

# Weeks 5 & 6: Original Expository Quotation Essay

## 1-3-1 Essay Approach---The “Potentially” Five Paragraph Essay: Original Three Quotes

### Overview of Original Expository Quotation Essay

In this 1-3-1 Essay, you will be writing about three quotations, like the passage from last week had in it. However, this time, you will come up with three quotes that you would like to write about. Do not worry! You will be helped step-by-step in how to do this during this two-week project.

Since this is not a Timed Essay, you will write the full Five Paragraphs--**1-3-1 = 1 Opening Paragraph + 3 Paragraphs of the Body + 1 Closing Paragraph.**

#### I. TOPIC OF ESSAY

You will be writing about **three quotations for the body of your essay**. You may choose any type/combo of three quotes that you would like to write about, including, but not limited to the following:

1. Three quotes about a **certain topic**
2. Three quotes from a **certain time period**
3. Three quotes by three **similar people** (i.e. three statesmen, three Christian thinkers, three people from a certain ethnic group, three women, etc.)
4. Three quotes that are **meaningful to you**
5. Three quotes **by one individual**
6. Other

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

All students will write **3 paragraphs** for the body.

#### III. SENTENCES PER PARAGRAPH

All students will write **7-10 sentences** per paragraph.

#### IV. OPENING PARAGRAPH

All students **will** write an **Opening Paragraph**.

#### V. CLOSING PARAGRAPH

All student **will** write a **Closing Paragraph**.

#### VI. SOURCES

Students will **not** cite sources with a formal citation method (such as MLA), but should **use sources to find information** about their chosen quotes as needed or desired.

#### VII. QUOTATIONS WITHIN YOUR ESSAY

All students **will** include at least three quotations (one quote per paragraph of body)--though you may also choose to include a quote(s) in the Opening and/or Closing Paragraph(s) as well.

#### VIII. WRITE ON/ADDITIONAL SKILLS

- A. Learning About the Five Paragraph Expository Essay
- B. Brainstorming
- C. Directed Brainstorming
- D. Patterned Paragraphs
- E. Research

**Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).**

# Lesson A. Study Skills/Prewriting: Learning About the Five Paragraph Expository Essay

An Expository Essay (also called an Informative Essay) is a writing that exposes its readers to ideas. The root word of *expository* is *expose*. So if you **think of expository writing as writing that exposes—or informs—you will be on the right path.**

There are many, many ways to write Expository Essays. We will continue with the 1-3-1 Paragraph Format, but even within that format, there are different ways to organize material.

For example, a 1-3-1 Expository/Informative Essay may be formatted in two main ways that you will practice in this book:

## Three Paragraphs/Three Topics

### 1. **Three Topics--Each paragraph is about a different topic.**

- a. In this type, an Opening Paragraph introduces a major topic of which you will be writing about three “sub-parts” in the body of your paper.
- b. This is what your younger brother and sister in earlier MC books might be learning--with much “easier” topics.
- c. This is the most simplified method because it is truly **like writing three one-paragraph essays and then putting those three together into one.** (You do not need as much information in your head about one topic—but rather smaller amounts of information about three.) **This is the method we have been using in this book so far.**
- d. For example, in the three-paragraphs-three topics format, you may write about three of anything:
  - i. Three favorites of something--Examples: three favorite cookies, like chocolate chip, peanut butter, and sugar
  - ii. Three different people who all exhibit the same quality or skill--Examples: three creative people like George Washington Carver, Thomas Edison, and Alexander Graham Bell
  - iii. Three important qualities--Examples: kindness, diligence, and responsibility
  - iv. Three quotations
  - v. Three different animals--Examples: dogs, cats, birds

