

Weeks 4 and 5: Original Informative Report

Animal (or Thing) of the Bible and Comparative Closing Paragraph

Overview of Research Report

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

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

I. TOPIC OF REPORT: You will be writing an informative report **about an animal (or thing) that is compared to Satan in the Bible**. You may choose from one of the topics listed or choose a different one according to your teacher's instructions.

- | | |
|-----------------|----------|
| A. Roaring lion | B. Wolf |
| C. Thief | D. Snake |
| E. Dragon | F. Fox |

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

- A. **Basic** students will write **4 paragraphs** for the body (P'soB).
B. **Extension** students will write **5 paragraphs** for the body (P'soB).

III. SENTENCES PER PARAGRAPH:

- A. **Basic** students will write **4-6 sentences* per paragraph**.
B. **Extensions** students will write **5-7 sentences per paragraph**.

*Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any TFT writing assignment, with your teacher's permission.

IV. OPENING PARAGRAPH:

No students will write an **opening paragraph**.

V. CLOSING PARAGRAPH:

All students **will** write a **closing paragraph**. This paragraph will be a comparative paragraph--a paragraph that tells how the Bible says your subject is like Satan.

VI. SOURCES:

All students will use **2 sources**. You will be told in the writing instructions what types of sources to use.

VII. QUOTATIONS IN YOUR REPORT:

ALL students will include **1 direct quotation**. You will be given instructions on how to do this within the writing lesson this week and next week.

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

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

Step 1. Research and Study Skills: Choose Your Topic and Sources

The first step in writing a report is to choose the topic you will be writing about.

<> 1a. Think about these aspects of topic choosing:

- (1) You will be breaking your informative report down into paragraphs. Consider this when you choose your topic too.
- (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. For example, if you know you have a large cat encyclopedia that has information about various types of cats (that would make a good “Overview Source”), you might want to write about the lion.
- (4) The body of your report will be an informative report. That is, you will just inform your reader about the subject. **You will not mention that your subject is like Satan until your closing/comparative paragraph.**

<> 1b. Write the topic you have chosen on the topic line below.

Topic: _____

Looking Ahead...at the “Overview Source” and “Overview Source Method”

In the “**Overview Source Method**” of writing, you will find one source (the “Overview Source”) in the beginning **that helps 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 writing process, you will know where to plug in the information from that source(s) easily.

For example, you will do the following steps (in a nutshell--**details will follow during the outlining assignment**) with your “Overview Source”:

- (1) Find a source based on the criteria given.

Example: The Large Cat Book

- (2) Read that source (or section about your topic) thoroughly.
- (3) Mark that source with sticky notes for possible paragraph breaks for your report.

Example: Four paragraphs about four aspects of the lion’s predatory habits (since you will be comparing the lion, as a predator, to Satan)

(4) Write out the paragraph topics that you will use in your report based on the information in this source.

Example:

Paragraph of Body A (PoB A): Lion's roar

Paragraph of Body B (PoB B): Lion's prey

Paragraph of Body C (PoB C): Lion's predatory habits

Paragraph of Body D (PoB D): Lion's stalking

(5) **Choose another source (or sources) that contains information specifically about your topic.**

Examples: L encyclopedia

(6) **Write information from your other source(s) beneath your paragraph note headers** (i.e. for the sentences of your report).

PoB A: Lion's roar

Opening/Transition Sentence: Known for roar

Support Sentence (SS) 2: _____

SS 3: _____

<> 1c. 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 Training for Triumph calls the “Overview Source” when you first begin a writing project.

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

- (1) You want to choose a source for this that contains information about all aspects of your topic.
- (2) You want this source (or at least your sections of that source) to be **one that you can read in one sitting**--not a lengthy book about the topic.
- (3) You want your section of your first source to be short enough that you can write the 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.
- (4) **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.**
- (5) Online encyclopedias, books with long chapters that are each about a different person or topic, etc. are good “Overview Sources.”

<> 1d. Choose your other source (based on your assigned number of sources) that contains information about your topic that will help you write your report.

