

Weeks 12 & 13: Original Informative Research Report

Weather Phenomenon

Overview of Research Report on a Weather Phenomenon or a Natural Disaster

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

To write an Informative Report, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from a book or online source to put in your report. At this level, you will learn **how to use multiple sources, make outlining cards, and include quotations.**

I. TOPIC OF REPORT

You will be writing an **Informative Report about a natural geological event.** It will be a **scientific sequencing (denoting order) report.** You may choose from one of the topics listed or choose a different one according to your teacher's instructions.

- A. tornado
- B. tsunami
- C. earthquake
- D. volcano
- E. flood
- F. hurricane

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write 5 paragraphs for the body (P'soB).
- B. **Extension** students will write 6 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

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

V. CLOSING PARAGRAPH

All students will write a **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).

VI. SOURCES

- A. **Basic** students will use 2 sources. You will be told in the writing instructions what types of sources to use.
- B. **Extension** students will use 3 sources. You will be told in the writing instructions what types of sources to use.

VII. QUOTATION USE

- A. **Basic** students will include 2 direct quotations.
- B. **Extension** students will include 3 direct quotations.
You will be given instructions on how to do this within the writing lesson.

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

Students will **not** cite sources at the end of your report (i.e. create a list of **Works Cited**).

IX. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Overview Source for Research**
- B. **Outlining Cards**
- C. **Quotation Inclusion**
- D. **Transitions in Chronological Writing**

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

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

<> **A-1.** Read the Sample Research Report provided (Box A-1) at the end of this project (just before the Outlining Cards).

<> **A-2.** Think about these aspects of topic choosing:

- (1) You will be breaking your informative report down into paragraphs in somewhat of a chronological order--**the order in which events take place.**
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily.

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

Topic: _____

<> **A-4.** Study the “Choosing Sources” box provided below.

Choosing Sources

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

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

Box A-4

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

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

(Read Only Box**)

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

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

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

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

Example: *Twisters*

- (2) Read that source (or section about your topic in that source) thoroughly.
- (3) As you read through your Overview Source, decide how you will divide up the information into paragraphs for your report and write those paragraph topics on the Topic of Paragraph of Body lines provided in your worktext:

Example:

Topic of Paragraph of Body A (PoB-A): *Tornado development*

Topic of Paragraph of Body B (PoB-B): *Touching down*

Topic of Paragraph of Body C (PoB-C): *Speed & frequency*

Topic of Paragraph of Body D (PoB-D): *Pressure*

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

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

Box A-5 (continued on next page)

Box A-5 (continued from previous page)

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

Examples: (1) T Encyclopedia and (2) Tornadoes

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

PoB-A: Tornado Development

Support Sentence (SS) 1: Why & how?

SS 2: Begins = dark, dense clouds

SS 3: Spinning air @ lower part of cloud = narrow funnel

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

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

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

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

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

- (1) The first purpose of the “Overview Source” is to determine what information (paragraph topics) you want to include in your paper--and to give you a “big picture” look at your topic.
 - a. When you have a strong Overview Source, it is simple to decide what your paragraph topics will be.
 - b. While your “Overview Source” will be excellent for giving you your paragraph topics, you will not be permitted to get more than **50%** (Extension 33%) of your report’s information (notes on your Outlining Cards) from that source.

- (2) You want to choose an Overview Source for this that contains information about all aspects of your topic. For example, if you are writing about hurricanes, your “Overview Source” needs to contain information about all five steps.
- (3) You want this source (or at least your sections of this source) to be **one that you can read in one sitting**--not a lengthy book about the topic.
- (4) You want your section of your first source to be **short enough that you can write the assigned length** of report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.

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

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

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

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

Note: At this level, you may use a Wikipedia entry as your Overview Source or as one of your additional sources if your teacher approves.

Wikipedia

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

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

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

↔ A-7. Read the information in your Overview Source(s) that pertains to your topic.

Using Multiple Sources in Research Report Writing

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

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

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

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

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

For instance, if you were writing an Opening Sentence (or Topic Sentence) about **one** of the paragraphs in your report about tornadoes, you might write, *A tornado has a surprising way of forming.* This would tell your reader that **your paragraph is going to be about the formation of tornadoes.**

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

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

Your Thesis Statement for the tornado report might be ***The tornado is a “whirlwind” weather phenomenon that destroys properties and lives.***

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

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

- (1) **Write one sentence that tells the reader what your report is about.**
- (2) Be sure it **includes all aspects of your report.**
- (3) Tell your reader what you plan to include in your report (to a small extent list the aspects your report is about).