OR

## Three Paragraphs/One Topics

### 2. **One Topic--Each paragraph is about one topic—but three different aspects of it.**

- a. In this type, **an Opening Paragraph introduces the topic and tells what three aspects you will write about.**
- b. This is the beginning of persuasive writing since persuasive essays (like those in test taking and contest situations) utilize this approach.
- c. This is more elaborate than **three** different topics (like above) but similar enough to it that once you learn to do the above approach well, you will be able to do this more extensive one well.
- d. For example, in the three-paragraphs-one topic format, you may write about **three aspects of one thing** or **three reasons for one certain position.**
  - i. Three **aspects** of George Washington Carver’s success
  - ii. Three **reasons** people should eat organic produce
  - iii. Three **reasons** that a person should not smoke or use tobacco
  - iv. Three **things you appreciate** about our country
- e. The “three aspects” method can seem a lot like the “three topics” method--however, in the “three aspects,” you are still writing about one topic--but including three aspects of it.

- f. The “three topics” method will prepare you for the “one topic” method--which is the basis for all 1-3-1 Essays as well as for the SAT or Timed Essay.

We will do the first method in this project--three different quotes.

- ↔ **A-1.** Re-read last week’s “poignant quotation” passage (given below) with one of the openings and closings added. (Or read your own final 1-3-1 essay from given material from last week!)

With Opening Paragraph and Closing Paragraph	1-3-1 Essay Five Paragraphs
<b>Quotation Essay</b> <b>Sample Expository Essay</b>	
<p>Poignancy conveys the idea that a statement is especially profound, insightful, or appropriate to a situation or discussion. The more poignant an idea is, the more universal its insight and application. Poignancy serves as a standard of powerful, motivating quotations. Throughout history, the most poignant statements have been those that force a person to reevaluate the glasses through which they see the world. <u>Three poignant quotations that I enjoy reading came from the pens of Albert Einstein, Ralph Waldo Emerson, and C.S. Lewis.*</u> <b>[Opening Paragraph] {Light shading shows Thesis Statement}</b></p>	
<p><u>Perhaps the most poignant quotation outside of the Bible was said by respected scientist Albert Einstein when he stated, "There are only two ways to live... one is as though nothing is a miracle... the other is as if everything is."</u> Einstein is responding to those who try to explain everything in the world in purely natural or physical terms. He contrasts their viewpoint with the idea that all of these "physical laws" are miracles in and of themselves if thought about correctly. This quotation is a reminder to all who hear it to view the world as a wonder created by God. <b>[PoB-A] {Underline shows Transition Sentence}</b></p>	
<p><u>Einstein's sentiment is echoed by writer Ralph Waldo Emerson when he said, "All I have seen teaches me to trust the Creator for all I have not seen."</u> Emerson's perspective dictated that the world around him was not contradictory to belief in a Creator, but evidence for Him. Furthermore, he saw this as a reason to trust in that Creator. Those who hear this quotation are inspired to view the world in a different way because what they see builds their faith in a loving God. <b>[PoB-B] {Boxing shows Transition Sentence}</b></p>	
<p>Quotations about a person's viewpoint on the world are especially poignant because how a person views the world, including nature, has a significant impact on how he lives his life and the decisions he makes. <u>C.S. Lewis summed this up in his quote: "I believe in Christianity as I believe that the sun has risen: not only because I see it, but because by it I see everything else."</u> Nature shows us over and over that God exists—and that He cares for His children. <b>[PoB-C] {Underline/Italic shows Transition Sentence}</b></p>	
<p>How we look at the world around us will dictate our decisions and attitudes about life. These form the frame through which everything else is measured. <u>Einstein, Emerson, and Lewis, in these three poignant quotes, remind us of both the power of our viewpoint,</u> and that these viewpoints should be framed by God and a recognition of his power in the world. <b>[Closing Paragraph] {Dark shading shows Thesis Statement "Reloaded"}</b></p>	

**\*Notice how the Thesis Statement for this essay falls at the end of the Opening Paragraph.**

**\* Notice how the Thesis Statement “Reloaded” says a little bit of what the Thesis Statement said--but with a little different wording.**