- (1) Now that you have chosen your topic and your “Overview Source,” you will begin the reading and research process.
- (2) **You will need two total sources for your report**, depending on your level and your teacher’s wishes.
- (3) Follow the tips provided in the “Choosing Sources” box below for locating sources that are user-friendly.

Choosing Sources

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

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

Step 2. Research and Study Skills: Write Your Thesis Statement and Begin Gathering Information

By now you should have your sources found, your “Overview Source” read, and your topic chosen. 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 anything 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 of a paragraph--a sentence that tells what your entire paragraph is about. Only **in the case of a thesis statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about**.

For instance, if you were writing an opening sentence about one of the paragraphs in your report about the lion's roar, you might write, *The lion is known widely for its intense roar.* This would tell your reader that **your paragraph is going to be about the lion's roar.**

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 lion's roar. **The thesis statement must tell what the entire report is about.**

Your thesis statement for the lion report might be *The lion's predatory and attack habits are to be feared--and are amazingly similar to Satan's tactics.*

Since you have read your first source and at least skimmed your additional source(s), you should have no trouble coming up with a thesis statement.

<> 2a. Follow these tips to write the 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).

My thesis statement for this report: _____

***Note: If you do not feel prepared to write your thesis statement at this time, you may skip this assignment and come back to it after you complete assignment 2b.**

<> 2b. Read and mark your "Overview Source" for possible aspects that you want to include in your report, following these tips:

- (1) Skim through the text of your source to get an idea of the various aspects of your topic. **As you skim through your source, consider that you are writing four or five short paragraphs about your topic--and your book or source contains many paragraphs!** 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 about your animal for each paragraph. Each paragraph will be 4 to 7 sentences in length. You will only be able to include highlights about each product in that short space.

(2) Now that you have skimmed your source, start marking or highlighting your “Overview Source” for possible paragraph breaks following these tips:

- (a) Choose four or five different colors of small sticky notes--one color for each aspect you will write about in your report.

Note: If your “Overview Source” is an internet source or other source of which you were able to photocopy it, you may desire to use five (or four) different colors of highlighters for this step, rather than five (or four) different colors of sticky notes. This will help you mark your “Overview Source” in a clearer, more permanent way.

- (b) Go through your **Overview Source** and put sticky notes beside or on top of each piece of information that you think you might want to use for your report. For example, put pink sticky notes beside all roar information, blue sticky notes beside all predatory habits information, etc.

Note: If you do not have five (or four) different colors of sticky notes, you may use one color but write PoB A: Lion’s roar, PoB B: Lion’s prey, PoB C: Lion’s predatory habits, and PoB D: Lion’s attack skills on them for each Paragraph of Body. (You will have several sticky notes that say PoB A and several that say PoB B, etc. if you use this method.)

- (c) Continue doing this with different color sticky notes, one color for each paragraph you are assigned.

Note: You may not get more than 50% of the information for your report from this “Overview Source.” 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 product, 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 use your other source(s) to get most of the details.

<> 2c. Now that you have determined your four or five paragraph topics (Paragraph of Body--PoB), list them, in the order you will include them in your report, on the lines provided.

Topic of PoB A: _____

Topic of PoB B: _____

Topic of PoB C: _____

Topic of PoB D: _____

Extensions--Topic of PoB E: _____

Step 3. Study Skills/Research: Create Outlining Cards for Informative Research Report

<> 3a. Follow the steps below to learn how to create outlining cards (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

(1) Turn to the outlining cards following this entire writing lesson.

(2) By now you should have chosen the animal that you wish to write about, so it should be fairly easy to plug the information that you have highlighted into the Paragraph and Sentence Outlining Cards.

