# Weeks 3 & 4

# Report II

# Agriculture Product(s)

# **Week 3:** Choose Topic, Research, Outline, and Write

**Week 1 of 2--Report II: Agriculture Products**

## Overview of Agriculture 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, 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 a category of agriculture in which you reap what you sow.** You may choose from one of the topics listed or choose a different one according to your teacher's instructions.

A. Grains grown by large farmers: field corn, wheat, soy beans, etc.
B. Root vegetables grown by a home gardener: turnips, radishes, potatoes, carrots, sweet potatoes, etc.
C. Vegetables grown by gardeners for sale in produce stands: tomatoes, peppers, sweet corn, green beans, etc.
D. Salad items grown by gardeners: lettuce, peppers, onions, tomatoes, etc.
E. Garden foods most enjoyed by children: watermelon, musk melon, potatoes, honey dew melon, etc.
F. Other*

***Note: You may choose any category of grown items in which the planter reaps what he sows--the categories above are just some simple ways to divide up the items in your report. You will be directed to write one paragraph per item, so choose a category of which you can find enough items to equal the number of paragraphs you are assigned for the body of your report (i.e. if you are assigned a five paragraph body, you will write about five items).**

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

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

**III. SENTENCES PER PARAGRAPH:**

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

**VI. SOURCES:**

A. **Basic** students will use **3 sources.** You will be told in the writing instructions what types of sources to use.
B. **Extension** students will use **4 sources.** You will be told in the writing instructions what types of sources to use.

**You may choose any types of sources you desire, but the easiest sources to find information about produce are often agriculture encyclopedias or almanacs; online sources; gardeners' encyclopedias; or factual, user-friendly books, such as Usborne, Dorling Kindersley, or Eye Witness. These are especially good sources for your "Overview Source."**

**VII. QUOTATIONS IN YOUR REPORT:**

**ALL** students will include **4 direct quotations.** 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.

a. For example, some topics are easy to break down, like in the case of the topic of Big Cats or Small Dogs, you can easily choose four different big cats for the body of your report--or four different small dog breeds for the body of your report.

b. In this report's case, you would spend one paragraph on each agriculture product.

(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 gardeners' encyclopedia that has information about various types of home-grown and sold produce in it (that would make a good "Overview Source"), you might want to write about the produce items that are sold at farmers' markets, roadside food stands, etc.

**<> 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 Miracle of Small-Space Gardening* (gardening handbook)**

(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: Five different types of small garden produce for five paragraphs--one on each type of produce.**

(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): Potted Tomatoes

Paragraph of Body B (PoB B): Vine Beans

Paragraph of Body C (PoB C): "Flower Bed" Peppers

Paragraph of Body D (PoB D): Window-Sill Herbs

Paragraph of Body E (PoB E): Flower Pot Cucumbers

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

**Examples: (1) G Encyclopedia and (2) *The Small Garden Book***

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

**PoB A:** Potted Tomatoes

Opening/Transition Sentence: One plant per pot

Support Sentence (SS) 2: Needs steady moisture and fertilizer

SS 3: Grow very tall

**<> 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. For example, if you are writing about five different large field grains (one paragraph per grain), your "Overview Source" needs to contain information about all five grains, as well as some other information that you might desire to put in your opening or closing paragraph.

(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) Note: With a varied topic such as this one, **you may need more than one "Overview Source"**--such as one encyclopedia entry for each aspect. In that case, consider all of these "Overview Sources" together as one source in your total number of sources assigned (but detail each separately in your list of Works Cited).

(6) Online encyclopedias, books with long chapters that are each about a different produce item, etc. are good "Overview Sources."

**For example, if you had one book of three hundred pages about potted tomato plants, you would not have the information for your other plants, and you would be wading through way too much information for one paragraph about potted tomato plants.**

**<> 1d. Choose two or three other sources (based on your assigned number of sources) that contain 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 three or four 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 window sill herbs, you might write, *Cooks everywhere enjoy the freshness and convenience of window sill herbs.* This would tell your reader that **your paragraph is going to be about window sill herbs.**

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 herbs. **The thesis statement must tell what the entire report is about**.

Your thesis statement for the small spaced gardening report might be *Apartment dwellers, city folks, and others with limited outside space enjoy the benefits of small-spaced gardening.*

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 (i.e. about small-spaced gardening, not just about window-sill herbs).

(3) Tell your reader what you plan to include in your report (to a small extent).

Examples of Thesis Statements

*Apartment dwellers, city folks, and others with limited outside space enjoy the benefits of small-spaced gardening including the growing of potted tomato plants, window-sill herbs, flower bed peppers, flower pot cucumbers, and back-yard pole beans.

*Farmers in the mid-west sow and reap many products enjoyed by people everywhere, including wheat, soy beans, field corn, field beans, and popcorn.