Now it is your turn to choose quotations! You may choose any type/combination of three quotes that you would like to write about, including, but not limited to the ones provided in this lesson’s Overview Box:

1. Three quotes about a **certain topic**
2. Three quotes from a **certain time period**
3. Three quotes by **three similar people** (i.e. three statesmen, three Christian thinkers, three people from a certain ethnic group, three women, etc.)
4. Three quotes that are **meaningful to you**
5. Three quotes by one **individual**

**<> A-2. Optional:** If you think you want to use Patterned Paragraphs for this essay, flip over to the teaching text beneath C-1 to review the how to’s of Patterned Paragraphs before you complete the Directed Brainstorming Boxes (DBB) assignments.

Keep these things in mind concerning **Patterned Paragraphs and this Quotation Essay:**

1. Multi-Patterned Paragraphs **work better when each one is strongly linked to the others.**
2. You will only want to **use Patterned Paragraphs if your quotes are linked**, such as:
  - a. Three quotes by the same author
  - b. Three quotes about the same subject.
3. See the Quotation Patterned Paragraphs Template provided with Lesson C.

### **Quotation Patterned Paragraphs Template**

Example: **Three Quotes by Same Person**

1. When spoken
2. Why spoken
3. Audience
4. Meaning
5. More background
6. Impact

Example: **Three Quotes About Same Topics**

1. Who said it
2. Why spoken
3. When spoken
4. Audience
5. Impact
6. More background
7. Link to other paragraph quotes



Sample Brainstorming Box		
Topic	People	Quotes
creation	G W Carver	Gain respect of man...
success	C S Lewis	Don't tell me what to think when I read--
children	Hymnwriters	Treated like a queen, treat husband like a king
marriage	Elisabeth Elliot	Found 999 things didn't work
selflessness	Joni Ereckson Tada	Children do to and for others what is done to and for them
sanctity of Life	Amy Carmichael	

Sample for Optional Box A-3

<> **A-4.** Now “work” in your Brainstorming Box by doing any or all of the following:

- (1) **Use colored pencils or colored highlighters to mark up your box**---star, circle, box, highlight with certain colors, etc., anything that you think you might want to use.
- (2) Add more to the BB as you are working in it.
- (3) See if anything jumps out at you and how the three might be connected.
- (4) From this BB work, see if you are ready to commit to any of the following:
  - a. **One person** that you want to write quotes from
  - b. **Three quotes** that you want to use
  - c. **One topic** that you want to find quotes about
  - d. **Three people** that you want to quote
  - e. A **category of people** that you want to use quotes from
- (5) **Even though you are writing about three different quotes, you will “LINK” your quotes together in one Thesis Statement later in your Opening Paragraph--so think about this “LINK” as you work in your Brainstorming Box.** You might even want to jot down your LINK in the margin of your paper (i.e. C.S. Lewis quotes, quotes about faith, quotes by three US Presidents, etc.)

<> **A-5.** Do any of the following that will **help you find your three quotations:**

- (1) If you are writing quotes from one individual, **look up that person’s name online**, along with the word QUOTES (*Abraham Lincoln quotes*).
- (2) If you are writing quotes about a topic, **look up that topic online**, along with the word QUOTES (*reading quotes*).
- (3) If you are writing quotes from a certain group of people, **look up that people group online**, along with the word QUOTES (*quotes by African Americans or African American Quotes*).
- (4) If you already know what three quotes you wish to use, **find the exact quote online and any additional information** that you might desire to have for your essay.

↔ A-6. Study the Sample Directed Brainstorming Boxes (DBB) provided.

Sample Directed Brainstorming Box 1

**Quote 1:** "There are only two ways to live...one is as though nothing is a miracle...the other is as if everything is."