(4) Do **not** say, *In this report, you will read about...*

(5) **Include the five or six aspects** in your “Working” Thesis Statement--**in the order you will include them in your paper if you desire.**

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

Example of Thesis Statement

**The tornado is a “whirlwind” weather phenomenon that destroys properties and lives.*

***Note:** If your report will be about a certain number of aspects, list these in your Thesis Statement in the same order you will include them in your report.

Sample Box B-1

Your “Working” Thesis Statement

My “Working” Thesis Statement for this report: _____

Student Box B-1

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

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

(a) **As you skim through your source, consider that you are writing five or six short paragraphs about your topic--and your book or source contains many paragraphs!**

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

Note: You will choose one aspect for each paragraph. Each paragraph will be 5-8 sentences in length. You will only be able to include highlights about each aspect in that short space.

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

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

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

Topic of Paragraph Lines	
Topic of PoB-A:	_____
Topic of PoB-B:	_____
Topic of PoB-C:	_____
Topic of PoB-D:	_____
Topic of PoB-E:	_____
Extension--Topic of PoB-F:	_____

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

- (a) Choose **five or six different colors of highlighters⁺**--one color for each aspect you will write about in your report.
- (b) Highlight the first Topic of Paragraph of Body line (PoB-A) in Student Box B-2 with one color of highlighter.
- (c) Go through your **Overview Source*** and **highlight information that will fit in that paragraph (PoB-A) with the same color of highlighter that you highlighted the PoB-A line above.**

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

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

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

*Only use information on your Outlining Cards from your Overview Source that you feel is especially strong (and not exceeding 50% (Extension 33%) of your paper’s total content—see note below). Remember, you will get at least 33% (Extension 33%) of your information from your other source(s). (See <> 2c.)

Note: You may not get more than 50% (Extension 33%) of the information for your report from this “Overview Source” (or all of your “Overview Sources” combined if each aspect has its own). The purpose of the “Overview Source Method” is to help the student see how to break the information for his report down into paragraphs. Since each paragraph in this report is about a different aspects, that breakdown is relatively easy. However, you will still need to get in the habit of using one source (the “Overview Source”) to get the “big picture” (and a few details), then using your other source(s) to get more of the details.

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

- (1) You will need to secure two or three total sources for your report (including your Overview Source), depending on your level and your teacher’s wishes. (Remember that you might need more than two or three sources if you use one encyclopedia entry for each aspect and your many encyclopedia entries count as one source in your total number of sources.)
- (2) Your Overview Source should have helped you determine your Paragraph of Body Topics clearly. Now you will **continue highlighting/coding information in your other sources following these tips:**
 - a. **Use the same color coding in your additional sources as you did in your Overview Source.**

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

Note: If research is new to you, you might desire (with your teacher’s permission) to use a simplified multi-source research method in which you get your topics from your Overview Source then get information for each aspect from a different source (e.g., a different encyclopedia entry for each aspect). This is a gentle introduction to research writing and should be used only in the very beginning stages of research report writing. The goal is to learn to merge multiple sources into one paper (after the Overview Source helps you determine what information you need to search for).

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

↔ **C.** Create Outlining Cards (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

Note: If you are inexperienced with quotation inclusion, you might want to flip over to D. Study Skills/Research: Quotation Inclusion, and study that assignment with your teacher.

(1) Turn to the Outlining Cards following this entire writing lesson.

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

- a. **Write the topic of that paragraph on the Paragraph of Body line** (i.e. PoB-A, PoB-B, etc.) that you recorded in Student Box B-2.

