

# Week 10: Expository Essay Over Given Material--Sentence-by-Sentence Outline

## 3 Paragraphs of Body (P'soB) With Opening and Closing Paragraphs--Cyrus

### Overview of Expository Essay From Given Material

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

If you are not familiar with the technique of taking notes from a source in a Sentence-by-Sentence (S-by-S) manner in order to write from it--and eventually to use this same method to take any kind of notes--you might want to complete any First Semester MC book from Levels 5 through 9.

#### I. TOPIC OF ESSAY

**Sentence-by-Sentence outline and Expository Essay** over given material about **Cyrus**.

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

**All** students will write **5 paragraphs** total--three paragraphs of the body (P'soB).

#### III. SENTENCES PER PARAGRAPH

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

#### IV. OPENING PARAGRAPH

**No** student **will** write an Opening Paragraph this week.

\*You will learn about and write the Opening Paragraph next week.

#### V. CLOSING PARAGRAPH

**No** student **will** write a Closing Paragraph this week.

\*You will learn about and write the Closing Paragraph next week.

#### VI. WRITE ON / ADDITIONAL SKILLS

- A. Essay vs. Report
- B. Paragraph Topics
- C. Paragraph as Unit of Thought
- D. Key Word Outline Writing With Example
- E. Topic Sentence
- F. Topic Sentence, Opening Sentence, Transition Sentence--all=LINK
- G. Linking Each Paragraph to Essay
- H. Third Person Writing

**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).

Opening Paragraph	Paragraph 1	<p>Who would expect that a great conqueror would also be a great peacemaker? It seems oxymoronic, yet it is true in the case of a king of the Persian Empire . Most historical sources about him were written by his enemies, not by the ruler himself. Yet even his enemies described him as “a father” and an “ideal king.” Who is this “frenemy” of many nations? His name is Cyrus.</p>
PoB-A	Paragraph 2	<p>When Cyrus was a child, King Astyages of Media tried to have him killed. Cyrus was sent to Persia and was raised by shepherds. Later when Cyrus was an adult and he conquered Media, rather than killing Astyages for what he had done to him, he spared him, along with his entire family. As a matter of fact, he not only spared him, but he extended his peaceable action even further by making him part of his court, one of his chief advisors.</p>
PoB-B	Paragraph 3	<p>Cyrus went on to control much of the Middle East, including what was once Israel . The Jews had been exiled from their homes by Babylon; however, Cyrus allowed them to return to their homeland, as described in the Old Testament in the book of Ezra. Moreover, he actually helped them rebuild the temple with his own money, once again, showing that even a conqueror can display peaceable actions.</p>
PoB-C	Paragraph 4	<p>Historians recently discovered a clay cylinder with a remarkable decree from Cyrus to his entire empire. This cylinder decreed that everyone in his kingdom was guaranteed religious freedom—and that no one would be persecuted based on race or language. This cylinder is known as the first declaration of human rights.</p>
Closing Paragraph	Paragraph 5	<p>God calls Cyrus the “chosen King” in the Bible. Greek sources also describe him as a chosen king. His subjects themselves respected Cyrus as their father. Truly, what other man but Cyrus ever died with the title of “father” or “ideal king” from the people he had conquered?</p>

## Lesson A. Prewriting/Study Skills: Understanding Paragraph Topics

If you have done any paragraph writing before, with CI books or other sources, I hope that you have learned the most important aspect of paragraph writing: **a paragraph is a unit of thought.**

If you have used materials that had you write “100 words about X,” that is okay. It is a benchmark for knowing when you are done writing. However, it doesn’t help you learn *how* to write.

In this book, you will not write a certain number of words—mainly because while an essay contains words, that is only the first step in writing! Asking you to write a one hundred word essay about dogs is sort of like asking you to write an eight hundred LETTER essay about dogs!

Remember this progression about writing:

1. **Words are made up of letters.**
2. **Sentences are made up of words.**
3. **Paragraphs are made up of sentences.**
4. **Reports, essays, letters, stories (and even novels) are made up of paragraphs.**

Guess what I want you to focus on? If you guessed the paragraph---**a unit of thought**---you are right. How do you focus on the paragraph?

Let me worry about that! I will help you learn to focus on the paragraph—and while you do so, you will also learn a lot about words (via the Checklist Challenge and Write On! lessons about transitions) and figurative language and sentences (via the Checklist Challenge, many Write On! lessons, and quotation lessons).

So let’s start again with what this lesson began with: **a paragraph is a unit of thought.**

That means that **every paragraph will be about a topic.** At first, each paragraph will be about **one topic** (like one animal at the zoo, like the passage at the beginning of this project).

Then you will **advance to one aspect of a topic.** For example, each paragraph will not contain a different animal, but instead each paragraph will contain a different aspect of one animal.

Eventually, you will write persuasive essays in which each paragraph is a different reason--with an example or examples to prove your reason. And that will be sooner than you think!

# Lesson B. Study Skills/Prewriting: Sentence-by-Sentence (S-by-S)<sup>+</sup> Outline

<> B. Follow these steps to write an S-by-S Outline over this week's passage:

- (1) Read the first paragraph to yourself.
  - a. **Determine the topic of the entire paragraph.**
  - b. Write the topic of that paragraph on the **Topic of Paragraph line.**
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) **Repeat these steps** for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample S-by-S Outline and sample paragraph provided for you to see how to rewrite source material in your own words.

