

# Meaningful Composition 4+: Sentences, Paragraphs, and More

First Semester

## TABLE OF CONTENTS

|                                                          |          |
|----------------------------------------------------------|----------|
| How To Use This Book.....                                | page 3   |
| Week 1:                                                  |          |
| Nouns.....                                               | page 19  |
| Week 2:                                                  |          |
| Pronouns.....                                            | page 31  |
| Week 3:                                                  |          |
| Main Subjects.....                                       | page 45  |
| Week 4:                                                  |          |
| Verbs.....                                               | page 55  |
| Week 5:                                                  |          |
| Describers.....                                          | page 67  |
| Week 6:                                                  |          |
| Sentences vs. Clauses.....                               | page 81  |
| Week 7:                                                  |          |
| Types of Sentences.....                                  | page 95  |
| Week 8:                                                  |          |
| Introducing the Paragraph.....                           | page 111 |
| Week 9:                                                  |          |
| Beginning Paragraph Writing.....                         | page 121 |
| Week 10:                                                 |          |
| Opening Sentence and Closing Sentence.....               | page 131 |
| Week 11:                                                 |          |
| Paragraph Writing I.....                                 | page 149 |
| Week 12:                                                 |          |
| Paragraph Writing II.....                                | page 163 |
| Week 13:                                                 |          |
| A Walk Through the Checklist Challenge Part I.....       | page 177 |
| Week 14:                                                 |          |
| A Walk Through the Checklist Challenge Part II.....      | page 189 |
| Week 15:                                                 |          |
| From Rough Draft to Final Product.....                   | page 203 |
| Week 16:                                                 |          |
| Multiple Paragraph Essays.....                           | page 217 |
| Week 17:                                                 |          |
| How to Create and Write From a Key Word Outline.....     | page 233 |
| Week 18:                                                 |          |
| Writing a Multiple Paragraph Key Word Outline Essay..... | page 251 |

PLUS (+): This book provides strong, efficient remediation for reluctant middle school writers.

|                                                                         |          |
|-------------------------------------------------------------------------|----------|
| Appendix A: Editing and Revising (Proofreaders' Marks).....             | page 261 |
| Appendix B: Answer Keys.....                                            | page 263 |
| Appendix C: Key Word Outline and Plagiarism Help.....                   | page 290 |
| Appendix D: Co-Op or Small Group 14-Week Lesson Plans.....              | page 298 |
| Appendix E: Teaching Composition in a Co-Op or Small Group Setting..... | page 304 |

The *Character Quality Language Arts* program and *Meaningful Composition* books are designed for families who desire to study God's Word, biblical principles, and godly character while developing excellent communication skills.

For more information about other curriculum items (including speech and debate), teaching tapes for homeschooling parents, character books, *The Well-Trained Heart* (homeschooling/parenting book), and additional materials written by the Reishes, contact:

Ray and Donna Reish  
Training for Triumph  
6456 E US 224 Craigville, IN 46731  
(260) 597-7415 [trainingfortriumph@mchsi.com](mailto:trainingfortriumph@mchsi.com)  
[www.tfths.com](http://www.tfths.com)

First Edition 2009

Second Edition 2009

Copyright ©2008 Training for Triumph

All rights reserved. No portion of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form reproducible or by any means—electronic, mechanical, photocopying, recording, or otherwise—without prior written permission of the publisher.

Printed in the United States of America.

# Meaningful Composition: How To Use This Book

The *Meaningful Composition* series was designed for home schools, co-ops, and Christian schools who want their students to learn to write compositions of many types that are meaningful, as opposed to typical “What I Want to Be When I Grow Up” type of essays and reports. It was designed to teach the entire writing process from thinking to outlining to writing to revising. It is written in what Training for Triumph calls “the directed writing approach.” That is, there is no guess work as to what to write, how many paragraphs to write, how many sources to use, how to outline, or how to revise. It is all laid out for the student step-by-step within these pages.

Level 4+ begins with sentence writing and combining, then goes into paragraph writing, then essay and report writing; Books 6+ and 8+ contain original compositions of varying lengths and types, as well as some instruction and practice with Key Word Outline essays from given material. All levels and all books implement revising and editing instructions. MC books of other levels (in addition to 4+, 6+, and 8+) are coming soon. Check our website for availability.

*Meaningful Composition* may be used over one semester or an entire school year, depending on your school calendar and time allotted for composition. (The elementary books are set up in a day-by-day format. The middle school and high school books are set up in a weekly or two week format.) MC may be used as a stand-alone English curriculum for the student who has already mastered spelling and vocabulary studies and has a fundamental knowledge of grammar. It may be combined with a grammar program if your student is still in the grammar-learning stage. (It is not recommended that you add another grammar program while doing the first six weeks of *Meaningful Composition 4+* as these weeks introduce many grammar items throughout the writing instruction, and an additional grammar program simultaneously may confuse the young writer.) The MC books are also ideal co-op or small group writing books as they give each teacher confidence to teach with their step-by-step, directed writing approaches and accompanying lesson plans.

