

# Week 3: Report II--One Agriculture Product

## Week 1 of 2: Choose Topic, Research, Outline, Create Works Cited, and Write

### Overview of One Crop That is Sown and Reaped Research Report

(Overview Box\*\*--Read Only)

You will be writing an informative report over the next two weeks. An informative report is a report that informs a reader. It has factual information in it about a topic. It basically teaches a reader about a subject.

To write an informative report, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from books or online sources to put in your report. At this level, you will learn how **to use multiple sources, insert and cite quotations, make Outlining Cards, and create a list of Works Cited** at the end (that tells the reader the sources from which you got the information for your report).

#### I. TOPIC OF REPORT

You will be writing an informative report **about one crop that is sown and reaped**. You may choose from one of the topics listed or choose a different one according to your teacher's instructions.

A. Any **one** grain

1. field corn OR 2. wheat OR 3. soybeans

B. Any **one** root vegetable

1. potato OR 2. carrots OR 3. sweet potato

C. Any **one** produce stand vegetable

1. tomato OR 2. green beans OR 3. sweet corn

D. Any **one** salad item

1. lettuce OR 2. peppers OR 3. onions

E. Any **one** child garden item

1. watermelon OR 2. carrots OR 3. honey dew melon

F. Any **one** herb

1. parsley OR 2. basil OR 3. garlic

#### II. NUMBER OF PARAGRAPHS OF THE BODY OF YOUR REPORT

A. **Basic** students will write **6 paragraphs** of the body (P'soB) one item per paragraph.

B. **Extension** students will write **8 paragraphs** of the body (P'soB) one item per paragraph.

#### III. SENTENCES PER PARAGRAPH

A. **Basic** students will write **7-9 sentences\*** per paragraph.

B. **Extension** students will write **8-10 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

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

#### V. CLOSING PARAGRAPH

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

#### VI. SOURCES+

A. **Basic** students will use **3 sources**. You will be told in the writing instructions what types of sources to use.

B. **Extension** students will use **4 sources**. You will be told in the writing instructions what types of sources to use.

+You may choose any types of sources you desire, but the easiest sources to find information about **produce** are often **agriculture encyclopedias** or almanacs; online sources; **gardeners' encyclopedias**; or factual, user-friendly books, such as Usborne, Dorling Kindersley, or Eye Witness. These are especially good sources for your "Overview Source."

#### VII. QUOTATIONS IN YOUR REPORT

A. **Basic** students will include **4 direct quotations**.

B. **Extension** students will include **6 direct quotations**.

You will be given instructions on how to do this within the writing lesson this week.

#### VIII. SOURCE CITATION AT THE END OF YOUR REPORT (LIST OF WORKS CITED)

**All** students will cite sources at the end of your report (i.e. create a list of **Works Cited**).

You will be given instructions on how to do this within the writing lesson this week.

#### IX. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

A. **Overview Source Outlining Method**

B. **"Color-Coded Research"**

C. **Outlining Cards**

D. **From One-Topic-Per-Paragraph to One-Topic-Per-Report Method**

E. **MLA - Type Quotation Citation**

F. **Major Works/Minor Works**

G. **Redundancy Box**

H. **Checklist Challenge Coding**

I. **Thesis Statement and Thesis Statement "Reloaded"**

J. **Transitions**

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

# Lesson A. Write On: From One Paragraph to Many

If Report I is the first research report you have ever written, congratulations! If not, it may have seemed easy to you. That is okay. You will build your research writing skills a little at a time in this book—and this incremental method will get you where you want to go for the end of this book: a lengthy research report with several sources and quotes or citations in every paragraph; a detailed Works Cited document; an outline; and a cover page. You can do this!

In the last report, you began writing in a simplified manner. That is, you wrote one product per paragraph. This approach makes writing so easy simply because you would not put blueberries and raspberries in the same paragraph. That “one-topic-per-paragraph” approach makes learning about paragraph division a snap.

Now you will move into “one-topic-per-report” writing. You will choose just one agriculture product to write many paragraphs about. Follow the steps below to continue learning about paragraph divisions with one topic:

1. Look at the KEY box (Box A-1) provided. Notice that each ASPECT of the pear is denoted with a different formatting tool: species in bold font; origination in italics, type with underline, etc.
2. Look at the Sample Paragraph about pears provided (Box A-2). Notice how each ASPECT listed in the KEY box (Box A-1) is written in sentence form and also denoted with the same bold font, italics, underline, etc., that is provided in the KEY box.
3. A simple way to work on paragraph division is to take one paragraph that you have already written (like the pear sample given), and notice the different aspects of that topic that are included within that one paragraph.
  - a. You actually have the option of EIGHT different aspects of pears that you can write about for your longer one-topic report--all from one simple paragraph about pears. That is, you may choose any aspect that you wrote about in that one paragraph to elaborate on and explain in more detail for a full paragraph:
    - (1) Species/family of pears
    - (2) Origination of pears
    - (3) Types of trees pears are
    - (4) Breeding of pear trees
    - (5) Harvesting of pears
    - (6) Storage of the pear fruit
    - (7) Uses of the pear
    - (8) Fun facts about pears

- b. Thus, if you chose to write about pears (or any one of the paragraphs from your Report I), you may choose six (or eight for Extension) aspects from the list above (the aspects in that one paragraph about pears) and create a paragraph about each aspect you chose.
4. Once you choose the aspect from that one paragraph, you will research and find enough information about that aspect (i.e. Species of Pear Trees) for one full paragraph of seven to ten sentences (and take notes, of course).
5. Then you will repeat Step 4. for each aspect you choose.
6. And, voila! You have a full report about pears from that one paragraph's topics!

**Note: You may choose one of your paragraphs from Report I to expand upon and write about for this Research Report—or you may choose a different agriculture product altogether.**

Key

- (1) **Species/family—bold font**
- (2) *Origination—italics*
- (3) Type of tree—underlined
- (4) Breeding--light Shade
- (5) Harvesting—box
- (6) **Storage—bold font/italics**
- (7) Uses—medium shade
- (8) Fun Facts—line through text

**Box A-1**

A final fruit grown on trees and enjoyed by folks everywhere is the pear. **The pear tree is of the genus pyrus pomaceous and is related to the aforementioned apple tree.** *It was native to coastal and mildly temperate regions from Western Europe and North Africa then east across Asia.* Pear trees are mostly deciduous, though a few are evergreens. The tree is a medium-sized tree, growing ten to seventeen feet tall. Very few pear trees are grown from seeds; most are grown from grating. Each pear tree yields fourteen to seventeen pounds of fruit per year. **When pears are harvested, they may be kept at room temperature until fully ripened. After they are ripe, they may be refrigerated in a single layer for two to three days.** Pears may be used fresh, canned, juiced, and dried. They are also used in jellies, jams, and desserts. An interesting pear fact is that before tobacco was introduced to Europe, people would smoke pear leaves.

**Box A-2**

Notice how each sentence of a one-paragraph pear report can become a paragraph on its own.

Sample Outlining Card for PoB-A
<b>PoB-A:</b> <u>Pears</u> (1st produce item)
<b>Opening/Transition Sentence:</b> <u>Fruit grown on trees &amp; enjoyed everywhere is the pear</u> ( _____ )
<b>SS1:</b> <u>Pear tree is genus pyrus &amp; related to apple tree (species)</u> ( _____ )
<b>SS2:</b> <u>Native to coastal &amp; mild temp from West. Europe, North Africa &amp; Asia (origination)</u> ( _____ )
<b>SS3:</b> <u>Mostly deciduous though few are ever-reens (type)</u> ( _____ )
<b>SS4:</b> <u>Medium-sized tree, growing to 17 ft. tall (type)</u> ( _____ )
<b>SS5:</b> <u>Few pear trees grown from seeds; most grown from grating (breeding)</u> ( _____ )
<b>SS6:</b> <u>Pear tree yields 14 to 17 lbs of fruit per year (breeding)</u> ( _____ )
<b>SS7:</b> <u>When pear harvested, kept at room temp. until fully ripened (storage)</u> ( _____ )
<b>SS8:</b> <u>After they're ripe, refrigerate in single layer for 2 to 3 days (storage)</u> ( _____ )
<b>SS9:</b> <u>Pears used fresh, canned, juiced, or dried (uses)</u> ( _____ )
<b>SS10:</b> <u>Pears used in jellies, jams, &amp; desserts (uses)</u> ( _____ )

Paragraph Topics for Pears Research Report
<b>PoB-A:</b> <u>Species/family of pears</u> (from SS2)
<b>PoB-B:</b> <u>Origination of Pears</u> (from SS3)
<b>PoB-C:</b> <u>Type of tree</u> (from SSS 4 & 5)
<b>PoB-D:</b> <u>Breeding of pears</u> (from SS 6)
<b>PoB-E:</b> <u>Storage of pears</u> (from SS 8 & 9)
<b>PoB-F:</b> <u>Uses of pears</u> (from SSS 10 & 11)

Of course, another way to determine paragraphs for a Research Report is to use the topical headers and subheaders in an encyclopedia entry or web page. (Wikipedia often has excellent divisions of information and headers/subheaders.)

# Lesson B. Research and Study Skills: Choose Your Topic and Locate an Overview Source

You have been given a list of topics from which to choose for your report according to aspects of your fruit or vegetable. The first step in writing a report is to choose the topic you will be writing about.

↔ **B-1.** Read the sample Research Report and Works Cited provided in Report II's Back Matter.

↔ **B-2.** Think about these aspects of topic choosing:

- (1) You will be breaking your report down into paragraphs in this way. **Each paragraph will become one aspect of your topic.**
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily.

↔ **B-3.** Write the topic you have chosen on the topic line below. (If you are not ready to commit to your exact topic yet, you may skip this now and come back to it later.)

Topic: \_\_\_\_\_

↔ **B-4.** Study the “Choosing Sources” box provided below.

## Choosing Sources

Specifically, you might like a source book that contains any or all of the following:

1. **Sidebars** with further explanations of the material
2. **Section headings** that indicate what the next section is about
3. **Pictures, graphs, and drawings** that help to explain difficult information
4. **Short chapters**, but more chapters, that begin anew with each aspect of your topic
5. **Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere**--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
6. Detailed **Table of Contents** that not only lists the chapter titles but also the section headings, if possible
7. **Index** in the back of the book that tells you specifically on what page each minor topic can be found
8. **Summaries** at the ends of the chapters that briefly tell you what the chapters contain

Box B-4

↔ **B-5.** Study the “Looking Ahead at the **Overview Source Method** and **Color-Coded Research**” box provided to see the “big picture” of the research method you will be using in this project.

**Looking Ahead...at the “Overview Source Method” and “Color-Coded Research”**

(Read Only Box\*\*)

\*\*These abbreviated instructions/this “Looking Ahead” box explains the “Overview Source Method” and “Color-Coded Research” in a shortened fashion. These steps are all detailed within the assignments in this lesson.

