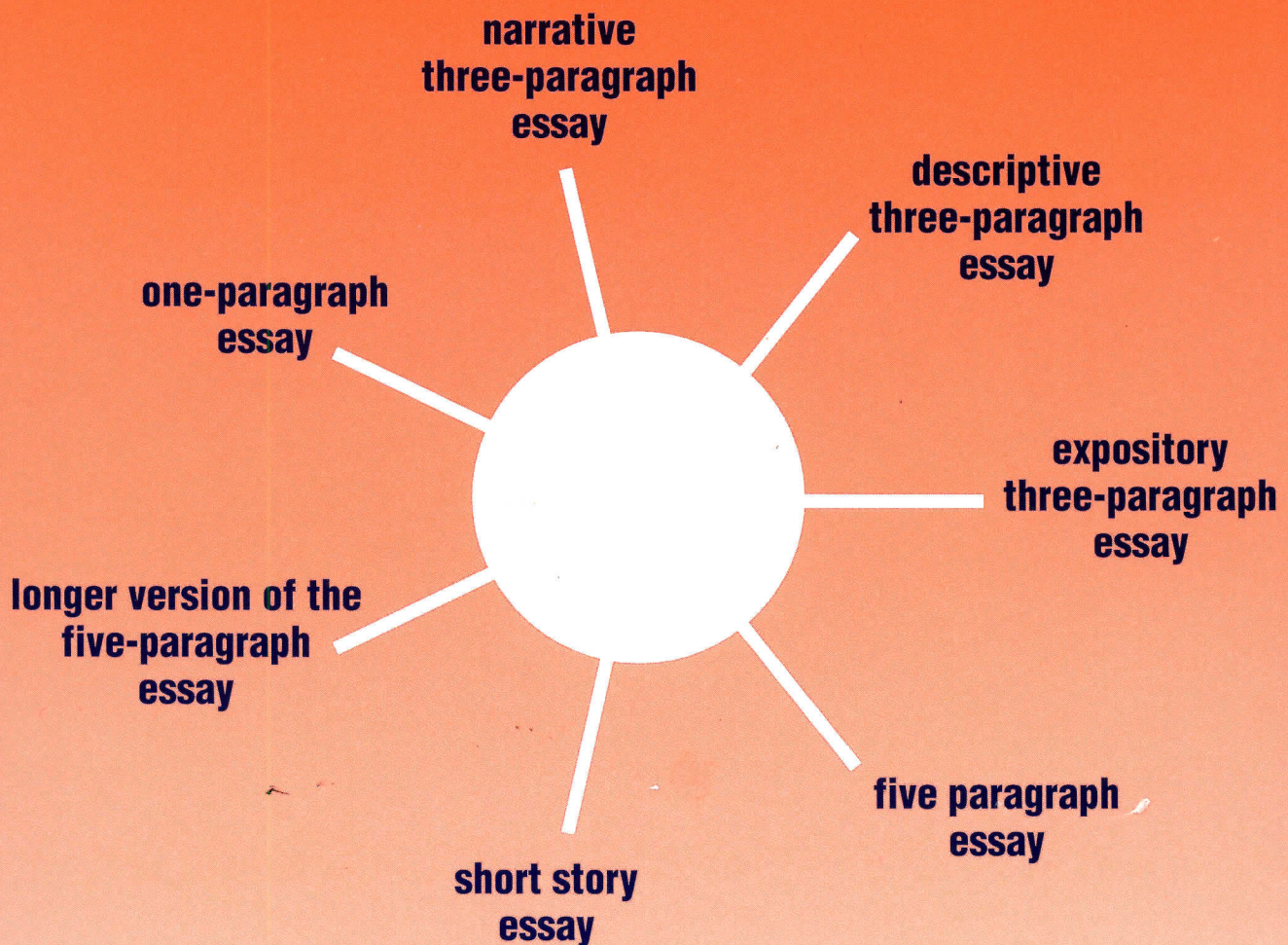


Formula Writing 1



Building Toward
Writing Proficiency



The Center for Learning

Roy Thomas
May 1999

Formula Writing 1— \$19.95
Building Toward Writing Proficiency

Janet Ehlert Cosner



The Center for Learning

Janet Ehlerl Cosner earned her B.S. in education from Kent State University and is pursuing an M.A. at Cleveland State University. She is a high school English teacher, the recipient of two Woodruff grants for writing, a Jennings scholar, and author of the Center for Learning's *Formula Writing 2—Diverse Writing Situations*.

The Publishing Team

Rose Schaffer, M.A., President/Chief Executive Officer

Bernadette Vetter, M.A., Vice President

Amy Richards, M.A., Coeditor

Amy Hollis, B.S.J., Coeditor

Cover Design

Krina K. Walsh, B.S.I.D.

Copyright © 1996 The Center for Learning. Reprinted 1998.
Manufactured in the United States of America.

The work sheets in this book may be reproduced for academic purposes only and not for resale. Academic purposes refer to limited use within classroom and teaching settings only.

ISBN 1-56077-529-7

Contents

	Page	Handout
Introduction	v	
Teacher Notes	vi	
1 One-Paragraph Essays	1	1, 2, 3, 4, 5
2 Avoiding Fragments and Run-On Sentences	7	6, 7, 8, 9
3 Transitional Words	13	10, 11, 12
4 The Five Senses	17	13, 14
5 A Sensory Experience	21	15, 16, 17
6 The Purpose of Punctuation	25	18, 19, 20
7 The Thesaurus	29	21, 22, 23
8 Creativity	33	24, 25, 26, 27
9 Metaphor and Simile	41	28, 29, 30, 31
10 Personification and Onomatopoeia	47	32, 33, 34
11 Narrative Three-Paragraph Essays	51	35, 36, 37, 38
12 Descriptive Three-Paragraph Essays	57	39, 40
13 Expository Three-Paragraph Essays	61	41, 42, 43
14 Five-Paragraph Essays	65	44, 45, 46, 47
15 Combining Sentences	71	48, 49, 50, 51
16 Communicating through Commas	77	52, 53
17 Short Stories	81	54, 55, 56, 57, 58, 59, 60, 61, 62
18 Subject-Verb Agreement	93	63, 64, 65, 66
19 Extended Five-Paragraph Essays	99	67, 68, 69, 70
20 Proofreading	107	71, 72, 73

Introduction

Many teachers believe that they should stay out of the way and just let their students write. Others bleed red ink all over the compositions of their students and stifle the desire to write. Teachers are often unsure of how to "teach" writing and consider it a process of discovery, not a product. Students, on the other hand, frequently don't know how to begin or structure an essay or what they want to say. A good way to begin is to give students a structure, a formula to help them get started. This book is written to help teach the structure of many different kinds of essays so that students can organize their thoughts and write well.

The lessons build on each other. The book begins with a formula for a one-paragraph essay and goes on to give formulas for three- and five-paragraph essays and a short story. Interspersed in the lessons are creative and grammar exercises, which allow the students to be imaginative and also give them grammar rules to follow. The writing charts tell students what the teacher is looking for in their papers.

This formula method of writing is not meant to lock students into a set form but to be a starting point to help them organize their compositions. There is a great deal of flexibility in the formula program. The formulas can change as skills are developed, and it is the hope that one day students will grow beyond these formulas.

Teacher Notes

Rationale

Debates are swirling around the goals of the writing curriculums in our schools. Advocates of the whole language techniques and the modern writing process are beginning to question the outcomes of their instruction. Isn't the end product more important than the process? Where do grammar and spelling fit in? Colleges and employers complain about graduates who cannot communicate in writing. How can teachers teach writing that is not only grammatically correct but also creative, logical, and thoughtful? The formula method provides both structure and opportunity for creativity. The teaching of formulas, offering lessons in grammar and creativity, and clarifying the criteria for grading by use of a writing chart can motivate students to excellence in writing.

Using the Course Material

Formula Writing 1 consists of a teacher's manual of lesson plans, plus accompanying handouts. The lessons should be taught in order. While lessons specify a use for each handout, the teacher can vary the lessons according to ability levels of the students.

Student Notebooks

Each student should have a folder in which to keep important papers. A folder with two pockets, plus clips for paper in the center, is recommended. The students should organize the folders by putting all formulas, lists, and charts in one pocket and essays that are finished or in progress in the other. The center section should be reserved for grammar notes and worksheets. By being organized, students will have all of their writing tools at their fingertips.

Target Audience

The formula method can be used with middle and high school students of varying abilities. The teacher who understands the ability levels of his or her students will have no trouble adapting formulas to a particular educational goal. Included in the book are formulas for a one-paragraph essay, a narrative three-paragraph essay, a descriptive three-paragraph essay, an expository three-paragraph essay, a five-paragraph essay, a short story, and an extended five-paragraph essay. Also included are grammar and creative exercises.

Writing Chart

An invaluable tool for both teachers and students, the writing chart lists all the requirements that students need to meet. The chart can be made longer or shorter depending on the ability level of the class, but should get longer with each writing assignment. Once a lesson has been taught, the students are then held responsible for the content of that lesson. As a teacher learns the students' ability levels, assignments can be given to clear up problem areas, and these areas can be added to the chart.

Sharing

Most of the lessons end with the teacher sharing what the students have written. Students generally are thrilled to give permission for their papers to be read in class. It is an opportunity for them to see how their classmates think and write.

Peer Editing

Have students choose a composition buddy. You can change partners during the year so that students who have writing problems are teamed with students who write well. After students have written an essay, have the composition buddy read the essay to identify and correct mistakes. After both students have read each other's papers and corrected mistakes, they should complete the writing charts and attach them to their essays.

Formula Vocabulary

Brainstorming

Brainstorming is a prewriting technique where students start with one idea and build on it. To brainstorm, put the main idea on the board and ask students to think of topics that come to mind. Let the ideas flow and write every idea down. Don't stop to judge. After fifteen minutes, look at the list, strike out useless material, and narrow the topic. Sort out what is left into categories. The finished list should give many topics for writing.

Cluster

Clusters are the brainstorming ideas organized on wheels or eyes depending on the writing assignment. Students will select only the best material from the brainstorming list that suits the audience, the viewpoint, and the thesis. These clusters may be collected and graded.

Audience

The people who read a piece of writing are the audience. Students must understand who they are writing for and what those people need to know in order to understand the message of the written material .

Viewpoint

Viewpoint answers the following questions: What is my opinion of ____? What is my attitude toward ____? What can I suggest about ____? It states the purpose of the paper according to the goals of the writer.

Divided thesis

The thesis is stated by using the three areas that divided the topic.

Creative devices

Creative devices create images in the minds of readers. By using comparisons and sound words, students can tap into their creativity and show readers a different way of looking at something. The goal is to get students to think in pictures.

Grading

Put a check on the line where there is a mistake. If there is more than one mistake on a line, put as many checks as mistakes. When students get their essays back, they must find the mistakes and correct them. A revised paper could then be worth additional points.

Lesson 1

One-Paragraph Essays

Objective

- To write a one-paragraph essay using the formula TS-8EX.-SS

Notes to the Teacher

When you tell the students to write a one-paragraph essay, they may not know how much to write, how long the sentences should be, how many sentences they should write, or how to begin. With the formula method, students know exactly what is expected of them. They learn how to brainstorm, how to cluster eight ideas on a wheel, and how to go from the general to the specific. They find that the formula method is an easy way to express themselves.

Procedure

1. Start by asking a general question: *What problems do students have in writing?*
2. Distribute **Handout 1**. Draw a wheel with eight spokes on the board and write the question in the middle of the wheel.
3. Brainstorm with the class eight different answers. Put the answers on the spokes, called inner spokes. The answers do not have to be written in complete sentences. Tell the class that brainstorming is the most difficult part of writing because the students have to *think*.
4. Once the eight spokes are filled out, add a spoke to the eight inner spokes. These are called the outer spokes. Distribute **Handout 2**. Use the outer spokes to brainstorm specific details that relate to the students' inner spokes. For example, if one of the answers was *punctuation*, what is one specific problem that students have with punctuation? When the outer set of spokes is completed, it is time to write.
5. Using the words in the middle of the wheel, write a general statement. Change the question into a statement and use it as a topic sentence.
6. Have students pick a spoke on the wheel and write a long sentence for each spoke. To write a long sentence, students should combine the words on the inner wheel with the specific detail on the outer wheel. Tell stu-

dents each sentence should contain eight to fifteen words, begin with a capital letter, and end with a punctuation mark.

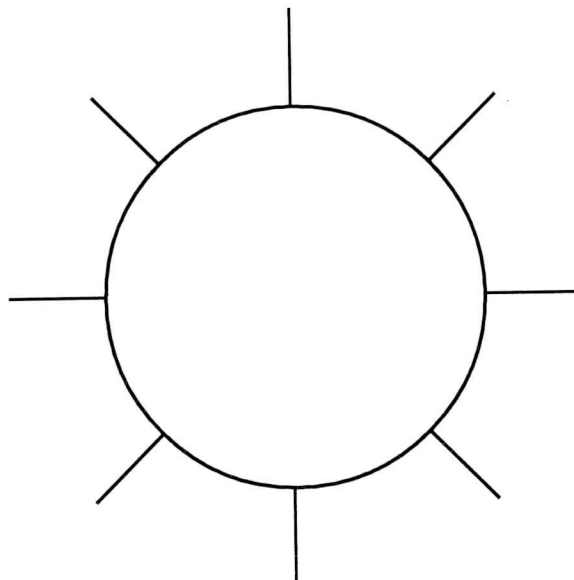
7. When students have written a long sentence for each spoke, have them write one last sentence, the summary sentence. This sentence can give an opinion or talk about the future.
8. Put the formula TS-8EX.-SS on the board and explain it.

Topic Sentence—Eight Examples—Summary Sentence

9. One-paragraph essays must now be at least ten sentences long and follow this formula. Depending on the students, the number of examples could be increased or decreased.
10. Distribute **Handout 3**. When students are sure they have met the requirements of each item on the chart, they will put a check in the **student** column and staple the chart to their essay. The teacher will return the checklist with the items checked that are correct. The writing charts should get longer with each composition.
11. Give students another general question: *What do you enjoy doing in your spare time?* Have students put the question in the middle of the wheel, fill the spokes with examples and specific details, and then write a paragraph following the formula. Tell students you will also grade the cluster (the wheel).
12. This formula method can be used with videos, short stories, novels, and plays. Just ask a question before the reading or viewing and have the students cluster and write the essay.
13. Extend the lesson by having students complete **Handout 4** and write a paragraph about eight of the answers. The same procedure can be applied to **Handout 5**.

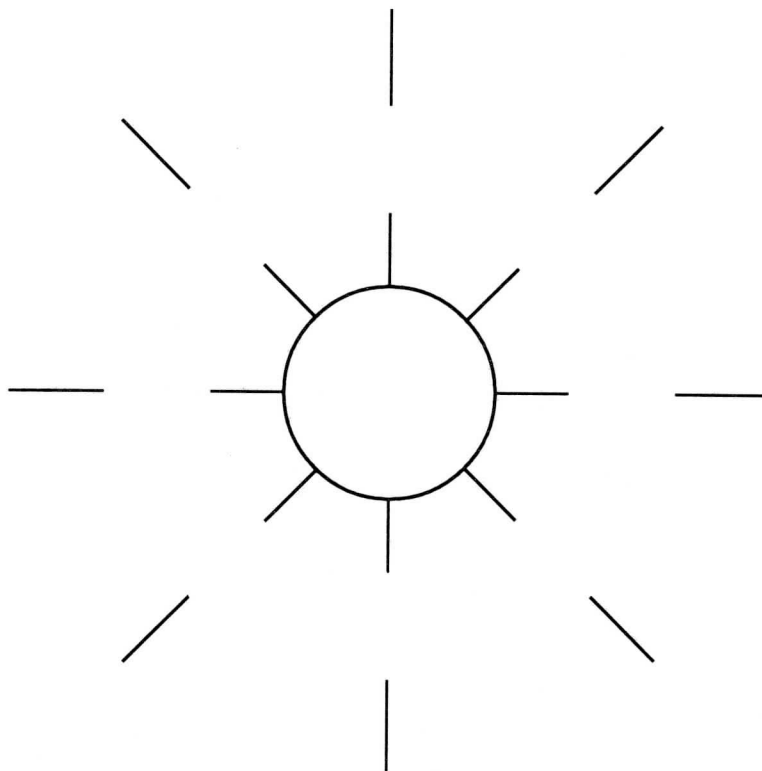
One-Paragraph Essay Cluster

Directions: Put the question in the middle of the wheel and fill the eight spokes with examples.



One-Paragraph Detailed Essay Cluster

Directions: Put the question in the middle of the wheel and fill the inner spokes with examples. Then fill the outer spokes with specific details.



One-Paragraph Essay Writing Chart

Directions: Before you turn in your essay, review this checklist to be sure you have met all of the requirements. When you are sure of each item, put a check mark in the **student** column. Staple this chart to your paper. Your teacher will return this checklist with the items checked that are correct.

Writing Chart	Student	Teacher
Student followed the formula TS-8EX.-SS.		
Student wrote at least ten long sentences (eight to fifteen words each).		
Student began each sentence with a capital letter.		
Student ended each sentence with the correct punctuation.		
Student checked spelling.		
Student proofread the paper.		

Student Biography

Directions: Complete the questionnaire. Then cluster eight of your answers on the wheel. Fill the outer spokes with details. Write a long paragraph following the formula TS-8EX.-SS.

Name _____

Nickname _____

Date of birth _____ Age _____

Name of parent(s) _____

Number of brothers _____

Number of sisters _____

Place in the family birth order _____

Schools attended _____

Places lived _____

Favorite school subject _____

Least favorite school subject _____

What you like best about attending school _____

What you like least about attending school _____

School activities _____

Hobbies _____

Special awards or achievements _____

Jobs held in the past and at present _____

A little-known accomplishment or an unusual fact about you _____

Plans for the future _____

Additional questions and responses _____

All Student Survey

Directions: Interview one of your classmates. Cluster eight of the most interesting answers and then write a long paragraph following the formula TS-8EX.-SS.