<sup>+</sup>Note: If you are unfamiliar with the S-by-S approach to notetaking (a method in which you use a passage of material [your source] that you wish to write from and take notes in a Sentence-by-Sentence manner) and the instructions above are not ample for you to complete this assignment, you might consider using an earlier first semester MC book (MC 5 I, 6 I, 7 I, 8 I, or 9 I) in which detailed "How to" S-by-S lessons are provided.

## All--Opening Paragraph\*

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

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

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

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

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

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

Sentence 6 \_\_\_\_\_

## All--PoB-A\*

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

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

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

**Sentence 3** \_\_\_\_\_  
(You may use up to seven words for Sentence Three.)

**Sentence 4** \_\_\_\_\_  
(You may use up to seven words for Sentence Four.)

**All--PoB-B\***

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

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

**Sentence 2** \_\_\_\_\_  
(You may use up to seven words for Sentence Two.)

**Sentence 3** \_\_\_\_\_  
(You may use up to seven words for Sentence Three.)

**All--PoB-C\***

Topic of Paragraph 4 \_\_\_\_\_

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

**Sentence 2** \_\_\_\_\_  
(You may use up to seven words for Sentence Two.)

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

**All--Closing Paragraph\***

Topic of Paragraph 5 \_\_\_\_\_

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

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

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

**Sentence 4** \_\_\_\_\_  
(You may use up to seven words for Sentence Four.)

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

## Lesson C. Write On: The Topic Sentence

Now that you have the P'soB (Paragraphs of Body) of your essay from given material outlined, you need to learn two more aspects before you write it:

1. Topic Sentence
2. Third person writing

This lesson will focus on the Topic Sentence. If you have written one paragraph reports and essays in CI books, you have probably already learned about the Topic Sentence. If not, you may have learned from other sources about this--but maybe that source called it something else. Maybe your previous English book called this sentence the Opening Sentence.

**The Topic Sentence is the sentence in a paragraph that tells that paragraph's topic.** That is, it tells what the **entire paragraph is going to be about**. Even though you are writing three P'soB this week, you still need a point in each paragraph that tells the reader, "Hey, this paragraph is about \_\_\_\_!" (Without saying that though!).

The Topic Sentence is **often found in the first two sentences of a paragraph**. This is why some programs call it the Opening Sentence.

As a matter of fact, to help you in future standardized testing situations, remember that 80% of the time the Topic Sentence is found within the first two sentences of a paragraph. Thus, when the test question asks you to "find the main idea" of the paragraph, you should look in the first two sentences of a paragraph first!

**You should consider the Topic Sentence of each paragraph to be the "LINK" that links that paragraph's topic to the entire paragraph.** This Topic Sentence will **sometimes be called the Transition Sentence** in longer and more detailed essays in the future. Regardless of what it is called, this is an extremely important sentence in your paragraph--**as linking each paragraph with the whole essay is crucial for helping readers to enjoy and understand your essay.**

### LINK

Regardless of what you call it, every paragraph needs a LINK--a sentence that LINKS that paragraph to the entire essay:

- Topic Sentence--is a LINK
- Opening Sentence--is a LINK
- Transition Sentence--is a LINK

<> **C-1.** In the paragraphs of this week's passage, try to find what you think is the Topic Sentence (the LINK Sentence) of each one—and highlight them with a highlighter (or underline them with your pencil or pen).

Did your highlighting look like this?

Help Box for C-1.

You should have highlighted the following sentences:

- 1.
- 2.
- 3.
- 4.
- 5.

↔ **C-2.** Now, to be sure that you have a Topic Sentence (a LINK) in each of your paragraphs when you write this week, find the spot in your outline where you have outlined what your Topic Sentence will be for each paragraph. Highlight those notes. You will turn these notes into Topic Sentences (LINKS) when you write.

You should have found notes for your Topic Sentence of each paragraph in the same spot as the Topic Sentence fell within the passage. **Be sure you write a sentence at that point in your essay** (when you write your essay in a lesson or two) that tells the reader that your paragraph is about the lion (or hippo or peacock)—in the third person---see the next lesson!

## Lesson D. Write On: Third Person Writing

You will write all of the P'soB of your essays in this book in the third person. (You might use a different person in the Opening or Closing Paragraph later--but that will be on purpose--if you write a personal story opening or closing, for example.)

You need to get in the habit of writing the Po'sB without using the word *I*.

For example:

- (1) Instead of saying, *I think the lion is an interesting zoo animal.*
- (2) You will write, *The lion is an interesting zoo animal.*

↔ **D-1.** Study the Third Person Writing box provided.

## Third Person Writing

When you write a formal paper, you need to write in the third person.

**Third person** writing has the following characteristics:

1. It is writing that is **done by an outsider of the essay** (you, as the writer, will not be part of the essay or in the essay).
2. It is writing that **uses the pronouns *he, she, and they***.
3. It is writing that **does not use the pronoun *I*** (which is first person and is reserved for personal writing).\*
4. It is writing that **does not use the pronoun *you*** (which is second person and is reserved for instructions and commands).\*\*
5. It is writing that **uses words like *the person, the individual, the man, the woman, the officer, people***, etc.
6. It is **fairly formal** writing.

Tips for Third Person Writing in the Formal Report

1. **Throughout the body of your essay, stay in third person**, using the pronouns *he, she, and they* and the terms *one, individual, person, the man*, etc.
2. **Do not change persons within the body of your essay.** For example, do **not** write about the duties of a police man in the third person (*the policeman, an officer, he, she, the person*, etc.). Then change to second person when describing how to become a police officer: *If you want to be a police officer, you first have to*. Instead, write the following: *In order to become a police officer, a person must...*(The exception to this is if your transition sentence introduces a personal or first person paragraph.).
3. **Try to think of synonyms** to use in third person writing, so your writing does not become redundant: *he, she, they, the man, the woman, the policeman, the officer, the candidate, the trainee, the recruit*, etc.