Albert Einstein

**Additional Information**

Einstein's response 2 ppl who try 2 explain  
everything → world natural/physical terms  
Reminder 2 view world as wonder created by  
God

Contrast viewpoint w/idea that all "physical  
laws" = miracles

Sample for Box A-5

Sample Directed Brainstorming Box 2

**Quote 2:** "All I have seen teaches me to trust the Creator for all I have not seen."

Ralph Waldo Emerson

**Additional Information**

Emerson's perspective = world around him  
contradictory 2 belief in Creator, but  
evidence 4 Him

Those who hear quotation → inspired 2 view  
world different way = builds their faith  
→ loving God

Sample for Box A-5

Sample Directed Brainstorming Box 3

**Quote 3:** "I believe in Christianity as I believe that the sun has risen: not only because I see it, but because by it I see everything else."

C. S. Lewis

**Additional Information**

Nature = over & over again that God exists &  
He cares 4 His children

Sample for Box A-5

- <> **A-7.** Write the three quotes and the people who said them, along with any other information that you think you want (from your “research” above) in the Directed Brainstorming Boxes (DBB) provided.
- (1) **You might want information about when the quote was spoken**, who it was spoken to, the impact of the quote, the book it came from, the reason it was said, etc.
  - (2) The **type and amount of additional information that you will need for your essay will depend upon the “LINK”** of your quotes. You may desire to find various types of information:
    - a. If your quotes are by **one person, your “LINK” is the common author**-- his life (and perhaps death), his worldview or spiritual condition, his life’s work or ministry, etc.
    - b. If your quotes are about a **certain topic, your “LINK” is that topic**. While you might need information about each one’s author, you will likely want to gather information about how each quote points to the big topic.
  - (3) Be sure you **include enough information in your Directed Brainstorming Box to write seven to ten sentences** for each paragraph/quote. (You will organize this information in a little while as you create an outline.)







## Lesson B. Research and Study Skills: Design the “Working” Thesis Statement

Now, the reason you chose the quote (i.e. the person, the impact, the words, the setting/time, etc.) might be your main topic (your LINK). Maybe your main topic (LINK) will be just like the sample from last week—three poignant quotes. **The “main topic” of your quotes will become your thesis--and also the LINK that makes your three quotes into one essay.** That is, **this is what your entire essay will be about.**

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

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

For instance, if you were writing an opening sentence about one of your quotes by Ralph Waldo Emerson, you might say *Ralph Waldo Emerson knew that the world around him was not just for his pleasure—but was to bring him closer to God.*

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

For example, *Three poignant quotations that I enjoy reading came from the pens of Albert Einstein, Ralph Waldo Emerson, and C.S. Lewis* is an appropriate Thesis Statement for the “three poignant quotes” essay topic.

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

- (1) **Write one sentence** that tells the reader what your essay is about.
- (2) Be sure it **includes all aspects of your essay.**
- (3) Tell your reader **what you plan to include in your essay** (to a small extent, if desired).
- (4) Do not say, *In this essay, you will learn about...or In this essay, I will tell you about...\**

\*Remember from earlier lessons that you may jump from first and third person (and even second person in the case of a challenge Closing Paragraph) in an essay. Thus, if your LINK is “three quotes that are meaningful to me,” you may include *I, me, etc.*, (first person writing) in your Opening Paragraph--and even in each paragraph’s topic/transition sentence. We will wean away from first person P’soB as we get closer to the SAT Essay at the end.

### Sample “Working” Thesis Statement

*Three poignant quotations that I enjoy reading came from the pens of Albert Einstein, Ralph Waldo Emerson, and C.S. Lewis.*

Sample Box B

My “Working” Thesis Statement for this essay: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Box B

**Note: If you do not feel prepared to write your “Working” Thesis Statement at this time, you may skip this assignment and come back to it after you complete your outlining.**

Note: The “Thesis Statement” above is a “Working” Thesis Statement. You will tweak it later when you write your Opening Paragraph so that it fits well with the type of Opening Paragraph you write.