- b. Open your “Overview Source,” and find the information you “color-coded” for that topic.
- c. **Fill in the sentence lines on the Outlining Cards with the information about that aspect from your “Overview Source” until you have some information for some of the sentences** (but not more than 33% of the sentence lines filled in). These will be your Support Sentences (SS)--the sentences that tell about what you introduced in your opening sentence.
- d. Move to your other source(s) one at a time, and **fill in the rest of the sentence lines on the Outlining Cards with notes about that item using the color-coded information.**
- e. Do this for each of your five or six aspects.
- f. If you know the opening or transition sentence you want to use, **you may outline that sentence for each paragraph too.**

Outlining Format Sample

For example:

Opening Sentence: *once conditions met = funnel → sky*

In your report, it might say: *Once the aforementioned wind conditions are met, you can be sure a funnel is on its way.*

Box C (1) & (2)

- (3) **You may cut out the cards or leave them all on the pages.** (Cutting them out and clipping them together makes them more portable for the research process.)
- (4) Keep these tips in mind:
 - a. **A paragraph is a unit of thought.**
 - i. Each paragraph should only contain information about one aspect.
 - ii. Do not put information about the tornado development and the touching down on the same paragraph space.
 - iii. Each of your items will be a separate paragraph.
 - iv. If you would like to write more than the assigned paragraphs and your teacher agrees, you may create some additional note taking cards and do extra paragraphs. For example, you may do more paragraphs--with more aspects or you may do two paragraphs over each aspect, if desired.
 - b. **Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**
 - c. You will be using the “**Sentence-by-Sentence**” (S-by-S) approach to notetaking for this report. That means that **you will write key words on each “sentence” line that you will later use to create a complete sentence when you write your report.**

A Strong Outline

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

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

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

Lesson D. Study Skills/Research: Quotation Inclusion

↔ D. Learn how to include quotations in your outline and in your paper following these steps:

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

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

- (1) **Quoted words--words that were already quoted in your source--a quote that a person said, such as words spoken by a famous meteorologist, etc., that you got from a source that had already quoted it. (These words will have quotation marks around them in your source.)**
 - (2) **Lifted text--words that you lift from your source and include word-for-word with a speech tag that indicates the book, encyclopedia, or article from which you obtained the information (According to Twisters: A Book About Tornadoes,...). (These words will not have quotation marks around them in your source. You are creating a quote from your source.)**
- (3) If you desire to have more quotations in your report than the number assigned, you may do so.

- (4) At this level, it is recommended that you **include your quotation word-for-word in your notes**. If you do this, you will not have to look up the quote while you are writing your report. (If your teacher gives you permission to do it differently, you may do so.)
- (5) **You will be writing an Opening Paragraph and Closing Paragraph and may choose to put a quote in either of those paragraphs.**
- Opening and Closing Paragraphs are good places to include interesting, attention-grabbing quotes.
 - Since you are writing about a weather phenomenon, you might want to include a Bible verse or a quote by a famous meteorologist in either your Opening or Closing Paragraph. **This may be counted as one of your sources and one of your quotes.**
- (6) Follow these steps to record your quote in your outline (which will be similar to the steps you will use to include your quote within your report):
- Write your quote neatly on the Outlining Card** at the spot in your paragraph in which it will be added word-for-word as it appears in your source.
 - Be sure you **use the exact wording, punctuation, and spelling of the original quote**. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
 - You will put quotation marks around your quote**, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
 - You will **put the name of the book or the person who said it on the parenthetical line beneath the quote** (like the example given below).
 - Additionally, put the author of the source (or title of the source if no author is given) and the page number** from which the information came directly following the quote. (The remainder of vital information will be on your Bibliography Cards.)
 - See examples provided.

Quoting a Person or Book in Your Outline

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

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

Follow these tips for putting your quote in your outline:

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

"People" Quotes

Already a Quote in Your Source

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

Example on Outlining Lines:

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

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

Example on Outlining Lines:

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

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

Box D (continued on next page)

Quotes in Outline (continued)

“Lifted Text” Quotes

Words Not Already Quoted in Your Source

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

Example on Outlining Lines:

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

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

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

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

Lesson E. Sentence Structure/Advanced Checklist Challenge: Colon Use

All Add one sentence with a **colon** (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 sentence with the colon in your paper as directed by your teacher.*

Example:

- There is a plant that catches and eats bugs and **flies**: the infamous Venus’ fly trap.

☞ **A colon must have a complete sentence (CS) on the left of it in order to be used. Thus, a colon cannot follow most verbs or a preposition since these words at the end of a sentence often make the sentence into a non-sentence.**

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Colons can be used for many things. Here we will just focus on one of the uses for colons: introducing a list.

You probably write with lists all the time. **Usually a list is introduced with a verb.**

We need to **get** milk, eggs, and pizza.