**\*Note:** This rule may be broken in various scenarios, such as when using a personal opening and closing with an informative essay and other situations in which you will be instructed (such as a personal essay or journal, etc.).

↔ **D-2.** Change the first person sentences provided below into third person ones using the words *people, person, man, men, woman, women, individuals*, etc.



(1) I like lions.

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(2) I enjoy seeing hippos.

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(3) I think peacocks are beautiful creatures.

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(4) Some people like lions but I am afraid of them.

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(5) I believe zoos are educational and entertaining.

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Help Box for D-2.

Answers may vary. Suggested sentences are given below.

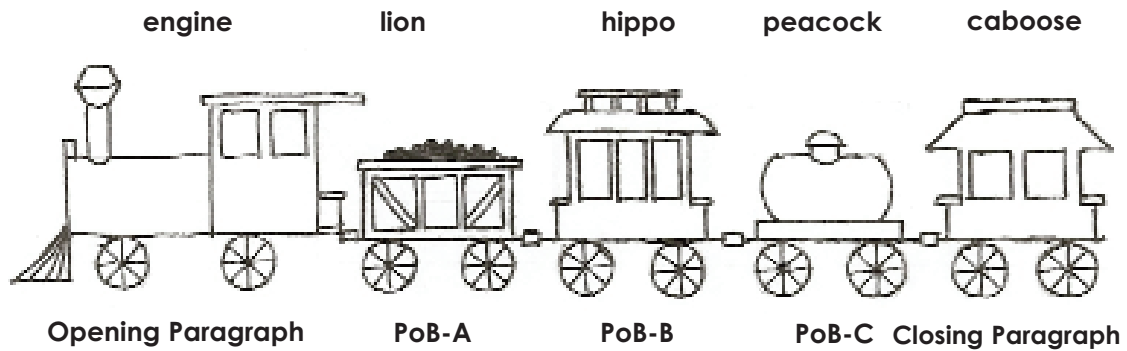
- (1) Many people like lions.
- (2) Zoo frequenters enjoy seeing hippos.
- (3) They think peacocks are beautiful creatures.
- (4) Some people like lions but others are afraid of them.
- (5) People believe zoos are educational and entertaining.

## Lesson E. Study Skills: Five Paragraph Essay With Train Analogy

- (1) If you have used other CI curricula, you have probably practiced many Key Word Outlines, as well as other outlining and writing types.
- (2) In this lesson, you will learn how to combine three paragraphs together--and put them with an Opening Paragraph and a Closing Paragraph to create a Five Paragraph Essay.
- (3) First of all, you need to understand about Opening Paragraphs and Closing Paragraphs--and Paragraphs of the Body (P'soB).

<> E. Look at the train picture given in this lesson and consider these aspects of essay writing:

- (1) If you **think of the train cars in the middle** (not the engine and not the caboose) **as the body paragraphs (P'soB) of an essay**, you will start to understand essay writing better.
  - a. For example, one train can have many train cars in it--one with wheat, one with corn, and one with soy beans.
  - b. **Each car has its own contents.**
  - c. When you put the cars together in a line, **you have one full train made up of different train cars.**
  - d. Each car stands all by itself with its own contents, but you can put them all together to make up one train.
- (2) Look at the first car--the engine.
  - a. When a train comes across the track, the engine is usually the first car that you see.
  - b. **It opens the way for the other cars.**
  - c. The other cars might contain wheat, corn, and beans, but the engine comes first.
  - d. It tells you **a train is coming.**
- (3) Look at the last car--the caboose.
  - a. When a train ends, it **often has a caboose.**
  - b. The caboose will **usually be the last car of the train.**
  - c. It does not have wheat, corn, or beans in it, but it **tells you that the train is ending.**



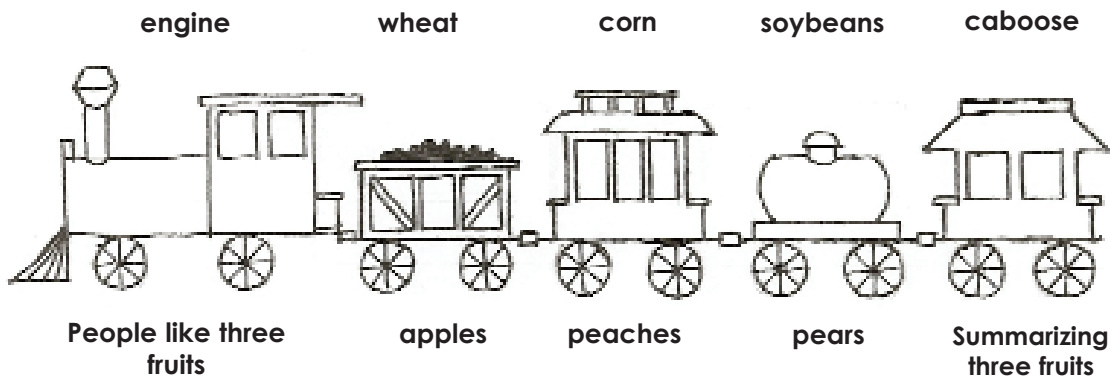
What does this have to do with writing?