In the “**Overview Source Method**” of writing, you will find one source (the “Overview Source”) in the beginning **that will help you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the research process, you will know where to plug in the information from that source(s) easily.

In a nutshell, you will do the following steps with your Overview Source. **Detailed steps will follow during the outlining assignment.** This box is for reading only--before you get into each step.

(1) Find a source based on the criteria given--the “Overview Source.”

Example: “Wheat” (World Book Encyclopedia)

(2) Read that source (or section about your topic in that source) thoroughly.

(3) As you read through your Overview Source, decide how you will divide up the information into paragraphs for your report and write those paragraph topics on the Topic of Paragraph of Body lines provided in your worktext:

Example:

Topic of Paragraph of Body A (PoB-A): Appearance of wheat

Topic of Paragraph of Body B (PoB-B): varieties/classification of wheat

Topic of Paragraph of Body C (PoB-C): How wheat is grown

Topic of Paragraph of Body D (PoB-D): Harvesting wheat

Topic of Paragraph of Body E (PoB-E): Where grown

Topic of Paragraph of Body F (PoB-F): Enemies of this crop

**Box B-5 (continued on next page)**

**Box B-5 (continued from previous page)**

Looking Ahead - Overview and Color-Coded (continued)

- (4) Highlight your Paragraph of Body (PoB) lines in this worktext and your Overview Source with “Color Coded Research” following these steps:
- Choose the same number of colors of highlighters<sup>+</sup> as your assigned paragraphs for the body of your paper.
  - Highlight the first Topic of Paragraph line (PoB-A) in your worktext with one color of highlighter.
  - Then go through your Overview Source and highlight information that will fit in that paragraph (PoB-A) with the same color of highlighter that you highlighted the PoB-A line in step b. above.
  - Continue in this manner, using the “Color-Coded Research” approach to highlight your PoB lines in this work text and your Overview Source until you have color coded all of your PoB lines and the information in your Overview Source.

**Note: Thus, if the Appearance information (information for your first paragraph) in your Overview Source is highlighted in blue, the Topic of PoB-A (Appearance) line in this worktext will be highlighted in the same blue. This is the basic step of CI’s “Color-Coded” Research.”**

- (5) Choose another source (or sources) that contains information specifically about the paragraph topics that you have chosen from your Overview Source to include in your report. “Color-code” this source in the same way that you did your Overview Source (using the same colors in your additional sources for each PoB that you used in your Overview Source and that you used on your Topic of PoB lines in this worktext).

**Examples: (1) W Encyclopedia and (2) The Milling Process**

- (6) Write information from all of your source(s) beneath your PoB note headers (for the sentences of your report) on the Outlining Cards provided.

PoB-A: Appearance of wheat

Support Sentence (SS) 1: Distinctive/multiple aspects

SS 2: Long, narrow leaves/hollow stem

SS 3: Encompasses varying numbers flowers

<sup>+</sup>You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes that you label.

**\*Note: Your Overview Source will help you determine what your Paragraph Topics will be. All of your sources will be used to get the content for your outline and report.**

<> **B-6. Choose an “Overview Source” to help you become familiar with your topic.**

You will be helped greatly in the research, outlining, and writing process for research-based reports if you use Character Ink’s “Overview Source” Method when you first begin a research-based writing project.

Consider **how this source will be used** when choosing your “Overview Source” for this writing project:

- (1) The first purpose of the “Overview Source” is to determine what information (paragraph topics) you want to include in your paper--and **to give you a “big picture” look at your topic.**
  - a. When you have a strong Overview Source, it is simple to decide what your paragraph topics will be.
  - b. While your “Overview Source” will be excellent for giving you your paragraph topics, you will not be permitted to get more than **33%** (Extension **25%**) of your report’s information (notes on your Outlining Cards) from that source.
- (2) You want to choose an “Overview Source” for this that contains information about all aspects of your topic. For example, if you are writing about wheat, your “Overview Source” needs to contain information about all six to eight aspects, as well as some other information that you might desire to put in your Opening or Closing Paragraph, if possible. (See \*Note below.)
- (3) You want this source (or at least your sections of that source) to be **one that you can read in one sitting**--not a lengthy book about the topic.
- (4) You want the section of your first source to be **short enough that you can write the assigned number of paragraphs** of your report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.

**\*Note: A good rule of thumb for your Overview Source is that it be at least four times as long as your assigned text. Thus, if you are assigned ten total paragraphs, you do not want your Overview Source to be shorter than forty paragraphs--though it may be longer. If your source is the same length as your paper will be, you are back to middle school writing. You want to have a lot of material to choose from then pick the portions you want to include in your report. When you begin this merging of multiple sources, you are truly starting to write at an upper level.**

- (5) You want your source to be long enough that you can find enough information for your topic, but not so long that wading through it is too laborious--and determining what information you want to use or do not want to use is too hard.

**Note: For example, if you had one book of three hundred pages about growing wheat, you would not have the information for your other aspects, and you would be wading through way too much information for one paragraph about growing wheat.**

- (6) Online encyclopedias, books with long chapters that are each about a different aspect, etc., are good “Overview Sources.”

### **Wikipedia**

Some things to consider about using *Wikipedia* in high school or college level research writing:

1. For this book’s projects, you should not use *Wikipedia* as one of the sources you take notes from and cite.
  - a. At this level, it is a good idea to get out of the habit of using *Wikipedia* since colleges do not usually permit its use.
  - b. An acceptable alternative to *Wikipedia* is a cd-rom encyclopedia, such as *Encyclopedia Britannica*, *World Book*, etc.
2. *Wikipedia* is a wealth of information to skim and familiarize yourself with unknown topics--though it is not regulated enough to be cited in formal writing.
  - a. It is said that approximately ninety percent of *Wikipedia*’s information is reliable and accurate. It is also said that *Wikipedia*’s content is similar to *Encyclopedia Britannica*’s.
  - b. The lack of regulation causes most colleges to frown upon its use in research report writing.
  - c. There is no doubt of *Wikipedia*’s helpfulness, vast depth of information, and usefulness in learning about many, many topics.
  - d. We recommend that you read about your report topics first in *Wikipedia* in order to familiarize yourself with your topic in a convenient and quick manner. Then move into your more reliable sources to get the information for your Outlining Cards.

Note: While *Wikipedia* is not completely regulated, its “References” section (the bibliography for each entry) is an ideal place to look for sources that you might wish to use. Also, the breakdown/layout of a *Wikipedia* entry might help you determine your sections and paragraphs if you are ever stuck trying to divide up information for a report.

<> **B-7.** Read the information in your Overview Source(s) that pertains to your topic.

### Using Multiple Sources in Research Report Writing

When using multiple sources for report writing, follow these steps with your sources:

1. **Begin with “Best” Source:** Always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source).
2. **Move to “Next Best” Source:** Then move on to the source that contains the next greatest amount of information you will need.
3. **Continue With Other Sources:** Continue in this manner, using the sources that contain the most information first, then moving onto the ones with less usable information.

## Lesson C. Research and Study Skills: Write “Working” Thesis Statement, Gather Information From Overview Source, Choose Additional Source(s), and Start Color-Coded Research

By now you should have found your sources, read your “Overview Source,” and chosen your topic. Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include too much in your notes that you will not need for your report or leave out information that you will need in order to write a strong report.

One way that you can be helped in this process is to write what is known as a **Thesis Statement--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 (Topic Sentence) of a paragraph--a sentence that tells what your entire paragraph is about. Only **in the case of a Thesis Statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about**.

For instance, if you were writing an opening sentence about **one** of the paragraphs in your report about the appearance of wheat, you might write, *Wheat possesses a distinct plant that has myriad aspects to its appearance*. This would tell your reader that **your paragraph is going to be about the appearance of the wheat plant**.

However, you cannot use that sentence for the Thesis Statement for your entire report because it only tells what that one paragraph is about--**the paragraph about the appearance**. **The Thesis Statement must tell what the entire report is about**.

A Thesis Statement is a commitment of sorts. You are committing to the topic(s) you are going to write about. Of course, you may always change your mind and start back at Step One in any writing project, but your working Thesis Statement gets you moving immediately.

Your Thesis Statement for the wheat report might be ***As the most widely-raised crop world-wide, the wheat plant has multiple varieties that must be cultivated in specific ways; it contains valuable nutrients; it is grown in multiple countries; and it has a myriad of uses.***

Since you have read your Overview Source, and at least skimmed your additional source(s), you will probably be ready to come up with a “Working” Thesis Statement--one that you may tweak later when you write your Opening Paragraph.

<> C-1. Follow these tips to write the “Working” Thesis Statement for your report.\*

- (1) Write one sentence that tells the reader what your report is about.
- (2) Be sure it includes all aspects of your report.
- (3) Tell your reader what you plan to include in your report (to a small extent, list the aspects your report is about).
- (4) Do not say, *In this report, you will read about...*
- (5) Include the six to eight aspects in your “Working” Thesis Statement--in the order you will include them in your paper.

**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 the next assignment.**

### Example of Thesis Statement

*\*As the most widely-raised crop world-wide, the wheat plant has multiple varieties that must be cultivated in specific ways; it contains valuable nutrients; it is grown in multiple countries; and it has a myriad of uses.*

**\*Note: If your report will be about a certain number of items, list these in your thesis statement in the same order you will include them in your report. For example, in the sample Thesis Statement above, the PoB-A will be about the varieties of wheat; PoB-B will be about specific ways to cultivate wheat; PoB-C will be about wheat’s valuable nutrients, etc. (After four or six topics or aspects, a list in the Thesis Statement can become overwhelming to readers. When you feel you are at that point, you will want to omit the list or give a partial list, such as the following: *France is a beautiful, interesting country with an unusual history, gorgeous sites, and much more.*)**

Sample Box C-1

### Your “Working” Thesis Statement

My “Working” Thesis Statement for This Report: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Box C-1

<> **C-2.** Re-read and mark your “Overview Source” for possible aspects that you want to include in your report.

(1) Skim through the text of your source to get an idea of the various aspects of your topic.

(a) As you skim through your source, consider that you are writing six to eight paragraphs about your topic--and your source contains many paragraphs!

(b) You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).

**Note:** You will choose one aspect for each paragraph. Each paragraph will be 7-10 sentences in length. You will only be able to include highlights about each aspect in that short space.

(2) Read the sections of your Overview Source that pertain to your topic.

(3) Now that you have skimmed and read your Overview Source, determine what your paragraph breaks will be. Once you have determined what your PoB Topics are, list them on the Topic of PoB lines provided (Student Box C-2) in the order you will include them in your report.

**Note:** These should be the same aspects in the same order as what you have listed in your “Working” Thesis Statement above. If they are not, tweak them in one place or the other as needed.

(4) Now begin the “Color-Coded Research” process as follows:

(a) Choose six to eight different colors of highlighters<sup>+</sup>--one color for each aspect you will write about in your report.

(b) Highlight the first Topic of Paragraph of Body line (PoB-A) in Student Box C-2 with one color of highlighter.