- | | |
|--------------------------------------|---|
| 1. Best female musician _____ | 17. Favorite actor _____ |
| 2. Best male musician _____ | 18. Favorite actress _____ |
| 3. Best musical group _____ | 19. Funniest comedian (male or female)
_____ |
| 4. Video of the year _____ | 20. Favorite book _____ |
| 5. Song of the year _____ | 21. Favorite car _____ |
| 6. Album of the year _____ | 22. Favorite food _____ |
| 7. Best NBA player _____ | 23. Favorite color _____ |
| 8. Best NFL player _____ | 24. Favorite name for a boy _____ |
| 9. Favorite basketball team _____ | 25. Favorite name for a girl _____ |
| 10. Favorite football team _____ | 26. Favorite subject _____ |
| 11. Favorite game _____ | 27. Who would be your companion if you were
stranded on a desert island? _____ |
| 12. Favorite restaurant _____ | _____ |
| 13. Favorite hangout _____ | _____ |
| 14. Favorite comic strip _____ | 28. Most influential world event (this year)
_____ |
| 15. Favorite TV show _____ | _____ |
| 16. Favorite movie (this year) _____ | 29. Who is your personal hero? _____ |
| | 30. With whom would you trade places?
_____ |

Lesson 2

Avoiding Fragments and Run-On Sentences

Objective

- To avoid writing fragments and run-on sentences

Notes to the Teacher

After students have written a few long paragraphs, you can tell which students are “fraggies” or “run-on” writers. Students tend to divide into one of the two groups. Some students cannot understand how to write a complete thought. Keep practicing using the wheel but also use worksheets to help explain how to avoid writing fragments and run-on sentences.

Procedure

1. Review how each spoke on the wheel must be turned into a complete sentence. Explain ways to correct fragments:

1. If the sentence fragment is a phrase, correct it by including it in a related sentence.
2. If the fragment is a subordinate clause used without an independent clause, correct it by combining it with a related sentence.
3. Correct some fragments by rewording or adding words.

Explain ways to correct run-on sentences:

1. Add appropriate end punctuation at the end of each complete thought.
2. Add a comma and a conjunction to join related sentences.
3. Separate the sentences with a semicolon.
4. Make one sentence into a phrase or clause.

2. Distribute **Handout 6** and ask students to complete it. Read the paper aloud, as some students will have trouble understanding the text. In about fifteen minutes you can tell what problems your students have been having and where you must focus the upcoming lesson plans.

Suggested Responses:

The Windy, Rainy Night

One night it was raining. It was thundering and lightning. The wind was blowing very hard. It was dark and spooky! I went outside. There were witches flying all around making spider soup. There was a fat, ugly witch. She asked me if I would have dinner with her. I said, “No, thank you.” It was raining spiders. The spiders were crawling all over the witches. It tickled them so the witches stopped making the soup and flew away!

3. For students with fragment problems, distribute **Handout 7**.

Suggested Responses:

1. *until the school year was over*
2. *flying high in the cloudless sky*
3. *across the floor*
4. *which was scheduled next August*
5. *who is a famous jazz pianist*

4. For students with run-on problems, distribute **Handout 8**. Students’ revisions will vary. Be sure to check for complete sentences. Sentence 2 on **Handout 8** is correct as it is.
5. Distribute **Handout 9** as a quiz on fragments and run-on sentences. Answers will vary. Sentences 2 and 5 are correct as they are.

The Widy Rany Night

Directions: Correctly rewrite Rachel's essay. Be sure to fix all of the mistakes.

"The Widy Rany Night"

By Rachel

One day it was raining. It was thudering and lightening. The wind was
blowing very heard it was dark and spky! I went out side thar were
wichis flying all arond making spider sup thar was a fat egly wich she
asked me if I wood have dinner with me I said no thank you it was
raining spiders. the spiders wer croling all over the wichis it ticheld
them so the wichis stopped making the soup and flow away.

Directions: A sentence fragment is a group of words that either lacks a subject or verb or does not express a complete thought. Underline the sentence fragment in each of the following word groups. Then combine those word groups to form complete sentences.

1. Until the school year was over. We didn't know how well we were doing.
2. We watched the airplane. Flying high in the cloudless sky.
3. The kitchen dish was shattered. Across the floor.
4. Our trip was postponed. Which was scheduled next August.
5. We applauded the musician. Who is a famous jazz pianist.

Avoiding Run-On Sentences

Directions: Correct the following run-on sentences. A run-on sentence consists of two or more separate sentences written as if they were one sentence. You can correct run-on sentences by separating the run-on sentences to create two or more sentences. Or you can join the independent clauses with a comma or a semicolon. You can also turn one independent clause into a subordinate clause. If the sentence is correct, write C.

1. We dialed your number you didn't answer.
2. Although the performance was delayed, the audience was not angry.
3. Our school football team has been successful this year the coaches can take the credit.
4. Mark is the best basketball player in the class he is a forward.
5. The icy water surrounded the island we remained warm in our cabin.
6. We love pizza spaghetti is good too.
7. When the light shines in our eyes we cannot see it is distressing to us.
8. The teachers gave out homework the students took notes in their homework plan books.
9. The day is over the day is done.
10. When the young, pretty girl tripped, the crowd hushed the girl then rose with dignity and the play went on.

Fragments and Run-On Sentences

Directions: Rewrite the following groups of words to form complete sentences. Write *C* for correct sentences.

1. After school when the football team meets on the field.
2. During the winter, Jill took skiing.
3. Whatever pleases you the most.
4. For the first time in many years.
5. Created by environmentalists, the park opened in June.
6. The day is gloomy I am sad.
7. Most of my classmates are friendly they have nice smiles.
8. This English class is exciting we do different lessons every day.
9. The pen leaked ink my pants are ruined.
10. Grammar is fun I like to write.

Lesson 3

Transitional Words

Objective

- To experience the necessity of using accurate transitional words

Notes to the Teacher

Students need to add “bridges” in their writing. Generating a list of transitional words encourages students to use transitions, making their essays more readable and accurate. In a narrative paragraph, transitional words and phrases make the order of events clear and show a chronological order. In a descriptive paragraph, transitional words show spatial order. In an expository paragraph, they show the order of each step. In an explanatory paragraph, transitions show the order of importance of the reasons and facts. The teacher should read aloud samples of writing that contain no transitions or connectives. Students will see that by using transitional words their papers will be organized and precise.

Procedure

1. Ask students to make a list of words to establish the following:
 - time
 - number or order
 - a consistent line of thought
 - a degree of certainty
 - summary or consequence
 - place

2. After students have completed their lists, distribute **Handout 10**. Make sure that students use this invaluable list each time they write.
3. Distribute **Handout 11**. Read the original paragraphs aloud to demonstrate how the lack of transitional words makes the essays dry and unclear. Have students complete the handout.

Suggested Responses, Part B:

1. Yes
2. *First, Second, Then, After that, Finally*
4. Distribute **Handout 12** and have students complete it. Review paragraphs in small groups.

Transitional Words and Phrases

Directions: To make your writing more exact, use this list each time you write. Keep it in your notebook and add any useful words or phrases as you learn them.

To show time—then, while, meanwhile, after, afterward, soon, later, eventually, finally, at last, by this time, at first, at this point, presently, next

To show number or order—first, second, in the first place, secondly

To continue the same line of thought—also, furthermore, moreover, likewise, besides, similarly, for example, in fact, for instance, again, then, on the contrary

To state degree of certainty—certainly, undoubtedly, presumably, indeed, perhaps, possible, anyhow, anyway

To show summary or consequence—therefore, consequently, accordingly, hence, thus, as a result, in conclusion, finally, for this reason, in short, in other words, to sum up, in fact

To show place—here, there, opposite, adjacent to, nearby, close to, farther

Transitional words used in narratives—first, then, finally, soon, later, at the beginning, in the middle, by the time

Transitional words used in descriptive paragraphs—above, alongside, at the end of, around, behind, below, down, low, near, next, along the bottom, throughout

Transitional words used in expository paragraphs—afterwards, later, next, then, while, following that, the next step, the last step

Adding Transitional Words

Part A.

Directions: Read the following paragraph and add transitional words so that the paragraph is more exact and clear.

Race Car Driver

The race car driver stomped on the gas pedal. The car sped up the track. He reached a dangerous curve. Another car pulled out in front of him. The driver slammed on his brakes. His car hit the wall and turned over. An ambulance was called, and the emergency crew arrived. The driver was taken to the hospital where he had an operation on his leg. He never did hear who won the race. The driver with one cast on his leg and one cast on his arm went home later that week.

Part B.

Directions: Read the paragraph and answer the questions.

Making a Hamburger

A hamburger is easy to make and tastes delicious. First, divide the ground meat into equal parts, roll the parts into balls, and press the balls into flat pieces. Slowly brown the patties on a low flame until cooked. Second, take out ketchup, mustard, onion slices, lettuce, and a bun. Next, spread a layer of ketchup and mustard on the bun. Then, put the cooked hamburger patty on the bun. After that, place the lettuce and onion slices on top of the hamburger. Finally, close the bun and enjoy your sandwich!

1. Does this explanatory paragraph explain a process step by step?
2. What transitional words are used to show step-by-step order?

Adding Transitional Words (2)

Directions: The following paragraph lacks transitions. Rewrite the paragraph and add transitional words.

Grocery Packing

To be a good packer in a grocery store takes skill. In the bottom of the bag, put the heavy items, like bottles and cans. Wrap the frozen items in plastic. Use soft items, like paper products, to separate breakable jars and bottles. Put non-crushable foods, like cereal boxes, in the bag. Put fresh vegetables and fruits, like peaches and green peppers, in the bag. Place fragile foods, like potato chips, on the top. You have learned an invaluable skill!

Lesson 4

The Five Senses

Objective

- To enliven writing through translation of sensory experiences

Notes to the Teacher

Students are not always aware of their surroundings. As writers, they must become sensitive to sensations all around them and use precise words to describe their remembered "pictures." To become an expert observer—to notice shades of color, subtle facial changes on a person's face, to see every detail—requires training. Students need to learn how to use and focus on all five senses and to communicate what they see. Given exercises to describe their sensory reactions, they will become more cognizant of the world and their writing will be more vivid and exact.

Procedure

1. Distribute **Handout 13**. Show how the list is divided into areas that deal with the five senses: sight, taste, smell, sound, and touch. Ask students to refer to words in the appropriate area to describe the following:
 1. The color of the sky
 2. The movements of a basketball player
 3. The shapes of objects in the room
 4. How a friend looks
 5. The sound of a siren
 6. The sound of a brook
 7. The sound of a teacher speaking
 8. The feel of liver
 9. The taste of spaghetti
 10. The smell of a gym locker
2. Ask students to use their five senses in describing a piece of chalk, a book bag, the midnight sky, popcorn, and a baby's cheek.
3. Distribute **Handout 14**. Tell students to use **Handout 13** as a reference to write long sentences about the sense experiences listed. Share the best papers with the class.

Sensory Words

Directions: Use this list to make your writing more vivid and exact. Keep it in your notebook and add useful words as you learn them.

Sight

appearance
dotted
freckled
spotted
blotched
wrinkled
mottled
striped
bright
clear
shiny
glowing
glossy
shimmering
sparkling
iridescent
glassy
flashy
glazed
sheer
transparent
opaque
muddy
grimy
drab
dull
dark
dismal
rotted
worn
untidy
shabby
messy
cheap
ugly
ramshackle
tired
exhausted
awkward
crooked
loose
curved
straight
orderly
formal
crisp
pretty
heavy
flat
stout
rigid
narrow

overloaded
congested
cluttered
crowded
jammed
packed
bruised
stretched
erect
lean
slender
supple
lithe
lively
muscular
sturdy
robust
hardy
strong
healthy
frail
fragile
pale
pasty
sickly
spry
miniature
timid
shy
fearful
apprehensive
tearful
nervous
frightened
terrified
hysterical
wild
bold
dramatic
irresistible
exuberant
energetic
animated
perky
attractive
arrogant
expansive
regal
stately
elegant
statuesque
huge
immense

massive
gigantic
showy
decorative
distinctive
dazzling
jeweled
lacy
lavish
exotic
gorgeous
radiant
vivid
flushed
fiery
blazing
fresh
tidy
handsome
pleasant
sunny
calm
serene
unruffled

Taste

oily
buttery
salty
bitter
bittersweet
sweet
mellow
sugary
crisp
ripe
bland
tasteless
sour
vinegary
fruity
tangy
raw
alkaline
medicinal
fishy
spicy
peppery
gingery
hot
burnt
overripe
spoiled
rotten

Shapes

flat
round
proportioned
curved
wavy
globular
swollen
crimped
frilled
padded
pendulous
oval
conical
cylindrical
tubular
hollow
rotund
chubby
portly
square
lumpy
tufted
split
jutting
irregular
skinny
triangular
rectangular
hexagonal
octagonal
crooked
pyramidal
tapering
wide
twiggy
stretched
broken
spindly
domed
thin
wiry
shapely
winged
shapeless
ruffled
curved
straight
crinkled
narrow

Speech

stutter
stammer

giggle
guffaw
laugh
sing
yell
scream
screech
snort
bellow
growl
chatter
murmur
whisper
whimper
talk
speak
drawl
hiss

Smell

sweet
scented
fragrant
aromatic
perfumed
flowery
balmy
gamey
earthy
piney
minty
odorous
pungent
spicy
putrid
sharp
spoiled
fishy
briny
acidic
acrid
burnt
gaseous
mildewed
damp
rotten
sour
rancid
sickly
stagnant
moldy
musty
fresh
dank
stale

Sounds

Soft

sigh
murmur
whisper
crackle
bleat
twitter
buzz
zing
mutter
snap
hiss
chime
tinkle
peep
hush
gurgle
swish
inaudible
melodious
harmonious
musical
speechless
mute
taunt
rustle
patter
resonance
hum

Loud

crash
thud
bump
thump
boom
thunder
bang
smash
explode
roar
scream
screech
yell
whistle
shine
squawk
bark
bawl
bray
bluster
rage
blare
rumble
grate
clap
stomp
stamp

noise
discord
jangle
rasp
clash
tumult
clamor
yowl
brawl
bedlam
pandemonium
hubbub
blatant
deafening
raucous
earsplitting
piercing
shout

Movements

Fast

hurry
run
scamper
skip
scramble
dart
spin
stride
streak
trot
gallop
drive
dash
bolt
bounce
swoop
plunge
swing
fly
sail
careen
rush
race
zoom
zip
ram
chase
hurl
whisk
rip
shove
swerve
smash
plummet

Slow

creep
plod
slouch

lumber
tiptoe
bend
amble
saunter
loiter
stray
stalk
heave
sneak
stagger
waddle
drag
sway
lift

Touch

cool
cold
lukewarm
tepid
warm
hot
steamy
elastic
feathery
slippery
spongy
mushy
oily
waxy
fleshy
rubbery
tough
fuzzy
hairy
silky
satiny
velvety
smooth
soft
wooly
furry
leathery
thin
fragile
gritty
sandy
rough
sharp
thick
pulpy
dry
dull
damp
wet

Colors

Red
pink

salmon
rose
coral
raspberry
strawberry
tomato
currant
cherry
crimson
cardinal
vermillion
flame
ruby
garnet
wine

Blue

sky
sapphire
azure
delft
porcelain
turquoise
aqua
aquamarine
violet
peacock
teal
cobalt
royal
navy
powder

Yellow

beige
straw
peach
apricot
butter
buttercup
lemon
chartreuse
citron
canary
chrome
gold
topaz
ocher
saffron
sulphur
mustard
butterscotch
orange
tangerine
persimmon

Purple

lavender
amethyst
lilac
orchid

mauve
plum
mulberry
fuchsia
magenta

General

colorless
rainbow
drab
stark
vibrant
blend
vivid

White

snow
milky
marble
cream
ivory
oyster
pearl
silver
bone

Green

celery
mint
apple
lime
moss
pea
kelly
emerald
olive
pistachio
chartreuse

Brown

sandy
almond
amber
tawny
hazel
cinnamon
nutmeg
chocolate
copper
rust
ginger
bronze
walnut
mahogany

Black

jet
ebony
licorice

Gray

ashen
dove
steel

"Sense" Sentences

Directions: Using **Handout 13**, write sentences of eight to twelve words to describe the following "sense" experiences. To earn full credit, each sentence should contain three sensory words. Be sure to check your sentences for correct spelling and grammar.

1. The lunch line
2. A forkful of meatloaf
3. A girl's hairdo
4. High wind
5. Band practice
6. The school hallway
7. A baseball mitt
8. Silk
9. Olives
10. Onions
11. Toasted marshmallows
12. A wet dog
13. A flower
14. Clean sheets
15. Best friend

Lesson 5

A Sensory Experience

Objective

- To write a sensory paragraph using the formula TS-10EX.-SS

Notes to the Teacher

Now that students have had some experience in writing “sense” sentences, they can incorporate all five senses in a paragraph. Again, a formula is a good way to teach a sensory paragraph. By clustering and brainstorming on a wheel, students can organize their ideas. They know what to do and how their paragraphs will be graded by the use of the writing chart. This step-by-step approach encourages both structure and creativity.

Procedure

1. List the following topics on the board and have students choose one.
 - A park
 - My favorite shirt
 - The zoo
 - Our car
 - My bookbagTell students they will be writing a “sense” paragraph. The formula is TS-10EX.-SS.
2. After students have chosen a topic, distribute **Handout 15**. Point out that this wheel has ten spokes. Students should put the topic in the middle of the wheel and use all five senses to describe it. They should complete two inner spokes for each sense—sight, sound, touch, taste, and smell. Once the inner wheel is completed, have students add specific details on the outer wheel. Grade the cluster.