Since this type of list is so simple, it won’t impress essay readers very much. Introducing a list with a colon is more difficult and more impressive.

There are three reasons why George Washington is one of America’s most important presidents: he set many traditions for future presidents, he set up a strong economic system, and he kept America out of a dangerous war.

There are several rules you need to remember when you use a **colon to introduce a list**.

1. The **introduction must be a complete sentence**. If you took away the list, the introduction should be able to stand on its own.
2. The **colon should not follow a verb**.
3. The **colon should not follow a preposition**.

Because of these rules, colon-list sentences are usually longer and more complex. If you are going to have a list, using a complete sentence with a colon to introduce the list will show your readers that you can use more complex sentence structures.

☞ **E. Write ten sentences using a complete sentence followed by a colon to introduce a list in each one. Double check each of your sentences against the list of rules.**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Lesson F. Composition: Write Rough Draft of Informative Report About a Weather Phenomenon

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

Opening Sentence or Transition Sentence?

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

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

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

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

1. **When you are moving from one topic to another**---like when you go from one section (aspect) of your report to another. For example:
 - a. When you leave the section of a biographical report that tells about your character's early life and move into his adult life: *After being plunged into financial insecurity due to the death of her wealthy father, Amy was influenced greatly by the Keswick Convention sweeping Europe and was moved when she heard the need for missionaries.*
 - b. When you leave one section (aspect) of your topic in an informative report and move into another: *In addition to potted tomato plants, many small-spaced gardeners enjoy growing pole beans.*

2. **When you are moving from one paragraph to another within a section/aspect**. For example:
 - a. When you are still discussing the person's childhood in a biography, but your previous paragraph was about his baby years, and the next one will be about his elementary school years: *The contented baby soon found himself in elementary school learning his ABC's and numbers right along with his older siblings.*
 - b. When you are still describing the same section (aspect/item) of your report, but to continue in the same paragraph would be too laborious—or you want to give more information about that item.

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

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

Box E-1

↔ **F-2.** Read through the Transition Words and Phrases box provided to learn the many ways that you may introduce sequential or chronological information.

Transition Words and Phrases

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

To Indicate Time or Order

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

To Show Addition or More

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

To Indicate Space or Directions

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

To Emphasize

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

To Give an Example or Illustration

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

Box E-2 (continued on next page)

Box E-2 (continued from previous page)

To Give Details or Specific Example(s)

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

To Show the Results of or Consequences of Something

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

<> F-3. Follow these steps to write your report.

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

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

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

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

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

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. Statistics: How many of your chosen **occurrence happens each year in the United States or in the world?**
 - b. Story: A story of **someone who survived an episode of your occurrence**
 - c. A quotation: What **someone has said about the topic of your report**
 - d. A newspaper report: A short, **one-paragraph newspaper account** of a time your occurrence took place (make-believe or real)
 - e. A dialogue: **Two or more people discussing what they saw** when your occurrence happened to them or near them
 - f. A Scripture: **A verse referring to weather or other natural occurrences**
 - g. A creation science **book quotation**
 - h. Other
- (2) **In your notes, plan on what you will include in your Thesis Statement.* (You may tweak your original Thesis Statement to fit in your Opening Paragraph however you see fit.)**
 - a. Remember, a Thesis Statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It may be at the very beginning of your Opening Paragraph or at the end of your Opening Paragraph.
 - d. It should bridge the gap between your catchy Opening Paragraph and the body of your report.
- (3) Write enough notes for **5-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your Opening Paragraph notes, or you may create a “Sentence-by-Sentence” Outline like you did for the body of your report.

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

- (5) **You may plan to write your Opening Paragraph in a different “person” (first person, second person, etc.) if the content warrants it.**
 - a. For example, if you are using an opening story, you may tell it in first person (if needed).
 - b. If you are using an opening challenge, you may tell it in second person, etc.
 - c. Note that Opening and Closing Paragraphs are times during informative writing when it is acceptable to write less formally and to change persons and/or tenses as the type of Opening Paragraph you are writing determines.