## Lesson C. Study Skills and Prewriting: Outline Original Paragraphs for Expository Quotation Essay

Now you are ready to outline each paragraph of the body of your essay. You may design the Paragraphs of the Body (P’soB) in one of two ways (much like the Character Quality Essay earlier in this book):

1. **Patterned Paragraphs**—in which **each paragraph contains the same basic information as the others**. In this method, you will describe the exact same aspects of each quote in the same order in each paragraph.
  - a. This is the easier method for three paragraph body essays in which the three paragraphs are extremely closely linked. For example, three colors in which you can write the exact same type of information about all three colors, (You might have to look something up or research a little, but you will not have decisions about what you will write about in each paragraph.)
  - b. This can be easier for the reader to follow when each paragraph contains similar information. (It would not be easier for the reader to follow if the information were forced, however, so only use this method if your topics are extremely intertwined.)
  - c. A sample of “Patterned Paragraphs” is one about three colors. You might **put the exact same information about each color in each paragraph in the same order**. For example:
    - i. Color used through history
    - ii. How that color makes you feel personally
    - iii. Foods that have that color
    - iv. What that color means to a different culture
    - v. Famous artist associated with that color

- d. In the “quotation essay,” the **Patterned Paragraph** approach might work well if you have **three quotes by the same person** (i.e. when each quote was spoken, why each one was spoken, to whom each one was spoken, what the person meant by it, what it means to you) **or three quotes in the same time period**, etc.

OR

2. **Free Style**—in this method, you may choose to write about different aspects or **some** of the same aspects (but not all aspects for each quote in the exact same order) about each quote.
- This allows you to emphasize different things about each quote.
  - This allows you to be more **creative in your paragraphs**.
  - While Patterned Paragraphs are easy to read, Free Style Paragraphs are often more interesting to read.
  - Last week’s sample Sentence-by-Sentence Outline Passage is an example of Free Style Paragraphs. **It would not have worked as well to have Patterned Paragraphs for those three quotes since each quote is by a different person about broad topics.**

**Note: If your three quotes are linked by their theme (such as last week’s passage), the Free-Style Paragraph Approach will work better than the Patterned Paragraph Approach.**

- <> **C-1.** Choose whether you will use Patterned Paragraphs or Free Style Paragraphs for your quotation essay and place a check on the line indicating your style for this essay.

\_\_\_\_\_ **Patterned Paragraphs**

\_\_\_\_\_ **Free Style Paragraphs**

- <> **C-2.** On the outlining lines provided, outline each paragraph of your quotation essay, following these tips:
- Review the list of ideas underneath each quote that you wrote in the previous assignment.
  - “Work” in the *Additional Information I might need* area of your Directed Brainstorming Box by doing the following:
    - Review the material and add to it as you think of more ideas.**
    - Mark through anything you do not want to include in your essay.**
    - Number the ideas you have in the order that you think you would like to include them** in your paragraph.
- Note: If you are writing Patterned Paragraphs, you will want to include all the information in the same order for each paragraph. (See Patterned Paragraph Sample Outlining.)**
- Outline your essay one paragraph at a time in a Sentence-by-Sentence (S-by-S) manner.** You may use complete sentences, statements, or key words for each sentence.
  - You **may or may not use all of the outlining lines** provided—plan for at least seven sentences per paragraph.
  - If you choose to write Patterned Paragraphs using some of the aspects listed in Lesson A, you may desire to create your outline on the computer or on notebook paper—or label the sentence lines given below with the aspects you will use (i.e., Who, When, Why, Effect, etc.)—to ensure that you truly have all of your chosen aspects in each paragraph in the same order. (See the “minature” Sample Patterned Paragraph Outline Box that you may desire to create on another paper or on the computer if you are using Patterned Paragraphs.)