(c) Go through your Overview Source\* (hopefully printed or photocopied) and highlight information that will fit in that paragraph (PoB-A) with the same color of highlighter that you highlighted the PoB-A line above.

For example, after you highlight the Topic of PoB-A line in Student Box C-2 (about the appearance of the wheat plant, for instance) with a pink highlighter, highlight all of the appearance of the wheat plant information in your Overview Source pages (that you **think** you might want to use) with that same pink highlighter.

(d) Continue in this manner, using the “Color-Coded Research” approach to highlight your PoB lines in Student Box C-2 and the material in your Overview Source until you have color coded all of your PoB lines and any of the information in your Overview Source that you think you might use.

**+ You may use whatever you desire for your color coding—highlighters, colored pencils or pens, crayons, etc. (though some implements’ shading will not be seen through, so you must underline, circle, box, etc., your information if you use these). If your source is not one that may be marked on, you may use various colors of sticky notes that you label.**

\*Only use information on your Outlining Cards from your Overview Source that you feel is especially strong (and not exceeding **33%** [Extension 25%] of your paper’s total content—see note below). Remember, you will get at least **33%** [Extension 25%] of your information from your other source(s).

**Note: You may not get more than 33% [Extension 25%] of the information for your report from this “Overview Source” (or all of your “Overview Sources” combined if each aspect has its own). The purpose of the “Overview Source Method” is to help the student see how to break the information for his report down into paragraphs. Since each paragraph in this report is about a different aspect, that breakdown is relatively easy. However, you will still need to get in the habit of using one source (the “Overview Source”) to get the “big picture” (and a few details), then using your other source(s) to get more of the details.**

Topic of PoB-A: \_\_\_\_\_  
Topic of PoB-B: \_\_\_\_\_  
Topic of PoB-C: \_\_\_\_\_  
Topic of PoB-D: \_\_\_\_\_  
Topic of PoB-E: \_\_\_\_\_  
Topic of PoB-F: \_\_\_\_\_  
Extension--Topic of PoB-G: \_\_\_\_\_  
Extension--Topic of PoB-H: \_\_\_\_\_

Student Box C-2

**<> C-3.** Choose two or three other sources (based on your assigned number of sources) that contain information about your topic and that you think will help you write your report—and continue with the “Color-Coded Research”:

(1) You will need to secure three or four total sources for your report (including your Overview Source), depending on your level and your teacher’s wishes.

(2) Your Overview Source should have helped you determine your Paragraph of Body Topics clearly. Now you will continue highlighting/coding information in your other sources following these tips:

- a. Use the same color coding in your additional sources as you did in your Overview Source.
  - i. In other words, if your appearance of wheat information in your Overview Source is highlighted in pink (as is your Topic of PoB-A Student Box C-2, for example), continue using pink on your other sources for the appearance of wheat information.
  - ii. Thus, when you are ready to create your Outlining Cards, you will lay all of your sources out in front of you and find all of the info you highlighted in pink (from all sources) to take notes for PoB-A, etc.
  
- b. Use your sources wisely.
  - i. Your Overview Source might have strong information about varieties/classification of wheat but just a small amount of information about how wheat is grown while your second source (or others) might be stronger on the how wheat is grown.
  - ii. Mark (via “color coding”) all information from all source(s) that you think you will be able to use in your report.

**Note:** If research is new to you, you might desire (with your teacher’s permission) to use a simplified multi-source research method in which you get your topics from your Overview Source then get information for each aspect from a different source (e.g., a different encyclopedia entry for each aspect). This is a gentle introduction to research writing and should be used only in the very beginning stages of research report writing. (Students who have used a CI book prior to this one should not use this simplified method.) The goal is to learn to merge multiple sources into one paper (after the Overview Source helps you determine what information you need to search for).

## Lesson D. Study Skills/Research: Create Bibliography Cards

<> D-1. Study the “Major Works and Minor Works” box provided in this lesson, if needed.

## Major Works and Minor Works

### Major Works/Minor Works Overview

- **Major works** are the **names of big works**, like books, magazines, movies, CD's, etc.
- **Minor works** are the **sub-works within major works**.
- **Words of three letters or fewer** not found at the beginning or end of the title and not verbs are **not capitalized** if they are not important to the title. Example:  
"Home **on the** Range" but "Climb, Climb **Up** Sunshine Mountain"
- Usually **when a preposition is used as an adverb** (up, down, etc.) in a title, **it is capitalized** even if it is a short word ("Climb, Climb **Up** Sunshine Mountain").

### Minor works are found within major works:

- (1) The article title is the minor work; the magazine title is the major work.
- (2) The chapter title is the minor work; the book title is the major work.
- (3) The song title is the minor work; the cd title is the major work, etc.

If you always think of the "minor" being within the "major," you will grasp these concepts better.

- **Minor works** are names of any of the following and are written **surrounded by quotation marks**:
  - Chapters of books**: "Overcoming Anger"      –**Magazine articles**: "Speech and Debate in Indiana"
  - Encyclopedia entries**: "Mammals"      –**Song titles**: "My Country Tis of Thee"

☞ Ask yourself if it is within a bigger work. If so, it is probably a minor work.

- **Major works** are names of any of the following and are **italicized** when keyed and **underlined** when written by hand:

- Books**: *The Well-Trained Heart*      –**Magazines**: *Taste of Home*
- Encyclopedias**: *World Book*      –**Movie titles**: *Treasures in the Snow*
- Music collection titles\***: *America, the Beautiful*

- \* **Music collection titles may be the names of CD's, cassettes, DVD's, song books, instrumental music books, hymnals, etc.**

☞ Ask yourself if your source has smaller works within it. If it does, your source is probably a major work.

☞ Ask yourself if your source is found inside another (bigger) work. If it is, your source is probably a minor work.

Box D-1

<> **D-2. Fill out a Bibliography Card** (provided in Report II's Back Matter) **for each source** that you will use when you outline this week's writing assignment. You may or may not use all of the Bibliography Cards provided, and you may or may not **desire to cut out the cards** for portability.

- (1) Get as much information about your sources as you can.
- (2) Leave out any information that you are unable to find (i.e. leave that line blank).
- (3) Be as thorough and as careful as you can be since these cards will be used to create your list of Works Cited later.
- (4) If you add other sources later, create Bibliography Cards for those as well.

(5) Be sure that you create a Bibliography Card for each source you get information from-- **not just the sources that you take quotes from.** If you take any notes from a source, it should be listed in your Works Cited (and have a Bibliography Card made with the information).

**Note:** If your source is none of the types given on the Bibliography Cards, write the entry for that source on the back of the card, or fit it onto the card it most resembles. For example, for cd-rom encyclopedia put it on encyclopedia, but replace the word *Print* with the word *Video*.

<> **D-3.** Study the Sample Bibliography Card and Correlating Sample Works Cited entry provided to see how these cards will be used.

<b>Sample Bibliography Card</b>
<p><b>Online Source</b></p> <p>[Author of Article (if given)] _____ <i>Witchel</i> _____, _____ <i>Leigh</i> _____ .  <span style="margin-left: 100px;">[last name]</span> <span style="margin-left: 150px;">[first name (and middle initial, if given)]</span></p> <p>[Title of Article (in quotation marks since it is a minor work)] “ _____ <i>A Knitting Timeline</i> _____ .”</p> <p>[Name of site (underlined since it is a major work; you will italicize if you type this information)]            _____ <i>Knit 1</i> _____ .</p> <p>[Publisher or sponsor of site (if given)] _____ <i>Knit Culture</i> _____ ,</p> <p>[Date article or item was uplinked--in this form: Date Month Year (if given; or <b>n.d.</b> if not given)] _____ <i>n.d.</i> _____ . <b>Web.</b></p> <p>[Date you accessed it--in this form: Date Month Year] _____ <i>5 Oct. 2008</i> _____ .</p>
<b>Correlating Sample Works Cited Entry</b>
<p>Witchel, Leigh. "A Knitting Timeline." <i>Knit 1</i>. Knit Culture, n.d. Web. 5 Oct. 2008.</p>
<div style="border: 1px solid black; display: inline-block; padding: 2px 5px;"><b>Sample Box D-3</b></div>

# Lesson E. Study Skills/Research: Create Outlining Cards for Research Report

<> E-1. Look at the Sample Outlining Cards provided in this project's Back Matter.

<> E-2. Create Outlining Cards (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

(1) Turn to the Outlining Cards in Report II's Back Matter.

(2) Start with the first Paragraph of the Body of your report (PoB-A) that you listed in Student Box C-2, and complete the following steps using your sources and the Outlining Cards:

- a. **Write the topic of that paragraph on the Paragraph of Body line** (i.e. PoB-A, PoB-B, etc.) on your PoB-A Outlining Cards that you recorded in Student Box C-2.
- b. Open your "Overview Source," and find the information you "color-coded" for that topic paragraph.
- c. **Fill in the sentence lines on the Outlining Cards with the information about that produce item from your "Overview Source" until you have some information for some of the sentences** (but not more than 33% [Extension 25%] of the sentence lines filled in). These will be your Support Sentences (SS)--the sentences that tell about what you introduced in your opening sentence.
- d. Move to your other source(s), one at a time, and **fill in the rest of the sentence lines on the Outlining Cards with notes about that item using the color-coded information.**
- e. Do this for each of your six to eight aspects.
- f. If you know the opening or transition sentence you want to use, **you may outline that sentence for each paragraph too.**

## Outlining Format Sample

For example:

Opening Sentence: Poppies = erect/stand avg 2-3 ft

In your report, it might say: Poppies are erect flowers that stand two to three feet tall on average.

Box E (1) & (2)

(3) **You may cut out the cards or leave them all on the pages.** (Cutting them out and clipping them together makes them more portable for the research process.)

(4) Keep these tips in mind:

a. **A paragraph is a unit of thought.**

- i. Each paragraph should only contain information about one aspect.
- ii. Do not put information about the appearance of wheat and the harvesting on the same paragraph space.
- iii. Each of your aspects will be a separate paragraph.
- iv. If you would like to write more than the assigned paragraphs and your teacher agrees, you may create some additional note cards and do extra paragraphs. For example, you may do more paragraphs--with more aspects or you may do two paragraphs over each aspect, if desired.

b. **Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**

c. You will be using the “**Sentence-by-Sentence**” (S-by-S) approach to notetaking for this report. That means that **you will write key words on each “sentence” line that you will later use to create a complete sentence when you write your report.**

### Sentence-by-Sentence Outlining

The Sentence-by-Sentence (S-by-S) Outlining Method is one in which you outline each Sentence of each Paragraph (using key words, symbols, phrases, or sentences--whatever works for you). This method helps you know ahead of time what each paragraph will contain, where you are short on information, when another paragraph needs started, etc.

### A Strong Outline

There are **two primary benchmarks** you may use to determine whether or not your outline is adequate--for any type of writing:

- (1) You can **write directly from it** without looking back in your source.
- (2) **You like it!** If you can write from it, but you don't like it or it is extremely difficult for you to create/write from or it is not your “style,” that outlining method might not be the best for you.