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

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

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

(1) **Your Closing Paragraph will include a Thesis Statement “Reloaded.”**

- Remember, a **Thesis Statement “Reloaded”** is a statement that “closes” your paper--**sums up what your entire paper is about.**
- It should be a sentence or two in length and should close your report.
- It may be at the very beginning of your Closing Paragraph or at the end of your Closing Paragraph.
- It should bridge the gap between your catchy Closing Paragraph and the body of your report.
- It should leave your reader with a feeling of satisfaction after reading your paper.
- It may repeat something catchy from your opening or may repeat the title of your report, if desired.
- Be sure your Thesis Statement “Reloaded” is not identical to your Thesis Statement---it should be “reloaded” with the key words still in it.

(2) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(3) You may just jot down some thoughts, references, etc., for your Closing Paragraph notes, or you may create a “Sentence-by-Sentence” Outline like you did for the body of your report.

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

- (5) **You may plan to write your Closing Paragraph in a different “person”** (first person, second person, etc.) if the content warrants it.
- a. For example, if you are using a closing story, you may tell it in first person (if needed).
 - b. If you are using a closing challenge, you may tell it in second person etc.
 - c. Note that Opening and Closing Paragraphs are times during informative writing when it is acceptable to write less formally and to change persons and/or tenses as the type of Closing Paragraph you are writing determines.

Closing Paragraph Type

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

Type of Closing Paragraph: _____

Notes for Closing Paragraph

↔ **H-2.** Follow these steps for writing your Closing Paragraph:

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

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

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

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

(Be sure you still code the CC chart and your revisions if you do the CC on the electronic document rather than on the paper document.⁺)

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

Lesson J. Composition: Final Copy Original Informative Research Report

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

Checklist Challenge Coding

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

1. Use **colored pencil** or **colored pens** or **highlighters**.
2. **Print off your** double spaced **rough draft report or essay** (or use your handwritten rough draft).
3. **With your CC on one side and your paper on your dominant side** (right hand side for right handed students), complete the first CC task.
4. **Place a check mark in the check boxes for the items that say "read" or "look for errors,"** etc., with a pen as you complete them.
5. For items that involve inserting things or omitting something and adding something else, code in one of two ways:
 - a. **Insert the change or addition with a pen or pencil on your paper and use a highlighter to mark it in your paper** in a distinguishing way--highlight the addition with an orange highlighter, circle the change with blue highlighter, double underline the title with a pink highlighter, etc. (choosing whatever colors you desire without repeating the exact same marking). **OR**
 - b. **Insert the change or addition with a colored pencil or colored pen** (choosing whatever colors you desire without repeating the exact same marking). (In this method, you will eventually need to add the change AND circle it or underline it so that your exact same marking is not repeated. For example, you might add verbs with a blue pen but add the title with a blue pen and underline the title with that same blue pen--two different markings, one written in blue pen and one written in blue pen *and* underlined with the blue pen.)
6. **Whatever you do to the insertion on your paper should be done to the CC check boxes for that item.**
 - a. For example, if you highlight your new verbs with an orange highlighter in your paper, you will color in the check box with orange highlighter.
 - b. If you underline your title with purple highlighter in your paper, you should underline the check box with purple highlighter.
 - c. If you write your new verbs in green colored pencil in your paper, make a check mark in the check box with that same green colored pencil.
7. **If your teacher gives you permission to skip a CC task** (or you and she do not think a change will improve a paragraph), **place an NC** (no change) **in the check box for that paragraph**, so your teacher will not look for it.
8. If you skip a task altogether (without your teacher's permission), place an X in the task box(es), so your teacher will know not to search for the revisions. Obviously, it is always preferred that you do all of your assignments, but it would be better to indicate that you skipped something than to leave the box(es) blank.

The point is that **the coding you put into the paper copy of your composition should be identical to what you do to (or above, beneath, around, etc.) the CC check boxes for that task.** This method will allow your teacher to have your CC chart on one side and your "colorful paper" (with the CC revisions inserted with colors) on the other. She can check at a glance to find your new insertions, title, Thesis Statement, and more.

Note: Some students prefer to do the CC on their paper on the electronic document on the computer with the colored shading tool provided in word processing programs. This is fine, too, but the student should still do the same marking/coding on the CC chart as he did on the electronic document--or write beside the tasks what color each task is. For example, if the student shades the verbs he replaced in pink shading, he should write PINK beside the CC task for the verbs on the chart. Then when he prints this "colorful" version, the teacher can still check his revisions easily.

