ball again, she dashed back toward her house. The frog called after her to wait, but she did not stop.

Sample Paragraph/Scene Three: The princess breaks her promise

My Paragraph/Scene Three: _____

The next evening, at dinner-time, the princess heard something tapping and splashing up the stairs. Then, this person or thing softly knocked at the door. Finally, a small voice asked the princess to remember her words and allow him inside. Rushing over, the princess opened the door and spotted the frog. Frightened, she slammed it shut in his face and returned to her seat.

Sample Paragraph/Scene Four: The frog appears at the princess's house

My Paragraph/Scene Four: _____

The king recognized that his daughter was scared. He questioned her about who had been at the door. She explained that it was the frog who had helped her. He had asked to live with her and she had accepted, believing he would be unable to follow her. When the king heard this, he told her she must keep her promise. So, she opened the door, and the frog hopped in.

Sample Paragraph/Scene Five: The princess lets the frog come inside

My Paragraph/Scene Five: _____

Box A (continued on next page)

Box A (continued from previous page)

The frog immediately hopped over to her chair. He requested that she set him on a chair next to her. He then ate out of her plate until he was full. Finished, he told her he was tired and needed her to place him on her pillow. She reluctantly obeyed, and he slept on her pillow the entire night. In the morning, the frog hopped out of the house. The princess joyfully thought he would never return.

Sample Paragraph/Scene Six: The frog's first night

My Paragraph/Scene Six: _____

That night, however, to the princess's horror, the frog tapped at the door. Again, he slept on her pillow and left in the morning. The next evening, the same thing happened. That morning, when the princess woke up, though, she did not spy the frog. Instead, she was shocked to discover a handsome prince standing at the head of her bed!

Sample Paragraph/Scene Seven: The enchantment breaks

My Paragraph/Scene Seven: _____

The prince explained that he had been enchanted by an evil fairy. He could only escape this magic by eating from a princess's plate and sleeping three nights in her bed. So, he told the princess that she had freed him, and he would love to marry her. The princess replied that she would as well. So, the prince sent for his beautiful coach. Then, he returned to his kingdom with the princess. The princess had learned not to judge by appearances, and they lived happily after.

Sample Paragraph/Scene Eight: The prince and princess marry

My Paragraph/Scene Eight: _____

Sample Paragraph Topics Without Using Each Paragraph From Story--**Box B**

My Paragraph One: Dolphin finds piece of coral/loves it

My Paragraph Two: Dolphin loses piece of coral

My Paragraph Three: Eel finds it/offers it in exchange for living with dolphin

My Paragraph Four: Dolphin tries to break deal/can't

My Paragraph Five: Eel lives with dolphin for a day

My Paragraph Six: Shark attacks/dolphin helped by another dolphin

My Paragraph Seven: Dolphin discovers eel has turned into dolphin

<> B-3. If you did not write your paragraph topics in Box A, write your paragraph topics on the lines provided.

My Paragraph/Scene One: _____

My Paragraph/Scene Two: _____

My Paragraph/Scene Three: _____

My Paragraph/Scene Four: _____

My Paragraph/Scene Five: _____

My Paragraph/Scene Six: _____

My Paragraph/Scene Seven: _____

My Paragraph/Scene Eight: _____

My Paragraph/Scene Nine: _____

My Paragraph/Scene Ten: _____

Extension--My Paragraph/Scene Eleven: _____

Extension--My Paragraph/Scene Twelve: _____

<> B-4. Follow these steps to outline your story:

1. Once you have all of your paragraph topics designed, fill in the lines beneath with notes to indicate what you want to include in each paragraph. You should do this sentence by sentence unless you have your teacher's permission to do it by listing several key points for each paragraph.
2. If, while you are taking sentence notes, you think of more paragraph topics or see that a paragraph will need divided in two paragraphs, just mark this. Your outlining space is for you! **You may add, subtract, or divide however you desire.**
3. **You may write down too much information and omit some of it later** when you are writing, if needed, but do not write down too little information.
4. You **may or may not use all of the sentence lines**, according to the number of sentences assigned to you.
5. Remember, you will not be writing a separate Opening or Closing Paragraph. Your outline will include all of your setting, as well as your closing--just weave all of this into your story like the model story did.

