

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

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

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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, highlight the check box(es) 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*.

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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 highlight the 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.

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

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Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) 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*.)

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Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Week 6: Key Word Outline and Strong Synonyms

Victory Over Temptation

Overview of Key Word Outline Over Given Material

You will be writing a Key Word Outline story.

I. TYPE OF PASSAGE:

The type of the given passage is a short story with an ethics dilemma.

V. OPENING PARAGRAPH:

Students will **not** write an opening paragraph.

II. TOPIC OF REPORT:

The passage is a story about a girl who was tempted to steal something "small."

VI. CLOSING PARAGRAPH:

Students will **not** write a closing paragraph.

III. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT:

All: Three paragraph body

VII. OTHER SKILLS:

All students will work on using interesting synonyms to keep from repeating words and phrases in writing.

IV. SENTENCES PER PARAGRAPH:

ALL: Minimum number given in passage

PAR 1	Sally tiptoed across the wooden floor to the ornate table in the hotel lobby. In the middle of the table, there was an enticing bowl of apples, peaches, and nuts. A bunch of juicy grapes was perched on top of those. Sally had been looking at those grapes all day, wishing they were hers. She glanced around to see if anyone was observing.
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PARAGRAPH 2	Slowly, Sally reached out, snatched the grapes, and scrambled toward the elevator. She thought no one had seen her. But her mom was just entering the lobby at that moment. She saw Sally even though Sally had not seen her. She was sad that her daughter had stolen the grapes, and she was about to go over and punish Sally when the young girl turned around.
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PAR 3	Sally raced back toward the table with the grapes still in her hand. She returned the berries to the bowl in the exact same place. Then she whispered, "Thank-you, Lord, for speaking to my heart." Mother was so proud that Sally had won the victory over the temptation.
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Step 1. Study Skills/Prewriting: Key Word Outline

↔ 1. **Week 6: Follow these steps to write a Key Word Outline (KWO) for 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.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

(You may use up to seven words for Sentence Five. You may also desire to divide this sentence into two sentences since it is compound sentence.)

Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may put the entire quote in your notes, if desired)

Step 2. Write On: Using Interesting Synonyms

<> 2a. Week 6: In the passage, highlight the following sets of words with a different color highlighter for each set. (Highlight each word one time each only.)

Set 1:

1. grapes 2. berries

Set 2:

1. glanced 2. observing 3. saw

Set 3:

1. snatched 2. stolen

Set 4:

1. scrambled 2. entering 3. go over 4. raced

Do you know what the words in each set you highlighted have in common? They are synonyms for each other. By now, you probably remember that a **synonym is a word that means the same or almost the same as another word.**

Synonyms are extremely important to strong writing. They help you add variety and interest. **They help you avoid redundancy. Redundancy is using the same word or words over and over again.**

Consider if the synonyms in the passage had not been used:

1. What if *grapes* and *berries* were not used, but *fruit* only was used? You would not know what kind of fruit--and the passage would have the word *fruit* at least two times.
2. What if *glanced*, *observing*, and *saw* were not used? What if the writer just used a form of *see/saw/seen* each time?
 - a. For one thing, it would be redundant.
 - b. It would also not give you the same picture in your mind as two of the synonyms for *see* give you.
 - i. What do you think of when someone is *glancing*? Just a quick look? Isn't that different than *seeing*? It is more precise and interesting.
 - ii. What do you think when someone is *observing*? It is definitely more detailed than *seeing* only is. The person *observing* is *seeing* and paying close attention to what he or she is *seeing*.

3. What if the writer had not used *snatched* and *stolen*? What if the writer just used *took* both times?
 - a. Doesn't *snatch* make you think of someone grabbing something quickly?
 - b. Doesn't *stolen* make you feel that what Sally did was especially wrong (as opposed to just taking something)?

4. What about *scrambled*, *entering*, *go over*, and *raced*?
 - a. First of all, it would be redundant to say *go* or *come* all four times. As a matter of fact, this is a perfect example of the strength of synonyms to help avoid redundancy. Saying *go* or *come* four times is extremely redundant!
 - b. Then, of course, the chosen verbs add much more interest to the passage.
 - i. *Scrambled* goes along with *snatched*--she grabbed them quickly then she also quickly tried to get away.
 - ii. *Entering* sounds more like what someone (especially Mother!) might do in a hotel lobby.
 - iii. *Raced* shows an urgency that Sally felt to return the grapes.

<> 2b. Week 6: For each of the sentences provided, write a stronger, more detailed, more precise synonym for the underlined word. You may use the thesaurus for this exercise. Be sure you do not use the same words that the passage used.

Note: Be sure you take out or add any words (besides your synonym) that might be needed to help each sentence make sense.

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1. Sally walked across the wooden floor over to the table.
2. In the middle of the table, there was an inviting bowl of apples, peaches, and nuts.
3. A bunch of juicy grapes sat on top of those.
4. Sally had been looking at those grapes all day.
5. She looked around to see if anyone was watching.
6. She peeked around slyly to see if anyone was watching.
7. Sally reached out and took the grapes.
8. Then she headed toward the elevator.

EXTENSIONS

9. Her mom was just coming into the lobby.
10. Mother was about to go over and punish Sally.
11. Sally went back toward the table with the grapes still in her hand.
12. She put the grapes back into the bowl.

Step 3. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

<> 3a. Week 6: Follow these steps for writing your rough draft story from your Key Word 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 report on the computer.
- (5) Be sure to double space your report 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.

<> 3b. Week 6: Read your story aloud. Do you like the way it sounds?