Box I

Sample Cover Page

Research Report:
“Destructive Terrors of Nature”

Prepared for
Mrs. Reish
by
Luke Liechty

Sample Research Report--Weather Phenomenon

Luke Liechty
6th Grade

For Mrs. Reish

"Destructive Terrors of Nature"

A tornado is a powerful and forceful element of God's world that can be devastating to those who experience it. My relatives discovered this as illustrated in the following conversation.

"So Rolandes, where were you when the storm hit?"

"My family and I were at Grace Bible Church. We knew there was a horrible storm but didn't comprehend how bad it was. The clock ceased movement at 8:22 p.m. when the torrent hit."

"Did you see the two tornadoes?"

"No, we didn't see them. We didn't even know there was a tornado until Rufus, my oldest brother, came flying in the drive and hastily said that our mom's buildings were lying flat on the muddy ground."

"Did you hear the tornadoes at all?"

"Actually, neither my family nor I heard them, but from what I've gathered, they sounded like an old-fashioned freight train passing by."

"Interesting, well then did you suffer any damages?"

"Yes, I lost fourteen heifers and some of my farm equipment. Some soybeans out of the granary were also destroyed."

This dialogue could have been a conversation between my grandpa, Rolandes Liechty, and one of his farming friends after thirty-seven twisters ripped their way through the Midwest on April 11, 1965. Two tornadoes were especially destructive. They wiped out numerous farms. Many businesses were also flattened. This happened just north of where I presently live in Adams County. **[All of above is Opening "Paragraph"]**

Box A-1 (continued on next page)

Since I was a little boy and heard the stories of the thirty-seven twisters, I have often wondered why and how a tornado forms. The development of a tornado begins when dark, dense clouds evolve. Secondly, spinning air at the lower part of a cloud gradually produces a narrow funnel. Then the twister extends down toward the surface. Lastly, the tornado touches the earth's surface. Pressure created by wind increases four times whenever the speed of wind doubles. For example, winds that are two hundred miles per hour in speed are four times as destructive as winds that spin at speeds of one hundred miles per hour. Bright lightning can flash constantly inside the funnel. **[PoB-A]**

When a tornado touches the ground, it raises massive clouds of fine dust and debris. Because soil and debris is now caught up in the twister, it begins to turn black in color. It is not uncommon for a tornado to quickly depart from the earth's surface for an unset amount of time then plunge down for more destruction several times. **[PoB-B]**

Each year, over two hundred twisters are sighted in the U.S.A. A tornado can spin at speeds of over 200 miles per hour and can be as huge in diameter as $1\frac{1}{2}$ miles. They usually travel anywhere from 200 to 600 miles per hour. The general direction that a twister proceeds is southwest to northeast. Because of their extreme speed, size, and pell-mell direction, it makes it extremely difficult for someone who wants to dodge a fast approaching tornado. **[PoB-C]**

Although a tornado's path of destruction can sometimes be unusually wide, it is often extremely narrow, sometimes only a few feet. Wind, low pressure, and updraft are three great destructive forces of a tornado. The second force, low pressure, is usually discovered within a tornado funnel. Although it has never been closely measured, scientists estimate the pressure inside a twister is one-tenth of the normal pressure of sea level. When a tornado picks an object up, rarely will it simply move it some distance and then set it down unharmed. Twisters usually destroy any and everything that is in their route. In fact, giant funnels can pick up an object as large as an automobile. **[PoB-D]**

Tornadoes are dangerous and destructive terrors of nature, as the residents of Adams County found out over four decades ago. Thankfully, weather experts often spot an oncoming funnel in time for people to get to safety (if protective shelters are available). Unfortunately, a person finding a "hiding place" from a tornado does not guarantee the well-being of properties. The tornado is clearly a destructive natural weather phenomenon. **[Closing Paragraph]**

Outlining Cards

PoB-A: _____
(1st aspect or step)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

PoB-B: _____
(2nd aspect or step)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

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

Outlining Cards (Continued)

PoB-C: _____
(3rd aspect or step)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

PoB-D: _____
(4th aspect or step)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

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

Outlining Cards (Continued)

PoB-E: _____
(5th aspect or step)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

PoB-F: _____
(Extension: 6th aspect or step)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

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

Extra Outlining Cards

PoB-G: _____
(Optional-7th aspect or step)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