(5) **Do not create cards until you have studied and understand the information about how to include quotations in your outline and report (next step).**

# Lesson F. Study Skills/Research: Quotation Inclusion

<> F-1. Learn how to include quotations in your outline following these steps:

- (1) You will learn how to include quotations in the outline of your report in this section. You are **assigned the addition of four or five quotations for this project.**
- (2) As you read your sources, if you find something that sounds interesting or clever that you would like to put in your report word-for-word (a quotation), **record that quote on the lines provided in the Outlining Card** for the paragraph that will contain that quote--on the "sentence line" that coincides with where your quote will fall in your report.

**\*Note: Your quotes may be either of the following:**

- (1) **Quoted words**--words that were already quoted in your source--a quote that a person said, such as words spoken by a famous botanist or home and garden expert, etc., that you got from a source that had already quoted it. (These words will have quotation marks around them in your source.)
  - (2) **Lifted text**--words that you lift from your source and include word-for-word with a speech tag that indicates the book, encyclopedia, or article from which you obtained the information (According to The Milling Process...). (These words will not have quotation marks around them in your source. You are creating a quote from your source.)
- (3) If you desire to have more quotations in your report than the number assigned, you may do so.
  - (4) At this level, it is recommended that you **include your quotation word-for-word in your notes.** If you do this, you will not have to look up the quote while you are writing your report.
  - (5) **You will be writing an Opening Paragraph and Closing Paragraph and may choose to put a quote in either of those paragraphs.**
    - a. Opening and Closing Paragraphs are good places to include interesting, attention-grabbing quotes.
    - b. Since you are writing about one crop that is sown and reaped, you might want to include a Bible verse or a quote by a famous chef or home and garden expert in either your Opening or Closing Paragraph. **This may be counted as one of your sources and one of your quotes.**
  - (6) Follow these steps to record your quote in your outline (which will be similar to the steps you will use to include your quote within your report):
    - a. **Write your quote neatly on the Outlining Card** at the spot in your paragraph in which it will be added word-for-word as it appears in your source.
    - b. Be sure you **use the exact wording, punctuation, and spelling of the original quote.** (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
    - c. **You will put quotation marks around your quote**, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
    - d. You will **put the name of the book or the person who said it on the parenthetical line beneath the quote** (like the examples given).
    - e. **Additionally, put the author of the source (or title of the source if no author is given) and the page number** from which the information came directly following the quote. (The remainder of vital information will be on your Bibliography Cards.)
    - f. See examples provided.

## Quoting a Person or Book in Your Outline

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper.

Follow these tips for putting your quote in your outline:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
4. Just like you do any time you create an outline that contains details, be sure you include anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.
5. Regardless of what "extra citation" information you might want to include in your outline, be sure you include the first word of your Works Cited for that source (first word from that Bibliography Card) and the page number from which you obtained the quote (if your source has a page number).

### "People" Quotes

Already a Quote in Your Source

- a. If your quote is by a person--and was already quoted in your source--you must include that person's name, as well as the source from which you got the quote.

#### Example on Outlining Lines:

**Sentence:** "Peace, like charity, begins at home." Franklin D. Roosevelt  
(Franklin D. Roosevelt--World Book\* R p. 89) +

- b. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

#### Example on Outlining Lines:

**Sentence:** "I will prepare and some day my chance will come." Abraham Lincoln  
(Abraham Lincoln, sixteenth U. S. President--Smith--Lincoln the  
Man\* p. 16) +

**+ Note:** You will create Bibliography Cards for each source with detailed citation information. You need information on your Outlining Cards in parentheses beneath the quote for you--the source, page number, and person--to use in your speech tag as desired--and to remind you which Works Cited entry to refer to when creating citation (in parentheses or in speech tag) if assigned.

**Box F-1 (continued on next page)**

### Quotes in Outline (continued)

#### “Lifted Text” Quotes

Words Not Already Quoted in Your Source

When you quote a book, you will just lift words from a book or other source and put them in your essay or report, along with quotation marks and the name of the source. (Again, put as much information as you can, so you will have it when you write your report. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

#### Example on Outlining Lines:

“Wolves are related to dogs. Their scientific classification is *Canis Lupus*.”<sup>++</sup>  
(*Wolf Pack*\* by John Smith p. 89)

**++Note:** These words (“lifted text”) were not quoted in your source, but any time you use words word-for-word, they must be quoted with quotation marks since they belong to someone else.)

**\*Note:** The major works are underlined here; you will need to underline major works when you write them out by hand and italicize them when you key them on the computer.

**Note:** These samples are for the outline. In your text, you will use the author’s name in the speech tag. This process is described in detail in the Mandatory Information for In-Text Citation information following. These samples also show major works with underlines since you are not able to italicize if you hand-write your notes.

<> **F-2.** Follow the steps given in the examples below to learn how to include quotes in your report. (You will do this later when you write your report, but the instructions are given here with the “Quote in Outline” section.)

### Mandatory Information for In-Text Citations of Quotes

When citing sources for quoted or paraphrased material, there are **two mandatory pieces of information that must be included in an in-text citation** (in the body of your report) according to the Modern Language Association (MLA) documentation style:

1. **The first word of the Works Cited entry that correlates with your source.**
  - a. If the source from which you obtained the quote or paraphrased material is a book or journal article, the citation will usually have the author’s last name listed first in your Works Cited. This **last name is the first piece of mandatory information for an in-text citation.**
  - b. **If your source does not have an author** (i.e. it is an encyclopedia or web page with no author given), you will still use the first word of your Works Cited entry; however, this **will usually be the first word of the book or article’s title or the web page’s first word** (excluding *a*, *an*, and *the*). Again, this necessary piece of information is the first word from your Bibliography Card.

- c. Thus, the first piece of mandatory information needed for an MLA citation is the **first word of the Works Cited** entry that represents that source.

**Note:** If you follow the instructions on the Bibliography Cards and in the Works Cited section when creating your Works Cited, your parenthetical in-text citations will be accurate (assuming you always use the first word of your Bibliography Card/Work Cited entry as the first word of your parenthetical citation).

2. Page number from where you got the quote or information.
- The second piece of “mandatory” information is only mandatory if it is available: it is the page number** from which you got the quote or information.
  - If you are citing a book, you will usually have a page number. Other sources may also have page numbers.
  - If you have a page number, it should be included in your in-text citation** as well (in parentheses) as it is one of the two pieces of mandatory citation information.

### Two “Mandatory” Pieces of Information

You may have other information within your sentence, but in the MLA citation method, you must have two pieces of information<sup>+</sup> for each quote:

- (1) The first word of the Works Cited entry that correlates with your source (first word on Bibliography Card).
- (2) The page number from where you got the quote or information (if your source has page numbers).

<sup>+</sup>These two pieces of information are for “technical attributions.” See the “Content vs. Technical Attributions” box for including content information in addition to the MLA parenthetical citations.

Box F-2

### Other Citation Tips

1. A direct quote is one in which the words are taken directly from the source, word for word. It may or may not be quoted already in the text; however, you must **include it in your text as a quote in order to use the wording as it is given in the source.**
  - a. If your quote is a **quote within the source’s text** (i.e. you are including a quote from a source—quoted material that the author of your source had quoted in his writing), you will need to **include the abbreviation *qtd. in* within the parenthetical citation** to indicate that you are quoting a quote. (See example below for this.)
  - b. If your quote is lifted text from your source, you will just write it word for word, include quotation marks around it, and cite according to rules presented here.
2. In the MLA format, you must give the **first word that is found in your Works Cited** and the page number from which you got the information you are citing (if your source contains page numbers). This will **direct your reader to the complete citation provided in your Works Cited.** If he or she desires to find or read more from that source, the full citation is available in the Works Cited.
3. In the MLA format, **the first word in your Works Cited will either be the book author’s last name or the article author’s last name--or the first word of an article title or website title** excluding *a*, *an*, or *the* (the latter is only when no author is available).

(continued on next page)

4. When you include a parenthetical citation following your quote, the **period for the entire sentence goes after the ending parenthesis**. No punctuation is put inside the ending quotation mark unless the quote already contained an exclamation mark or question mark. In that instance, your quote will end with its punctuation (exclamation or question mark), and the entire sentence will end with a period following the parenthetical citation: The famous saying by Armstrong says, “One small step for man” (Reish 42).
5. Besides the first word of your Works Cited entry and the page number from which your information came (when page numbers are given), **you may desire to put other citation information in your sentence**. This is optional and will be based on many factors:
  - a. If the **author is an impressive or prestigious person** or it makes a difference in the “evidence” or “impact” of the quoted material to know the author’s name, include that in your speech tag.
  - b. If the **title is impressive or prestigious** or it makes a difference in the “evidence” or “impact” of the quoted material to know the book’s title (or the journal’s title), include that in your speech tag.
  - c. If the **“speaker” of the quote is different than the author of the book** from which you got the quote, include the “speaker’s” name.
  - d. If the **article’s title is impressive or important**, include that in your speech tag.
  - e. If the date of the article is needed in the text in order to help the reader determine chronology, include that somewhere in your sentence (for example, in your speech tag).
6. Remember, in MLA, **you only have to have the first word of your Works Cited entry and the page number** of the material (if one is given). Thus, if you have these two pieces of information anywhere in your sentence, you do not need to repeat those two pieces of information in your parenthetical citation.
  - a. If you include your book’s author in your speech tag, you may just put the page number from which you obtained the information in your parenthetical citation.
  - b. If you include the page number and the author in your speech tag (not recommended as the page number within the text can make your sentence sound stilted and busy), you do not need a parenthetical citation at all.
  - c. If you include the title of the encyclopedia entry or journal article in your speech tag and you do not have a page number, you do not need a parenthetical citation at all.
7. **If you desire to include any additional information (besides the two mandatory pieces), that information should be elsewhere in your sentence--not in your parenthetical citation**. You will do this when you want more content-driven information in your speech tag. (For example, you might include who said the quote or the source’s or author’s credentials in the speech tag introducing your quote. See examples in boxes.)
8. If you have two WC entries with the same first word (i.e. Lincoln), you will need to use two words to signify which entry your parenthetical citation refers back to.
  - a. For example, if you have two entries that begin with Lincoln:
    - i. Lincoln, Abraham
    - ii. Lincoln, Sixteenth
  - b. Your parenthetical citations will look like this:
    - i. (Lincoln, Abraham 9)
    - ii. (Lincoln, Sixteenth 12)

**Note: While you should not abbreviate dates and places within the text of a formal paper, it is acceptable (and even recommended) in parenthetical citations and Works Cited entries. The goal is to keep parenthetical citations as succinct as possible while still providing the reader with needed information.**

## Content-Driven Vs. Technical-Driven Attributions

In citing sources, a writer will often become technical-driven rather than content-driven (in an effort to create correct attributions in all MLA-style citations). To ensure that the citation you use is technically-correct **and** content-filled, you must focus on both aspects of writing when doing any citations:

1. **Content**--regardless of whether you use the formal parenthetical citation or not (depending on your assignment or text book), you must always be sure that you have the "content" information.
  - a. This "content" information includes anything that your reader might need in order to fully comprehend (and enjoy) your writing, such as author of quote, dates and places where quoted words were spoken, additional information about the author of the source, etc.
  - b. While these pieces of information might not be "mandatory" for MLA citations, they are needed for strong content/comprehension.
  - c. The content attribution of your report may be in a speech tag introducing a quote or may be a sentence or two before or after the quote.
2. **Technical**--Formal citation
  - a. The MLA method of citing enough information (usually in a parenthetical citation) for your reader to be able to find the complete entry in your Works Cited is what drives the "technical" aspect of attribution.
  - b. This parenthetical citation contains the one or two pieces of mandatory information that refer the reader back to the WC in order to find the complete citation.