(3) Start with the first paragraph of the body of your report (PoB A) and complete the following steps:

a. **Write the topic of that paragraph on the Topic of Paragraph line.**

b. Open your “Overview Source,” and find the information you highlighted or marked with sticky notes for that topic.

c. **Fill in the sentence lines with the information about that animal from your “Overview Source” until you have some information for some of the sentences** (but not more than 50% 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 your other source(s) one at a time, and **fill in the rest of the sentence lines with notes about that animal using your other source(s).**

***Note: When using multiple sources for report writing, always begin with the source that will help you choose your paragraph topics (i.e. your Overview Source), then move on to the source that contains the next to the most amount of information you will need. Continue in this manner, using the sources that contain the most informative first, then moving onto the ones with less usable information.**

e. Be sure to **use information from each of your sources for that aspect.**

f. Do this for each of your four or five aspects.

(4) **You may cut out the cards or leave them all on the pages.**

(5) **Optional:** You may flip over to the “Create a list of Works Cited” section and fill in bibliography cards for any sources you use during the outlining or you may save your sources and do the cards when assigned later.

(6) Keep these tips in mind:

- a. A paragraph is a unit of thought. Each paragraph section should only contain information about one aspect. Do not put information about the roar and the predators on the same paragraph space. Each of your aspects will be a separate paragraph. (Note: 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.)
- b. **Just write down key words for each sentence line, but be sure to include and details that are hard to spell or difficult to remember.**
- c. You will be using the “sentence-by-sentence” approach to notetaking for this report. That means that **you will write key words on each “sentence” line that you will use to create a complete sentence when you write your report.**

Example of Outlining Format

For example:

Opening Sentence: *feared and revered → man and beasts*

In your report, it might say: *The lion is both feared and revered by man and fellow beasts alike*

<> 3b. Learn how to include quotations in your outline.

- (1) You will learn how to include quotations in the outline of your report in this section. You are assigned the addition of **at least one quotation**.
- (2) As you read your sources, if you find something that sounds interesting or clever that you would like to put in your report word-for-word (a quotation), record that quote on the lines provided in the note-taking section for the paragraph that will contain that quote.
- (3) You will need to have at least the number of quotations required. If you desire to have more quotations in your report than the number assigned, you may do so.
- (4) At this level, you will **include your quotation word-for-word in your notes**. If you do this, you will not have to look up the quote while you are writing your report.
- (5) You will be writing a closing paragraph and may choose to put your quote in that paragraph.
 - a. Opening and closing paragraphs are good places to include interesting, attention-grabbing quotes.
 - b. Since you are writing about how this subject is like Satan, you might want to include a Bible verse or famous quote about this in either your closing paragraph. This may be counted as one of your sources and as your quotes if you do use a verse.

- (6) Follow these steps to record your quote in your outline (which will be similar to the steps you will use to include your quote within your report):
- (a) **Write your quote neatly on the outlining lines** for the place in your paragraph in which it will be added word-for-word as it appears in your source.
 - (b) Be sure you **use the exact wording, punctuation, and spelling of the original quote.** (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
 - (c) You will put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
 - (d) You will put the name of the book or the person who said it before the quote as the quote's speech tag (like the example given below). If the quote comes from an informative book or online source, just put the book's title. If the quote comes from a famous person, put the person's name.
 - (e) Put the author of the book (or title if no author is given) and the page number from which it came in parenthesis directly following the quote (regardless of what you included before the quote for your speech tag).
 - (f) See examples below.

Examples of How to Include Quotation in Outline

Including the entire quote in your notes

SS2: Carey--"Expect great things from God. Attempt great things for God!"
(90 Jones _____)*

OR

Referencing the quote in your notes to look up when writing report:

SS2: Carey quote...Expect/Attempt
(90 Jones _____)*

*In parentheses, the first short line is page # where info is found; second line is author (or book title if no author is given).

<> 3c. Follow the steps given in the examples below to learn how to include quotes in your report. (You will do this later when you write your report, but the instructions are given here with the "include quote in outline" section.)