Think of your essay paragraphs as parts of a train:

1. **The three paragraphs in the middle of a 5 Paragraph Essay (Paragraphs of Body A, B, & C) are the body of the train--the cars in the middle.**
  - a. You do not have wheat, corn, and soybeans in your “cars.”
  - b. You have **three different topics** (three animals or three presidents) or three aspects of a topic.
  - c. By itself, each paragraph of an essay is just a paragraph--maybe a one paragraph essay (if you added an opening sentence and a closing sentence).
  
2. Now that you have the cars in your train, **you need an engine.**
  - a. The **engine is the Opening Paragraph** of the essay.
  - b. It **tells your reader that an essay is coming.**
  - c. It tells your reader **what the essay is going to be about.**
  - d. Yes, your **Opening Paragraph will be your train’s engine.**
  
3. What else do you need? The **caboose**, of course!
  - a. The caboose of your essay will be a Closing Paragraph.
  - b. It **will tell your readers that your essay (“train”) is ending.**
  - c. It **will tell your readers what your essay was about.**
  - d. It will leave your reader interested.

Just like a train, an essay can be long or short.

- It can have **one engine and two cars** = 1 Opening Paragraph + 2 P'soB.
- It can have **one engine, one car, and one caboose** = 1 Opening Paragraph + 1 PoB + 1 Closing Paragraph.
- It can have **one engine, three cars, and one caboose** = 1 Opening Paragraph + 3 P'soB + 1 Closing Paragraph.
- It can have many, many train cars--each a car by itself, but all put together to create one long train--one long essay.



## Lesson F. Appositives

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

Example:

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

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

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

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**An appositive is simply a word, a phrase, or a clause used to rename or restate something.**

An appositive has the following characteristics:

- It is used to rename or restate a noun or pronoun (usually).
- It is set off with commas (unless it is a one-word **name** appositive).

An appositive is excellent for combining sentences. Two sentences can be combined into one by using one of the sentences as an appositive:

She wanted to eat the pie before lunch.  
It was peanut butter cream pie.

She wanted to eat the pie, the peanut butter cream pie, before lunch.

When an appositive is a one-word name, a comma is not usually needed: *My brother Josiah is studying to be a nurse.*

An appositive that is more than one word should always be set off with commas (commas surrounding it): *George Washington, America's first President, set many precedents for future presidents.*

If an appositive comes at the end of the sentence, the sentence's end mark replaces the final comma: *Joe Montana won four Super Bowls, the most important game in the NFL.*

In the SAT Essay, you will only have a limited amount of time, so packing lots of information into your sentences is required. The appositive is a great technique to use because it adds information seamlessly into a sentence.

<> **F.** Write ten sentences containing appositives. Be sure to include all three types: one-word appositives, multi-word appositives in the middle of the sentences, and appositives that end sentences. Double check your punctuation of these appositives against the rules given in the lesson.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

## Lesson G. Composition/Creative Writing: Write a Rough Draft Essay From an S-by-S Outline

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

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

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

**Note:** Be sure you keep this week's essay handy (or save it on your computer) as you will be using it next week to create a complete Five Paragraph Essay.

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

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

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

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

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

# Lesson I. Composition: Final Copy Original Expository Essay

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

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

## Checklist Challenge Coding

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





# Checklist Challenge for Week 10: Expository Essay Over Given Material

## 3 Paragraphs of Body (P'soB) With Opening and Closing Paragraphs--Cyprus

Complete the Checklist Challenge by using these guides:

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

All ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

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

All  All  All  All

All

Read your 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

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject

All

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI**. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

All  All  All  All

All

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

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

Examples:

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

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

All All All All

All

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

Examples:

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

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

All

Create a **title**, and put it at the top of 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: **“Zoo Mates”**
- Something comical: **“Roar, Grunt, Strut”**
- Something bold: **“Zoo!”**
- A song title or line: **“Lions and Hippos and Peacocks, Oh My!”**
- A Scripture: **“Every Creeping Thing”**
- Something biblical: **“Beasts of the Ground and Fowl of the Air”**
- Something about character: **“Entertaining Animals”**
- Something informative: **“From Africa, Asia, to the Zoo”**
- Other: **“Three Zoo Animals”**

☞ **Tips:**

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

All All All All

All

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

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.

E E E

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

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

All All All All

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 paragraph’s topic).

All

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

Examples:

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

All All All All

All

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

Instead of:

tree  
kind  
grass

Use:

maple  
compassionate  
blades

Instead of:

deep  
turn  
loud

Use:

bottomless  
swerve  
obnoxious

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

E

Add an **adverb** (ly word or other) that does **not modify a verb**. *If you have already done this, you should still “code” the CC check box and the adverb in your paper as directed by your teacher.*

**Example**

- **Modifies an adjective:** Some **uncharacteristically** *sneaky* predators use subtle methods.
- **Modifies an adverb:** Some predators are **actually** *more* subtle

☞ An adverb will modify an adjective or another adverb and will usually answer the question *To what extent?*

All All All All

All

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

**Examples:**

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

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

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

E E E E

E

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

**Examples:**

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

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

E

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

Examples:

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

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

E

**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).**

E

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..**

All All All All

All

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







# Week 11: Original “Biographical” Essay--Three Peaceful Acts

## 3 P’soB/3 Things a Person Did to Promote Peace, Plus Opening and Closing Sentences

### Overview of Original “Biographical” Essay Using 1-3-1 Approach

This week we will continue to learn about non-persuasive essay writing (using the Sentence-by-Sentence method) with the 1-3-1 Paragraph Essay Approach. Again, expository essay writing explains to the reader (or “exposes” him to information)—but without all of the statistics and data that more research-based informative writing contains.