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 five or six 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 product for each paragraph. Each paragraph will be 5-8 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 five or six different colors of small sticky notes--one color for each product 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 six) different colors of highlighters for this step, rather than five (or six) 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 flower bed peppers information, blue sticky notes beside all small pole green beans, etc.

**Note: If you do not have five (or six) different colors of sticky notes, you may use one color but write PoB A: <u>potted tomatoes</u>, PoB B: <u>vine beans</u>, PoB C: <u>"flower bed" peppers,</u> PoB D: <u>window sill parsley</u>, and PoB E: <u>Flower pot cucumbers,</u> 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 five or six 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:** _____
**Topic of PoB E:** _____
**Extensions--Topic of PoB F:** _____

# **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 products 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 produce item 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 to your other source(s) one at a time, and **fill in the rest of the sentence lines with notes about that item 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 information first, then moving onto the ones with less usable information.**

e. Be sure to **use information from all of your sources for that item.**
f. Do this for each of your five or six items.

(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 item. Do not put information about the poodle and the schnauzer on the same paragraph space. Each of your items 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. For example, you may do more paragraphs--with more agriculture items or you may write two paragraphs for each item, 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" 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 Outling Format

**For example:**

**Opening Sentence:** one most popular small spaced gardening = potted tomatoes

**In your report, it might say:** One of the most popular small spaced-gardening products grown is the potted tomato plant.

**<> 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 **four 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 in the notetaking 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 an opening paragraph and 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 products that are sown and reaped, you might want to include a Bible verse or famous quote about this in either your opening or closing paragraph. This may be counted as one of your sources and one of 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). (The remainder of vital information will be on your bibliography cards.)

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_____)*

***First short line (of parenthetical 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: **"W**ith 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*" (qtd. in Moore 84 ).*

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).
- •(qtd. in 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 words quoted in then the author's last name then page number on which your quote is found. Put a period following the ending parenthesis (not inside the ending parenthesis).

**Note: If your sentence is a quote from somebody other than your source's author, put the abbreviation qtd. in then the author's last name (and page number).**

**Sample Quote 2:**

Carey summed up his faith and devotion to the Lord in these words: **"E**xpect great things from God. Attempt great things for *God*!" (qtd. in 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.
- •(qtd. in 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 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.

**Note: If your sentence is a quote from somebody other than your source's author, put the abbreviation qtd. in then the author's last name (and page number).**

**Sample Quote 3:**

Carey once said, **"E**xpect great things from God. Attempt great things for *God*!" (qtd. in 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.
- (qtd. in 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: If your sentence is a quote from somebody other than your source's author, put the abbreviation qtd. in then the author's last name (and page number).**

***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).*

*No need to put qtd. in since it is Lagasse's book and his quote (and Smith's book and quote).

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

**<> 4. 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.

(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 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 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) 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 and Write an Original Opening Paragraph

**<> 5a. 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. Scripture passage about reaping and sowing
- b. Song about vegetables
- c. Story about a small-spaced gardener or large field farmer
- d. Definition of your classification of produce
- e. Statistic about how many farmers there are, how many people enjoy small-spaced gardener, how many tons of corn are used in the US each year, etc.
- f. Quote that you want to include in your report that sums up what type of product you are writing about
- h. Rhyme, such as Mary, Mary Quite Contrary or Little Boy Blue or Baa, Baa Black Sheep
- i. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)

(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 **4-7 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 your opening paragraph, 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 this with the thesis statement.**

## Notes for Opening Paragraph

_____

_____

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**<> 5b. Follow these steps for writing your opening paragraph:**

(1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement 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 in the following way:

a. Read a line of notes.
b. Consider what you want to say about those notes.
c. Say aloud a sentence that you want to use.
d. Write down that sentence.
e. Repeat these steps for all of your notes.
f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
g. Write this paragraph in your notebook (on every other line) or key it on the computer, before the report you just wrote.

# **Step 6. Study Skills/Prewriting/Composition:** Take Notes for an Original Closing Paragraph

**<> 6a. 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."**

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 **4-7 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 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

_____

_____

_____

_____

_____

_____

_____

_____

**<> 6b. 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.

# **Step 7. Study Skills/Research:** Create a list of Works Cited

**<> 7a. 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 music 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 i**n 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.**

**<> 7b. 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 7a. 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 and following 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.

*Holy Bible: The Open Bible, KJV.* Manford G. Gutzke, Roy A. Helton, Samuel J. Schultz, et al. New York : Tyndale House Publishers, Inc, 2004. Print.

"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.