Sample Patterned Paragraph Outline Box					
Quote	When	Why	Audience	Meaning	Impact
Quote 1 _____ _____					
Quote 2 _____ _____					
Quote 3 _____ _____					Box C-2 (5)

- (6) Somewhere in your first sentence or two, you need to transition into your paragraph--a sentence or two that does all of the following:
- a. **Transitions from the previous paragraph into this one.**
  - b. **Introduces the next quote**
  - c. **“LINKS” that quote with the thesis**--the type of quotes, person you are using for entire essay, etc. This is why the first two outlining lines for each paragraph have the words LINK sentence(?) provided--to remind you to include that LINK/transition.

**Note: You will add an Opening Paragraph (and a Closing Paragraph) later to introduce the topic, person, etc., of your entire paper (and to close it). Do not be concerned with that yet--just start right in on outlining PoB-A.**

### All--Paragraph A of Body

Topic of Paragraph A \_\_\_\_\_

LINK/Transition (+)--Sentence 1 \_\_\_\_\_

LINK/Transition (+)--Sentence 2 \_\_\_\_\_

Support Sentence (SS-1) \_\_\_\_\_

SS-2 \_\_\_\_\_

SS-3 \_\_\_\_\_

SS-4 \_\_\_\_\_

SS-5 \_\_\_\_\_

SS-6 \_\_\_\_\_

SS-7 \_\_\_\_\_

SS-8 \_\_\_\_\_

SS-9 \_\_\_\_\_

SS-10 \_\_\_\_\_

**All--Paragraph B of Body**

Topic of Paragraph B \_\_\_\_\_

LINK/Transition (+)--Sentence 1 \_\_\_\_\_

LINK/Transition (+)--Sentence 2 \_\_\_\_\_

Support Sentence (SS-1) \_\_\_\_\_

SS-2 \_\_\_\_\_

SS-3 \_\_\_\_\_

SS-4 \_\_\_\_\_

SS-5 \_\_\_\_\_

SS-6 \_\_\_\_\_

SS-7 \_\_\_\_\_

SS-8 \_\_\_\_\_

SS-9 \_\_\_\_\_

SS-10 \_\_\_\_\_

**All--Paragraph C of Body**

Topic of Paragraph C \_\_\_\_\_

LINK/Transition (+)--Sentence 1 \_\_\_\_\_

LINK/Transition (+)--Sentence 2 \_\_\_\_\_

Support Sentence (SS-1) \_\_\_\_\_

SS-2 \_\_\_\_\_

SS-3 \_\_\_\_\_

SS-4 \_\_\_\_\_

SS-5 \_\_\_\_\_

SS-6 \_\_\_\_\_

SS-7 \_\_\_\_\_

SS-8 \_\_\_\_\_

SS-9 \_\_\_\_\_

SS-10 \_\_\_\_\_

+ Eighty percent of the time the paragraph's Topic Sentence (or LINK) falls within the first two sentences of a paragraph.

## Lesson D. Composition: Writing Original Expository Essay

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

- (1) **Read your original "Working" Thesis Statement** to remind you of what your entire essay needs to be about. (If, after researching and outlining, you do not feel that your Thesis Statement is representative of your topic, feel free to tweak it.)
- (2) **Read the topic of your first paragraph** of the body **and the sentence notes** beneath it.
- (3) **Add any notes to this paragraph that you desire**—or mark through things that you do not want or re-number the sentence lines if you want your information in a different order.

**Note About Thesis Statement:** You will be writing an Opening Paragraph later. You do not need to include your Thesis Statement in your essay yet. You will tweak the "Working" Thesis Statement you wrote earlier and include it in the Opening Paragraph of your essay (at the time of that writing). For now, you will just write the three paragraphs of the Body (P'soB) of your essay--as though the thesis or LINK has already been introduced in the Opening Paragraph.

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

**Note:** Be sure you write in the third person for the body. This is not a narrative, re-telling, story, or journal entry. Write it in the "formal" third person. Use the words people, others, individuals, etc. not *I* or *you*--unless your thesis is "three quotes that are meaningful to me." In that case, you may write the topic/transition sentence for each paragraph in the first person--but not the rest of the paragraph.