This Overview Box has “biographical” written in quotation marks because a “Biographical” essay is often biographical in that it is about a person—but not necessarily about his life. Remember, an essay usually has a “slant.” In a “Biographical” essay, your slant will be whatever you want to make your readers believe or think. For this essay, you want your reader to agree that your person promoted peace.

#### I. TOPIC OF ESSAY

You will be writing an **Expository Essay** about **three things that one individual did to promote peace.**

You may choose something given below or others.

- A. Solon of Athens
  1. Freed the those sold into slavery because of debts
  2. Didn’t take all property away from rich
  3. The Father of democracy
- B. Jean Henry Dunant
  1. Parents taught him the need to help others
  2. Helped wounded at the battle of Solferino
  3. Founded the Red Cross
- C. George Washington
  1. Pushed for religious freedom for Jews and Catholics
  2. Would not become a dictator
  3. Kept America out of war when President
- D. Harry Truman
  1. Aided countries fighting communism
  2. Aided defeated enemies Germany and Japan
  3. Supported Israel becoming a nation
- E. Anwar Al-Sadat
  1. President of Egypt who visited his nation’s arch-enemy Egypt
  2. Signed a lasting peace treaty between Israel and Egypt
  3. Was assassinated by terrorists for bringing peace
- F. Your Choice

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

All students will write **3 Paragraphs** for the Body (P’soB).

#### III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **5-7 sentences per paragraph.**
- B. **Extension** students will write **6-8 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

Students **will not** write an **Opening Paragraph.** You will add an Opening Sentence or two at the beginning of your essay.

#### V. CLOSING PARAGRAPH

Students **will not** write a **Closing Paragraph.** You will add a closing sentence or two at the end of our essay.

#### VI. SOURCES

Students will not cite sources, but may use sources to find information about their chosen qualities if needed or desired.

#### VII. QUOTATIONS WITHIN YOUR ESSAY

Students are not assigned the addition of quotes but should consider adding quotes if they will help further develop your essay topic. Any added quotes will not have to be formally cited; you may just include the author of the quote, if desired. (See the quote lessons in Weeks Five and Six as well as in this project.)

#### VIII. WRITE ON/ADDITIONAL SKILLS

Students will learn various ways to **open and close an essay.**

- A. 1-3-1 Essay Approach (“Five Paragraph” Approach)
- B. Quotation Punctuation and Capitalization
- C. Transitions
- D. Thesis Statement (Without Opening Paragraph)
- E. Thesis Statement “Reloaded” (Without Closing Paragraph)

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

# Lesson A. Study Skills/Prewriting: The 1-3-1 Paragraph Approach

There are many ways to write Expository Essays. We will learn the 1-3-1 Essay Approach this week—while writing original paragraphs for a Strong President Expository Essay. We will continue with the one-topic-per-paragraph method that you wrote from via the Sentence-by-Sentence Outline earlier.

## Three Topics—One-Topic-Per-Paragraph

1. In this type, an Opening Paragraph (or opening sentence) introduces a major topic of which you will be writing about three “sub-parts” in the body of your paper. In this case, your topic will be Three Strong Presidents—and each paragraph will be about a different person.
2. This is the most simplified method because it is truly **like writing three one-paragraph essays and then putting those three together into one.**
3. In this method, you do not need as much information in your head about one topic—but rather smaller amounts of information about three topics.

However, this time, instead of writing a Five Paragraph Essay like you have been doing, **you will only write three paragraphs** (three P’soB)—**and then you will add an Opening Sentence or two and a Closing Sentence or two (like the Cyrus passage/sample did last week).**

We will call this the 1-3-1 Essay Approach (or the “almost” Five Paragraph Essay). You might wonder why you would even need to learn how to write an essay that does not have a complete Opening Paragraph and a complete Closing Paragraph.

There are a **couple of reasons that you need to learn to write the 1-3-1 Essay:**

1. There are **times in which you need to be more concise.** In these instances, it is usually to your advantage to write three strong Paragraphs of Body—and **simply introduce and close those paragraphs with a sentence or two rather than with complete paragraphs.**
2. In addition to conciseness, there will also be **instances in which time will not permit you to write full Opening and Closing Paragraphs.** Specifically, this often happens in testing situations or timed contests. In those situations, it is often better to write your very best **three P’soB and add a Thesis Statement and a Thesis Statement “Reloaded.”**

For the rest of this book, we will call all essays **1-3-1 Essays.** This indicates that you could do either approach (but you will always do whichever approach is assigned):

1. **1 Opening Sentence + 3 P’soB + 1 Closing Sentence = 1-3-1**

OR

2. **1 Opening Paragraph + 3 P’soB + 1 Closing Paragraph = 1-3-1**

Of course, when you do more advanced MC books, you will write even longer essays—and we will no longer call those Five Paragraph or 1-3-1 Essays. But you do not need to concern yourself with those yet. **One step at a time—that is how all great skills are learned!**

In a nutshell, your Original 1-3-1 Expository “Biographical” Essay will look like this:

1---1 **Opening Sentence** (or two, if needed!)

3---3 Paragraphs of Body (**P’soB**)---**one paragraph about each peace-able action** you choose

1---1 **Closing Sentence** (or two, if needed!)

## **Lesson B. Research and Study Skills: Research for Original Informative Essay/Design “Working” Thesis Statement**

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

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

For instance, if you were writing an opening sentence about one of your paragraphs about XXXXXXXXX, you might say XXXXXXXXXXXXXXXXXXXXXXXX.

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

For example, XXXXXXXXXXXXXXXXXXXX.