Note: You will just take your notes on outlining lines, much like you do for a Sentence-by-Sentence Outline over given material (as opposed to outlining cards). Since you will likely not have sources, you do not need for your notes to be so portable, so note cards will not be used for personal essays.

Sample Sentence Outline and Sentence

For example:

Opening Sentence: → Victorian Era → England wealthy girl

In your story, it might say: During the Victorian Era in England, there lived a wealthy teenage girl.

I. Paragraph One of Body ("Scene" 1)

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

II. Paragraph Two of Body ("Scene" 2)

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

III. Paragraph Three of Body ("Scene" 3)

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

IV. Paragraph Four of Body ("Scene" 4)

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

V. Paragraph Five of Body ("Scene" 5)

Topic of Paragraph 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

VI. Paragraph Six of Body ("Scene" 6)

Topic of Paragraph 6 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

VII. Paragraph Seven of Body ("Scene" 7)

Topic of Paragraph 7 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

VIII. Paragraph Eight of Body ("Scene" 8)

Topic of Paragraph 8 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

IX. Paragraph Nine of Body ("Scene" 9)

Topic of Paragraph 9 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

X. Paragraph Ten of Body ("Scene" 10)

Topic of Paragraph 10 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XI. Extension--Paragraph Eleven of Body ("Scene" 11)

Topic of Paragraph 11 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XII. Extension--Paragraph Twelve of Body ("Scene" 12)

Topic of Paragraph 12 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XIII. Optional--Paragraph Thirteen of Body ("Scene" 13)

Topic of Paragraph 13 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XIV. Optional--Paragraph Fourteen of Body ("Scene" 14)

Topic of Paragraph 14 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

XV. Optional--Paragraph Fifteen of Body ("Scene" 15)

Topic of Paragraph 15 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Lesson C. Composition: Write Rough Draft of Twice-Told Tale

<> C. Follow these steps to write your story:

- (1) If needed, **read the original *The Frog Prince* story** that was given at the beginning of this lesson to get your "creative juices" flowing.
- (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.

Lesson D. Write On: Learn About Onomatopoeia

<> D-1. In the original *The Frog Prince* story given at the beginning of this lesson, highlight the sound that the frog made in Paragraph Two.

This “word”---ribbit---is an example of a literary device that would fit perfectly in your story this week. It is a long word called onomatopoeia. Onomatopoeia is a device in which the writer writes a word that when read sounds like a sound. For example, when you read the word “ribbit,” the word itself sounds like the sound that a frog makes. Thus, onomatopoeia is a device in which the word you write sounds like a sound.

You will be asked to add an instance of onomatopoeia in the Checklist Challenge this week. If you think of ways to use this literary device while you are writing your story, go ahead and include them at that time.

<> D-2. Study the examples given below, then on the lines provided, write three of your own. Try to come up with some that you think you can use in your story.

Examples:

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

1. _____

2. _____

3. _____

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 story.

- (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:** A story often has much of the wording and sentence structure that a writer wants to include. However, there are still many revising items that would increase the depth and detail of your sentences. Therefore, you will not be expected to do each CC item the same number of times as you have paragraphs (like you do for essays and reports). However, you will still have some Checklist Challenge items. Pay close attention to the check boxes and complete the number of revisions assigned according to each item's check boxes.

Note: If you are not familiar with CI's Checklist Challenge, and you feel that you need more help on it than this upper level book provides, you may desire to secure a first semester MC book for levels four through nine or a *Really Writing: Tools and Tricks* downloadable lesson all of which contain detailed lessons on the How To's of the Checklist Challenge. Also, see the Checklist Challenge Coding box provided.

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 check boxes of the CC Chart.