3. After the cluster is finished, tell students to write a topic sentence using the words in the center of the wheel. Then write ten long sentences combining the examples on the inner wheel with the details on the outer wheel as well as a summary statement. Tell students to think up a title that will interest the reader.
4. Distribute **Handout 16**. Notice that this chart gets longer with each composition given. Feel free to add your own requirements or change the chart if you are working on a specific skill that you would like demonstrated. After you have graded the papers, return the writing chart with checks next to the items that are included in the paper.
5. Read the best papers aloud so that students can see how their peers write.
6. Distribute **Handout 17** and assign it for homework. Once students have filled out the chart, have them choose two examples from each column and follow procedures 2–5 to write a paragraph.
7. Extend the lesson by having students write a sense paragraph describing a famous piece of art. Some good examples include the following:

The Scream—Edvard Munch

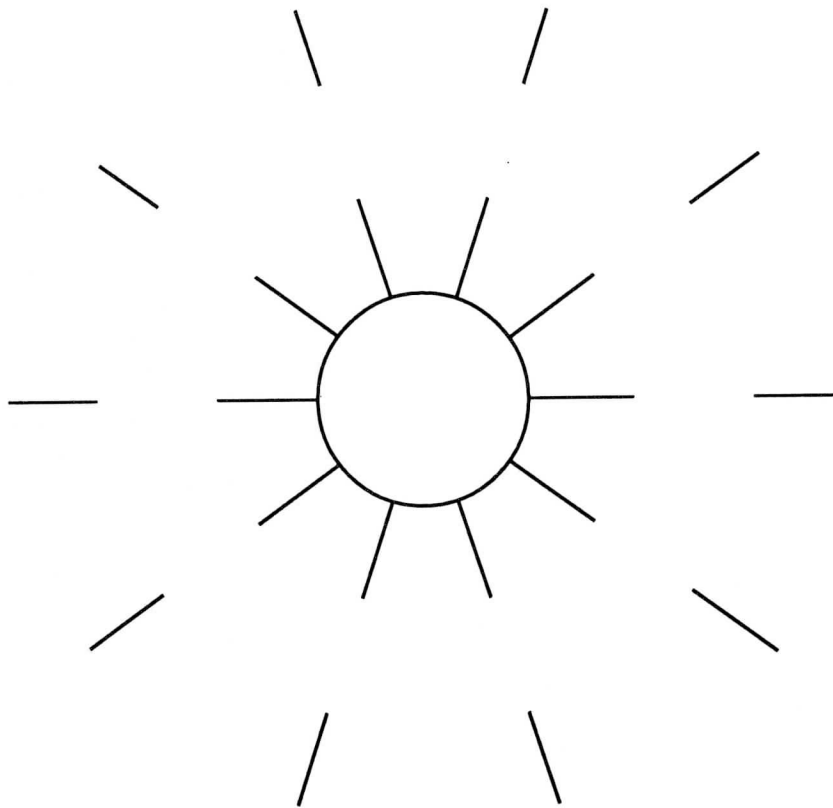
Woman—Willem de Kooning

The Persistence of Memory—Salvador Dali

Girl in Red—Robert Blackberry

A "Sense" Wheel

Directions: Put your topic in the middle of the wheel. Use the ten inner spokes to describe your topic (two spokes for each sense), and then use the outer spokes for details.



Sensory Paragraph Writing Chart

Directions: Before you turn in your essay, review this checklist to be sure you have met all of the requirements. When you are sure of each item, put a check mark in the **student** column. Staple this chart to your paper. Your teacher will return this checklist with the items checked that are correct.

Writing Chart	Student	Teacher
Student followed the formula TS-10EX.-SS.		
Student used complete sentences—no fragments or run-on sentences.		
Student used correct capitalization.		
Student used correct punctuation.		
Student checked spelling.		
Student used at least three correct transitional words.		
Student used at least ten adjectives.		
Student used an interesting title.		
Student proofread the paper.		

Directions: Pick a room in your house, sit in the room for ten minutes, and fill out the following chart. Write as many examples as you can. Make sure you have at least three examples in each category.

Room _____

Sight	Sound	Touch	Taste	Smell

Lesson 6

The Purpose of Punctuation

Objective

- To understand the correct use of the period, the question mark, the exclamation point, the colon, and the semi-colon

Notes to the Teacher

Punctuation marks show the readers where to stop and begin a new thought. Punctuation marks tell the readers whether they are reading a statement, a question, or an exclamation. To avoid confusion in their writing, students need to learn the correct use of end marks and the colon and semi-colon. Students will benefit from two grammar sentences on the board daily which deal with punctuation marks. They will also benefit from doing specific exercises in their grammar book or working on the handouts in this lesson.

Procedure

- Put the following punctuation rules on the board with examples.

- The period is used after a simple statement.

I like tomatoes.

English is an interesting subject.

- A question mark is used after a question.

Do you like the color purple?

When did you get your hair cut?

- An exclamation point is used at the end of a sentence to show excitement. It also adds feeling to the sentence.

My birthday party was great!

I love you!

- A colon is used to indicate that a list of items will follow.

We brought the following to school:
paper, pens, scissors, and notebooks.

- A semi-colon is used to join two closely related sentences.

We planned to camp out; we had to change our plans because of snow.

- Once students have heard the punctuation rules, have them complete **Handout 18**. Review responses with the class.

Suggested Responses:

- | | | |
|------|-------|-------|
| 1. ? | 6. ! | 11. ! |
| 2. ! | 7. ! | 12. . |
| 3. . | 8. ! | 13. . |
| 4. ! | 9. . | 14. ! |
| 5. . | 10. ! | 15. . |

- Distribute **Handout 19** and have students complete it. Review responses with the class.

Suggested Responses:

- | | |
|-------------|----------------|
| 1. woods; | 6. lovely; |
| 2. heavy; | 7. vegetables; |
| 3. cookies; | 8. supplies; |
| 4. plays; | 9. subject; |
| 5. picnic; | 10. tools; |

- Give **Handout 20** as a quiz to test punctuation skills and to see if students understood the exercises.

Suggested Responses:

- prizes: period
- month; period
- period
- period
- period
- Tuesday; period
- question mark
- period
- exclamation point
- items: period
- cities: question mark
- noon. question mark
- party; period
- exclamation point
- gifts: period

End Marks

Directions: Add periods, question marks, or exclamation points wherever necessary in the following sentences.

1. Will you let me answer the first question
2. Try to move your hand to the beat of the music
3. I'll light the stove
4. Call the children into the house
5. Mr. Henry is president of McDonald and Company
6. The foot-long sandwich was very filling
7. Why don't you take a break Spend some time on the beach
8. Clean up your closet now
9. The movie was reviewed by an incompetent person
10. Begin packing for the trip
11. How happy I am I passed the driver's test
12. He wanted to know when school would start
13. Our English teacher will chaperone the dance
14. How well the food drive went I wish it were still going on
15. Michael tried to wade through the river, but the current was too strong

Colons and Semi-Colons

Directions: In the following sentences, insert colons and semi-colons where they are needed.

1. The children love to be in the woods therefore, they go camping every year.
2. The tent is large and heavy everyone is quite comfortable.
3. Sue baked three kinds of cookies applesauce, raisin, and oatmeal.
4. We love to go to the plays they are very enjoyable.
5. Joseph brought many supplies to the picnic food, drink, games, and prizes.
6. The yard is lovely the children love to play games on the grass.
7. We love to eat vegetables they are so good for us.
8. The teacher brought supplies pens, pencils, and paper.
9. English is an interesting subject it is my favorite period of the day.
10. The gardener brought his tools a rake, a shovel, and a wheelbarrow.

Punctuation Quiz

Directions: Insert the necessary colons, semi-colons, periods, question marks, and exclamation points in the sentences below.

1. The school decided to raffle off the following prizes a CD, a gift certificate, and tickets to a movie
2. The raffle was to be held last month however, the snow caused a delay of two weeks
3. The new high school has just been finished
4. We have a karate class in our city, but it may have to be cancelled
5. The junior college teaches English, math, and science
6. I did not come to class last Tuesday however, I studied hard for the test
7. Do you like spaghetti
8. I went to the mountains, instead of the ocean
9. The room appears to be too neat and orderly
10. If you go skiing, it is a good idea to bring the following items skis, gloves, a hat, and a coat
11. Do you live in one of these cities Solon, Lakewood, or Shaker Heights
12. The race begins at noon Doesn't it
13. I did not plan the party in fact, I did not know there was one
14. I loved the Broadway play
15. At Latoya's wedding shower, she received many gifts a toaster, two vases, and a microwave

Lesson 7

The Thesaurus

Objective

- To add clarity to writing through use of a thesaurus

Notes to the Teacher

Students tend to repeat the same words in their essays. For example, if the essay is about a teacher, students will use the word *teacher* fifteen times. Before students write, have them make a list of the words they will be using often in their essay. Then, instruct them to look up those words in a thesaurus so that their essays will not “stutter” with the same words. Remind students that the differences in meaning among synonyms are of critical importance. Before they use a synonym, they should check its full meaning in a dictionary. By finding the exact words, students will add variety and precision to their writing.

Students will need a thesaurus for this and subsequent lessons. If there are none available in the classroom, students may need to bring one from home or buy one.

Procedure

1. Ask students to make a list of ten or fifteen words that mean *beautiful*; no slang is allowed. Most students have no trouble with this exercise. Ask them to come up with ten synonyms for the word *girl*. This is not easy. Try *parent* or *teacher*. What students soon discover is that their vocabularies are not extensive and that they could use some help in finding synonyms to provide variety and exactness in their writing.
2. Explain that students need a thesaurus for this lesson. Tell them that it is a good investment to buy their own if they do not already have access to one.
3. Demonstrate how to use the thesaurus by having students look up the word *danger*. Point out that by using the thesaurus they will learn that *danger*, a noun, has many synonyms which may offer the exact meaning they are searching for. Also, point out that *danger* can be a verb or an adjective by the addition of prefixes and suffixes (*endanger* is a verb; *dangerous* is an adjective). There are also synonyms for the verb and adjective forms of the words. Lastly, show the students the “See Also” section where they can go to find similar words and maybe more exact words for their essay writing. Sometimes students will not be able to find the word they are looking for in the thesaurus. Point out that they may have to look up a form of the word they want.
4. Explain that students now need to refer to their lists of transitional and sensory words and a thesaurus when they write. Add a new rule to the writing chart: In an essay, students may not repeat the same noun, adjective, or verb more than three times.
5. Assign **Handout 21** for initial thesaurus use.
6. Distribute **Handout 22** for additional thesaurus practice.
7. Distribute **Handout 23** for further practice.

Thesaurus Work Sheet—Nouns

Directions: Look up the following nouns in a thesaurus and make a list of synonyms. Try to find at least ten for each word.

1. dress

2. effect

3. group

4. heart

5. home

Thesaurus Work Sheet—Verbs

Directions: Look up the following verbs in a thesaurus and make a list of synonyms. Try to find at least ten for each word.

1. drink

2. run

3. see

4. talk

5. walk

Thesaurus Work Sheet—Adjectives

Directions: Look up the following adjectives in a thesaurus and make a list of synonyms. Try to find at least ten for each word.

1. angry

2. beautiful

3. big

4. fearful

5. skinny

Lesson 8

Creativity

Objective

- To encourage creative thinking and writing

Notes to the Teacher

Structure is very important in writing. That is why formula writing is successful. But, within the structure of the paragraph or the long essay, students can be creative. By using their imaginations, students can write original essays.

Although students sometimes feel that their creativity has been stifled, completing the following exercises will help students to recognize their uniqueness. If you read the best work aloud to the class, students will be surprised how creative they really can be.

Procedure

1. Begin with a discussion of creativity. Ask students what it is and where it originates. Are some people more creative than others? Why? How do you keep your creative juices flowing? Tell students that creativity involves looking at the world in an unusual way.
2. To warm up student's imaginations, assign **Handout 24**. Share the best answers with the class.

3. Distribute **Handout 25**. Share the best answers with the class.

4. Put students in groups to brainstorm the following situations:

What would happen to the world if . . .

- it continuously rained?
- it got colder every day?
- everyone grew to be six feet tall?
- everyone went deaf?
- everyone went blind?

Have students make lists of their answers and reward the group with the longest list.

5. Distribute **Handout 26**. Share the best menus with the class.
6. Distribute **Handout 27**. Divide the class into pairs for work on an original ad. Share the best ads. (Some examples written by other students are a sport coat with built-in muscles, a watch that stops time, a vanishing parent cream, and a wallet with a never-ending supply of money.)

Unusual Uses

Directions: Write two unusual uses for the following items.

1. A paper clip
2. A potato
3. A book
4. A blank sheet of paper
5. A button
6. A shoelace
7. A paper cup
8. An empty soda can
9. Toothpaste
10. A box

Directions: Let your imagination run wild!

- © COPYRIGHT, The Center for Learning. Used with permission. Not for resale.

6. Choose a color to represent each day of the week. Why did you pick that color?

Day	Color	Reasons
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

7. What color represents you? Why did you pick that color?

8. What color represents your family? Why did you pick that color?

9. What color represents your best friend? Why did you pick that color?

10. What color represents your school? Why did you pick that color?

Restaurant Menu

Directions: Make up your own restaurant name and write its menu. List two items for each section, with a description of each item and a price. At the bottom of the menu, write a slogan for your restaurant.

Restaurant Name _____

Description	Price
Appetizers	
1.	
2.	
Salads	
1.	
2.	
Main Dishes	
1.	
2.	
Desserts	
1.	
2.	
Drinks	
1.	
2.	

Slogan: _____

Directions: Create an ad for an original product that incorporates the following responses.

4. Write a two-line jingle that rhymes.

Lesson 9

Metaphor and Simile

Objective

- To incorporate the use of metaphor and simile

Notes to the Teacher

Unless a reader can connect a word with an object or concept, it has no meaning. A writer must be able to show the reader what he/she is talking about. That can be accomplished by using a metaphor or simile to compare the object or concept with something that the reader already knows. Metaphors and similes create images in the minds of readers. By using these figures of speech, students tap into their creativity and show readers a new way of looking at something. The goal is to get students to think in pictures and to visualize what is being described.

Procedure

1. Define *metaphor* as a comparison of two unlike things. Use the following examples:

The lieutenant barked commands.

The country boy dislikes the roar of the city.

The promise of free candy was a magnet that attracted hundreds of children.

Ask students to find the metaphors in the sentences. What is the lieutenant being compared to? (*a dog*) What is the city being compared to? (*an animal*) What is the promise being compared to? (*a magnet*)

2. Distribute **Handout 28**. Have students complete it and share responses.
3. Define *simile* and *cliché*. A simile is a comparison of two unlike things, using the words *like* or *as*. A cliché is an expression or idea that has been used so often that it has lost its effectiveness. These are examples of similes:

Her lips were as rosy as a desert sunrise.

The room was furnished poorly like a run-down shack.

He is as happy as a kid with a new toy.

Pretty as a picture, fit as a fiddle, and dumb as an ox are examples of clichés.

4. Distribute **Handout 29** and have students complete it. Share the best answers in class.
5. Assign **Handout 30**. Before students begin, show examples of how similes have been overused: *red as a rose, cold as ice, and green as grass*. Share the best answers with the class.
6. Distribute **Handout 31** and have students complete it. Share the best answers with the class.

Metaphors

Direction: Complete each sentence with a metaphor by comparing the subject of the sentence to something else. Try to think of unusual comparisons.

1. A sister is
2. The problem is
3. Holidays can be
4. Her nasty words were
5. The singers were
6. A father is
7. Their childish voices were
8. The answer was
9. Birthdays can be
10. His soft words were

Changing Clichés to Similes

Directions: Change the following clichés to similes. Remember, a simile is a comparison of two unlike things, using the words *like* or *as*. Try to be original.

1. Pretty as a picture
2. Fit as a fiddle
3. Working like a beaver
4. Dumb as an ox
5. Dead as a doornail
6. Poor as a churchmouse
7. Happy as a clam
8. Black as night
9. Blind as a bat
10. Sings like a bird

Similes

Directions: Complete the following similes. Then write a long sentence using the simile.

1. As blue as
2. As hot as
3. As white as
4. As slow as
5. As sleepy as
6. As timid as
7. As noisy as
8. As fast as
9. As low as
10. As smooth as

Writing Similes and Metaphors

Part A.

Directions: Answer each question by completing the following sentence.

I am more like _____ because _____.

1. Are you more like a Jeep or a Cadillac?
2. Are you more like a bikini or a raincoat?
3. Are you more like a sneaker or a sandal?
4. Are you more like popular or classical music?
5. Are you more like pants or shorts?
6. Are you more like the sun or the moon?
7. Are you more like the day or the night?
8. Are you more like yogurt or potato chips?
9. Are you more like pearls or costume jewelry?
10. Are you more like tennis or football?

Part B.

Directions: For each topic, write a sentence like the one below.

If I were a (topic)_____ I would be a (identify the type)_____ because I like to be considered _____.

1. Flower
2. Book
3. Song
4. Car
5. Piece of furniture
6. Food item
7. Movie
8. Hat
9. Shoe
10. Sport

Lesson 10

Personification and Onomatopoeia

Objective

- To practice the use of personification and onomatopoeia in writing

Notes to the Teacher

The use of personification and onomatopoeia adds a different twist to students' writing. Personification creates unusual pictures in the reader's mind, and onomatopoeia creates sound effects in writing. Adding both of these techniques to students' repertoire of writing tools can add uniqueness and sound. The reader will be surprised by this fresh and original way of writing, and the writer will have fun incorporating personification and onomatopoeia in his/her expression.