PoB-H: _____
(Optional-8th aspect or step)
Opening/Transition Sentence: _____

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

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

Checklist Challenge for Weeks 12 & 13: Original Informative Research Report

Weather Phenomenon

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 LEVELS

BASIC LEVEL only

EXTENSION only

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

All	All	All	All
All	All	All	E

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

☞ **Focus on content errors at this time.**

All	All	All	All
All	All	All	E

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

Be sure to circle all of the following verbs:

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

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

All	All	All	All
All	All	All	E

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

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

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

All	All	All	All
All	All	All	E

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

Examples:

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

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

All	All	All	All
All	All	All	E

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

Examples:

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

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

All	All	All	All
All	All	All	E

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

Banned Word List

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

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

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

All

Create a **title**, and put it at the top of 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: **“Funnel Fury”**
- Something comical: **“Swish Swish”**
- Something bold: **“Pure Power”**
- A song title or line: **“The Wind Is Blowin’ Again”**
- A Scripture: **“Inheriting the Whirlwind”**
- Something biblical: **“He Calms The Storm”**
- Something about character: **“Sustaining Nature’s Fury”**
- Something informative: **“Wind, Low Pressure, Updraft”**
- Other: **“Tornado Trouble”**

☞ **Tips:**

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

All

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

Examples:

- Imagine a cannister with a swirling 200-mph wind and you get a picture of a tornado, an incredible weather phenomenon.
- Have you ever wondered what creates that terrifying weather phenomenon, the tornado?

☞ **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.*

Example:

- Although terrifying, there is some fascinating serene behind a tornado.

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

All All All All
All All All 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
All All All E

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. *If your transition sentences are adequate, you should still “code” the CC check box(es) and the transition sentence(s) in your paper as directed by your teacher.*

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

B

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.

B

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

Examples:

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

All	All	All	All
All	All	All	E

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

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

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

All	All	All	All
All	All	All	E

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

Examples:

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

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

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

B

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

Punctuate appropriately:

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

☞ Interjections include words from the following rhyme:

My, well, oh
Wow, yes, no

B

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

Examples:

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

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

B

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

Examples

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clauses. They include words in this rhyme (plus many more):**

Since, When, Though

Because, If, Although

☞ **A subordinate clause consists of a subordinator + a subject + a verb: *When a spider creates its web, it uses an original design.***

☞ **Remember how to punctuate a subordinate clause opener:**

When you start a sentence with a subordinate clause,

Put the comma in when you hear the pause.

B

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

Examples:

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

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

All

Combine two complete sentences (CS) with either a **coordinating conjunction (cc)** or a **semicolon** at least once. **If you have already done this, you should still “code” the CC check box and the coordinating conjunction (cc) or the semicolon in your paper as directed by your teacher.**

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape. (CS , cc CS)
- A web is an intricate trap; it seldom allows a prey to escape. (CS ; CS)

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).

All

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.

E

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

Examples:

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

E

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(s) in your paper as directed by your teacher.**

Example:

- The Venus' flytrap, **a plant that catches and eats bugs and flies**, provides another example of entrapment.
- ⇒ Set off an appositive with commas unless it is a one-word name.
- ⇒ An appositive is a phrase dropped into a sentence--and surrounded by commas--that renames or restates the words before it.

E

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

Example:

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

☞ CS , cc CS or CS ; CS.

E

Add one **conjunctive adverb**, also known as an interrupter (or more than one, according to your level). **If you hear a pause, place punctuation on both sides of it. If you have already done this, you should still “code” the CC check box(es) and the conjunctive adverb in your paper as directed by your teacher.**

Examples:

however	moreover	henceforth	for example	nonetheless
likewise	whatsoever	for instance	wherefore	hence
however	in addition to	similarly	consequently	in fact
therefore	in spite of	alas	nevertheless	thus
in comparison	furthermore			

☞ Three ways:

- In the middle of one sentence:
 - The Venus’ flytrap, however, is actually a plant.
- In the middle of two sentences with a semicolon just before the conjunctive adverb:
 - The Venus’ flytrap is a plant; however, it actually catches and eats bugs and flies. (CS ; CA , CS.)
- At the beginning of a sentence:
 - However, the plant actually catches and eats bugs and flies. (CA , CS)

E

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

Examples:

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

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

All	All	All	All
All	All	All	E

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