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

Lesson F. Composition: Final Copy Original Story

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

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

Checklist Challenge for Projects 3 & 4: Original Creative Writing Twice-Told Tale

Frog Prince

Complete the Checklist Challenge by using these guides:

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

☐ All ALL LEVELS

☐ B BASIC LEVEL only

☐ E EXTENSION only

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

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

☐ All ☐ All ☐ All ☐ All
☐ E ☐ E

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

☞ Focus on content errors at this time.

☐ All ☐ All ☐ All ☐ All
☐ E ☐ E

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

Be sure to circle all of the following verbs:

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

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

☐ All ☐ All ☐ All ☐ All
☐ E ☐ E

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

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

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

All All All All

E E

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

Examples:

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

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

All All All All

E E

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

Examples:

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

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

All All All All

E E

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

Banned Word List

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

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

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

All

Create a **title**, and put it at the top of 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: **“The Rat and the Ring”**
- Something comical: **“Rats!”**
- Something bold: **“The Enchanted Rat”**
- A song title or line: **“You Rang?”**
- Something about character: **“Don’t Be Fooled!”**
- Something informative: **“The Girl and Rat”**
- Other: **“Rodent Race”**

☞ **Tips:**

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

All All E E

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. ***If you have already done this, you should still “code” the CC check box(es) and these words in your paper as directed by your teacher.***

☞ A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words (or ask your teacher for spelling help).

All All All All
E E

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. Be sure your transition sentence takes the reader smoothly from the first paragraph to the second paragraph. ***If your transition sentences are adequate, you should still “code” the CC check box(es) and the transition sentence(s) in your paper as directed by your teacher.***

Examples:

- **First**, God told Noah to build an ark.
- **After Noah was sure what God wanted him to do**, he and his family began the process of building the ark.

All

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

Examples:

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

All

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

Examples:

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

All All All All
E E

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

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

All All All All
E E

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

Examples:

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

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

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

All

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

Punctuate appropriately:

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

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

My, well, oh
Wow, yes, no

E

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

Examples:

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

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

All E

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

Examples:

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

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

Add one set (or more according to check boxes) of **descriptive double adjectives** separated with *and* or a comma. ***If you have already done this, you should still “code” the CC check box(es) and the double adjectives in your paper as directed by your teacher.***

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*; *crafty, ingenious* or *ingenious, crafty*). Another benchmark for comma use with two adjectives is if you could place an *and* instead of a comma--and your adjectives still sound correct--use a comma.

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

Examples:

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

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

Examples:

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

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

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

Examples:

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

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

E

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

Examples:

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

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

All

All

All

All

E

E

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

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

Insert space

Leave as it was before the mark was added.