Procedure

1. Define *personification* (*giving an idea, place, or object a personality or personal attribute*). Share these examples with the class.
 1. The wind sighed sadly.
 2. The moon winked at the couple on the beach.
 3. Death lay his icy hand on my favorite pet.
 4. The sad face of sorrow stared her in the eyes.
 5. Tongues of fire licked the roof of the house.

Ask students to explain what is personified in the sentences.

Suggested Responses:

1. *The wind can't sigh.*
 2. *The moon doesn't wink.*
 3. *Death doesn't have a body or a hand.*
 4. *Sorrow doesn't have a face.*
 5. *Fire has no tongues.*
2. Have students complete **Handout 32**. Students will see that by using this technique, their writing will create unusual pictures in the reader's mind. Read the best answers in class.
 3. Define *onomatopoeia* (*using words that sound like what they mean*). Examples are *swish*, *bang*, *crack*, *whiz*, and *buzz*. These words are very expressive and add sound effects to writing.
 4. Distribute **Handout 33** and have students complete it. Read the best answers in class.
 5. Have students complete **Handout 34**. Share the best responses with the class.
 6. To extend the lesson, have students find examples of personification and onomatopoeia in magazines and newspapers. Make a bulletin board of the best examples.

Personification

Directions: Make the following inanimate objects come alive by writing original sentences using personification. Remember, personification is giving an idea, place, or object a personality or personal attribute.

1. A table

2. A book

3. A computer

4. A cow

5. A lamp

6. A cat

7. The grass

8. The stars

9. A shell

10. A cup

Onomatopoeia

Directions: Write long sentences using onomatopoeia to describe the following sounds.

1. Wind
2. Train
3. Rain
4. Washing machine
5. Walking
6. Police car siren
7. Fire
8. An empty church
9. Roller coaster
10. Drag race

Sound Words

Directions: Invent your own sound words for the following sounds and then write a long sentence using your words. When you use an invented sound word, put it in quotation marks.

1. A brook
2. Hamburgers frying on a griddle
3. Rain falling on the roof
4. An alarm clock
5. An airport
6. A mouse running on piano keys
7. An ant walking on a picnic table
8. Stiletto heels on a tile floor
9. A screeching voice
10. The rustle of a newspaper

Lesson 11

Narrative Three-Paragraph Essays

Objective

- To write a narrative three-paragraph essay using the formula 3(TS-4EX.-SS)

Notes to the Teacher

To write a good personal narrative, students must learn to be aware of sensory experiences. They also have to discover meaning in what has happened to them. They can give their experiences significance by writing about these events.

Students can learn to write a three-paragraph essay by using the formula 3(TS-4EX.-SS). Teachers can change the number of examples, depending on the ability level of the class. Students learn to divide their story into three parts: the beginning, the middle, and the end. The beginning reveals the who, what, when, where, and why. The middle section explains, comments on, and interprets the events and provides guides to time, place, sequence, and significance. The end brings the sequence of events to an interesting close.

Students also learn which transitional words to use in a narrative essay and how to enrich their writing with adjectives, similes, metaphors, personification, and onomatopoeia. They can use a thesaurus to look up words that will be repeated often. Through a writing chart, students will know what is expected of them. By expecting originality in the use of adjectives, similes, metaphors, personification, and onomatopoeia, students will be creative.

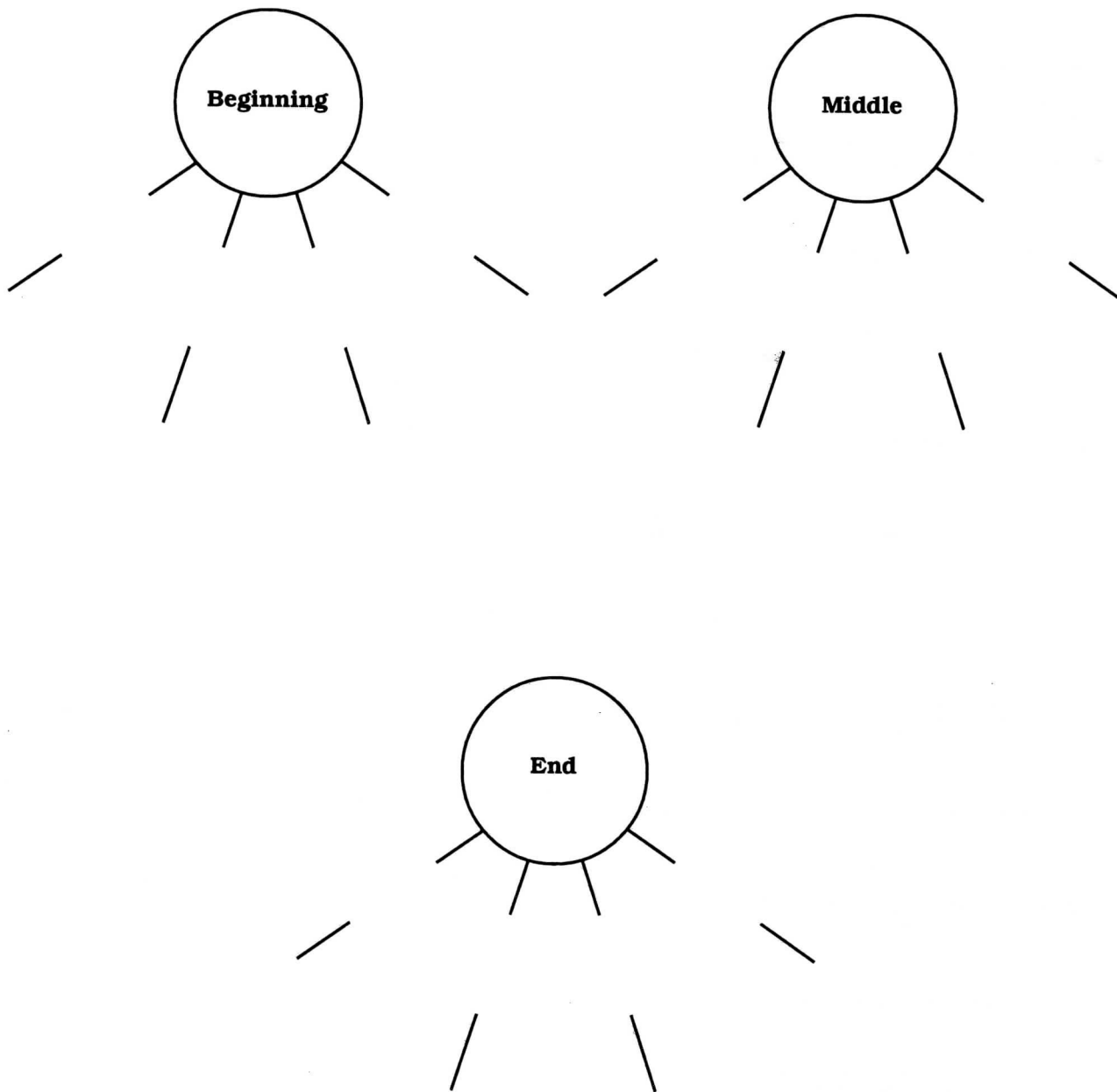
Procedure

1. Put the following topics on the board. Tell students to choose one.
 - My greatest fear
 - When I was nice to someone
 - My greatest achievement
2. Distribute **Handout 35**. Draw three wheels on the board and put the words *beginning*, *middle*, and *end* in the middle of the wheels. Draw four spokes on each wheel and ask students to fill in step-by-step events of the story. When the inner spokes are filled, tell students to add specific details on the outer spokes. Tell students that the beginning wheel can tell the who, what, when, where, and why of the story. The middle wheel can tell four details about a specific event. The last wheel can give four details that will bring the event to an interesting close. If students need more spokes, they may add them. Grade the cluster.
3. Once the three wheels are completed, have students refer to **Handout 10** for transitional words. Students should also use **Handout 13** and a thesaurus. They should search for appropriate adjectives to describe their characters. Also, remind students to add a simile or metaphor and to use personification or onomatopoeia to make their essays more vivid.
4. Give **Handout 36** to students before they begin writing. Feel free to add your own requirements or change the chart if you are working on a specific skill.
5. Explain the formula. Students should write a topic sentence and four long sentences using examples and details from the wheel before adding a summary statement. They need to write at least six sentences in each paragraph, but they may write more. Remind students to add a title and proofread their papers.
6. After you have graded the papers, return the writing chart with checks next to the items that are included in the paper. Read the best essays aloud.
7. To extend the lesson, ask students to cut out three pictures from magazines—two of different people and one of a room or a house. Before they create a story about these pictures, have them complete **Handout 37**. This profile will encourage students to think about their characters before they brainstorm.

8. Once the character profile is completed, have students use **Handout 35** to fill out the three wheels with an invented story about their two characters and the room or house. Have students follow procedures 3–6 to write the essay.
9. To further extend the lesson, ask students to bring in one magazine picture of a room. Before they make up a story about this room, ask them to fill out **Handout 38**. This profile will get students thinking about the story before they cluster. Once the location profile is completed, have students use **Handout 35** to fill out the three wheels with a story about the room. Have students follow procedures 3–6 to write the essay.

Narrative Three-Paragraph Essay Cluster

Directions: Complete the wheels with examples on the inner spokes and details on the outer spokes. You do not need to write in complete sentences.



Narrative Three-Paragraph Essay Writing Chart

Directions: Before you turn in your essay, review this checklist to be sure you have met all of the requirements. When you are sure of each item, put a check mark in the **student** column. Staple this chart to your paper. Your teacher will return this checklist with the items checked that are correct.

Writing Chart	Student	Teacher
Student followed the formula 3(TS-4EX.-SS).		
Student used complete sentences.		
Student used correct capitalization.		
Student used correct punctuation.		
Student checked spelling.		
Student used synonyms.		
Student used at least five correct transitional words.		
Student used at least ten adjectives.		
Student used one simile or metaphor.		
Student used one example of onomatopoeia.		
Student used an interesting title.		
Student proofread the paper.		
Optional: Student used personification.		

Directions: Complete this character profile before you cluster on the three wheels. Use your imagination!

- ### Character 1

Character 1

6. How will they solve their problem?

Directions: Complete the location profile before you cluster on the three wheels. Use your imagination!

- © COPYRIGHT, The Center for Learning. Used with permission. Not for resale.

Lesson 12

Descriptive Three-Paragraph Essays

Objective

- To write a descriptive three-paragraph essay using the formula 3(TS-4EX.-SS)

Notes to the Teacher

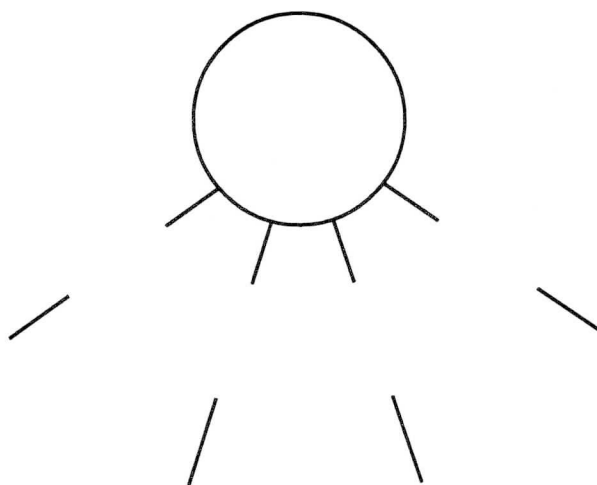
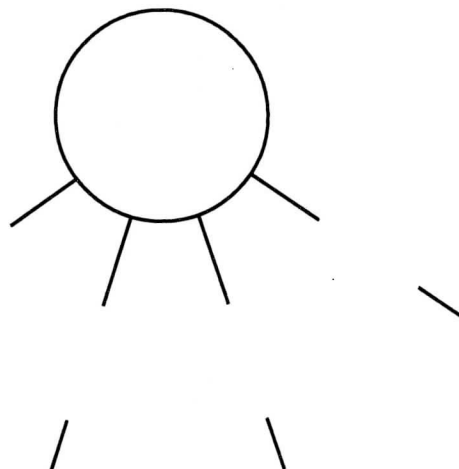
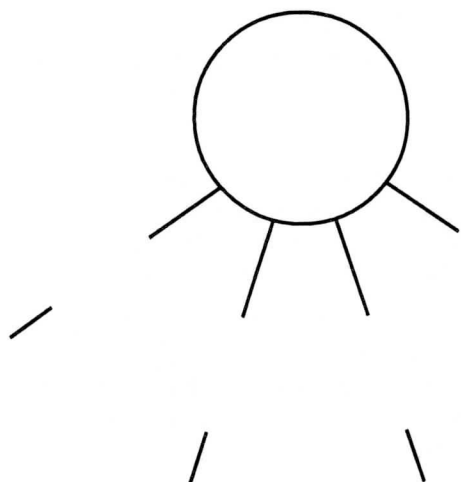
A descriptive essay paints a word picture. The preciseness of the details makes the picture come alive. Students will enjoy being creative within the structure of a three-paragraph essay formula, and their essays should be full of sense words, which will let readers feel, see, touch, taste, and smell whatever is being described. A well-written description should result in a shared experience for the writer and reader.

Procedure

1. Ask students to bring to class an object from home.
2. Distribute **Handout 39**. Have students choose three of the five senses to describe their object and write a sense word in the middle of each wheel. Then they should fill in examples for each sense. When the inner spokes are filled, add specific details on the outer spokes. Grade the cluster.
3. Once the three wheels are filled out, instruct student to refer to the specific transitional words at the bottom of **Handout 10**.
4. Distribute **Handout 40** before students begin writing their descriptive essays. Add your own requirements or change the chart to focus on a specific skill.
5. Follow the formula and procedures for writing the narrative three-paragraph essay in Lesson 11.
6. After you have graded the papers, return the writing chart with checks next to the items that are included in the paper. Read the best essays to the class.
7. Ask students to pick a place or a person and describe it by dividing it into three different parts or into three sense experiences. Follow procedures 2–5 and have students write a three-paragraph descriptive essay.

Descriptive Three-Paragraph Essay Cluster

Directions: Select a topic. Divide it into three parts or choose three of the five senses (sight, sound, touch, taste, smell) and write one part or one sense word in the middle of each wheel. Complete the wheels with examples on the inner spokes and details on the outer spokes. You do not need to write in complete sentences.



Descriptive Three-Paragraph Essay Writing Chart

Directions: Before you turn in your essay, review this checklist to be sure you have met all of the requirements. When you are sure of each item, put a check mark in the **student** column. Staple this chart to your paper. Your teacher will return this checklist with the items checked that are correct.

Writing Chart	Student	Teacher
Student followed the formula 3(TS-4EX.-SS).		
Student used complete sentences.		
Student used correct capitalization.		
Student used correct punctuation.		
Student checked spelling.		
Student used synonyms.		
Student used at least five correct transitional words.		
Student used at least ten adjectives.		
Student used one simile or metaphor.		
Student used one example of onomatopoeia.		
Student used an interesting title.		
Student proofread the paper.		
Optional: Student used personification.		

Lesson 13

Expository Three-Paragraph Essays

Objective

- To write an expository three-paragraph essay following the formula 3(TS-4EX.-SS)

Notes to the Teacher

Exposition is the kind of writing that explains a process, defines a term, or gives reasons for an opinion. It is sometimes called an explanatory composition. An expository essay opens with an introductory paragraph that captures the reader's attention and gives an indication of what will follow. The body paragraph explains, defines, or gives reasons for the ideas presented in the first paragraph. The concluding paragraph sums up the process. Precise details and transitional devices create a logical arrangement of ideas that relate to the central idea of the essay. By following the formula 3(TS-4EX.-SS), students will organize their essays in a logical way, and by using creative devices, provide originality within that structure.

Procedure

1. Put the following topics on the board. Tell students to choose one.
 - Preparing a special meal
 - Getting a part-time job
 - Playing a game
 - Playing an instrument
 - Getting dressed
2. Explain exposition by using the information in Notes to the Teacher. Distribute **Handout 41**. Using the four spokes on each wheel, ask students to write step-by-step directions on how to do the selected topic. Tell students that the beginning wheel explains what the reader needs to have in front of him before starting the process. The middle wheel explains the process. The third wheel sums up the process and gives helpful hints. If the students need more spokes, they may add them. Grade the cluster.

3. Once the three wheels are completed, students are to follow the procedures for narrative writing in Lesson 11.
4. Distribute **Handout 42** before students begin writing. Add your own requirements or change the chart to focus on a specific skill.
5. After you have graded the papers, return the writing chart with checks next to the items that are included in the paper. Read the best essays to the class.
6. Distribute **Handout 41**. Follow the procedures explained in Lesson 11 and have students write a composition that defines. A composition that defines has three parts: the term to be defined, the general category, and the unique characteristics of the term.
7. Distribute **Handout 41**. Follow the procedures listed in Lesson 11 and have students write a composition that gives three reasons for a particular view. Put the three reasons in the three wheels. Remind students to present the reasons in order of importance.

Possible topics:

- My favorite movie
 - The advantages of television
 - The importance of school
8. Use the topics in **Handout 43** for other essay assignments.

Expository Three-Paragraph Essay Cluster

Directions: Complete the wheels with examples on the inner spokes and details on the outer spokes. You do not need to write in complete sentences.

The image contains three identical wheel diagrams arranged in two rows: two in the top row and one centered in the bottom row. Each wheel consists of a central circle with three inner spokes extending downwards and three outer spokes extending outwards and downwards. The spokes are currently empty, intended for students to write examples and details.