<> **B-1.** Now that you have thought about your presidents and possibly researched them, you are probably ready to write a “Working” Thesis Statement about them. Consider these tips when you design your Thesis Statement:

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

### Sample "Working" Thesis Statement

XXXXXXXXXXXX

My "Working" Thesis Statement for this essay: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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 B-2.

↔ **B-2. Optional:** If you do not already know the three peaceable actions that you would like to write about, research online and fill in the Directed Brainstorming box provided.

### Directed Brainstorming Box

Person: \_\_\_\_\_

**First Peaceable Action**

**Second Peaceable Action**

**Third Peaceable Action**

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

## Lesson C. Write On: Quotations

You are assigned the addition of at least one quotation in this project. You will want to learn even more about quotations in order to do this well.

↔ C. Study the quotation boxes provided below, following these steps:

- (1) **Read the quote at the top of each one, noticing the capitalization and punctuation of it.**
- (2) Read the Tips, one at a time, and **look back in the quote to see how those tips apply to that quote.**
- (3) **Read the Details of the Quotation Rule**, also one at a time, and **follow the underlining, bold fonting, and shading in the sample that explains the exact punctuation** of that type of quote, speech tag placement, capitalization needed, etc.
- (4) Get help from your teacher to review these, if needed.
- (5) Go S-L-O-W-L-Y through each box. Circle, underline, highlight—whatever is needed to help cement the rules and examples given.

### Rule # 1: Basic Quote With Speech Tag at the Beginning

A wise person once said, “If at first you don’t succeed, try, try again.”

#### Tips:

1. Write the **speech tag** (showing who said the words you are quoting), **then a comma, then the quote.**
2. An ending period always goes **inside** the closing quotation mark.
3. This type of quote inclusion is best if you are just assigned the addition of a quote (no book citation in parentheses, etc).

#### Details of Quote Rule #1:

A wise person once said, **“If** at first you don't succeed, try, try **again.”**

\*said.--A comma should follow most speech tags. (Only use a colon if the speech tag is a complete sentence.)

\***“If**—Most of the time, a quote begins with a capital letter.

\* **again.”**—Be sure your ending period goes inside the closing quotation mark.

## Rule # 2: Basic Quote With Speech Tag at the End

“If at first you don’t succeed, try, try again,” said a wise person.

### Tips:

1. Write the quote first, beginning with a capital letter.
2. At the end of the quote, **do not put a period**, but rather **put a comma**. (You may only have one period per sentence. If your quotation-with-ending-speech-tag-is a statement, you must put a comma at the end of the quote rather than a period since your sentence will end with a period.)
3. The **comma** at the end of the quotation **must be inside the closing quotation mark**. (Ending periods and commas always go inside the closing quotation mark.)
4. This type of quote inclusion is best if you are just assigned a quote (no parenthetical book citation in parentheses, etc.).
5. Put a period at the end of the entire sentence.

### Details of Quote Rule # 2:

“If at first you don’t succeed, try, try again,” said a wise person.

\***If**—Most of the time, a quote begins with a capital letter.

\* again,—Be sure to end your quote with a comma when you have an ending speech tag (rather than a period) since your complete sentence will end in a period. Also be sure that your comma is inside the closing quotation mark.

\* said a wise person.—A speech tag found at the end of the quote begins with a lower case letter (unless the first word of it is a proper noun). The entire sentence ends with a period since the sentence itself is a statement.

## Rule # 3: Question Quote With Speech Tag at the Beginning

Charlie Brown asked, “Where have I gone wrong?”

### Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. **Follow the speech tag with a comma**, just like always.
3. Begin the quote with a capital letter, just like always.
4. Put the **question mark inside the closing quotation mark since the question mark itself is part of the quote**. **Question marks** and **exclamation points** go inside the closing quotation mark **when they are part of the quoted material**.

### Details of Quote Rule # 3:

Charlie Brown asked, “**Where** have I gone wrong?”

\*, **“Where**—Most of the time, a quote begins with a capital letter.

\* wrong?—A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.

\* asked,—A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

## Rule # 4: Question Quote With Speech Tag at the End

“Where have I gone wrong?” asked Charlie Brown.

### Tips:

1. Start your quote with a capital letter (assuming it is a complete sentence).
2. Put your **question mark inside your closing quotation mark if the question mark is part of the quote.** **Question marks** and **exclamation points** go inside the closing quotation mark **when they are part of the quoted material.**
3. **Begin the speech tag with a lower case letter** (*asked Charlie Brown*) unless your speech tag starts with a proper noun (Charlie Brown): “Where have I gone wrong?” **C**harlie Brown asked.
4. End the entire sentence (following the speech tag) with a period.

### Details of Quote Rule # 4:

“**Where** have I gone **wrong?**” asked Charlie Brown.

\*“**Where** —Most of the time, a quote begins with a capital letter.

\* **wrong?** —A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence that is a quote.

\* Charlie Brown.—Place a period at the end of the entire sentence. This is the punctuation for the whole sentence.

**Note: If speech tag at the end does not begin with a proper noun, do not capitalize the first word of it:**

“Where have I gone wrong?” **he** asked. Or “Where have I gone wrong?” **a**s ked Charlie Brown. Or

“Where have I gone wrong?” **C**harlie Brown asked.

## Rule # 5: Exclamatory Quote With Speech Tag at the Beginning

He exclaimed, “Watch out!”