Move

Make a new paragraph

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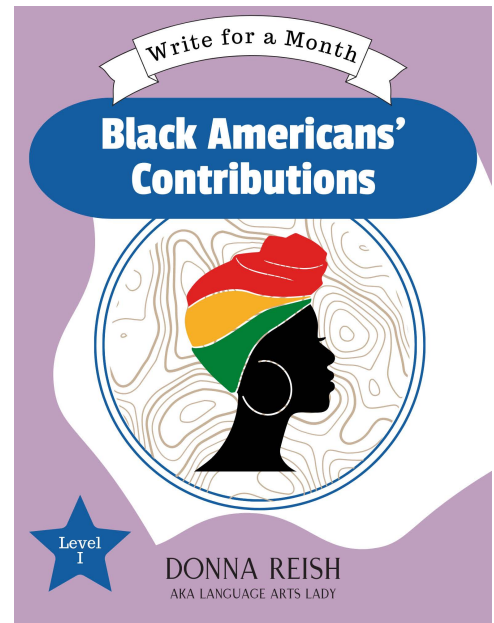
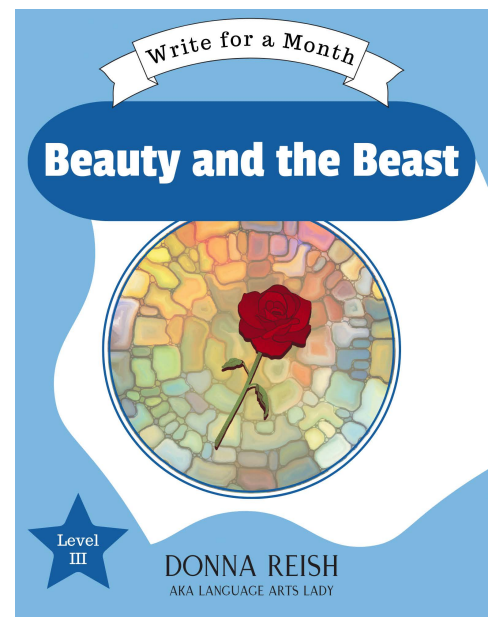
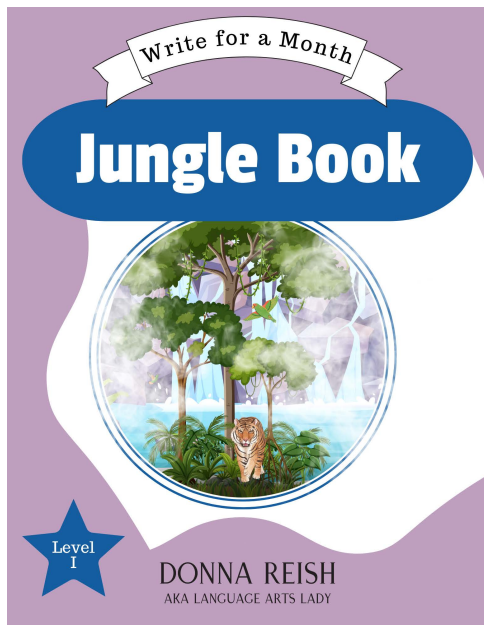