Expository Three-Paragraph Essay Writing Chart

Directions: Before you turn in your essay, review this checklist to be sure you have met all of the requirements. When you are sure of each item, put a check mark in the **student** column. Staple this chart to your paper. Your teacher will return this checklist with the items checked that are correct.

Writing Chart	Student	Teacher
Student followed the formula 3(TS-4EX.-SS).		
Student used complete sentences.		
Student used correct capitalization.		
Student used correct punctuation.		
Student checked spelling.		
Student used synonyms.		
Student used at least five correct transitional words.		
Student used at least ten adjectives.		
Student used one simile or metaphor.		
Student used one example of onomatopoeia.		
Student used an interesting title.		
Student proofread the paper.		
Optional: Student used personification.		

Topics for Process Writing

Directions: Use these topics to write additional essays as directed.

How to cook _____

How to care for your teeth

How to take notes

How to stop hiccups

How to read a map

How to cure acne

How to use the library computer

How to make _____

How to learn to like _____

How to decorate a room

How spiders spin webs

How to pay for college

How to train an animal

How to live within a budget

How to share your backyard with wildlife

How to use a camera

How football drafts work

How to program a computer

How to play _____

How to prepare for job-hunting

How to drive defensively

How to make a decision

How to take a driver's test

How to kick a habit

How to care for a car or bike

How to relax correctly

How to pack a suitcase

How to get along with a sibling

How to visit _____

How to burglar-proof your home

How to plan a party

How to select the right stereo

Lesson 14

Five-Paragraph Essays

Objective

- To write a five-paragraph essay following the formula
GS, E₁, E₂, E₃, THESIS
TS, E, E, E, O
TS, E, E, E, O
TS, E, E, E, O
THESIS, O₁, O₂, O₃, FO

Notes to the Teacher

Students often say they have no idea how to write a five-paragraph essay. They have been told to write a lot and then to divide what they wrote into five parts, or they were told to make the first paragraph general, the next paragraphs specific, and the last paragraph a summary paragraph. What does that mean?

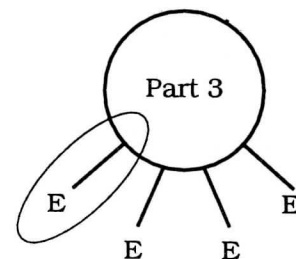
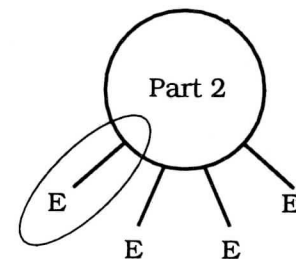
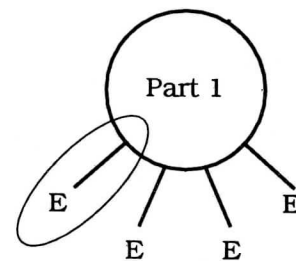
Students gain a great deal of confidence in their writing skills by following a formula. Students organize their essays, see the structure of the essays, and are creative within that structure. The writing chart clarifies the grading criteria so students know exactly what to do before they start writing. By following a step-by-step plan of writing, students are clear on how to write a five-paragraph essay.

Procedure

- Distribute **Handout 44**. Explain that students need to learn how to narrow a topic when writing a five-paragraph essay. It is similar to looking into a camera—a person's vision is limited. The first step of a five-paragraph essay is to narrow the topic into three specific, but different, areas. Warn students not to divide the topic into three parts that are too similar, like a good teacher is nice, kind, and gentle.
- Explain that sometimes they will divide a topic into three parts and discover they have nothing to write about on one of the areas. Tell students to spend a few minutes brainstorming the area, but if they cannot come up with examples, to cross out that area and start a new one.

- The second step is to draw three eyes with four eyelashes on each eye, as in **Handout 44**. Tell students that examples do not have to be in complete sentences. Grade the clusters.
- Distribute **Handout 45** and instruct students to draw five eyes—one for each paragraph, with five eyelashes on each eye. Review the formula on the handout and explain that students need to memorize it. Devise a method for memorizing the formula quickly, such as taking it apart and repeating it many times.
- Paragraph 1 is GS, E₁, E₂, E₃, THESIS. Students should write a general statement about the topic that grabs the attention of the reader and begins with the topic word or phrase.

E₁, E₂, E₃, are the examples on the first eyelashes of each of the three eyes. Students should write a long sentence about each one and then check off the word or phrase on that eyelash.



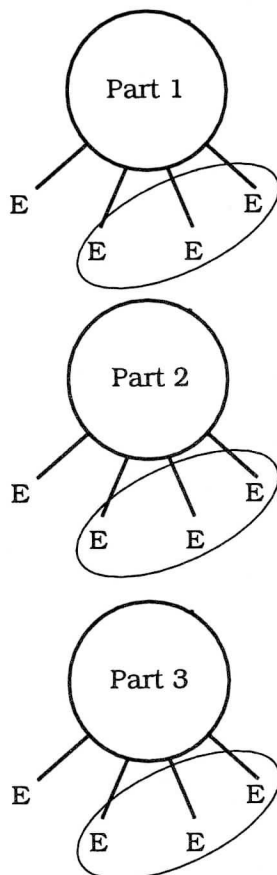
The divided thesis is a long sentence using words or phrases from step 1 of **Handout 44**. Remind students not to change the order of the words or phrases in the first step.

Example topic: Good teachers

1. listen to our problems
2. help with our work
3. encourage us to do better

Thesis: Good teachers listen to our problems, help us with our work, and encourage us to do better in our schoolwork.

6. Paragraphs 2, 3, and 4 are TS, E, E, E, O. Using the word or phrase in the middle of the eyes, have students write topic sentences. There are three eyelashes left on each of the eyes in step 2 of **Handout 44**. Have students write three long sentences with these examples. Tell them to check off the examples on the eyelashes as they use them. Finish the second, third, and fourth paragraphs with an opinion statement. The students must write five sentences or more in every paragraph.



7. Paragraph 5 is the most difficult to write. The formula is THESIS, O_1 , O_2 , O_3 , FO. Students should repeat the thesis from the first paragraph. They can repeat it exactly or change the sentence but keep the same meaning. O_1 is a new opinion statement about part 1 (eye 1); O_2 is a new opinion statement about part 2 (eye 2); O_3 is a new opinion statement about part 3 (eye 3). The Final Opinion is a summary statement about the entire topic. Because students sometimes have a great deal of trouble writing new opinions, tell them to do one of two things: talk about the future or use "if . . . , then. . . ." statements for their new opinions.
8. When teaching this five-paragraph essay formula, practice the first essay on the board. After you have shown the steps on the board, have the class write the essay together. On the second essay most students will know what to do. Have them work with a composition buddy (see Teacher Notes). After writing three five-paragraph essays, students should be on their way.
9. Make sure students know the five steps by using **Handout 46** to review. Suggest that students keep the chart in their notebooks for future reference.
10. Distribute **Handout 47** before students begin to write. Remind students to use their writing tools as in previous assignments. Instruct them to find appropriate adjectives, transitional words, and synonyms. Encourage the addition of similes, metaphors, personification, and onomatopoeia to the essays. Tell students to write an interesting title.
11. Allow two days of class time to write a five-paragraph essay on one of the following topics:
 - Three things that make me happy
 - Three ways my parents have influenced me
 - Three things I want to do someday

Five-Paragraph Essay Cluster

Directions: Use this form to complete the first two steps of writing your five-paragraph essay.

Step 1. Choose a topic and divide it into three specific parts.

Topic:

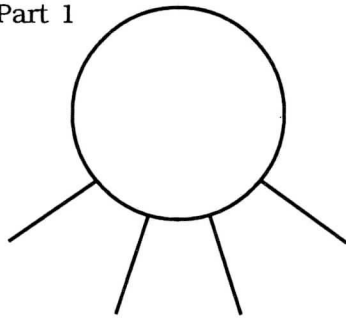
Part 1.

Part 2.

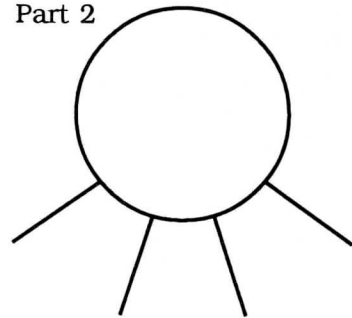
Part 3.

Step 2. Fill the eyes with words or phrases from step 1. Fill the eyelashes with examples.

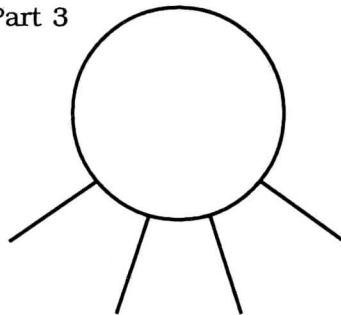
Part 1



Part 2

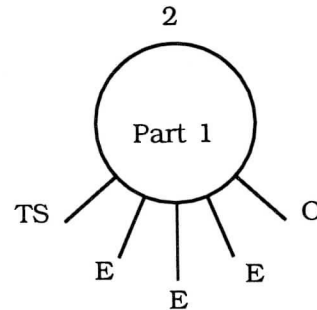
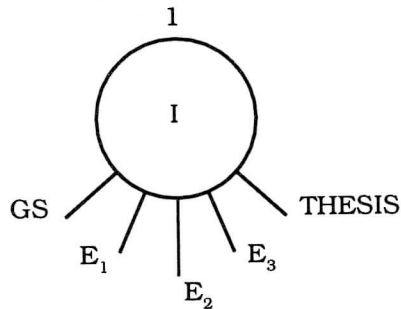


Part 3



Five-Paragraph Essay Formula

Directions: Write your five-paragraph essay following the formula.



GS = General Statement

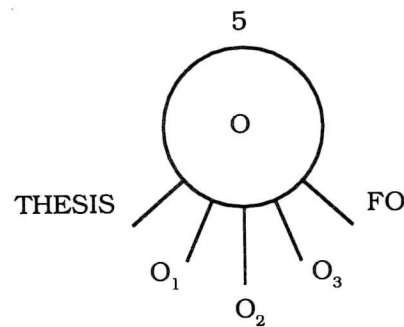
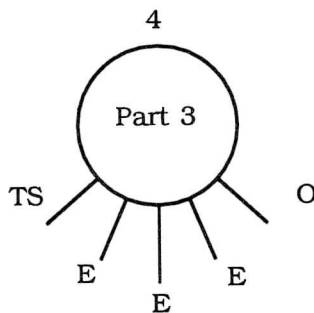
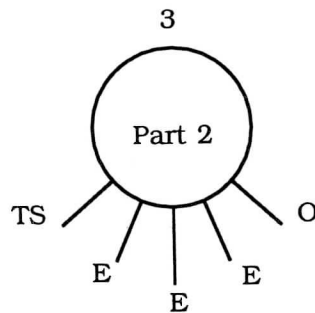
E = Example

TS = Topic Sentence

O = Opinion

FO = Final Opinion

I = Introduction



Five-Paragraph Essay Chart

Directions: Keep this chart in your notebook.

Step 1. Choose a topic and divide it into three parts.

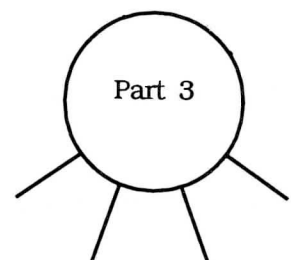
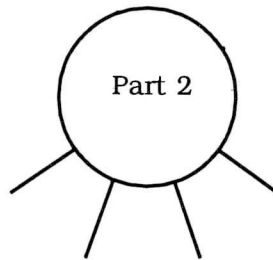
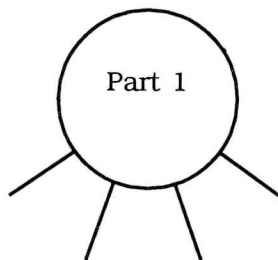
Topic:

Part 1.

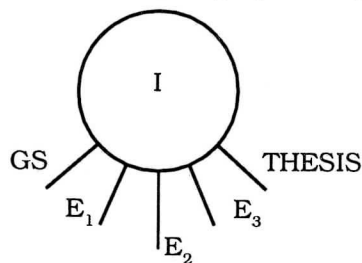
Part 2.

Part 3.

Step 2. Draw three eyes and four eyelashes on each eye. Fill the eyes with words or phrases from step 1. Fill the eyelashes with examples.



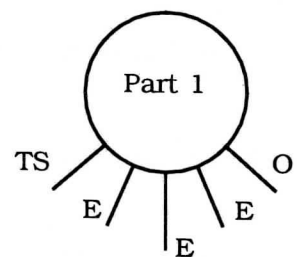
Step 3. Write a five-paragraph essay following the formula.



GS = General Statement

E = Example

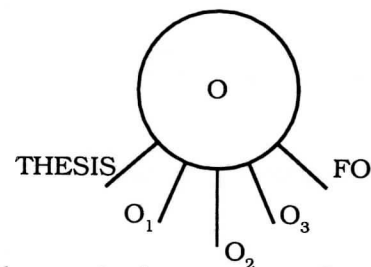
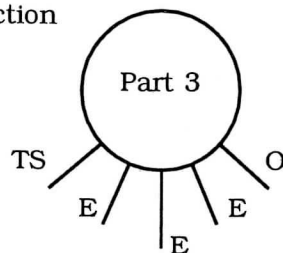
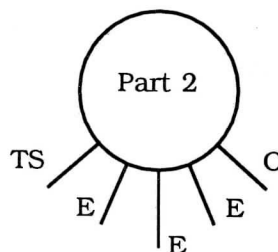
TS = Topic Sentence



O = Opinion

FO = Final Opinion

I = Introduction



Step 4. Add adjectives, transitional words, synonyms, similes, metaphors, personification, and onomatopoeia.

Step 5. Proofread the essay and add a title.

Five-Paragraph Essay Writing Chart

Directions: Before you turn in your essay, review this checklist to be sure you have met all of the requirements. When you are sure of each item, put a check mark in the **student** column. Staple this chart to your paper. Your teacher will return this checklist with the items checked that are correct.

Writing Chart	Student	Teacher
Student followed the formula GS, E ₁ , E ₂ , E ₃ , THESIS; TS, E, E, E, O; TS, E, E, E, O; TS, E, E, E, O; THESIS, O ₁ , O ₂ , O ₃ , FO		
Student used complete sentences.		
Student used correct capitalization.		
Student used correct punctuation.		
Student checked spelling.		
Student used synonyms.		
Student used at least eight correct transitional words.		
Student used at least twelve adjectives.		
Student used two similes or metaphors.		
Student used two examples of onomatopoeia.		
Student used an interesting title.		
Student proofread the paper.		
Optional: Student used personification.		

Lesson 15

Combining Sentences

Objective

- To write long sentences that express ideas clearly and directly

Notes to the Teacher

Students need to learn how to write long, well-developed sentences. They tend to write short, choppy sentences instead of a combined sentence that flows smoothly. Once they have learned a few rules, they will be able to write long, flowing sentences that show how ideas are related. By practicing this skill in the following exercises, they will improve their sentence combining skills.

Procedure

1. Put the following rules on the board.

1. Sentences can be combined by joining two independent clauses, using *and*, *or*, or *but*.

Mary is a pretty girl. She likes to dance.

Mary is a pretty girl, and she likes to dance.

2. Sentences can be lengthened by adding adjectives, transitional words, or groups of words.

Mary is a pretty girl. She likes to dance.

Mary is a pretty girl in my class, and she likes to tap dance.

3. When a group of words is added, *who*, *which*, or *that* may be needed in the beginning of the addition.

Mary is a pretty girl. She likes to dance.

Mary is a pretty girl who likes to dance.

4. Another way to extend a thought is to use the word *because* and give a reason.

Mary is a pretty girl. She likes to dance.

Mary, who is a pretty girl, likes to dance because it keeps her in shape.

2. Distribute **Handout 48** and instruct students to combine the pairs or sets of sentences into one long sentence. Check students' work for logical combinations.
3. Assign **Handout 49** for practice in sentence combining.
4. To avoid unnecessary repetition and wordiness, students need to practice writing clear, long sentences. Distribute **Handout 50** and have students complete it.
5. **Handout 51** may be given as a quiz.

Combining Sentences 1

Directions: Combine each set of sentences into one long sentence.

Truck Stop

1. The drivers line up.
The drivers drive trucks.
The line is along the counter.
The counter is grease-smudged.
2. The drivers sip their coffee.
The coffee is strong.
The coffee is bitter.
The drivers watch a waitress.
The waitress walks to the kitchen.
The waitress walks to the counter.
3. The waitress is smiling.
The waitress is friendly.
The waitress is slender.
The waitress is pretty.
4. Outside are sounds.
Traffic makes the sounds.
The sounds are muffled.
5. Inside are sounds.
Men make the sounds.
The men talk.
The sounds are loud.
The sounds are cheerful.
6. The waitress pours coffee.
The waitress serves doughnuts.
The waitress serves pies.
The waitress smiles at each driver.
7. Some drivers try to amuse the waitress.
They make jokes.
The jokes are funny.
Everyone laughs.
8. The waitress laughs.
The waitress winks.
The waitress pours more coffee.
9. One by one the drivers pay their bills.
The drivers leave tips.
They go outside.
They get in their trucks.

Combining Sentences 2

Directions: Combine each set of sentences into one long sentence.