<> **F-3.** Study the Quotation Citation Examples provided.

- (1) Pay close attention to how the sample report text (in first white box within each shaded box) takes a reader back to the correlating Sample Works Cited entry (second white box within each shaded box).
- (2) You should spend thirty to sixty minutes studying all the intricacies of the citations--preferably with your teacher.

## Quote Citation Examples

### Direct Quote Inclusion From Journal or Magazine in MLA Format--Lifted Text

On July 21, 1940, *Time* magazine said, "The men hardly have time to grab their guns before their wives and sweethearts grab their needles and yarns" (Jones 92).

#### Details of Citation:

1. Since this work has an author, the author's name will appear first in the Works Cited. **Thus, the author's name is one of the two pieces of information that are potentially mandatory in the citation.**
2. The last name is given first, followed by the page number. **No punctuation is placed between the two pieces of citation.** No p. or pg. is given; just the number.
3. The period follows the entire sentence. The quote and the author's last name are all part of the sentence, so they are both inside the period.
4. No period is placed after the word *yarns* because you may only have one period used as an end mark per sentence—and **you need the period for the entire sentence.**
5. It is optional to put the date and publication title. However, to add credence to the citation, it is suggested when an author is unknown to the reader, especially if the journal name is noteworthy or the date is helpful in understanding the material.
6. This is "lifted text"--it was not quoted in the source. The author of the article wrote these words himself. (He was not quoting someone else.) Thus, you do not write qtd. in, in your parenthetical citation.

#### Works Cited entry for this source would look like this:

Jones, John. "The Women Who Helped." *Time* Nov. 2006. Print.

### Citation of Material From a Web Article--Lifted Text

"Lincoln was known as a peaceable, charitable man with a deep abiding love for his country" (Sixteenth).

#### Details of Citation:

- Lincoln: --This sentence was lifted from a web site article and is a complete sentence, so it begins with a capital letter.
- country --Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence).
- (Sixteenth).---The first word from this source's Works Cited entry is the word in the parenthetical citation.
- These words were written by the author of your source, so the words qtd. in are not needed.

#### Works Cited entry for this source would look like this:

"Sixteenth President." *Abraham Lincoln's World*. Lincoln World, n.d. Web. 2 Feb. 2012.

## Direct Quote Inclusion From a Book With an Author in MLA Format--Lifted Text

“The name *sweater* is not a nice one, and the garment is not used to induce perspiration”  
(Macdonald 259).

### Details of Citation:

1. Since this source is a book with an author, **the author’s last name will be the first word to appear in the Works Cited**. Thus, it is a mandatory piece of information for the citation.
2. Since this source is a book with page numbers, **the page number from which the information is quoted must be included in the citation** as well (the other mandatory piece of citation information in MLA format).
3. Since no speech tag is used, the author’s last name and the book’s page number are given in the parenthetical citation.
4. The last name is given first, followed by the page number. **No punctuation is placed between the two pieces of citation**. No p. or pg. is given; just the number.
5. The period follows the entire sentence. The quote and the citation are all part of the sentence, so they are both inside the period.
6. No period is placed after the word *perspiration* because you may only have one period used as an end mark per sentence—and you need the period for the entire sentence.
7. This citation has limited “content” information because the source was already cited earlier--and a complete citation-plus was given there. (The book was introduced and discussed in an earlier speech tag.)
8. This is “lifted text”--it was **not** quoted in the source. The author of the book wrote these words himself. (She was not quoting someone else.) Thus, you do not write qtd. in, in your parenthetical citation.

### Works Cited entry for this source would look like this:

Macdonald, Anne L. *No Idle Hands: The Social History of American Knitting*. New York: Oxford  
UP, 2001. Print.

**Note: If a WC entry continues onto a second (or third) line (like the example above), continue with the double spacing of your entire paper -- and indent the second (and third) line of the entry over five spaces to indicate it is not a new entry but a continuation of the previous one.**

### Citation With No Author But Page Numbers Given in MLA Format--Lifted Text

According to *Webster's New Collegiate Dictionary*, "...to knit is to form by interlacing yarn or thread in a series of connected loops with needles" (87).

#### Details of Citation:

1. **Webster's is the first word of the entry in the Works Cited.** This and the page number are all citations that are absolutely required. (If your sentence contains the first word of your Works Cited entry [Webster's], you do not need that word in parentheses too.)
2. The page number is in parentheses following the quoted material. No p. or pg. is given; just the number.
3. The period follows the entire sentence. **The quote and the page number are all part of the sentence, so they are both inside the period.**
4. No period is placed after the word *needles* because you may only have one period used as an end mark per sentence—and you need the period for the entire sentence.
5. This is "lifted text"--it was not quoted in the source. Thus, you do not write qtd. in, in your parenthetical citation.
6. No other "content" information was given because everybody know what *Webster's* is.

#### Work Cited entry for this source would look like this:

*Webster's New Collegiate Dictionary*. Springfield, IL: G & C Merriam Company, 1973. Print.

**Direct Quote Inclusion From a Book When the Author Is Not the Person Being Quoted--When Your Source Contains a Quote (You Are Quoting a Quote!)--Already a Quote**

Lincoln echoed these **sentiments**: “With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all **nations**” (qtd. in Smith 43 ).\*

**Details of Citation of Special Quote (i.e. colon, qtd. in, etc.):**

- **sentiments**: --Only use a colon to introduce a quote if your “speech tag” (words before the quote) is a complete sentence that could stand all by itself (otherwise use a comma following the speech tag).
- “With--Most of the time a quote begins with a capital letter.
- **nations**” --Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence).
- (qtd. in Smith 43 ).---Since you will have a list of Works Cited at the end of your paper that your reader can refer to, just use this simple citation of the words qtd. in then the author’s last name then page number on which your quote is found (or whatever that first word of the entry is). Put a period following the ending parenthesis (not inside the ending parenthesis).
- This quote is already quoted in the source--the words are quoted words (not lifted text).

\*Note: If your sentence is a quote from somebody other than your source’s author, put the abbreviation **qtd. in**, then the author’s last name (and page number) or the article title--the first word of your WC entry. If your quote is simply text lifted from a source, just include the first word of your Works Cited entry -- not qtd. in.

**Works Cited entry for this source would look like this:**

Smith, John. *Lincoln*. New York: Holt Books, 2000. Print.

**A Note About Plagiarizing**

Plagiarizing is when a writer steals another writer’s words as his own. This often happens when a student does not understand how to take notes properly. You will need to read information, write notes that will help you remember what the source said, then rewrite that material in your own words. (This is another reason why you are using multiple sources rather than just one--and why should not get more than 25% of your information (or whatever percentage is permitted for that paper) from any one source. You want to gather information from multiple sources, put it all together, write it in your own words, and have an original report.)

Be careful to take thorough notes that you can use later, but also be careful to only include the basics (subject-verb-object, for example). You can add your own sentence openers, describers, etc., when you write. You want to get the general knowledge from your source, but you do not want to steal another writer’s phrases and sentences word-for-word.

# Lesson G. Study Skills/Research: Create a List of Works Cited

↔ **G-1. Create a list of Works Cited (WC)** following these steps:

- (1) Gather the Bibliography Cards that you created earlier and number them in alphabetical order by the authors' last names (for books and articles) or by the title's first word--- excluding a, an, or the (for encyclopedias and sources with no author).
  - a. In a nutshell, the order of the entries in your Works Cited will be based on the author's last name (if your source has an author) or the first word of the article title or book's title (if your source does not have an author).
  - b. Thus, your sources will be in alphabetical order based on the first word that you wrote on each card.**
  
- (2) Create a list of **Works Cited like the one written in the sample box provided**, using the information as it appeared on your Bibliography Card(s) earlier. This will be a page of its own (not just at the bottom of your report).
  
- (3) In your list of Works Cited, **put your sources in alphabetical order according to the last name of the author (if the author's name is given) or according to the title (if no author is given).**
  - a. Either way it will be in alphabetical order according to the first word of each entry (the first word of each Bibliography Card). (That is, the first word after ignoring the article *a, an, or the.*)
  - b. Punctuate and capitalize according to the sample provided.
  - c. Also, capitalize in the same way the words are capitalized in the front of your book or on the footers of your online source.
  
- (4) Follow these steps for punctuating each entry:
  - a. Think of each source in three main aspects (shading and boxing provided to delineate three parts in (5) below):
    1. **Author information**
    2. **Title information**
    3. **Publisher information** (publisher, city of publication, date of publication and date you accessed the information [in the case of a web site]).
  - b. Place a period between each major aspect.
  - c. Place commas and periods within each aspect as shown in the samples.
  - d. Place a period following each entry.

- (5) Notice how **each source listed below is broken down into three “parts.”** Note that **internal punctuation is included** as given in the source *and* a period is included following each of the three “parts.”

Becker, Paula. "Knitting for Victory--World War II." *History Link*. n.p., 28 Oct. 2006. Web. 20 Sept. 2008.

Soanes, Catherine. *The Oxford Dictionary of Current English*. New York: Oxford UP, 2001. Print.

Theaker, Julie. "Easy Knitting Patterns and Yarn Discount." *Knitting.com*. n.p., n.d. Web. 10 Oct. 2008.

- (6) Online sources will often have an additional aspect or two (including two dates--the date the site was updated and the date you accessed it). **Continue to place periods between aspects and following each abbreviation.** (See samples in Works Cited box and the notes at the bottom of the Bibliography Cards.)

**Note:** It is acceptable to write major works in italics or underlined. It looks nicer to italicize than it does to underline, so when keying your WC on the computer, italicize major works.

- (7) Double space the entire Works Cited page. (See the sample Works Cited provided.)
- The beginning of each entry should be left justified (i.e. start all the way to the left).
  - If an entry continues down for a second or third line, indent the continuing line five spaces to show that it is not a new entry. (However, you should continue to double space throughout.)
- (8) **Follow the notes at the bottom of the Bibliography Cards** for additional help as you write your Works Cited.