***Note: If any aspect of your entry already contains a punctuation mark (i.e. dash, colon, period, comma, etc.), keep that punctuation mark in your entry as well.**

****Note: In web entries the first date given is the date the page or site was most recently added to. The second date is the date that you accessed the information (and used the information in your outline).**

# **Step 8. Composition and Editing:** Edit and Revise Using the Checklist Challenge

**<> 8. 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 9. Composition:** Final Copy Original Informative Research Report

**<> 9a. 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).**

**<> 9b. Write or key the final copy of your list of Works Cited.**

**<> 9c. Create a cover page for your research report as modeled below.**

**<> 9d. 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?**

**Sample Cover Page**

Research Report:
"Reaping and Sowing in Small Spaces"

Prepared for
Mrs. Reish
by
Kara Reish
Fall 2005
Ninth Grade

Outlining Cards

**PoB A:** _____

**(1st produce item)**

**Opening/Transition Sentence:** _____

_____

**(__ _____)**

**SS1:** _____

_____

**(__ _____)**

**SS2:** _____

_____

**(__ _____)**

**SS3:** _____

_____

**(__ _____)**

**SS4:** _____

_____

**(__ _____)**

**SS5:** _____

_____

**(__ _____)**

**SS6:** _____

_____

**(__ _____)**

**SS7:** _____

_____

**(__ _____)**

**SS8:** _____

_____

**(__ _____)**

**PoB B:** _____

**(2nd produce item)**

**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. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.**

Outlining Cards (Continued)

**PoB C:** _____

**(3rd produce item)**

**Opening/Transition Sentence:** _____

_____

**(__ _____)**

**SS1:** _____

_____

**(__ _____)**

**SS2:** _____

_____

**(__ _____)**

**SS3:** _____

_____

**(__ _____)**

**SS4:** _____

_____

**(__ _____)**

**SS5:** _____

_____

**(__ _____)**

**SS6:** _____

_____

**(__ _____)**

**SS7:** _____

_____

**(__ _____)**

**SS8:** _____

_____

**(__ _____)**

**PoB D:** _____

**(4th produce item)**

**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. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.**

Outlining Cards (Continued)

**PoB E:** _____

**(5th produce item)**

**Opening/Transition Sentence:** _____

_____

**(__ _____)**

**SS1:** _____

_____

**(__ _____)**

**SS2:** _____

_____

**(__ _____)**

**SS3:** _____

_____

**(__ _____)**

**SS4:** _____

_____

**(__ _____)**

**SS5:** _____

_____

**(__ _____)**

**SS6:** _____

_____

**(__ _____)**

**SS7:** _____

_____

**(__ _____)**

**SS8:** _____

_____

**(__ _____)**

**PoB F:** _____

**(Extension--6th produce item)**

**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. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.**

Extra Outlining Cards

**PoB G:** _____

**(Optional-card)**

**Opening/Transition Sentence:** _____

_____

**(__ _____)**

**SS1:** _____

_____

**(__ _____)**

**SS2:** _____

_____

**(__ _____)**

**SS3:** _____

_____

**(__ _____)**

**SS4:** _____

_____

**(__ _____)**

**SS5:** _____

_____

**(__ _____)**

**SS6:** _____

_____

**(__ _____)**

**SS7:** _____

_____

**(__ _____)**

**SS8:** _____

_____

**(__ _____)**

**PoB H:** _____

**(Optional-card)**

**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. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.**

## 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**

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: _____

# **Report II:** Checklist Challenge

**Complete the Checklist Challenge by using these guides:**

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

All ALL LEVELS

B BASIC LEVEL only

E EXTENSION only

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

---

All All All All
All 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 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 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.

| Instead of | Use | Instead of | Use | Instead of | Use |
|---|---|---|---|---|---|
| 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.

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.

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 word. If you do not have any 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 | |

All

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).**

All

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.**

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 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.**

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, 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.**

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.**

All

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.

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

| Instead of: | Use: | Instead of: | Use: |
|---|---|---|---|
| tree | maple | deep | bottomless |
| kind | compassionate | turn | swerve |
| grass | blades | loud | obnoxious |

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

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 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.**

All

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**

All

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, highlight the check box(es) 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.**

All

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**

All

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.**

All

**Combine two complete, related sentences** with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly**;** these sneaky ones use far more subtle methods.
- They act via traps and snares**;** they put their victims in challenging positions.

All

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.**

E

Add another complete sentence to one of your sentences with a **coordinating conjunction or semicolon** to make a compound sentence. If you have already done this, highlight the check box(es) 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.**

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, highlight the check box(es) as directed by your teacher. You may select one from the list below or choose one of your own.

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 a sentence:**
  - **The Venus' flytrap, <u>however</u>, is actually a plant.**
- **In the middle of two sentences with a semicolon just before the conjuctive adverb:**
  - **The Venus' flytrap is a plant; <u>however</u>, it actually catches and eats bugs and flies.**
- **At the beginning of a sentence:**
  - **<u>However</u>, the plant actually catches and eats bugs and flies.**

All

Add one **list of three or more items** (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:

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 and punctuated properly.**

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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).**

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