1. Almost every summer night the cooling wind swept through our bedroom windows.
It made air conditioning unnecessary.
It made a light blanket welcome.
2. Television news people are pawns in the ratings game.
They are hired and fired in some instances on the basis of skin tests.
The skin tests are given to viewers to measure their emotional reactions.
3. The steep surrounding slopes were capped with snow.
The snow fed two streams.
The streams plunged down to join in the valley below.
4. The last ticket for the Frampton concert had been sold.
The music hall closed its doors.
The crowd was angry.
The crowd was disappointed.
The crowd threatened to burn down the building.
5. A Minnesota Viking player was proficient in tackling.
He hit a rookie running back very hard.
He hit him so hard that the running back fell instantly to the turf.
The running back was unconscious.
The running back was revived with smelling salts.
6. The grueling race was finally over.
The distance runner collapsed onto the cinders.
She was gasping for breath.
Her chest was heaving.
Her face was a splotchy red and gray.
7. He is nearing the top.
His eyes are already glowing with triumph.
He climbs faster and faster.
He climbs recklessly fast.
He suddenly slips and falls.
He tumbles to the ground.
He lies motionless there.
He is a crumpled pile of arms and legs.

Combining Sentences 3

Directions: Use a conjunction, phrase, or clause to combine the following sentences.

1. The boy picked up the injured bird. He could see it had a broken wing.
2. The President shook hands with people in the crowd. He made his way to the car.
3. The soft music flows out of the restaurant. It invites passers-by to enter.
4. The outrigger canoe sprayed water onto the faces of the crew. It raced along the top of the waves.
5. The telephone poles had been snapped by the hurricane. They hung dangerously over the road.
6. Dan placed his shot carefully. He hit the ball to his opponent's backhand.
7. The celery was chopped into small pieces. It added texture to the salad.
8. The band members wore their new uniforms. They played and marched with more confidence than usual.
9. Robert Lowell was an important American poet. His ancestors included the poets James Russell Lowell and Amy Lowell.
10. I lost my blue sweater. It was wool. Aunt Sue made it for me.
11. Crocuses are usually pink or purple. They are the first flowers that bloom. They bloom in the spring.
12. It rains heavily. The Ohio River often floods over its banks. This causes mudslides.
13. Daisy plans to clean her kitchen. The kitchen is on the lower level of her split-level house. Daisy has lived in the house for ten years.
14. Every student must study hard. Studying brings success at school. Attendance is required for all students under the age of eighteen.
15. Litmus paper changes color. It becomes red or blue. Litmus paper turns red in acid solutions and blue in alkaline.

Combining Sentences 4

Directions: Combine each set of sentences into one. Avoid unnecessary repetition and wordiness.

The Table

1. The table is littered with refuse.
2. The refuse belongs to other people.

10. Off to one side is a hamburger.
11. The hamburger is half-eaten.
12. Flies are there.
13. The flies are sitting on the hamburger.

3. They have left signatures everywhere.
4. The signatures are stained.
5. The signatures are greasy.

14. A sign is buried in the garbage.
15. The sign is small.
16. The sign is neatly lettered.

6. There are several cups.
7. The cups are in a pile.
8. The cups are for coffee.
9. The cups are stained with lipstick.

17. A student reads the sign.
18. The sign pleads for students to bus their own dishes.

The Ashtray

1. The ashtray squats.
2. The ashtray is fat.
3. The ashtray is ugly.
4. The ashtray is in the middle of the table.

9. Into it have been heaped cigarettes.
10. Into it have been heaped crusts of food.
11. Into it have been heaped poems.
12. The poems are written on paper napkins.

5. It is a monstrosity.
6. The monstrosity is porcelain.

13. It accepts all offerings.
14. The acceptance is with indifference.

7. The insides are blackened.
8. The blackening is with millions of ashes.

Lesson 16

Communicating through Commas

Objective

- To practice the use of a comma to indicate pauses and breaks in thoughts

Notes to the Teacher

The comma shows the relationship of words. It shows the reader where to pause, and it also eliminates confusion. Although grammar books offer lessons on commas, short drills on the uses of this important mark of punctuation can be most beneficial. One effective exercise is to write two incorrect sentences on the board each day and have students correct them at the beginning of class. The repetition reinforces students' understanding of the correct use of commas. Students are usually either comma "happy" (use too many commas) or comma "sad" (use too few commas). By introducing and reinforcing the rules for commas, students will become comma "right."

Procedure

- Put the following rules on the board with examples.

- Use a comma to separate introductory clauses and phrases from the rest of the sentence.

If you stay up late, you will be tired.

- Use a comma to separate words or groups of words in a series.

Grandmother brought eggs, bread, cheese, and milk.

- Use a comma to separate two or more adjectives when the conjunction *and* makes sense in its place.

It was a hot, humid, August day.

- Use a comma to separate two independent clauses (a compound sentence) when they are joined by *and*, *but*, *or*, *nor*, *for*, or *yet*.

I didn't play tennis last Saturday, nor do I intend to play this Saturday.

- Use commas to set off nouns of direct address.

This award, Richard, is yours.

- Use commas to set off most appositives. A noun in apposition with a single noun is not usually set off.

The assistant football coach, an athletic young man, quit his job.

My cousin John is not feeling well.

- Use commas with interrupters.

The teacher, I believe, is the best art teacher in the District.

- Give **Handouts 52** and **53** for practice. Instruct students to add commas wherever necessary in the sentences and to cite the rules for the commas.

Suggested Responses, Handout 52:

- Bill overslept, but he still made it to school on time.*
- The soft, white, fluffy kitten sat on the doorstep.*
- In English class we read books, short stories, essays, and poems.*
- The candidates have been selected, and they are ready for the contest.*
- Ted, you did an excellent job on your report.*
- If it is going to be cold today, I must remember to wear a hat and gloves.*
- Jane, a pretty, sweet girl, talked to her friends in the cafeteria.*
- After reading the difficult book, the class, I think, wanted to scream, shout, and run out of the hot, cluttered room.*
- The teacher, I think, is angry because the students did not do their homework.*
- When you are having a good time at a party, you hate to leave.*

Suggested Responses, Handout 53:

1. *This English class, I believe, is the best one I have ever had.*
2. *When it is hot outside, people like to stay in their air-conditioned homes.*
3. *I'll wash, and you can dry.*
4. *After seeing the sad movie, the sensitive, shy girl cried, felt gloomy, and saw it again.*
5. *Mary, please bring me your homework.*
6. *These books are old, and they should be replaced.*
7. *Robert, a strong, athletic boy, was the freshman quarterback.*
8. *If you like to dance, you will like to go to the newest dance spot in town.*
9. *The beautiful girl wore a short, black skirt, a red blouse, and high boots.*
10. *The bleak, gray, rainy day made me feel sad.*

Commas 1

Directions: Add commas wherever necessary in the following sentences. Cite the rule you used to support your decision.

1. Bill overslept but he still made it to school on time.
2. The soft white fluffy kitten sat on the doorstep.
3. In English class we read books short stories essays and poems.
4. The candidates have been selected and they are ready for the contest.
5. Ted you did an excellent job on your report.
6. If it is going to be cold today I must remember to wear a hat and gloves.
7. Jane a pretty sweet girl talked to her friends in the cafeteria.
8. After reading the difficult book the class I think wanted to scream shout and run out of the hot cluttered room.
9. The teacher I think is angry because the students did not do their homework.
10. When you are having a good time at a party you hate to leave.

Commas 2

Directions: Add commas wherever necessary in the following sentences. Then cite the appropriate rules.

1. This English class I believe is the best one I have ever had.
2. When it is hot outside people like to stay in their air-conditioned homes.
3. I'll wash and you can dry.
4. After seeing the sad movie the sensitive shy girl cried felt gloomy and saw it again.
5. Mary please bring me your homework.
6. These books are old and they should be replaced.
7. Robert a strong athletic boy was the freshman quarterback.
8. If you like to dance you will like to go to the newest dance spot in town.
9. The beautiful girl wore a short black skirt a red blouse and high boots.
10. The bleak gray rainy day made me feel sad.

Lesson 17

Short Stories

Objective

- To write a short story following the formula 5(TS-8EX.-SS)

Notes to the Teacher

Students love to write short stories but often do not know where to begin, how to structure the story, or how to end it. By following the formula 5(TS-8EX.-SS), students can write a creative and structured story. By filling out a work sheet on the elements of a short story, students can brainstorm before they write. The writing chart helps students know what is expected of their papers. By adding creative devices, students are able to write original pieces.

Procedure

1. Discuss the elements of a short story.

Character—*person in the story*

Setting—*place of the action*

Plot—*the main idea of the story*

Conflict—*a problem*

man versus man

man versus nature

man versus himself

Crisis—*turning point*

Resolution—*the ending*

Explain that all short stories have conflict. Students may choose to have one, two, or three types of conflict in their story.

2. Distribute **Handout 54** and have students read it. Point out that the different paragraphs follow a formula—character(s), setting(s), conflict(s), crisis, and resolution; or 5(TS-8EX.-SS).
3. Brainstorm before students begin to cluster. Distribute **Handout 55** and ask students to fill in the character or characters, the setting, the plot, the conflict, the crisis, and the resolution.

4. Begin the first paragraph by brainstorming one main character's or two main characters' names. Distribute **Handout 56** and instruct students to fill in the wheel with a description of the main character or characters. For one main character, divide the wheel in half and use four spokes to describe the way the character looks and four spokes to describe the way the character acts. For two main characters, use two spokes to describe one of the characters and two spokes to describe the other character; two spokes to describe the way one character acts and two spokes to describe the way the other character acts.
5. Distribute **Handout 57** and ask students to begin the second paragraph by choosing one or two settings. Using the diagram, follow the directions given for one or two primary settings.
6. Use **Handout 58** to begin the third paragraph. Tell students to start on one spoke of the diagram and go around the wheel, giving details about the conflict.
7. For the fourth paragraph, distribute **Handout 59** and have students write details about the crisis.
8. Have students use **Handout 60** for the resolution. Grade the five wheels when completed.
9. Review the formula 5(TX-8EX.-SS). Students should write a topic sentence and then eight long sentences using the examples from the wheels before adding a summary statement. Each paragraph should contain ten or more sentences.
10. Instruct students to use their writing tools, add a simile or metaphor, and use personification or onomatopoeia to make their short stories original. Remind students to add an interesting title and proofread their papers.

11. Distribute **Handout 61** to students before they begin writing. Add your own requirements or change the chart if the class is working on a specific skill.

12. Because direct quotations help personalize and add color to short stories, review the basic rules related to quotation marks. Encourage students to apply them to their essays in progress.

1. Use quotation marks at the beginning and at the end of a direct quotation.

Bob said, "It is a great day to go swimming."

"It is a great day to go swimming," said Bob.

2. A period at the end of a sentence goes inside the quotation marks.

The girl said, "Let's go for a ride."

3. Sometimes explanatory words end the sentence. The quoted statement at the beginning of the sentence is followed by a comma which belongs inside the quotation marks.

"Brush your teeth," said the dentist.

4. Sometimes a quotation is divided by explanatory words. Then each part of the quotation is enclosed by quotation marks.

"One very healthy exercise," said Melissa, "is skiing."

13. Distribute **Handout 62** and have students complete it.

Suggested Responses:

1. Beth said, "The dinner will be held at the school."

2. "I was at the show myself," said Vic.

3. "Take Route 90," said Rich, "to the turnpike."

4. John said, "I like this English class."

5. "The sun," cried the catcher, "was in my eyes."

6. Robert said, "I like the movies that were made in the '50s."

7. "Get out of here," shouted Wilson.

8. Mrs. Lee yelled to the students, "Get out your pens and paper!"

9. "I like the GAP commercials," said Terry.

10. "Meet me at school," Keith said, "and we will do our homework."

14. After you have graded the essays, return the writing chart with checks next to the items that are included in the paper. Read the best short stories aloud.

A Short Story Example

Directions: Read the following short story written by a ninth grader to see how the formula is followed for a short story: Character(s) + setting(s) + conflict(s) + crisis + resolution—or 5(TS-8EX.-SS). Notice the use of sense words and the vivid images the writer creates.

My Dad

I always thought I had a weird family. My mom Phyllis is hard-working and paranoid about us going out at night or leaving to go off the street. My oldest brother, the tallest one in our whole family, is a con artist. He has a way with words. He will say something that could never work, but has a way of making you believe what he said. My little brother Eric is probably the most annoying kid I know. He can pick something that he knows annoys me and do it all day. He is also what I call a "suck up." He is always agreeing with what my parents say. He always tells them what they want to hear. He just does that to get their attention. I am the sensitive one in the family. If one of my brothers fell and scraped his knee, while the others were laughing, I would be crying with the boy while I helped him up. I have also been very forgetful about things I don't think are important. For example, if my father told me to do the dishes before I went upstairs, I'd forget in two minutes. But if he said, "Clean your room and you can have pizza," I'd probably do it right then and there. The most important person in my family, I think, would have to be my father, Fred. He is very reasonable and reliable. He never kept up with styles and still has the Afro he had when he was 18. He is almost six feet four inches tall and weighs two hundred and ten pounds. My father is like a hero in our household.

Our house was the prettiest thing I have ever seen when my father helped out. He made sure we cleaned our part of the house, and when we got finished, he would go through it. Our kitchen had a black and white checkerboard floor with white paint on the walls and ceiling. My mom and dad had reverse jobs. My father cooked and cleaned while my mother laid down the kitchen floor or put up a new wall in our room. Our living room had a beautiful blue carpet, along with our navy blue sofa and matching reclining chair. The ceiling fan over the couch was also a nice decoration to add to the room. Our dining room was the biggest room of all. The dining room table was shiny oak with some kind of Cherokee symbol in the middle. The chairs were also oak with velvet linings my mom added to dress them up. And in the corner was a great big china cabinet with beautiful blue and white china plates, extravagant crystal glasses, and shiny silverware. To keep our house beautiful, my father was on cleaning duty from 5:00 P.M. when he got off work till 7:00 A.M. when he went back. He made sure the blue carpet was vacuumed and not one speck of lint was left on the floor or the sofa. The kitchen was swept and mopped every day. And our dining room was always clean because we weren't allowed in it until we ate dinner. My father was also in charge of homework and grades. We had one hour set aside for study time, and at this time the house was completely silent. No one watched TV or played Nintendo until his homework and chores were done, which was checked by Fred every day. If there was no homework due, you'd bring home a book to study for an hour. My father ran a successful household.

I remember watching people on TV with one father or one mother and wondering what it would be like living in a one-parent household. In the very sad month of April I found out. One day my father came home and said that AT&T was picking some employees to go and work in Detroit. He also said he

didn't think he would be going because they were picking people who had just started, and he had been there for 18 years, so there was a very small chance that he would be one of the chosen. But for some reason they picked him because he could show some of the inexperienced employees how to do their job. So he and some of his other friends were faced with the decision to follow their jobs or get new ones. When he came home with the news, there were a lot of questions to be asked. Will he go? Will he try to find a new job or will we move with him? He decided to move with his friends on April 25, and on May 2 he drove to Detroit.

For the first month, we had a lot of changes. We all had more responsibilities and chores. Sometimes I found myself wondering at night will I ever see my father again or will he only be that voice on the phone from now on. Our house really suffered when he left. Our black and white checkerboard floor became spotted with pop and juice. The white turned gray, and the dishes looked like a big ant hill. Our blue carpet also became spotted with hot chocolate and pop. The sofa became a darker blue and the ceiling fan was full of dust. Our beautiful dining room table was murdered. We no longer ate on the oak table because it was used like an ashtray, and when someone didn't know where to put something, they threw it on the table. Everything was a mess!

I used to just want to cry when I sat up at night and thought about my father sitting in Detroit and not in mom's room next door. He wasn't the one to wake me up; the loud screeching of the radio alarm did that! Then, one Friday morning in September, I woke up to the smell of pancakes, bacon, eggs, and toast. My mom didn't usually make breakfast, but this must be a special occasion. When I got downstairs, to my surprise, there flipping the pancakes and scrambling the eggs was my father! I just sat there for a minute. Then he saw me and said, "Surprise!" I ran into his open arms and almost started to cry. Then, my little brother came in followed by my older brother. I didn't even want to go to school that day. It was hard to concentrate, but I managed to make it through the day. When I got home, we cleaned the house to look almost like it did before he left. It took almost all day, but it was worth doing it just to spend time with the whole family. That next night dad would be going back to Detroit so he and my mother made a couple of rules. We were assigned a separate room to clean. If we all did our jobs correctly, then the house would be clean again. I guess it was our fault that the house wasn't clean, but we worked it out. He also said that he would try to come home every weekend to see us. I used to think living in a two-parent household was kind of trivial, but take it from me . . . nothing is trivial!

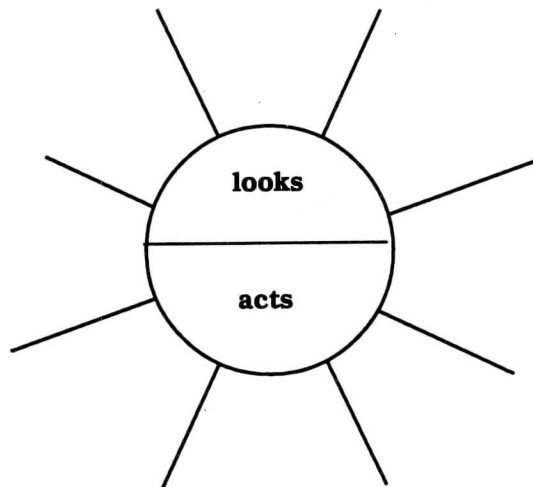
Brainstorming a Short Story

Directions: Brainstorm ideas for a short story before you complete the cluster.