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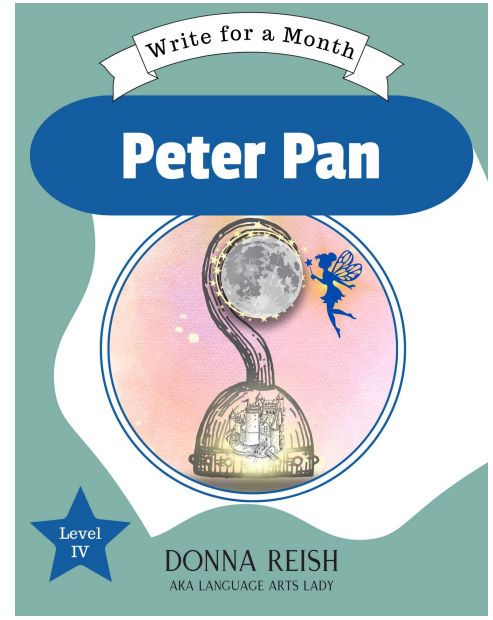
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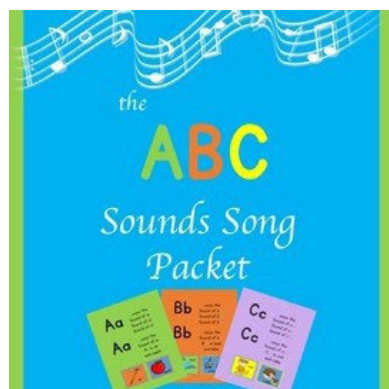
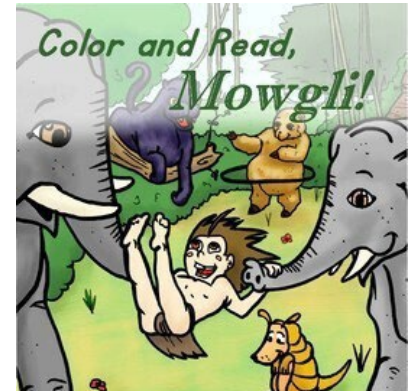
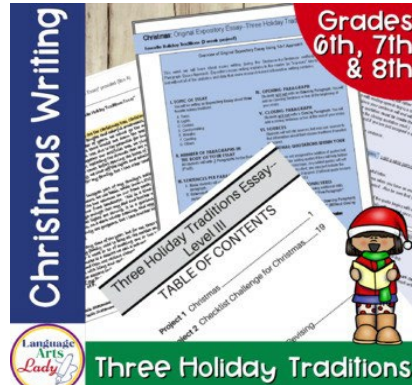
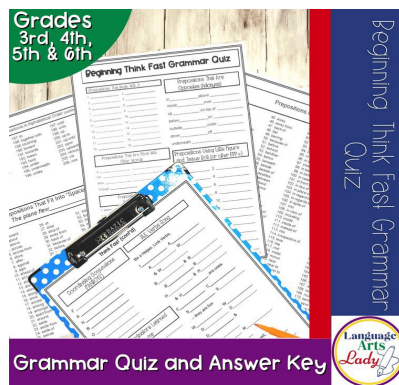
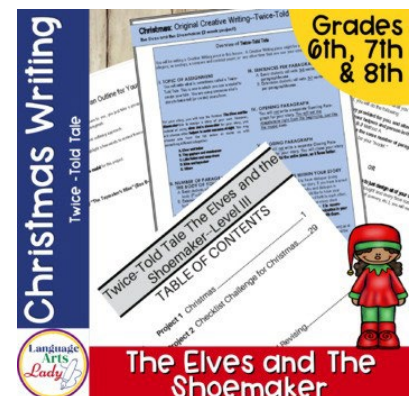
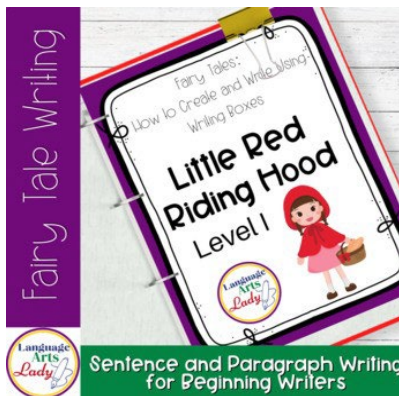
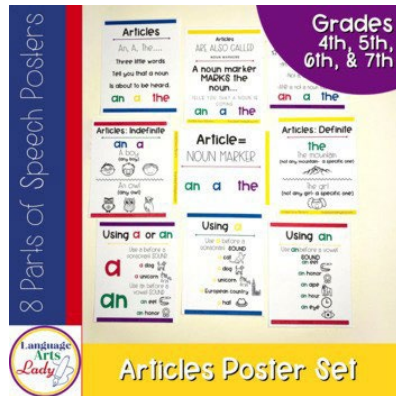
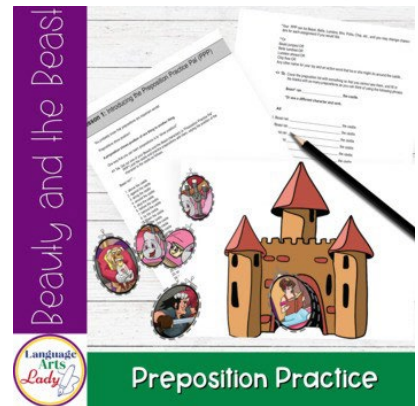
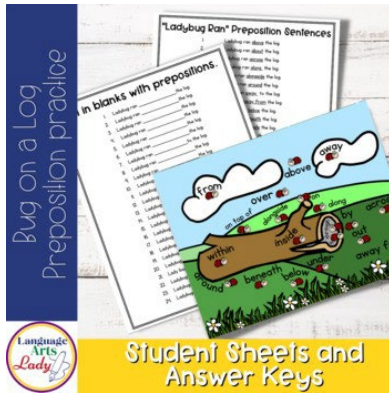
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Donna Reish, mother of seven grown children, Nonna to ten lovies, and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education 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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