<> **G-2. Later:** If you write Opening and Closing Paragraphs and you use a new source(s) for either or both, you will make a Bibliography Card for that source(s) as well. Then you will add that (or those) source(s) to your Works Cited in alphabetical order too.

## Works Cited

- Becker, Paula. "Knitting for Victory--World War II." *History Link*. n.p. 28 Oct. 2006. Web. 20 Sept. 2008.
- Cornell, Kari A. *For the Love of Knitting: A Celebration of the Knitter's Art*. Stillwater, MN: Voyager, 2004. Print.
- Franklin, Benjamin. Quote. Brainy Quote. n.d. Web. 25 April 2011.
- "History of Knitting." *World Book Encyclopedia*. 2nd ed. Vol. K. 2004. Print.
- The Holy Bible: King James Version*. Iowa Falls, Iowa: World Publishers, 1991. Print.
- Jones, John. "The Women Who Helped." *Time* Nov. 2006. Print.
- Macdonald, Anne L. *No Idle Hands: the Social History of American Knitting*. New York: Random House, 1988. Print.
- The New Jerusalem Bible*. Susan Jones, gen. ed. New York: Doubleday, 1985. Print.
- "Sixteenth President." *Abraham Lincoln's World*. Lincoln World, n.d. Web. 2 Feb. 2012.
- Smith, John. *Lincoln*. New York: Holt Books, 2000. Print.
- Soanes, Catherine. *The Oxford Dictionary of Current English*. New York: Oxford UP, 2001. Print.
- Strawn, Susan M. *Knitting America: A Glorious Heritage From Warm Socks to High Art*. St Paul, MN: MBI Publishing Company LLC, 2007. Print.
- Theaker, Julie. "Easy Knitting Patterns and Yarn Discount." *Knitting.com*. n.p., n.d. Web. 10 Oct. 2008.
- Webster's New Collegiate Dictionary*. Springfield, IL. G & C Merriam Company, 1973. Print.
- Witchel, Leigh. "A Knitting Timeline." *Knit 1*. n.p., n.d. Web. 5 Oct. 2008.
- Zimmermann, Elizabeth. *Knitting Without Tears; Basic Techniques and Easy-to-Follow Directions for Garments to Fit All Sizes*. New York: Fireside, 1971. Print.
- Zonn, Meredith. "Knitting Without Tears." *Woman's Day* May 2001: 70-71. Print.

**\*Note: If any aspect of your entry already contains a punctuation mark (i.e. dash, colon, period, comma, etc.), keep that internal punctuation mark in your entry as well.**

# Lesson H. **Composition:** Write Rough Draft of Informative Report About One Crop That Is Sown and Reaped

<> **H-1.** Before you begin writing your rough draft, study the details in the “Opening Sentence or Transition Sentence?” box provided.

## Opening Sentence or Transition Sentence?

Well-formulated writing has clear paragraph breaks—**each paragraph supports the topic of the overall paper**. Each paragraph is a unit of thought that further develops the paper's topic. Eighty percent of opening sentences/phrases (sometimes called topic sentences when learning paragraph writing) are found within the first two sentences of a paragraph. Keep this in mind when you are completing standardized testing in which you are asked to find the main idea, etc. For our purposes here, this means that it is advantageous to write the topic of your entire paragraph right off the bat—within the first two sentences of your paragraph.

Now, **each paragraph of your paper should either have an opening sentence or a transition sentence**. Sometimes, you will write an opening sentence that tells what that entire paragraph is going to be about. This is especially true when you are writing one paragraph only, or when you are writing an Opening Paragraph or a Closing Paragraph.

Oftentimes, however, you will not just have an “opening sentence” that tells what that entire paragraph is going to be about. **You will find many times in which you want to move from one paragraph to another in an organized, seamless manner**--and connect paragraphs that are about the same topics. This is where the transition sentence comes in.

There are many times in which you might use a transition sentence. Two of those times are when you are writing multi-paragraph reports and essays. You will probably want to use a transition sentence in the following two instances:

1. **When you are moving from one topic to another**---like when you go from one section (aspect) of your report to another. For example:
  - a. When you leave the section of a biographical report that tells about your character's early life and move into his adult life: *After being plunged into financial insecurity due to the death of her wealthy father, Amy was influenced greatly by the Keswick Convention sweeping Europe and was moved when she heard the need for missionaries.*
  - b. When you leave one section (aspect) of your topic in an informative report and move into another: *In addition to potted tomato plants, many small-spaced gardeners enjoy growing pole beans.*
2. **When you are moving from one paragraph to another within a section/aspect**. For example:
  - a. When you are still discussing the person's childhood in a biography, but your previous paragraph was about his baby years, and the next one will be about his elementary school years: *The contented baby soon found himself in elementary school learning his ABC's and numbers right along with his older siblings.*
  - b. When you are still describing the same section (aspect/item) of your report, but to continue in the same paragraph would be too laborious—or you want to give more information about that item.

So...when you have a continuing thought that goes into the next paragraph, do not use an opening sentence, so to speak, but rather **use a transition sentence—a sentence that takes the reader from the previous paragraph into the next one and links the two paragraphs together** (or the few paragraphs together, in the case of many paragraphs about the same aspect/topic).

Even within paragraphs, you might need transition words and sentences. Anytime you want to show time, order, addition, subtraction, space, direction, examples, contrasts, comparisons, similarities, exceptions, summaries, illustrations, challenges, and/or consequences, transition words and phrases may be employed.

**Box H-1**

↔ **H-2.** Read through the “Transition Words and Phrases” box provided to learn the many ways that you may

- (1) Introduce sequential or chronological information
- (2) Transition from one paragraph to another
- (3) Show examples, comparisons, and contrasts

### Transition Words and Phrases

**For transition sentences, you will often use transition words.** Consider the following words and phrases for introducing continuing paragraphs--as well as for showing chronology, comparisons, contrasts, cause/effect, and more in sentences within a paragraph.

#### To Indicate Time or Order

- after
- next
- second, etc.,
- another
- for a minute
- to begin with
- previously
- simultaneously
- afterward
- last
- at first
- finally
- during the morning
- afterwards
- in the meantime
- before
- at last
- formerly
- soon
- most important
- generally
- immediately
- then
- at length
- rarely
- meanwhile
- later
- in order to
- eventually
- once
- first
- usually
- at the same time
- ordinarily
- subsequently
- concurrently

#### To Show Addition or More

- and
- than
- equally important
- last
- next
- consequently
- thus
- in addition to
- too
- first
- finally
- likewise
- in the same way
- therefore
- furthermore
- also
- second, etc.,
- not only-but also
- similarly
- for example
- otherwise
- moreover
- both-and
- again
- as well as
- in fact
- for instance
- besides
- another
- further
- in the second place
- as a result
- however

#### To Indicate Space or Directions

- at the left
- on top
- above
- surrounding
- beside
- beyond
- across
- at the right
- below
- over
- opposite
- behind
- in the forefront
- under
- in the center
- beneath
- straight ahead
- at the rear
- next to
- in the foreground
- nearer
- on the side
- under
- at the top
- at the front
- nearby
- within sight
- adjacent
- along the edge
- around
- at the bottom
- in front of
- in the distance
- out of sight
- in the background

#### To Introduce an Illustration or Example

- thus
- in other words
- for example
- in particular
- for instance
- specifically
- namely
- such as
- to illustrate

**Box H-2 (continued on next page)**

Transition Words and Phrases (continued)

**To Contrast**

- on the contrary
- nevertheless
- on the other hand
- at the same time
- contrarily
- in spite of
- rather
- while this may be true
- notwithstanding
- in contrast
- or
- but
- yet
- nor
- however
- on one hand
- conversely

**To Compare or Show Similarities**

- similarly
- likewise
- in like fashion
- in like manner
- analogous to

**To Show Concession or Exceptions**

- although
- even though
- at any rate
- granted that
- at least
- while it may be true
- still
- in spite of
- thought
- of course

**To Emphasize**

- above all
- surely
- also
- indeed
- in fact
- furthermore
- truly
- in truth
- in addition
- of course
- again
- certainly
- besides

**To Give an Example or Illustration**

- for example
- as an illustration
- for instance
- in particular
- to illustrate
- thus
- in other words

**To Give Details or Specific Example(s)**

- specifically
- to enumerate
- especially
- in detail
- in particular
- namely
- to explain
- including
- to list

**To Summarize**

- therefore
- in conclusion
- finally
- in brief
- consequently
- as a result
- thus
- accordingly
- in short

**To Give Suggestions or Challenges**

- for this purpose
- therefore
- to this end
- with this in mind
- with this purpose in mind

**To Show the Results of or Consequences of Something**

- so that
- accordingly
- since
- with the result that
- for this reason
- due to
- thus
- therefore
- as a result
- consequently
- so
- in other words
- hence
- because
- then

↔ **H-3.** Follow these steps to write your report.

- (1) **Read your original Thesis Statement** to remind yourself of what your report is about.
- (2) **Read the topic of your first paragraph** of the body on your Outlining Card **and the sentence notes** beneath it.
- (3) **Add any notes to this paragraph card that you desire**, or mark through things you do not want, or re-number the sentence lines if you want your information in a different order.

**Note about the Thesis Statement:** Since you are going to be writing an Opening Paragraph and a Closing Paragraph later, you do not need to include your Thesis Statement in your report yet. You will tweak the “Working” Thesis Statement you wrote earlier and include it in the Opening Paragraph of your report (at the time of that writing). For now, you will just write the 5-6 Paragraphs of the Body (P’soB) of your report.

- (4) **Write the first paragraph of the body** of your report (PoB-A from Section I) in your notebook (on every other line) or key it on the computer (double spaced).
- (5) Insert any quotations you have indicated in your outline word-for-word and with the proper citation as directed in this project’s outlining instructions.
- (6) **Continue the steps above** for the rest of your report.

## Week 4: Report II--One Agriculture Product

Week 2 of 2: Write Opening and Closing Paragraphs, Complete CC, and Write Final Copy

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

↔ I-1. Now that you have written the body of your report, you are ready to write notes for an original Opening Paragraph. Follow these steps:

(1) Read the body of your report aloud to yourself, and consider these options for opening your report.

- a. **Statistic:** Amount of your **crop grown** worldwide
- b. **Story:** A **story of a farmer** or orchard owner
- c. A **quotation:** A **quote about the importance** of your crop or by a famous chef
- d. A **newspaper report:** A **pretend article about a shortage** of your product or a giant cucumber (or whatever your product)
- e. A **dialogue:** A **dialogue between two growers** of your product
- f. A **Scripture:** A **verse about harvest**
- g. Song or Poem: **Nursery rhyme** (“Mary, Mary, Quite Contrary”) or **Song** (“Veggie Tales, Veggie Tales, Veggie Tales!”)
- h. **Other:** A **creation science book quotation** or lifted text
- i. **Informative:** Where your **crop was first grown/discovered**

(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 report.

(3) Write enough notes for **6-10 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 report.



<> I-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 report you just wrote.