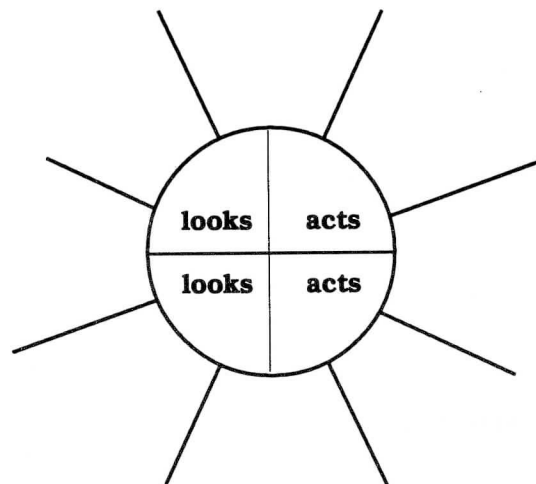
1. Name your main character.
2. Describe your main character.
3. Name your other main character (optional).
4. Describe your other main character (optional).
5. List other characters.
6. Describe the setting.
7. Describe the other setting (optional).
8. Tell the plot of your short story.
9. What is the conflict or conflicts in your short story?
10. What is the crisis in your short story?
11. What is the resolution in your short story?

Character Cluster

Directions: Fill the four top spokes with a description of the way your main character looks. Fill the four bottom spokes with a description of the way the character acts.

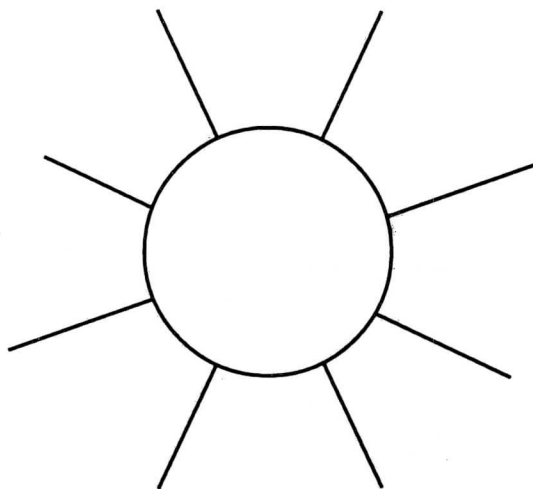


If you have two main characters, divide the wheel into fourths and fill two spokes with a description of the way each character looks and two spokes with a description of the way each character acts.

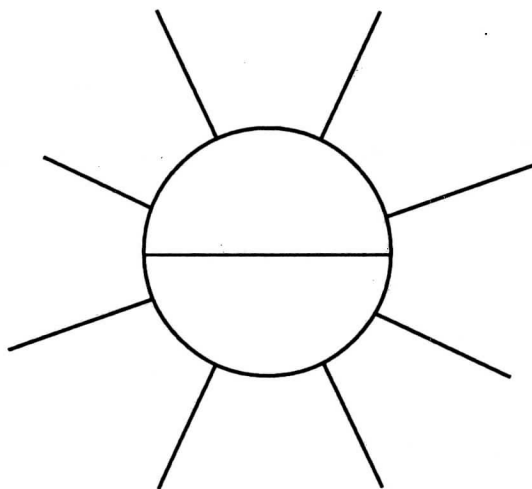


Setting Cluster

Directions: If you have one main setting, write it inside the circle. Then fill all eight spokes with details for your setting.

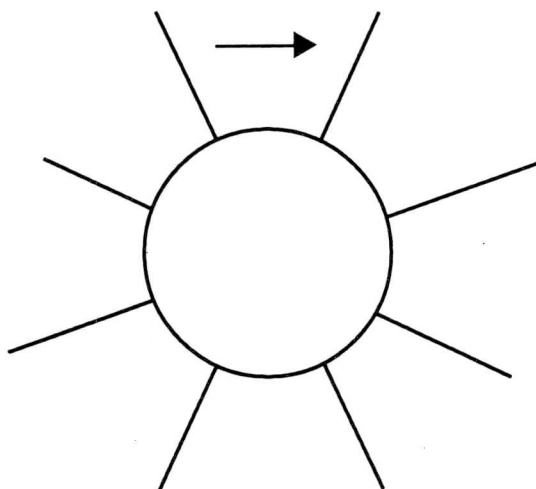


If you have two main settings, divide the wheel in half and write one setting in each half. Then use four spokes for details describing each setting.



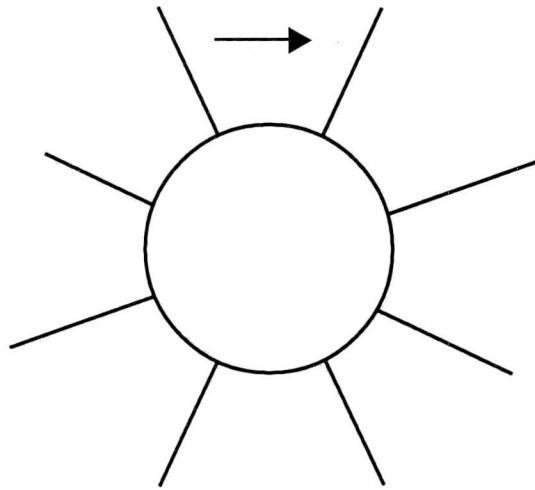
Conflict Cluster

Directions: Write your conflict or conflicts in the middle of the wheel. Starting on one spoke, fill in details that describe the conflict or conflicts in the story.



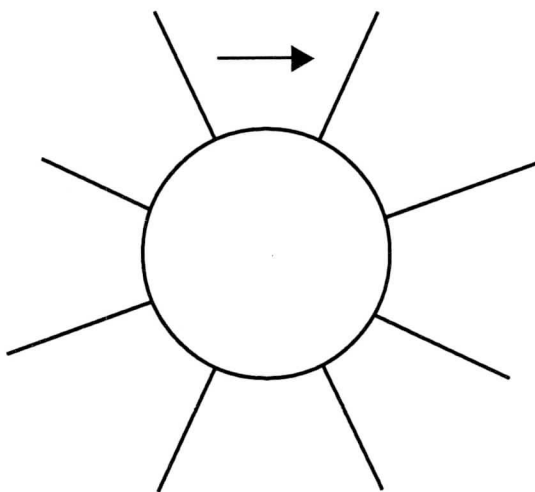
Crisis Cluster

Directions: Write your crisis in the middle of the wheel. Start on one spoke and go around the wheel telling a story about the crisis, dividing the crisis into eight small parts.



Resolution Cluster

Directions: Write your resolution in the middle of the wheel. Start on one spoke and go around the wheel telling the ending of the short story.



Short Story Writing Chart

Directions: Before you turn in your essay, review this checklist to be sure you have met all of the requirements. When you are sure of each item, put a check mark in the **student** column. Staple this chart to your paper. Your teacher will return this checklist with the items checked that are correct.

Writing Chart	Student	Teacher
Student followed the formula 5(TS-8EX.-SS).		
Student used complete sentences.		
Student used correct capitalization.		
Student used correct punctuation.		
Student checked spelling.		
Student used quotation marks correctly.		
Student used synonyms.		
Student used at least five correct transitional words.		
Student wrote at least ten adjectives.		
Student used one simile or metaphor.		
Student used one example of onomatopoeia.		
Student used an interesting title.		
Student proofread the paper.		
Optional: Student used personification.		

Quotation Marks

Directions: Rewrite the following sentences, adding quotation marks and correct punctuation.

1. Beth said The dinner will be held at the school.
2. I was at the show myself said Vic
3. Take Route 90 said Rich to the turnpike
4. John said I like this English class
5. The sun cried the catcher was in my eyes
6. Robert said I like movies that were made in the '50s
7. Get out of here shouted Wilson
8. Mrs. Lee yelled to the students Get out your pens and paper
9. I like the GAP commercials said Terry
10. Meet me at school Keith said and we will do our homework

Lesson 18

Subject-Verb Agreement

Objective

- To eliminate subject-verb agreement problems in writing

Notes to the Teacher

One of the biggest problems students have is subject-verb agreement. Often, students are not sure which word is the subject of the sentence. If they do not understand prepositional phrases, they may match the noun in the prepositional phrase with the verb. Or, they may not know if an indefinite pronoun is singular or plural. What the teacher soon discovers is that subject-verb agreement really deals with the students' knowledge of prepositional phrases, pronouns, nouns, and verbs. By giving students two grammar sentences each day as "bell" work and by following the specific exercises in this lesson, students will have a better understanding of subject-verb agreement.

Procedure

- Put the rules on the board with examples to show subject-verb agreement.

- A verb must agree in number with its subject.

She talks. They talk.

He dances. They dance.

Notice that the singular form of each verb ends in s.

- The subject of the verb is never found in a prepositional phrase.

The *books* on this shelf *are* mine.

The *set* of china *was* crafted by Limoges.

- A compound subject joined by *and* is plural and requires a plural verb.

Mike and Jon *are* playing golf.

The *jugglers* and tightrope *walkers* *perform* well together.

- When a compound subject is joined by *or* or *nor*, the verb should agree with the subject nearer to the verb.

Neither Tom nor his *friends* *like* rap music.

Neither his friends nor Tom *likes* rap music.

- Some indefinite pronouns are always singular. Others are always plural. Remember that the indefinite pronoun is the subject, not the object of the prepositional phrase.

Singular			Plural	Singular or Plural
Each	Someone	Nobody	Several	Some
Either	Everyone	Somebody	Few	Any
Neither	Anyone	Everybody	Both	None
One	No one		Many	Most
				All

- When sentences begin with *there*, *here*, or *where*, the subject comes after the verb.

Here *are* the computer *magazines* you wanted.

Where *is* the closest gas *station*?

There *are* the *dogs* and *cats*.

- The pronoun *you* is never used with a singular verb.

You *were* very kind.

You *understand* the situation.

- After you have gone over the rules and examples, have the students complete **Hand-out 63**. Instruct students to first find the subject, underline it, and then write the correct form of the verb. You may have them find the subjects first, grade the paper, and then let students write the correct form of the verb.

Suggested Responses:

- willpower, lust has*
- C*
- gossip has*
- agencies were*
- tables were*
- daisies were planted, were mowed*
- price has*
- trucks, buses use*
- woman has refused*
- slipcovers have*

3. Remind students that the verb must agree with the subject in person and in number. Distribute **Handout 64** and have students underline the subject or subjects and then circle the correct verb.

Suggested Responses:

1. *Belle, Canseco are*
 2. *Elway, Montano were*
 3. *Records were*
 4. *Babe Ruth was*
 5. *Asians are*
 6. *Many are*
 7. *Contributions were*
 8. *inventors, scientists are*
 9. *artists are*
 10. *Supreme Court Justice was*
4. Students need to remember that the indefinite pronoun is the subject, not the prepositional phrase. For the pronouns which can be singular or plural (*some, none, all, any, most*), ask the question "How much?" to determine singular form and "How many?" to determine plural form. Another clue for these singular/plural pronouns is to look at the object of the preposition. If it is singular, then the verb will be singular; if it is plural, then the verb will be plural. Distribute **Handout 65**. Have students complete it as directed.

Suggested Responses:

1. *Many have*
2. *None are*
3. *Any give*
4. *Everybody was*
5. *Anyone knows*
6. *All is*
7. *Both were*
8. *Either is*
9. *Most walk*
10. *Most is*

5. To see if students have learned subject-verb agreement rules, test their knowledge with **Handout 66**.

Suggested Responses:

1. *pastime is*
2. *One reminds*
3. *Ellen, friends go*
4. *set costs*
5. *you were*
6. *pair was*
7. *hours is*
8. *addresses are*
9. *Many sound*
10. *Neither works*
11. *king, queen were taken*
12. *Sam, you have*
13. *Most centers*
14. *members have*
15. *You, Helen want*

Subject-Verb Agreement 1

Directions: Cross out the incorrect form of the verb. Underline the subject that goes with the verb. Write the correct form of the verb in the space provided. Mark the one correct sentence C.

1. Either my willpower or my lust for sweets have to win out. _____
2. Bob is one of those people who steals library books rather than checks them out. _____
3. The vicious gossip about our new group member have begun to infuriate me. _____
4. Maria checked the secretarial agencies that was helping her look for a job. _____
5. Many tables at the rummage sale was covered with old tablecloths. _____
6. The daisies that was planted was mowed down yesterday. _____
7. The price of the summer merchandise have been reduced. _____
8. Trucks and buses uses our street because of the detour. _____
9. The dirty woman rooting through the trash baskets have refused to enter a homeless shelter.

10. The plastic slipcovers on their couch and chair has started to turn yellow. _____

Subject-Verb Agreement 2

Directions: Underline the subject or subjects in each sentence and circle the correct form of the verb in the parentheses. Make the verb agree in person and in number with the subject.

1. Albert Belle and Jose Canseco (is, are) baseball champions.
2. John Elway and Joe Montana (was, were) great quarterbacks.
3. Records (was, were) set by the great basketball star Michael Jordan.
4. Babe Ruth (was, were) a great baseball star.
5. Asians in the United States (is, are) a forceful minority group.
6. Many (is, are) in major government positions.
7. Contributions to United States history (was, were) made by many Asians.
8. Asian inventors and scientists (is, are) numerous.
9. Chinese artists (is, are) among the world's greatest.
10. The first black Supreme Court Justice (was, were) Thurgood Marshall.

Subject-Verb Agreement 3

Directions: Underline the subject or subjects in each sentence and circle the correct form of the verb in parenthesis. Make the verb agree in person and number with the subject.

1. Many of our American movies (have, has) been about heroes who retreat from civilizations.
2. None of the antibiotic pills (is, are) completely free from potential side-effects.
3. Any of the TV stations (gives, give) news of school closings.
4. Everybody in the rooms (was, were) stunned into silence.
5. Anyone old enough to remember the 1970s (know, knows) the meaning of disco.
6. All of the dessert (is, are) gone.
7. Both of his hands (was, were) frostbitten.
8. Either of these books (are, is) likely to be helpful to you.
9. Most of the children (walk, walks) to school.
10. Most of our body (are, is) water.

Subject-Verb Agreement Quiz

Directions: In each of the following sentences, underline the subject or subjects and then circle the form of the verb that agrees with that subject.

1. Our favorite pastime (is, are) a bike ride or a tennis game.
2. One of the TV characters (reminds, remind) me of a bunny.
3. Neither Ellen nor her friends (goes, go) to the mall often.
4. That set of dolls (costs, cost) a lot of money.
5. (Was, Were) you at the rock concert?
6. A pair of sandals (was, were) on sale at Penney's.
7. Two hours (is, are) too long for a nap.
8. Here (is, are) the addresses of the girls.
9. Many of the tapes (sounds, sound) scratched.
10. Neither of the men (works, work) at the Ford plant.
11. The king and queen, who live in Monaco, (was, were) taken to the party.
12. Either Sam or you (has, have) the car keys.
13. Most of the play (centers, center) on one character.
14. Former members of the play (has, have) different plans for college.
15. Do you or Helen (wants, want) to meet the President?

Lesson 19

Extended Five-Paragraph Essays

Objective

- To write an extended five-paragraph essay using the formula
GS, E₁, D, E₂, D, E₃, D, THESIS
TS, E, D, E, D, E, D, O
TS, E, D, E, D, E, D, O
TS, E, D, E, D, E, D, O
THESIS, O₁, O₂, O₃, FO

Notes to the Teacher

Once the students have mastered the five-paragraph essay, they can learn a longer, more detailed version. Students soon discover that this longer version is very easy because they know what is expected in their essays and how their essays will be graded. Their previous practice in specific grammar areas and completion of creative exercises should produce grammatically correct and highly organized original essays.

Procedure

- Distribute **Handout 67** and explain that many steps in the regular five-paragraph essay are the same for the longer version. The first step is to narrow the topic into three parts. Remind students to make sure the three areas are very different from each other. Sometimes students divide a topic into three parts and find out they do not have anything to write about on one of the areas. Tell them to spend a few minutes brainstorming the area, but if they cannot come up with examples, to cross out that area and start a new one.
- The second step is longer. After students have drawn three eyes with four eyelashes on each eye, they now need to draw another eyelash from each eyelash. The first eyelashes close to the eye are filled with examples. The second set of eyelashes is filled with specific details about those examples. Grade the cluster.
- Distribute **Handout 68** and use it to explain the next steps. The third step, to write out the formula on five eyes, is also longer. Instruct students to draw five eyes—one for each paragraph—with five eyelashes on each eye. Students will add an extra eyelash under each example for a detail. Put the formula on the eyelashes.

Have students memorize this formula. Notice that the shortest version of this long five-paragraph essay will be thirty-seven sentences.
- Have students use the clusters in step 2 to write paragraph 1. Have them begin with a general statement that grabs the attention of the reader. Then, they should write an example from an area, followed by another sentence that represents the detail of that example. After they have written seven sentences—one general statement, three examples, and three details—instruct students to write a thesis statement.
- Paragraphs 2, 3, and 4 begin with topic sentences. There are six eyelashes left on each of the eyes in step 2—three examples and three details. Have students write a long example followed by a long detailed sentence. Tell them to check off the examples and details as they use them. Finish each paragraph with an opinion statement.
- Paragraph 5 is still the most difficult to write. Students should repeat the thesis from paragraph 1 or change the sentence but keep the same meaning. O₁ is a new opinion about the first part; O₂ is a new opinion about the second part; O₃ is a new opinion about the third part. The Final Opinion is a summary statement about the entire topic.

7. Distribute **Handout 69** before students begin to write. Ask students to follow established procedure in turning in the chart with their essays.
8. Remind students to find appropriate adjectives, transitional words, and synonyms; to add similes, metaphors, personification, and onomatopoeia; and to write an interesting title.
9. Allow two days of class time to write a five-paragraph essay. The first two steps should take fifteen to twenty minutes. The last three steps should take at least an hour and a half.
10. After you have graded the essays, return the writing charts and share the best essays with the class.
11. Distribute **Handout 70** and review the five steps.
12. Have students take a previous essay they wrote and extend that essay by adding details to the examples. Follow established procedures for clustering, writing, and grading essays.

Extended Five-Paragraph Essay Cluster

Directions: Use this form to complete the first two steps of writing your extended five-paragraph essay.