### Tips:

1. Write your speech tag just like you do in any quote with a beginning speech tag.
2. Follow the speech tag with a comma, just like always.
3. Begin the quote with a capital letter, just like always.
4. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote.** **Question marks** and **exclamation points** go inside the closing quotation mark **when they are part of the quoted material.**

### Details of Quote Rule # 5:

He exclaimed, “**Watch out!**”

\*, “**Watch** —Most of the time, a quote begins with a capital letter.

\* **out!** --A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.

\* exclaimed, – A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)

## Rule # 6: Exclamatory Quote With Speech Tag at the End

“Watch out!” he exclaimed.

### Tips:

1. Write your quote beginning with a capital letter just like always.
2. **Put the exclamation point inside the closing quotation mark since the exclamation point itself is part of the quote. Question marks and exclamation points go inside the quotation mark when they are part of the quoted material.**
3. Begin the speech tag with a lower case letter (unless its first word is a proper noun).
4. Follow the entire sentence (after the speech tag) with a period.

### Details of Quote Rule # 6:

“**Watch out!**” he exclaimed.

- \* **“Watch** —Most of the time, a quote begins with a capital letter.
- \* **out!**” --A question mark or exclamation point goes inside the closing quotation mark if it is part of the quote itself, such as a question or exclamatory sentence.
- \* exclaimed. – A period should follow the entire sentence.

## Rule # 7: Quote With Complete Sentence as Speech Tag at Beginning

A wise person left us with advice that is repeated over and over again today: “If at first you don’t succeed, try, try again.”

### Tips:

1. Write the speech tag (showing who said the words you are quoting), then a colon. A beginning **speech tag is followed by a colon only when the speech tag is a complete sentence** that could stand alone.
2. An ending period always goes inside the closing quotation mark.
3. This type of quote inclusion is best if you are just assigned the addition of a quote (no book citation in parentheses, etc.).

### Details of Quote Rule # 7:

A wise person left us with advice that is repeated over and over again today: **“If at first you don't succeed, try, try again.”**

- \* today:--A colon should follow a speech tag at the beginning of a quote when the speech tag is a complete sentence.
- \* **“If**—Most of the time, a quote begins with a capital letter.
- \* **again.”**—Ending periods always go inside closing quotation marks.





# Lesson D. Study Skills and Prewriting: Outline Original Paragraphs

<> D. Outline each paragraph of your peaceable acts essay on the outlining lines provided, following these tips:

- (1) Review the list of peaceable actions that you put in your Brainstorming Box earlier that you might want to include in your essay.
- (2) Add to it as you think of more ideas--or do more research as needed.
- (3) "Work" in your Brainstorming Box by doing the following:
  - a. Review it and add to it as you think of more ideas.
  - b. Mark through anything you do not want to include in your essay.
  - c. Number the ideas you have in the order that you think you would like to include them in your paragraph.
- (4) Outline your essay one paragraph at a time in a Sentence-by-Sentence (S-by-S) manner. You may use complete sentences, statements, or key words for each sentence.
- (5) You may or may not use all of the outlining lines provided.
- (6) Somewhere in your first sentence or two, you need to **transition** into your paragraph--a sentence or two that does all of the following:
  - a. **Transitions from the previous paragraph into this one**
  - b. **Introduces the next peaceable action**
  - c. **"LINKS" that peaceable action with the thesis.**

Note: This is why the first two outlining lines for each paragraph have the words LINK/Transition provided--to remind you to include that LINK/Transition.

## All--Paragraph A of Body

Topic of PoB-A--First Peaceable Action: \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

**All--Paragraph B of Body**

Topic of PoB-B--**Second Peaceable Action:** \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

**All--Paragraph C of Body**

Topic of PoB-C--**Third Peaceable Action:** \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

LINK/Transition (+) \_\_\_\_\_

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

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

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

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

- SS-5 \_\_\_\_\_
- SS-6 \_\_\_\_\_
- SS-7 \_\_\_\_\_
- SS-8 \_\_\_\_\_
- SS-9 \_\_\_\_\_
- SS-10 \_\_\_\_\_

+ Eighty percent of the time the paragraph’s topic sentence (or LINK) falls within the first two sentences of a paragraph.

## Lesson E. Sentence Structure/Advanced Checklist Challenge: Series of Three or More

All Add one set of **repeating words or phrases** (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 repeating words or phrases in your paper as directed by your teacher.*

Example:

- The spider sought its prey, captured its prey, and ate its prey.
- The sneaky spider sought its victim. The sneaky spider captured its prey. The sneaky spider ate its dinner.

15

One tip that any writing teacher will give you is not to be **redundant**. **Don’t use the same word over and over again.** Use synonyms. Use a thesaurus. While this is true, the great irony is that many of the greatest writers and speakers broke this rule for some of their best lines.

Look at the following list of **great “series of three” sentences.**

We pledge to each other our lives, our fortunes, and our sacred honor.

The government of the people, by the people, and for the people shall not perish from the earth.

Never before in the field of human conflict was so much owed by so many, to so few.

Cancer can take away all of my physical abilities. It cannot touch my mind, it cannot touch my heart, and it cannot touch my soul.

All of those are powerful. Why is it alright to **repeat a word in some cases and not in others?** The answer lies in the **purpose behind using the word.**

**Every time you use a word repeatedly, the reader's attention is drawn to that word.** This can be a good thing or a bad thing.

If a word is used over and over again just because the writer can't think of another word (or is too lazy to get out the thesaurus), the reader will be distracted. Rather than focusing on the message, the reader keeps going back to that word repeated randomly for no apparent reason.

However, **if you repeat an important word on purpose, people will notice and realize that is an important word.** This is great because you want to call attention to the most important parts of what you write; this technique is a great way to do it.