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

<> J-1. Now that you have written the body and Opening Paragraph of your report, 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 report.
  - 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 report.
  - 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 report, 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 **6-10 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 a “Sentence-by-Sentence” Outline like you did for the body of your report.

**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.”**

### Closing Paragraph Type

At your level, you should be very deliberate in the types of Opening Paragraphs and Closing Paragraphs you write. In other words, you should plan each Opening Paragraph and Closing Paragraph specifically to your report. You should not just ramble about your topic. Think critically about this report and determine how you will close it. Write the type of Closing Paragraph (song, biography, definition, statistic, informative, etc.) you will use on the lines provided.

**Type of Closing Paragraph:** \_\_\_\_\_

### Notes for Closing Paragraph

---



---



---



---



---



---



---



---

↔ **J-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 report 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 report you just wrote.

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

↔ **K.** Use the Checklist Challenge located after this week’s lesson to edit your report.

- (1) Complete **each revision for each paragraph, as indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper or key them into the computer.
- (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.  
(Be sure you still code the CC chart and your revisions if you do the CC on the electronic document rather than on the paper document.<sup>+</sup>)

**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.

## 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. For more help on this, see the Suggested CC Coding Chart in the back of this *Meaningful Composition* book.

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 K

# Lesson L. **Composition:** Final Copy Original Informative Research Report

- <> **L-1. Write the final copy of your report** in your notebook (on every line), or key it on the computer (double spaced).
- <> **L-2.** Write or key the final copy of your list of Works Cited.
- <> **L-3.** Create a cover page for your research report as modeled below.
- <> **L-4. Read your final copy aloud.** Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

## Sample Cover Page

Research Report:  
“Polarizing Poppies”

Prepared for  
Mrs. Reish  
by  
Sadie Ruegsegger

Spring 2012

Ninth Grade

Sample Box L-3

# Report II Back Matter

Samples and Cards, Checklist Challenge, etc., Needed by Student

- Report II Sample Outline
- Report II Sample Report
- Bibliography Cards
- Outlining Cards
- Checklist Challenge

## Sample Outlining Cards (P'soB A & B)

The sample Outlining Cards below (from a report about New England states) are provided so the student and teacher can get an idea of what useable Outlining Cards look like.

**PoB-A:** Maine  
(1st state)

**Opening/Transition Sentence:** Nicknamed Pine Tree State, N.E. Northern-most state  
( \_\_\_\_\_ )

**SS1:** 10% forested, sparsely pop., outdoorsmans paradise w/Acadia Nat. park, "Where mt. meet sea"  
(191 Forbes Regional Guide 2011 \_\_\_\_\_ )

**SS2:** Maine's lg. cities=Augusta & Portland 1.3 mi. pop. overall  
( \_\_\_\_\_ )

**SS3:** Famed 4 rugged terrain, lighthouses, fall leaves, & fishing villages, coastline  
( \_\_\_\_\_ )

**SS4:** Once maritime cap., Main ++ lobster - cap. in tourism, blueberries, poultry  
( \_\_\_\_\_ )

**SS5:** Penobscot Bay haven 4 whales & whale-watchers  
( \_\_\_\_\_ )

**SS6:** Famous natives include poet Henry W. Longfellow & writer Stephan King  
( \_\_\_\_\_ )

**SS7:** Pol. right-wing, currently governed by Paul LePage. Bush family @ Kennebunkport  
( \_\_\_\_\_ )

**SS8:** First explored by John Cabot 1498 land too harsh 2 settle at first  
( \_\_\_\_\_ )

**SS9:** Winter sports rule, especially on sugar loaf  
( \_\_\_\_\_ )

**PoB-B:** New Hampshire  
(2nd state)

**Opening/Transition Sentence:** Ppl in the "live Free or Die State" personalities reflect nickname  
( \_\_\_\_\_ )

**SS1:** N.H. 1st declare itself free from Brit rule Shakers & Puritans settled it  
(New Hampshire site \_\_\_\_\_ )

**SS2:** N.H. White Mt., 100's lakes, North Woods inspired R.F. "Snowy Evening"  
( \_\_\_\_\_ )

**SS3:** Famous for "leaf peepers," & the Isles of shoals  
( \_\_\_\_\_ )

**SS4:** N.H.'s main commerce centered tech., man. & lumber, outside of booming tourism  
( \_\_\_\_\_ )

**SS5:** Revolutionary John Paul Jones lived & operated from New Hampshire  
( \_\_\_\_\_ )

**SS6:** Other famous N.H. include Alan Shephard, John Irving, & Sarah Hale  
( \_\_\_\_\_ )

**SS7:** Dartmouth College #1 in State  
( \_\_\_\_\_ )

**SS8:** New Hampshire contains "America's Stonehedge"  
( \_\_\_\_\_ )

**SS9:** \_\_\_\_\_  
( \_\_\_\_\_ )

## Polarizing Poppies

It is a surreal scene. A battle-hardened soldier, dressed in a worn, camouflage uniform and covered in dust from the top of his helmet to the tips of his boots, stands firmly planted on the ground. He lazily holds his gun in his hands. Standing just a few feet away, a young Afghan native, with hands clasped behind her back, stares curiously up at the towering soldier. She is not afraid. Though her dark hair is matted, her face dusty, and her clothes torn, her radiant smile dominates her visage. Engulfing the odd pair is a sea of poppies. The delicate buds grow knee high, and though the individual flowers are white, at first glance, the hazy field appears to be a pale pink. To some this is simply a cute scenario, but to those who fully understand the irony of the situation, a probing question comes to mind: how could this dazzling beauty cause such destruction? Whether considering the variety found in poppies, their usefulness, the impact they've had on society and continue to have, or their sometimes unusual habitat, it's plain to see, there's more to this incredible plant than meets the eye. **[Opening Paragraph--Type: Contrasting]**

Poppies are erect flowers that, on average, stand two to three feet tall. Because there are approximately one hundred varieties of this plant, the petals' color range is striking: red, black, orange, pink, and white. Their long, slender stems are covered with tiny hairs giving them a fuzzy, almost prickly coating. The few leaves they have die before the plant is full grown. Each poppy plant will produce 16,500 seeds. The flower's inspirational beauty has made them the subject of countless paintings, sketches, and poems. **[PoB-A: Appearance]**

These hardy flowers are found nearly everywhere. Poppies grow on every continent but frigid Antarctica. Since they prefer cool temperatures, it's best to plant in the early spring or late fall. "Poppies can thrive in many types of soil, as long as it is well-drained. They prefer open, arable fields and sun" (Life). Surprisingly, poppies are not only found in well-tended flower beds but also in uncared for fields. Yes! Poppies grow as wildflowers too. In days past, poppies were primarily grown for manufacturing purposes in Asia and southern Europe. Unfortunately, people have begun using poppy products illegally, and tainted poppy farming has rapidly spread to third world countries. **[PoB-B: Where]**

There are a myriad of products derived from this showy crop--from opium, used to make morphine, to breakfast bagels. Nearly every part of the poppy can be used: the seeds, the pods, and the flower itself. Desirable because of their nutty texture and unique flavor, poppy seeds are a common yet essential ingredient in kitchens worldwide. An oil, used in cooking, paints, and soaps, is also harvested from the plant. Some species even generate useful herbs, and all varieties are enjoyed and gathered for their delicate beauty. However, they are most sought after for their ability to produce opium. Opium is a key ingredient to the harmful, illegal drug heroine. Though a portion of poppies' opium is used to make pain-killing medicine, it's usually grown for heroine production, and unfortunately this designates poppies as key suppliers to the drug market. **[PoB-C: Uses]**

•Bracketed paragraph topics are provided to show that each paragraph is a unit of thought. Teachers might desire to review this concept and these paragraph topics with students.

Unlike modern flower breeds, the poppy plant has been around for thousands of years. The earliest instance recorded is eighth century B.C.; ancient Greek gods are depicted wearing wreaths of poppy blooms. Even then, people were aware of the plant's medicinal properties. Talented scientists and doctors such as Aristotle and Galen mentioned using the poppy as a sedative drug and pain-reliever. Poppies are even included in the Bible. During His crucifixion, the Roman soldiers offered Jesus a mixture of wine and gall to ease his pain and make him more cooperative. "There they offered Jesus wine to drink, mixed with gall..." (Holy Bible, Matthew 27:34). Historians actually believe that the gall came from the hypnotic poppy. This fascinating plant impacted not only antiquity, but also the modern age. **[PoB-D: History]**

The wearing of red poppies on Memorial Day was begun as a way of honoring the sacrificial soldiers of our country. The writing of a World War I military surgeon named John McCrae was the impetus that started the floral tradition. In 1915, after enduring one of the biggest battles of the war, McCrae sat on the back of an ambulance that over-looked the now-abandoned battlefield. Oddly, where only days before full-scale slaughter had occurred, rows of brilliant poppies had sprouted. The gorgeous blossoms swayed in the eastern wind and above them birds flew. Having been deluged with death and suffering the past few days, McCrae was inspired by the life from the poppies. He began to vent his anguish by writing a poem called "In Flanders Field" that described the scene and encouraged others to continue the fight. **[PoB-E: More History/Story]**

"In Flanders Fields the poppies blow  
Between the crosses, row on row..." (qtd. in In Flanders).

When the poem was published, a woman, Monia Michael, was inspired by it to start the tradition of wearing poppies in an effort to assist soldiers and their families. Throughout history and even to this day, the flimsy-looking poppy impacts our society. **[PoB-F: Poem and Description]**

In Afghanistan, the poppy is a major crop—this causes many crises. Impoverished farmers have stopped growing typical Afghan produce and started producing what gets them the most money—poppies. This is a dangerous situation. The poppies' opium is made into harmful drugs like heroin, and the Taliban, a corrupted Afghan terrorist group, is making millions of dollars a year as a result of this harmful substance. Two thirds of the world's heroin comes from Afghanistan. Some leaders have taken action by simply destroying the poppy fields. Unfortunately, this only strengthened the Taliban because those farmers, whose fields had been decimated, actually joined the terrorists and became their fighters in order to support their needy families. Now, authorities are concentrating on eliminating the opium traffickers instead of growers. However, reporter Katie Couric says, "... [the Taliban] will fight ferociously to keep the drugs and money flowing." Meanwhile, the country's economy depends more and more on the crop. As Afghan poppies are blooming, politicians are trying to curb the devastating results. **[PoB-G: Current Event]**

How could this dazzling beauty cause such destruction? This is a hard question to answer. The saga of the Afghanistan poppy fields, in some ways, parallels a story we know well—the fall of man. In the Garden of Eden, the dazzlingly beautiful masterpieces called humans disobeyed God and let loose unimaginable destruction. However, our loving God has provided a way out, and if we accept it, we are no longer defined by the destruction we caused. Although opium from poppies raises thick controversy, there's more to poppies than the destruction they cause; there's more to this incredible plant than meets the eye. **[Closing Paragraph]**

## Works Cited

- Couric, Katie. "The Poppy Fields of Afghanistan." *cbsnews.com*. n.p., 7 May 2009. Web. 29 Feb. 2012.
- Dilanian, Ken. "Afghanistan's Poppies Pose Dilemma." *USATODAY.com*. n.p., 31 March 2009. Web. 29 Feb. 2012.
- "In Flander's Field, Lieutenant Colonel John McCrae." *arlingtoncemetary.net*. n.p., 12 Nov. 2008. Web. 29 Feb. 2012.
- The Holy Bible: King James Version. Iowa Falls, Iowa; World Publishers, 1991. Print.
- Kritikos, Dr. P.G. "The Early History of the Poppy and Opium." *poppies.org*. n.p., 1 Jan. 1997. Web. 29 Feb. 2012.
- "Life Cycle of Poppy Flowers." *ehow.com*. n.p., n.d. Web. 29 Feb. 2012.
- Merchant, David. "Memorial Day History." *usmemorialday.org*. n.p., 4 April 2009. Web. 29 Feb. 2012.
- "The Opium Poppy." *opioids.com*. n.p., n.d. Web. 29 Feb. 2012.