Step 1. Choose a topic and divide it into three specific parts.

Topic:

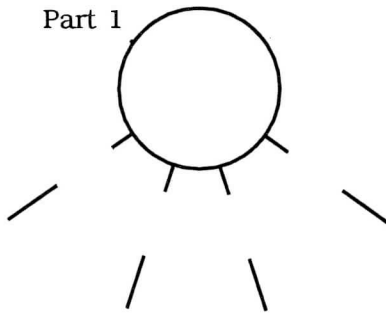
Part 1.

Part 2.

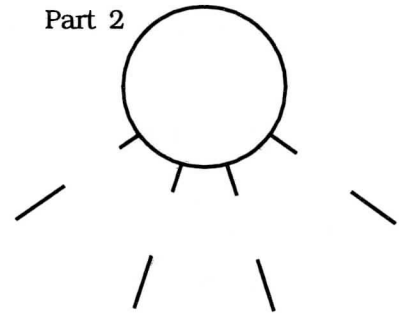
Part 3.

Step 2. Fill the eyes with the words or phrases from step 1. Fill the inner eyelashes with examples. Fill the outer eyelashes with specific details.

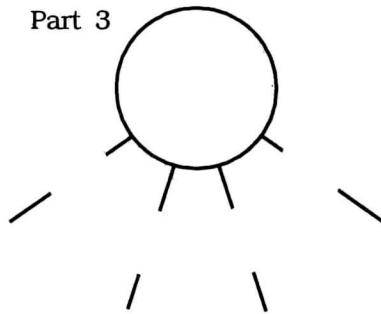
Part 1



Part 2

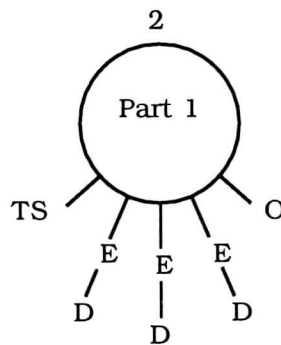
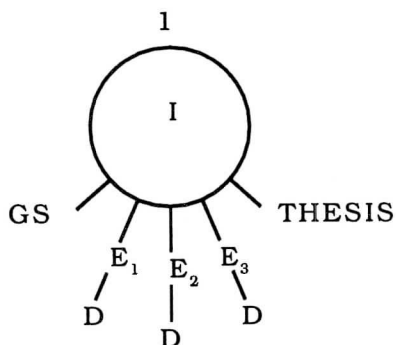


Part 3



Extended Five-Paragraph Essay Formula

Directions: Write your extended five-paragraph essay following this formula.



GS = General Statement

E = Example

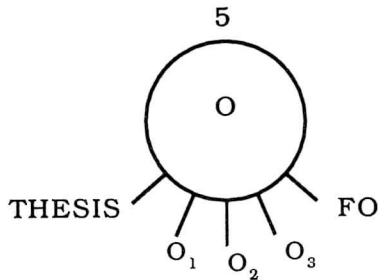
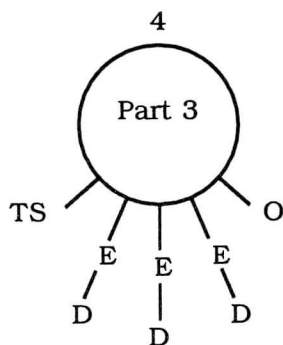
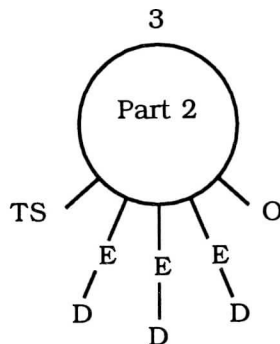
TS = Topic Sentence

O = Opinion

FO = Final Opinion

I = Introduction

D = Detail



Extended Five-Paragraph Essay Writing Chart

Directions: Before you turn in your essay, review this checklist to be sure you have met all of the requirements. When you are sure of each item, put a check mark in the **student** column. Staple this chart to your paper. Your teacher will return this checklist with the items checked that are correct.

Writing Chart	Student	Teacher
Student followed the formula GS, E ₁ , D, E ₂ , D, E ₃ , D, THESIS; TS, E, D, E, D, E, D, O; TS, E, D, E, D, E, D, O; TS, E, D, E, D, E, D, O; THESIS, O ₁ , O ₂ , O ₃ , FO.		
Student used complete sentences.		
Student used correct capitalization.		
Student used correct punctuation.		
Student checked spelling.		
Student used synonyms.		
Student used at least ten correct transitional words.		
Student wrote at least fifteen adjectives.		
Student used one simile or metaphor.		
Student used one example of onomatopoeia.		
Student used an interesting title.		
Student proofread the paper.		
Optional: Student used personification.		

Extended Five-Paragraph Essay Guide

Directions: Keep this chart in your notebook.

Step 1. Choose a topic and divide it into three parts.

Topic:

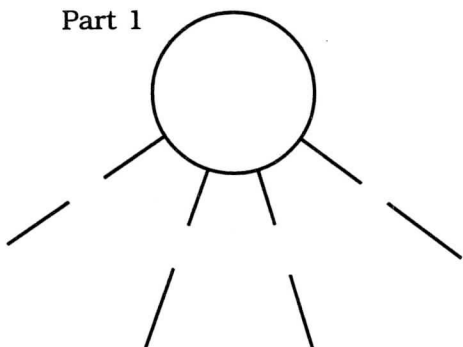
Part 1.

Part 2.

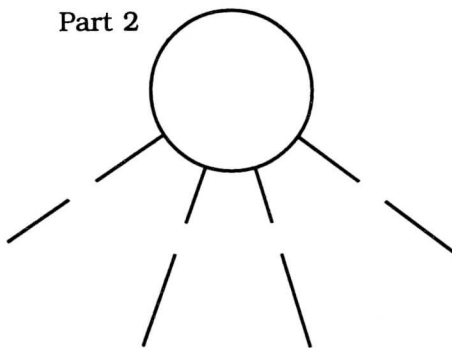
Part 3.

Step 2. Draw three eyes with four eyelashes on each eye. Fill the eyes with words or phrases from step 1. Fill the inner eyelashes with examples and the outer eyelashes with details.

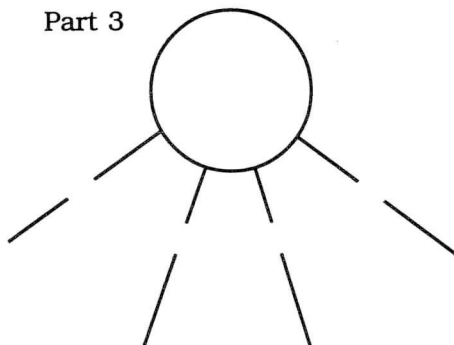
Part 1



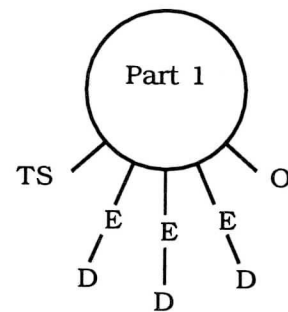
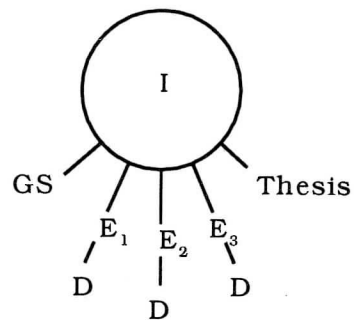
Part 2



Part 3



Step 3. Write a five-paragraph essay following this formula.



GS = General Statement

E = Example

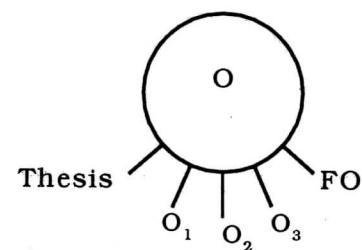
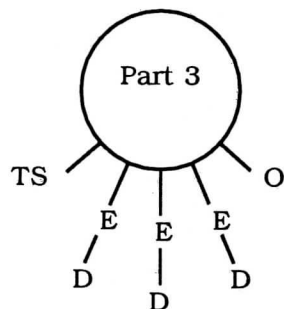
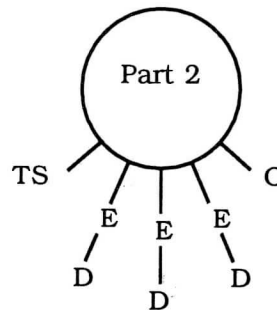
TS = Topic Sentence

O = Opinion

FO = Final Opinion

I = Introduction

D = Detail



Step 4. Add adjectives, transitional words, synonyms, similes, metaphors, personification, and onomatopoeia.

Step 5. Proofread the essay and add a title.

Lesson 20

Proofreading

Objective

- To practice proofreading

Notes to the Teacher

Students learn through discovering their mistakes and correcting them. Before they turn their papers in, students need to find and fix mistakes in the items found on the writing charts for each given essay; these charts help students focus on what will be graded and what is important in their papers. The exercises included in this text and exercises found in grammar books should help the teacher with specific problems the students are having. It is now up to the students to take the time and make the effort to look for errors or areas they could change for a specific reason. Having a composition buddy (see Teacher Notes) will help this process. The student's goal is to write the best essay he or she can write.

Note that **Handout 73** is used twice, to give students extra practice in proofreading.

Procedure

1. Explain the concept of proofreading. Distribute **Handout 71** and have students complete it. Review responses as a group.
2. Distribute **Handouts 72** and **73** and have students complete them as directed. Conduct a discussion based on students' evaluations.
3. While students are writing an essay, use composition buddies to proofread papers before they are collected for grading. Distribute **Handout 73**. Have students work in pairs to complete it. After both students have read each other's essays and corrected mistakes, they should turn the handout in with their papers.

Proofreading 1

Directions: Correctly rewrite the following essays.

Essay 1

Money

Money is a vast topic, but people who have it don't think so. When you have money you can have a good business, nice house, and a superb band of friends.

Most people with money are in the Fortune 500 with their company. As J. C. Penny did started with a small store and built to it to form his empire. As I would with my money and build my empire, and have lots of money to spend the way I want. Money is good as said in the movie "Wall Street."

Money can buy you the best house in New York. Georgia, or even California. Houses that are privately located cost extra to a hundred thousand dollar house. Furnishing a house by a well known designer and that will cost a lot of money. Home's and all the things to go in them take a lot of money to buy.

Money sometimes seems to attract friends for some reason. Most people just want to get into the will so they can inherit your money. But rarely their are one or two people who really want to be friends. Money can bring people who are friendly or people who want to use you.

Money can bring all the things in the world that you need. Like friends, a good job, and a house.

Essay 2

Different Values

People of the world have many values. Many people want different things in life. Some people want love and fame while others want friendship and money. I am the kind of person who wants many different things. If I were to choose between money, fame, friendship, and love, I would choose the ones that are the most important to me. The most important are money, friendship, and love.

There are a few reasons why I would choose money. Money can get me many things. It could help when I get married and have children. I would need enough money to support them. If I had a lot of money I probably would have more friends. The amount of money I have would also determine what type of lifestyle I would have, and I would like to have a pretty good lifestyle.

Next, there also a few reasons why I would choose friendship. One of those reasons why I would choose friendship over anything else is I would rather have friends and nice relationship with people than be alone. Friends are also helpful when I have problems. I also need friends because they give me support. I need friends for other reasons, but no other reasons are as important as these reasons are.

Finally, I would choose love over anything else because it is the most important thing to me. If I love others, hopefully they will love me back. It is also most important to me because if I am loved I feel good about myself. I need it most of all because I live in a family where none gets along.

There are many things other than love, friendship, and money, but there are too many to write about. I would like to have money because it helps me get the things I need. Friendships can get me through the rough times. Finally, love can make me feel good about myself. These are only a few reasons why I would choose love, friendship, and money over fame.

Essay 3

In Ten Years

My life in ten years would be completely different from what it is now. I would be married, a starting pitcher for the New York Mets, and my wife and I would be close to having a baby boy. In college I would have majored in business and got a job working at a bank. My wife and I would be living in a nice apartment in New York.

First, I would be married which would be a big commitment. My wife would be a little shorter than me. She would be athletic too. We would have to work together to.

Second My wife and I would be expecting a baby boy so we would have to spend money on the kid. Having the kid would be a big responsibility. Taking care of it would cost a lot of money. I would get a lot of money playing baseball so paying for the kid wouldn't be that hard. My wife would work as an accountant. Getting married would be a big responsibility.

The third thing I would do is play baseball. I would have two practices every day which would be hard. I would be working all the time to pitch better. I would be responsible to support my family.

Playing professional baseball, being married, and having a baby boy would be a lot of responsibility. My wife and I would work together.

Proofreading 2

Directions: Read the following essay and use **Handout 73** to evaluate it.

Ten Years From Now

In ten years from now my life tremendously different and busy with my activities. I imagine my life much more complicated and complete. Reasons for this would be that since I would just be graduating from Ohio State College I would need to start my career. I would be engaged to a wonderful fiancé and ready to settle down and marry. Now I'm stepping up a level with my basketball skills which means I've been chosen to play with a Professional Ladies team. In ten years everything will be more complex throughout the world so therefore I will be competing against other women on my level.

Now that I have graduated from Ohio State University I have to carry out my goals. While studying Psychology for five years to find out more about why kids act the way they do, I finally received my Ph.D. It was not easy staying in college without any activities to be involved in. So since my Freshman year I played for the Ladies Basketball team and started forward my first year. I was thankful for my high school, because that's how I got started playing after receiving a scholarship in basketball.

Now since I am out of college and can now continue my social and love life, this means my fiancé and I can finally get married. We have known each other since nineteen eighty-nine and it is now nineteen ninety-nine. That is ten long years that we have been waiting for this big event. Now that we look back we are so grateful that nothing separated us, not even our time away from each other. Now the wedding we plan to have will be humongous, both sides of our family there not to mention his friends and mine. It will be easy to decide where we will live, we both have different fantasies.

Now I have just found out on top of all my other accomplishments the Professional Ladies basketball league accepts me. This was incredible what was I to say how would I carry on that responsibility while I am married. I still did not believe after ten years they would to create a women's Professional basketball league.

Evaluation

Directions: Read the essay and make notes of any problems or errors. Then complete this evaluation.

Your Name _____

Author of Composition _____

Check *yes* or *no*. Give reasons for *no* answers.

	Yes	No—give reason
Did the student meet all the requirements of the writing chart?		
Is the essay interesting?		
Is the purpose of the writing clear?		
Are all the ideas and details related to the topic?		
Do the ideas flow smoothly?		
Are the ideas arranged in logical order?		
Are the words used vivid and to the point?		
Is the essay neatly written or printed?		
Does the essay hold the reader's attention?		
Is the essay understandable?		

Language Arts Series

Advanced Placement

Advanced Placement English: Practical Approaches to Literary Analysis
Advanced Placement English: In-depth Analysis of Literary Forms
Advanced Placement Poetry
Advanced Placement Short Story
Advanced Placement Writing 1
Advanced Placement Writing 2

Composition

Advanced Composition
Basic Composition
Creative Writing
Daily Writing Topics
Formula Writing 1—Building Toward Writing Proficiency
Formula Writing 2—Diverse Writing Situations
Grammar Mastery—For Better Writing, Workbook Level 1
Grammar Mastery—For Better Writing, Workbook Level 2
Grammar Mastery—For Better Writing, Teacher Guide
Journalism: Writing for Publication
Research 1: Information Literacy
Research 2: The Research Paper
Writing 1: Learning the Process
Writing 2: Personalizing the Process
Writing Short Stories
Writing Skills and the Job Search

Genres

Mythology
Nonfiction: A Critical Approach
Participating in the Poem
Science Fiction—19th Century
Short Poems: Their Vitality and Versatility
The Short Story

Literary Traditions

American Literature 1: Beginnings through Civil War
American Literature 2: Civil War to Present
Archetypes in Life, Literature, and Myth
British Literature 1: Beginnings to Age of Reason
British Literature 2: Romantics to the Present
Honors American Literature 1
Honors American Literature 2
Multicultural Literature: Essays, Fiction, and Poetry
World Literature 1
World Literature 2

Skills

Creative Dramatics in the Classroom
Junior High Language Arts
Speech
Thinking, Reading, Writing, Speaking

Special Topics

Supervisor/Student Teacher Manual
Peer Mediation: Training Students in Conflict Resolution

The Publisher

All instructional materials identified by the TAP® (Teachers/Authors/Publishers) trademark are developed by a national network of teachers whose collective educational experience distinguishes the publishing objective of The Center for Learning, a non-profit educational corporation founded in 1970.

Concentrating on values-related disciplines, the Center publishes humanities and religion curriculum units for use in public and private schools and other educational settings. Approximately 500 language arts, social studies, novel/drama, life issues, and faith publications are available.

While acutely aware of the challenges and uncertain solutions to growing educational problems, the Center is committed to quality curriculum development and to the expansion of learning opportunities for all students. Publications are regularly evaluated and updated to meet the changing and diverse needs of teachers and students. Teachers may offer suggestions for development of new publications or revisions of existing titles by contacting

The Center for Learning

Administrative/Editorial Office
21590 Center Ridge Road
Rocky River, OH 44116
(440) 331-1404 • FAX (440) 331-5414
E-mail: cfl@stratos.net
Web: www.centerforlearning.org

For a free catalog, containing order and price information, and a descriptive listing of titles, contact

The Center for Learning

Shipping/Business Office
P.O. Box 910
Villa Maria, PA 16155
(724) 964-8083 • (800) 767-9090
FAX (888) 767-8080



The Center for Learning

TAP® Instructional Materials
Teachers/Authors/Publishers

ISBN 1-56077-529-7