# Lesson E. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **E-1.** Now that you have written the body of your essay, you are ready to write notes for an original Opening Paragraph. Follow these steps:

- (1) Read the body of your essay aloud to yourself, and consider these options for opening your essay.
  - a. **Introduce quotes** described in the essay
  - b. **Definition** and definition information--define poignant, meaningful, or the topic of your three quotes (in the case of three quotes about a certain topic)
  - c. A song or a poem--about words or quotes
  - d. A **story**--about someone affected by your quotes or the author of your quotes (in the case of all three quotes by the same person)
  - e. A **dialogue** of your quotes' author and another person (in the case of all three quotes by the same person) or of two people about your quote
  - f. A **Scripture** about words or influence
  - g. **Informative** paragraph
- (2) **In your notes, plan on what you will include in your Thesis Statement.\* (You may tweak your original Thesis Statement to fit in your Opening Paragraph however you see fit.)**
  - a. Remember, a Thesis Statement is a statement that **tells the "thesis" of your paper--what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your Opening Paragraph or at the end of your Opening Paragraph.
  - d. It should bridge the gap between your catchy Opening Paragraph and the body of your essay.
- (3) Write enough notes for **6-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your Opening Paragraph notes, or you may create a "Sentence-by-Sentence" Outline like you did for the body of your essay.

**\*Note: If you are used to writing Thesis Statements and Opening Paragraphs, you may experiment with putting your Thesis Statement later in your Opening Paragraph--even at the very end of your Opening Paragraph, if desired. Sometimes this helps the flow of your Opening Paragraph when you are using a story or other information in your Opening Paragraph that you want to keep all together--then follow all of this with the Thesis Statement.**

## Notes for Opening Paragraph

---

---

---

---

---

---

---

---

---

---

---

---

<> **E-2.** Follow these steps for writing your Opening Paragraph:

- (1) **Write your Thesis Statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your Thesis Statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
  - a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.
  - d. Write down that sentence.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the essay you just wrote.

## **Lesson F. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph**

<> **F-1.** Now that you have written the body and Opening Paragraph of your essay, you are ready to write a Closing Paragraph.

- (1) **Your Closing Paragraph will include a Thesis Statement “Reloaded.”**
  - a. Remember, a **Thesis Statement “Reloaded”** is a statement that “closes” your paper--sums up what your entire paper is about.
  - b. It should be a sentence or two in length and should close your essay.
  - c. It may be at the very beginning of your Closing Paragraph or at the end of your Closing Paragraph.
  - d. It should bridge the gap between your catchy Closing Paragraph and the body of your paper.

- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may repeat something catchy from your opening or may repeat the title of your essay, if desired.
- g. Be sure your Thesis Statement “Reloaded” is not identical to your Thesis Statement---it should be “reloaded” with the key words still in it.

- (2) Write enough notes for **6-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (3) You may just jot down some thoughts, references, etc., for your Closing Paragraph notes, or you may create “Sentence-by-Sentence” Outline like you did for the body of your essay.
- (4) Consider the ways to close an essay from earlier Write On lessons:
  - a. Summarizing
  - b. General characterizations
  - c. Definition
  - d. Song/Poem
  - e. Continuing story from opening
  - f. Other continuation from the Opening Paragraph

**Note:** If you are used to writing Thesis Statements “Reloaded” and Closing Paragraphs, you may experiment with putting your Thesis Statement “Reloaded” later in your Closing Paragraph--even at the very end of your Closing Paragraph, if desired. Sometimes this helps the flow of your Closing Paragraph when you are writing a story or other information in your Closing Paragraph that you want to keep all together--then follow this with the Thesis Statement “Reloaded.”

**Notes for Closing Paragraph**

---



---



---



---



---



---



---

**<> F-2.** Follow these steps for writing your Closing Paragraph:

- (1) Write an **opening sentence (Thesis Statement “Reloaded”)** at the beginning of your Closing Paragraph that tells what your essay was about. (Or plan to put your Thesis Statement “Reloaded” later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.