**To use *Meaningful Composition* as a one-semester, stand-alone English curriculum**, you can simply start at the beginning of the book and spread the compositions out over the time recommended. (There are at least eighteen weeks worth of assignments in each *Meaningful Composition* book as stand-alone curriculum books for one semester of instruction. This is shown in the layout of each book.) Your student will need to look up any grammar concepts that he is told to include in his compositions (quotation marks, semicolons, etc.) if he is unfamiliar with writing with them. For the student who has already had the fundamentals of grammar study, *Meaningful Composition* becomes the application of those grammar skills via the Checklist Challenge that each composition must have applied to it.

The method of instruction in *Meaningful Composition* Books 6+ and 8+ will require one or two one-hour meetings each week with the teacher to discuss the assignment, introduce the outlining technique, check the student’s rough draft, review his Checklist Challenge, and grade his final composition. In addition, he will need to work approximately 45 to 60 minutes a day three or four days a week by himself in *Meaningful Composition* in order to complete all of the assignments contained therein during a one-semester period of time. (Again, the time and teacher assistance in Book 4+ will vary according to whether the student is learning to write sentences or multiple paragraph compositions (ie. the early or latter parts of the book). It is recommended that you start out working together in Book 4+ and see which areas your student is able to work alone and which areas he needs your assistance.)

All **Meaningful Composition** books have two levels within the levels: Basic and Extension. These two levels provide two different skill levels of writing and revising for students in each book. Thus, a younger student using a certain book does not need to write as many sentences or paragraphs or complete as many revisions as an older (or more advanced) student using the same book. Also, it should be noted that while MC is a composition program, the first portion of Book 4+ contains a lot of grammar and usage. This is purposeful. The composition in all of MC (and all of CQLA) is dependent upon a student at least understanding the fundamentals of sentence structure. Students will be able to complete the Key Word Outlines much more effectively if they understand the functions of subjects and verbs. Students will be able to insert the CC revisions into their writings much more easily if they understand how to do the revisions (how to combine sentences, how to add sentence openers, how to write SSS5's, etc.). The groundwork for many of those skills is laid out in Book 4+-- for beginning students (grades three through five), as well as for older students who need instruction in those fundamentals. (Books 4+, 6+, and 8+, in addition to being grade-level appropriate, are also strong remediation books--see the complete list of essay and report types provided in these books at the end of this "How to Use" section.)

**To use *Meaningful Composition* as a full-year curriculum along with a fundamental grammar course** (such as *Easy Grammar* for upper elementary and middle school students or *Jensen's Grammar* for high school students), you would simply double the amount of time that each essay or report has allotted. (For example, if an assignment says two weeks for its time allotment, your student would complete all of the components of that assignment in four weeks instead.) In this way, your student will eventually learn all of the grammar concepts he is asked to apply in the Checklist Challenge during the course of the academic year while he is writing compositions. Using this approach, your student would need to work out of *Meaningful Composition* thirty minutes per day for the entire school year, (one or two of these sessions with you reviewing his work as needed), which leaves time for him to complete grammar studies simultaneously. The optimal way to learn grammar and composition is to combine the two and be sure that grammar application is included in the compositions, which is why *Meaningful Composition* (and our complete language arts program, *Character Quality Language Arts*) contains the Checklist Challenge for each composition written.

**To use MC books in a co-op or small group setting**, you may desire to follow one of the fourteen week plans in the Appendix. These two plans--one with fourteen weeks of the book completed and one with all eighteen weeks of the book completed (in fourteen)--tell the co-op or group teacher what to do during her meetings and what to assign as homework to be completed and brought back to class the next week. For bulk orders of MC books for your group of school, contact TFT.

**If your student has little grammar background and still needs instruction in spelling and vocabulary (as well as comprehension), you may want our full language arts curriculum, *Character Quality Language Arts (CQLA)*.** It is a complete language arts program for grades two through twelve and teaches the four major language arts skills--vocabulary, spelling, grammar, and composition--using character materials and topics as its subject matter. (It also incorporates study skills and comprehension---building throughout. You can find out more about all of our programs, including CQLA, by accessing our web site at [www.tfths.com](http://www.tfths.com). You may also print off one full month of CQLA for each child to use free of charge and view the Tables of Contents and sample lessons for each *Meaningful Composition* book at the same website.