**When you use a repeating word or phrase in a list, it adds rhythm to your writing.** Many times using repeating words will highlight the words in the list that are different.

Use repeating words sparingly. There are many ways to highlight important information in your writing, and repeating words are not subtle. **They are the writing equivalent of standing on the table and shouting. Make sure your point is important enough to really highlight.** If you use repeating words during a contest essay, only use the technique once.

<> E. On the lines provided, write ten sentences using repeating words and/or phrases.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## Lesson F. Triple Adjective/Double

<> F-1. In the first paragraph of the passage, highlight the following triple adjective:

**thick, lush, prickly bamboo thickets**

In this *Write On* lesson, you will learn about inserting commas within a series of three or more words or phrases and words that describe nouns (and sometimes pronouns) together to improve your writing.

The words you highlighted are descriptive adjectives.

**The problem most students have with using descriptive adjectives is that the ones they use are not specific enough--they do not paint a vivid enough picture for the reader.**

For example, when describing a cottage in the woods, a student might say ***small, wooden, quaint* cottage**. That is **not specific or vivid enough!** It doesn't **help the reader see** what you are seeing.

Your adjectives must be **specific and vivid enough to make the reader see the picture in his or her mind that you, the writer, see in yours.**

What do you as the writer see in the cottage example (if you were writing about a cottage)?

- overgrown with ivy?
- unusually rustic?
- dilapidated?
- burnt-reddish logs?
- gray-blue smoke curling?

In this week's Checklist Challenge, you will be assigned the addition of double or triple adjectives. Be specific! Be descriptive! Create a clear picture...*the rustic, reddish-logged, ivy covered cottage*.

In addition to using descriptive, purposeful adjectives, you must also be sure you punctuate them correctly.

Place commas between each descriptive adjective with the last comma coming just before the *and* (or the word *or*).

☞ 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.

<> **F-2.** On the lines provided, write five sentences (**Extension:** write eight) describing Machu Picchu in the passage (as you see it in your mind). Use three descriptive words in each one.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## Lesson G. Composition: Writing Original Expository Essay

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

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

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

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

**Note: Be sure you write in the third person for the body. This is not a narrative, re-telling, story, or journal entry. Write it in the “formal” third person. Use the words *people, others, individuals, etc.* not *I* or *you*.**



## Lesson H. Outline and Write Your Essay's Opening Thesis Statement-Plus

You will not write an Opening Paragraph for this assignment. You will learn more about that in next week's assignment. You will, instead, open your essay with your Opening Thesis Statement-Plus--the Thesis Statement plus any other catchy one or two sentence opening you may desire. This will be attached to the beginning of PoB-A. (See sample provided after Lesson E.)

For example:

1. **Question:** What three presidents are considered strong presidents? Washington, Lincoln, and Truman
2. **One word statements:** Make wide decisions. Created agreement. Possessed a bedrock of moral principles. These three attributes describe Washington, Lincoln, and Truman.
3. **Two sentences:** Making wise decisions, creating agreement, and possessing moral principles are characteristics of three strong presidents. Washington, Lincoln, and Truman had these attributes.

<> **H-1.** Outline your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the line provided:

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<> **H-2.** Write your Opening Thesis Statement-Plus (to be attached to the first PoB of your essay) on the lines provided.

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## Lesson I. Outline and Write Closing Sentence

For this essay, you will simply write a closing sentence, rather than an entire Closing Paragraph. You will do this in a similar manner to how you did your Opening Thesis Statement-Plus. Regardless of the exact type of closing sentence(s) you use, you will want to restate your Thesis Statement in the same order as the three "bests" appeared in your essay. This will be attached to the end of PoB-C. (See sample provided after Lesson E.)

Examples:

1. Thesis Statement “Reloaded:” Write a different version of your opening sentences. For example, if your opening was *Made wise decisions. Created agreement. Possessed a bedrock of moral principles. These three attributes describe Washington, Lincoln, and Truman ....* You could close with *Truly, the three strongest presidents made wise decisions, created agreement, and possessed a bedrock of moral principles.*

2. Ask a question challenging the reader to agree with you: *Don't you agree that \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_ are peaceable actions?*

<> I-1. Outline your closing sentence or sentences (to be attached to the last PoB of your essay) on the line provided:

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<> I-2. Write your closing sentence or sentences (to be attached to the last PoB of your essay) on the lines provided.

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

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

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

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

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

## **Lesson K. Composition: Final Copy Essay From Sentence-by-Sentence Outline**

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

## Checklist Challenge Coding

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



# Checklist Challenge for Week 11: Original "Biographical" Essay--Three Peaceful Acts

## 3 P'soB/3 Things a Person Did to Promote Peace, Plus Opening and Closing Sentences

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

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

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject

All

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI**. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

All  All  All

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

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

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

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

Consider the following ideas:

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

☞ **Tips:**

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

All All All

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

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

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

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

All All All

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 paragraph’s topic).

All

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

Examples:

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



All All All

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*.

E

Add an **adverb** (*ly* word or other) that does **not modify a verb**. **If you have already done this, you should still “code” the CC check box and the adverb in your paper as directed by your teacher.**

Example

- **Modifies an adjective:** Some **uncharacteristically** *sneaky* predators use subtle methods.
- **Modifies an adverb:** Some predators are **actually** *more* subtle

☞ An adverb will modify an adjective or another adverb and will usually answer the question *To what extent?*

All All All

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

Examples:

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

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

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

All All All

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

Examples:

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

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

All

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

Examples:

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

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

E

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).

E

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..

All All All

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