- (3) Using each set of notes for one sentence:
- a. Read a line of notes.
  - b. Think about what you want to say about those notes.
  - c. Say a sentence aloud that you want to use.
  - d. Write that sentence down.
  - e. Repeat these steps for all of your notes.
  - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the essay you just wrote.

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

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

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

Note: 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 the *Character Quality Language Arts Teacher's Guide*--both of which contain detailed lessons on the How To's of the Checklist Challenge.

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

## Lesson H. Composition: Final Copy Original Expository Essay

- <> **H-1.** Write the final copy of your essay in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- <> **H-2.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

# Checklist Challenge for Weeks 5 & 6: Original Expository Quotation Essay

## 1-3-1 Essay Approach--The "Potentially" Five Paragraph Essay: Original Three Quotes

Complete the Checklist Challenge by using these guides:

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

All ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

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

All  All  All  All

All

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

☞ Focus on content errors at this time.

All  All  All  All

All

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

Be sure to circle all of the following verbs:

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

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

All  All  All  All

All

Change one of the **"boring" verbs** in each paragraph to a **"strong" verb**. You may select one from the list below or choose one of your own. **"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

All

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

All

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

All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar, 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 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 essay. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

All

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

Examples:

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

☞ **Tips**

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

All

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

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

All

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

Examples:

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

All

All

All

All

All

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

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
- Something bold
- A song title or line
- A Scripture
- Something informative
- Something biblical
- Something about character
- Other

☞ **Tips:**

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

All

All

All

All

All

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

Examples:

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

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

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

All

All

All

All

All

Add different sentence openers (also known as **introductory material or non-essential information**). ***If you have already done these, you should still “code” the CC check boxes and the sentence openers in your paper as directed by your teacher.***

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, those critters are dinner for sure! (Sub Clause + Subordinator + subject + verb)
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, spiders trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, the spider designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, the spider produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, the victim cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **Once there**, the “dinner” has no way of escape.

☞ **Upper level students should choose various ones -- preferably without much repeating.**

B

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. ***If you have already done this, you should still “code” the CC check box(es) and the CS, cc CS in your paper as directed by your teacher.***

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods. (CS , cc CS)
- It steps into the trap, **for** the trap was hidden from view. (CS , cc CS)

☞ A “comma cc” in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one --CS , cc CS). When you are instructed concerning this compound sentence creation, you may see this combination as CS, cc CS (Complete Sentence “comma coordinating conjunction” Complete Sentence).

B

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

Examples:

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

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

B

Add one **appositive** (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 appositive in your paper as directed by your teacher.***

Example:

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

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

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

E

E

E

E

Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. ***If you have already done this, you should still “code” the CC check box(es) and the sentence in your paper as directed by your teacher.***

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.  
One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

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

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.  
One sentence: It **traps and ensnares** its victims.

☞ **Subject + verb + verb**

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.  
Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand,** it constructs a frame.

☞ **Sub Clause opener (subordinator + sub + verb) + CS**

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods,** they act via traps and snares to put their victims in challenging positions.

☞ **Phrase + CS**

• **Subordinate clause placement mid sentence:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often,** are created by two families of spiders.

☞ **A subordinate clause (subordinator + Sub + verb) dropped into a sentence--and surrounded by commas--that gives more information.**

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover,** it sits patiently in the center of its web.

☞ **CS; CA, CS**

• **Conjunctive adverb within a sentence:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **They are far more subtle, however, acting via traps and snares**

☞ **CS, CA, CS**

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods.**

☞ **CS--CS**

• **Coordinating conjunction (cc) between two complete sentences (CS):**

Two sentences: Each of the twenty-five families of spiders has its own design for a web. Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

☞ **CS , cc CS**

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them.**

☞ **CS ; CS**

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap.**

☞ **CS : CS**

☞ **Upper level students should choose various ones -- preferably without much repeating.**

All All All All

All

**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.