Examples of How to Copy Your Quote in Your Report

Sample Quote 1:

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

Details of Sample Quote 1:

- sentiments: --Only use a colon to introduce a quote if your “speech tag” (words before the quote) is a complete sentence that could stand all by itself (otherwise use a comma following the speech tag).
- “**With**”--Most of the time a quote begins with a capital letter.
- nations*”--Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence).
- (Moore 84).---Since you will have a list of Works Cited at the end of your paper that your reader can refer to, just use this simple citation of the author’s last name comma then page number on which your quote is found. Put a period following the ending parenthesis (not inside the ending parenthesis).

Sample Quote 2:

Carey summed up his faith and devotion to the Lord in these words: “**Expect** great things from God. Attempt great things for *God!*” (Jones 90).*

Details of Sample Quote 2:

- words: --Only use a colon to introduce a quote if your “speech tag” (words before the quote) is a complete sentence that could stand all by itself (otherwise use a comma following the speech tag).
- “**Expect**”--Most of the time a quote begins with a capital letter.
- God!*”--Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence). If your quote ends in an exclamation mark or question mark, include that inside the quotation mark--since it is part of the quote.
- (Jones 90)---Since you will have a list of works cited at the end of your paper that your reader can refer to, just use this simple citation of the author’s last name comma then page number on which your quote is found. Put a period following the ending parenthesis (not inside the ending parenthesis)--this is the period for your entire sentence.

Sample Quote 3:

Carey once said, “**Expect** great things from God. Attempt great things for *God!*” (Jones 90).*

Details of Sample Quote 3:

- said, --Use a comma following your speech tag when that speech tag is not a complete sentence that could stand all by itself.
- “**Expect**--Most of the time a quote begins with a capital letter.
- God!*”--Since you will have a simple source citation in parentheses following your quote, do not put a period at the end of your quote (your period will follow your source citation and will be an end mark for your entire sentence). If your quote ends in an exclamation mark or question mark, include that inside the quotation mark--since it is part of the quote.
- (Jones 90)---Since you will have a list of works cited at the end of your paper that your reader can refer to, just use this simple citation of the author’s last name comma then page number on which your quote is found. Put a period following the ending parenthesis (not inside the ending parenthesis). If your quote ends in an exclamation mark or question mark, include that inside the quotation mark--since it is part of the quote.

***Note:** The shading, bold font, italics, and underline are used here to teach you how to punctuate a quote. Do not put them in your paper.

More Quote-in-Report Samples

According to *Home Gardening Made Simple*, “*In the past, small spaced dwellers have had to rely on store-bought produce for their vegetable needs. All of that is changing with the invention of small-spaced gardening*” (Smith 32).

Famous gardener and chef, Emeril Lagasse agreed with this: “*Window-sill herbs are changing the way home cooks season their dishes*” (Lagasse 15).

Step 4. Composition: Write Rough Draft of Informative Report About Things That Are Reaped and Sown

<> 4a. 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 and the sentence notes beneath it.

***Note about thesis statement:** Since you are going to be writing an opening and a closing paragraph later, you do not need to include your thesis statement in your report yet. You will tweak the rough 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 four or five paragraphs of the Body (P’soB) of your report.

- (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.
- (4) Write the first paragraph of the body of your report (PoB A) in your notebook (on every other line) or key it on the computer (double spaced).
- (5) Continue the steps above for the rest of your report.

***Note: When you come to one of your quotes in your outline, just insert it (as you have recorded it in your outline) where ever it fits.**

Step 5. Study Skills/Prewriting/Composition: Take Notes for an Original Closing/Comparative Paragraph

<> 5a. Now that you have written the body of your report, you are ready to write a closing paragraph.