## Bibliography Cards

### Book

[Author] \_\_\_\_\_ (+), \_\_\_\_\_ .  
[last name] [first name (and middle, if given)]  
[Full title of book (underlined since it is a major work; you will italicize when you type this information)]  
\_\_\_\_\_. (++)  
[City of publication<sup>+</sup>] \_\_\_\_\_ :  
[Publisher] \_\_\_\_\_ , [Year of publication] \_\_\_\_\_ . **Print.**

### Encyclopedia

[Title of Article (in quotation marks since it is a minor work)] “ \_\_\_\_\_ . ” (++)  
[Name of encyclopedia (underlined since it is a major work; you will italicize if you type this information)]  
\_\_\_\_\_.  
[Edition] \_\_\_\_\_ . [Volume (letter or number)] \_\_\_\_\_ . [Year] \_\_\_\_\_ . **Print.**

### Magazine Article

[Author] \_\_\_\_\_ (+), \_\_\_\_\_ .  
[last name] [first name (and middle initial, if given)]  
[Title of Article (in quotation marks since it is a minor work)] “ \_\_\_\_\_ . ” (++)  
[Name of magazine or periodical (underline since it is a major work; you will italicize when you type this information on the computer)]  
\_\_\_\_\_.  
[Date of Volume (month and year)] \_\_\_\_\_ : [Pages of article (if pages are given)] \_\_\_\_\_ . **Print.**

### Online Source

[Author of Article (if given)] \_\_\_\_\_ (+), \_\_\_\_\_ .  
[last name] [first name (and middle initial, if given)]  
[Title of Article (in quotation marks since it is a minor work)] “ \_\_\_\_\_ . ” (++)  
[Name of site (underlined since it is a major work; you will italicize if you type this information)]  
\_\_\_\_\_.  
[Publisher or sponsor of site (if given; or **n.p.**<sup>++</sup> if not)] \_\_\_\_\_ ,  
[Date article or item was uplinked--in this form: Date Month Year (if given; or **n.d.**<sup>++</sup> if not given)] \_\_\_\_\_ . **Web.**  
[Date you accessed it--in this form: Date Month Year] \_\_\_\_\_ .

### Alphabetize:

(+) Alphabetize by last name of this line in your Works Cited (if your source has this line). [WC stands for Works Cited below.]

(++) Alphabetize by first word of this line in your Works Cited (excluding *the*, *a*, or *an*) if your source does **not** have an author. (If source does have an author, his or her name comes first in entry [last name, first name, middle initial].)

### Other Inclusions:

<sup>+</sup> Include city **and** state of publisher if city is **not** widely known (Stillwater, MN: Voyager, 2004).

<sup>++</sup> n.d. is used when no uploaded date is given for a web site. If a date is given, do not use **n.d.**

<sup>++</sup> n.p. is used when no publisher is given. If a publisher is given, do not put **n.p.**

-**Bold fonted** punctuation marks and words (Print/Web) as well as abbreviations (n.d.) on these cards **should** be included in your WC entry.

-The brackets ([ ]) indicate what information you need in that spot--but those bracketed words do **not** go in your Works Cited. You should not bold font anything in your WC. (Bold font is here for teaching--and to show any words and punctuation that should be included in WC; also, do not include **+**, **++**, **(+)** etc., in the WC.)



## Bibliography Cards

### Book

[Author] \_\_\_\_\_ (+), \_\_\_\_\_ .  
[last name] [first name (and middle, if given)]  
[Full title of book (underlined since it is a major work; you will italicize when you type this information)]  
\_\_\_\_\_. (++)  
[City of publication<sup>+</sup>] \_\_\_\_\_ :  
[Publisher] \_\_\_\_\_ , [Year of publication] \_\_\_\_\_ . **Print.**

### Encyclopedia

[Title of Article (in quotation marks since it is a minor work)] “ \_\_\_\_\_ . ” (++)  
[Name of encyclopedia (underlined since it is a major work; you will italicize if you type this information)]  
\_\_\_\_\_.  
[Edition] \_\_\_\_\_ . [Volume (letter or number)] \_\_\_\_\_ . [Year] \_\_\_\_\_ . **Print.**

### Magazine Article

[Author] \_\_\_\_\_ (+), \_\_\_\_\_ .  
[last name] [first name (and middle initial, if given)]  
[Title of Article (in quotation marks since it is a minor work)] “ \_\_\_\_\_ . ” (++)  
[Name of magazine or periodical (underline since it is a major work; you will italicize when you type this information on the computer)]  
\_\_\_\_\_.  
[Date of Volume (month and year)] \_\_\_\_\_ : [Pages of article (if pages are given)] \_\_\_\_\_ . **Print.**

### Online Source

[Author of Article (if given)] \_\_\_\_\_ (+), \_\_\_\_\_ .  
[last name] [first name (and middle initial, if given)]  
[Title of Article (in quotation marks since it is a minor work)] “ \_\_\_\_\_ . ” (++)  
[Name of site (underlined since it is a major work; you will italicize if you type this information)]  
\_\_\_\_\_.  
[Publisher or sponsor of site (if given; or **n.p.**<sup>++</sup> if not)] \_\_\_\_\_ ,  
[Date article or item was uplinked--in this form: Date Month Year (if given; or **n.d.**<sup>++</sup> if not given)] \_\_\_\_\_ . **Web.**  
[Date you accessed it--in this form: Date Month Year] \_\_\_\_\_ .

### Alphabetize:

(+) Alphabetize by last name of this line in your Works Cited (if your source has this line). [WC stands for Works Cited below.]

(++) Alphabetize by first word of this line in your Works Cited (excluding *the*, *a*, or *an*) if your source does **not** have an author. (If source does have an author, his or her name comes first in entry [last name, first name, middle initial].)

### Other Inclusions:

<sup>+</sup> Include city **and** state of publisher if city is **not** widely known (Stillwater, MN: Voyager, 2004).

<sup>++</sup> n.d. is used when no uploaded date is given for a web site. If a date is given, do not use **n.d.**

<sup>++</sup> n.p. is used when no publisher is given. If a publisher is given, do not put **n.p.**

-**Bold font** punctuation marks and words (Print/Web) as well as abbreviations (n.d.) on these cards **should** be included in your WC entry.

-The brackets ([ ]) indicate what information you need in that spot--but those bracketed words do **not** go in your Works Cited. You should not bold font anything in your WC. (Bold font is here for teaching--and to show any words and punctuation that should be included in WC; also, do not include **+**, **++**, **(+)** etc., in the WC.)



# Outlining Cards

PoB-A: \_\_\_\_\_  
(1st aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS9: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS10: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB-B: \_\_\_\_\_  
(2nd aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS9: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS10: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.



Outlining Cards (Continued)

PoB-C: \_\_\_\_\_  
(3rd aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS9: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS10: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB-D: \_\_\_\_\_  
(4th aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS9: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS10: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.



Outlining Cards (Continued)

PoB-E: \_\_\_\_\_  
(5th aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS9: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS10: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB-F: \_\_\_\_\_  
(6th aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS9: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS10: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.



Extra Outlining Cards

PoB-G: \_\_\_\_\_  
(Extension--7th aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS9: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS10: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB-H: \_\_\_\_\_  
(Extension--8th aspect)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS9: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS10: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

Note: The parenthetical lines on each Outlining Card are provided for the student to record from where (the page number & source title) the information was obtained. These will be used in reports when the student is assigned the addition of quotes and other source citation within the report.



# Report II: Checklist Challenge

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  
 All  All  All  E  E

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find. **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  
 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  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	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	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	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: **“Berry Delicious”**
- Something comical: **“Fruit on Top!”**
- Something bold: **“Berries!”** or **“Go Green!”**
- A song title or line: **“Everything Grows and Grows”**
- A Scripture: **“In the Garden...”**
- Something biblical: **“Man and His Field”**
- Something about character: **“One Bad Apple?”**
- Something informative: **“Eat Your Veggies!”**
- Other: **“Barrels of Berries”**

☞ **Tips:**

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

All

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

Examples:

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

☞ **Tips**

- 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 All All All All  
All All All E E

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

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

All

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 CC check box(es) 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 are sneaky.

All All All All 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.**

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

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

All All All All 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

All

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).**

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

#### Examples

- **When a spider creates its web**, it uses an original design.
  - **Because a web must capture many types of prey**, it is durable and adhesive.
  - **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
  - **Since a web needs to be durable and adhesive**, it is made of silk threads.
- ☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**  
 Since, When, Though  
 Because, If, Although
- ☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web, it uses an original design.***
- ☞ **Remember how to punctuate a subordinate clause opener:**  
 When you start a sentence with a subordinate clause,  
 Put the comma in when you hear the pause.

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.**

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

#### Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods. **(CS; CS)**
  - They act via traps and snares; they put their victims in challenging positions. **(CS; CS)**
- ☞ **A semicolon in the middle of two Complete Sentences (CS) is one way of creating a compound sentence--two sentences joined together as one. When you are instructed concerning this compound sentence creation, you may see this combination as CS ; CS (Complete Sentence semicolon Complete Sentence).**

B

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.**

B

Add another complete sentence to one of your sentences with a **coordinating conjunction or semicolon** to create a compound sentence. ***If you have already done this, you should still “code” the CC check box(es) and the complete sentence with the coordinating conjunction or semicolon in your paper as directed by your teacher.***

Example:

- Original: The Venus' flytrap provides another example of entrapment. It is a plant that eats bugs and flies.
- Compound Sentence: The Venus' flytrap provides another example of entrapment, **for it is a plant that eats bugs and flies.**

☞ **CS , cc CS or CS ; CS.**

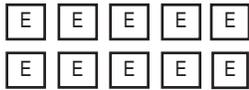
All

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.**



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
All	All	All	E	E

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. ***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.***

☞ Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that new paragraph's topic).

All	All	All	All	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.**