- (1) **Your closing paragraph will include a “thesis statement reloaded”--and will be a comparative paragraph--comparing your subject with Satan (via what the Bible says about that comparison).**
 - a. Remember, a **“thesis statement reloaded”** is a statement that **“closes”** your paper--**sums up what your entire paper is about.**
 - b. It should be a sentence or two in length and should close your report.
 - c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
 - d. It should bridge the gap between your catchy closing paragraph and the body of your report.
 - e. It should leave your reader with a feeling of satisfaction after reading your paper.
 - f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
 - g. Be sure your “thesis statement reloaded” is not identical to your thesis statement---it should be “reloaded” with the key words still in it.
 - (2) Write enough notes for **5-8 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.
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***Note: If you are used to writing “thesis statements reloaded” and closing paragraphs, you may experiment with putting your “thesis statement reloaded” later in your closing paragraph--even at the very end of your closing paragraph, if desired. Sometimes this helps the flow of your closing paragraph when you are writing a story or other information in your closing paragraph that you want to keep all together--then follow this with the “thesis statement reloaded.”**

Notes for Closing Paragraph

<> 5b. Follow these steps for writing your closing/comparative 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.

Step 6. Study Skills/Research: Create a list of Works Cited

<> 6a. Fill out a bibliography card (provided at the end of this week's lesson) for each source you used for this week's writing assignment. (You may or may not use all of the bibliography cards provided.)

Major Works/Minor Works

- **Major works** are names of any of the following and are italicized when keyed and underlined when written by hand:
 - Books:** *The Well-Trained Heart*
 - Magazines:** *Raising the Standard*
 - Encyclopedias:** *World Book*
 - Movie titles:** *Treasures in the Snow*
 - Music collection titles*:** *Hymns Triumphant*

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

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

Major Works/Minor Works

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

Note: Minor works are found within major works. The article is the minor work; the magazine title is the major work. The chapter title is the minor work; the book title is the major work. The song title is the minor work; the cd title is the major work, etc.

<> 6b. Create a list of Works Cited following these steps:

- (1) Gather the bibliography cards that you created earlier and number them in alphabetical order, by last names (for books and articles) or by the title's first word--exclusive *a*, *an*, or *the* (for encyclopedias and other sources with no author).
- (2) Create a list of **Works Cited like the one written in the sample box below**, using the information as it appeared on your bibliography card(s) from 6a. This will be a page of its own (not just at the bottom of your report).
- (3) In your list of Works Cited, **put your sources in alphabetical order according to the last name of the author (if the author's name is given) or according to the title (if no author is given)**--either way it will be in alphabetical order according to the first word of each entry. Punctuate and capitalize according to the sample provided. (Also, capitalize in the same way the items are capitalized in the front of your book or on the footers of your online source.

(4) Follow these steps for punctuation each entry:

a. Think of each source in three main aspects:

1. author information

2. title information

3. publisher information (publisher, city of publication, date of publication, and page number).

b. Place a period between each major aspect.

c. Place commas within each aspect as shown in the samples.

d. Place a period following each entry.

(5) Online sources will often have an additional aspect or two (including two dates--date the site was updated and date it was accessed). Continue to place periods between aspects, as well as follows each abbreviation. (See samples in Works Cited box.)

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

Works Cited

Davis, Kenneth C. *Don't Know Much About American History*. New York : Harper Collins Publisher, 2003. Print.

"How to Sew Buttons." *Youtube.com*. youtube. 20 May 2006. Web. 13 June 2006.

"Mammals." *World Book Encyclopedia*. 3rd ed. Volume M. 2002. Print.

"Monkeys." *Wikipedia: The Free Encyclopedia*. Wikipedia. 29 April 2007. Web. 10 May 2007.

Reish, Donna M. "Creating a Love for Learning." *IAHE Informer* May 2005: 22-28. Print.

Smith, Ron. "MLA Formatting and Style Guide." *The OWL at Purdue*. Purdue University Writing Lab. 13 June 2006. Web. 14 June 2008.

Step 7. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 7. 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.**
- (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.**

Step 8. Composition: Final Copy Original Informative Research Report

<> 8a. Write the final copy of your report in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).

<> 8b. Write or key the final copy of your list of Works Cited.

<> 8c. 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?

Outlining Cards

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

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

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

(_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Outlining Cards (Continued)

<p>PoB C: _____ (3rd aspect) Opening/Transition Sentence: _____ _____ (_____) _____)</p> <p>SS1: _____ _____ (_____)</p> <p>SS2: _____ _____ (_____)</p> <p>SS3: _____ _____ (_____)</p> <p>SS4: _____ _____ (_____)</p> <p>SS5: _____ _____ (_____)</p> <p>SS6: _____ _____ (_____)</p> <p>SS7: _____ _____ (_____)</p> <p>SS8: _____ _____ (_____)</p>	
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Outlining Cards (Continued)

PoB E: _____
(Extension: 5th aspect)
Opening/Transition Sentence: _____

(_____)
_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

PoB F: _____
(Optional: 6th aspect)
Opening/Transition Sentence: _____

(_____)
_____)
SS1: _____

(_____)
SS2: _____

(_____)
SS3: _____

(_____)
SS4: _____

(_____)
SS5: _____

(_____)
SS6: _____

(_____)
SS7: _____

(_____)
SS8: _____

(_____)

Bibliography Cards

Book

Author _____, _____
last name first name (and middle, if given)

Full title of book (underlined since it is a major work; you will italicize if you type this information):

Publisher: _____

City of publication: _____ Year of publication: _____

Encyclopedia

Title of Article (in quotation marks since it is a minor work): _____

Name of encyclopedia: _____

Volume (letter or number): _____ Year of publication: _____

Write cd-rom version or internet version (and its http for internet versions) on the lines if either of these two applies:

Online Source

Author of Article (if given): _____ Name of site: _____

Title of Article (in quotation marks since it is a minor work): _____

Publisher or sponsor of site: _____ Date accessed: _____

Date article or item was uplinked (if given): _____

Magazine Article

Author _____, _____
last name first name (and middle, if given)

Title of Article (in quotation marks since it is a minor work): _____

Name of magazine or periodical (underline since it is a major work; you will italicize if you type this information on the computer):

Volume (month and year): _____ Pages of article: _____

Bibliography Cards

Book

Author _____, _____
last name first name (and middle, if given)

Full title of book (underlined since it is a major work; you will italicize if you type this information):

Publisher: _____

City of publication: _____ Year of publication: _____

Encyclopedia

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Publisher or sponsor of site: _____ Date accessed: _____

Date article or item was uplinked (if given): _____

Magazine Article

Author _____, _____
last name first name (and middle, if given)

Title of Article (in quotation marks since it is a minor work): _____

Name of magazine or periodical (underline since it is a major work; you will italicize if you type this information on the computer):

Volume (month and year): _____ Pages of article: _____

Week 4 & 5 Checklist Challenge: Informative Report

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

All All All All
 All E

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. Be sure to read aloud. You will “hear” errors you would otherwise not find.

☞ Focus on content errors at this time.

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.

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 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.

<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 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.

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*.

Al Al Al Al
 Al E

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

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*.**

Al Al Al Al
 Al 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 word. If you do not have a n y Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

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

Al

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

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

☞ **Center your title at the top of the first page of your report. 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-less 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 double ones, not single ones).**

Al

Add a sentence to the beginning of your report that describes the whole report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **Tips:**

- Write a sentence that describes your report without telling the reader exactly what it is about.
- Do not say: *In this report you will learn about . . .*
- Be sure this thesis statement is truly representative of the content of your *entire* report.
- Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.

Al

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 report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your report rather than the thesis statement.**

Al Al Al Al
 Al 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, highlight the check box(es) 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).**

Al

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.

E

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, highlight the check box(es) as directed by your teacher.

Examples:

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

Al Al Al Al

Al 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, 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*.

Al Al Al Al

Al 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 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.

Al

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, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that "hunter" has an easy meal!
- 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

E

Add one **subordinate clause opener** followed by 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:

- **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 (words at the beginning of subordinate clauses include words from the following rhyme (plus many more): since, when, though, because, if, although

Al

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, highlight the check box(es) 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.
- **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.
- **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.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

E

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.

Al Al Al Al
Al 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, highlight the check box(es) as directed by your teacher.

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

Al Al Al Al
Al E

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