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# **Section I:**

# **How To's of Character Quality Language Arts**

## **Section I:** How To's of *Character Quality Language Arts*

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# Chapter 1: Overview of CQLA

## Frustrated or Excited Using CQLA?

It has been suggested that new CQLA users allow the first several weeks of using CQLA to be a “learning curve” time. After completing the first month, you will discover the consistency and user friendliness of the program. The next month you will enjoy the ease of using CQLA and the fruit of your students becoming better communicators. By the end of the third month, your frustrations with learning a new program will be gone, and you will be excited about using CQLA for all of your language arts studies for many years.

Note: It is especially recommended that you work side-by-side with your students on all aspects of their writing assignments for the first couple of months. This investment will pay off in independent writers sooner than if they work alone at first.

## CQLA was modeled after the best parts of some of the finest homeschooling materials available:

- (1) The copy/dictation model of *Learning Language Arts Through Literature*
  - (2) The word family spelling approach used in *Play 'n Talk* and *Spelling Power*
  - (3) The editing practice method of *Editor-in-Chief*
  - (4) The grammar practice and teaching techniques of *Jensen's Grammar* and *Easy Grammar*
  - (5) The key word outline techniques of IEW's *Structure and Style*
  - (6) Other writing techniques from *Writing for 100 Days*, *Fairfield's Guide to Writing*, *Understanding Writing*, and more.
- If you like these programs---and want to teach using godly content with step-by-step instructions---you will love CQLA.

*Character Quality Language Arts (CQLA)* is a multi-level approach to language arts with its concepts, text, essays, reports, practice sentences, reading assignments, etc., corresponding to monthly character qualities. All levels focus on a certain character quality each month, utilizing the instruction, samples, practice sentences, and writings from character, biblical, and biographical resources.

CQLA is a comprehensive language arts program that teaches all needed areas of language arts for students in early primary grades through high school. It has been developed and tested with the time pressures and large family sizes of many homeschoolers in mind. One of the goals in developing CQLA was to help home school families learn excellent communication skills while focusing on character.

This program was designed so that a home-educating family would not need to supplement with additional English textbooks (e.g., spelling, vocabulary, composition, or grammar books) in order to academically complete all language arts requirements. The entire language arts necessities are located in one consumable book to make it easier for the student and teacher. However, each family may desire to have English handbooks for reference.

Each CQLA level is designed in the same way: the layout of each lesson (vocabulary on the first day of the week, spelling test on the last day of the week, etc.) is the same for all levels. There is a purpose for this. The homeschooling family will not have to learn a new program for each child. The lessons become increasingly difficult from one level to the next. (For example, Level B is more difficult than Level A.)

## Scope and Sequence of CQLA

A year of language arts learning is contained within each CQLA book, which is broken down into eight monthly units with four weekly lessons each month. Thus, if your student completes any CQLA book, he has fulfilled a year of English in terms of academic completion.

After completing several years of CQLA, your students will have learned all the language skills that are necessary for excellent communication. They will also be fully equipped to teach their own children language arts. CQLA was developed with this generational benefit in mind.

For an overview of the skills taught in CQLA, please consult the Scope and Sequence Chart located in Chapter 8 of this guide.

## Levels of CQLA

- Level Pre A: Second and third grade **skill level**—ages 7-9 (Early Primary)
- Level A: Fourth and fifth grade **skill level**—ages 9-11 (Primary)
- Level B: Sixth through eighth grade **skill level**—ages 11-14 (Intermediate)
- Level C: High school **skill level**—ages 14 and up (Secondary)

The sidebar on page eight further explains the approximate grade level equivalents for the CQLA curriculum. Remember, your student should work in the CQLA **level** for which he is ready, regardless of his age or grade.

Nearly every assignment in CQLA is followed by Extension and Further Extension assignments. These are more difficult assignments for the advanced student. This makes it possible for students of three or more skill levels to work simultaneously in one CQLA level (three levels within Level B, for instance). (Keep in mind that CQLA is a highly consumable program with vocabulary work, grammar sentences for marking, outlining lines to be filled in, and more. Thus, each student needs his own book.)

### Format of Each CQLA Booklet

Each CQLA level follows the same progression, so you will not have to learn a new program for each student. A book contains the language arts instruction needed for one full year of language arts. Each book is broken down into eight units. A unit is approximately one month's instruction. Each unit is broken down into four weeks. Each week is broken down into two possible lesson plan schedules: (1) a four day a week schedule, or (2) a five day a week schedule. Each week follows the same progression and schedule. All assignments for each weekly lesson are contained and labeled within that week of the student's CQLA work text. Remember that the entire CQLA book is one full academic year of language arts instruction. If you take more than four weeks to complete a unit of instruction, that is okay. The key is to complete the entire CQLA book within one year; thus, you may spend up to five weeks on some units and still complete a CQLA book within one year.

### Overview of CQLA

CQLA weekly lessons contain all major language arts components, including the following:

#### 1. Passages for Copying, Dictation, Studying, Comprehension, Composition, and Other Skills

The passages for copying and dictation have been selected and rewritten from many character-based books. They contain examples of the language arts skills that will be studied each week. At the beginning of the week, students will copy the passage into their notebooks or lined paper (except for Pre A students who do all of their assignments in the CQLA book).

The week's lessons will refer to that week's CQLA passage to introduce and learn grammar, usage, spelling, vocabulary, comprehension, structural analysis, and composition. The student will learn spelling words, vocabulary words, and the various parts of speech from this passage. In addition to copying and dictating from the passage, the student should read the entire passage each day. At the end of the week—after working with the passage, studying the skill areas, and completing a writing assignment based on the passage—the student will take a dictation quiz on the passage.

#### 2. Reading and Listening Comprehension Based on the Passages

Practice in both reading and listening comprehension is built into the CQLA lessons. This comes through discussion questions, finding answers through reading the passage, inferring answers from the passage, vocabulary development exercises, explanations of material in the passage, questions from the passage, and other assigned applications of these skills.

#### 3. Vocabulary Learning Based on the Passages

CQLA students will often be asked to look up words from the passage in the dictionary.

## Booklet 1A Week 1

Character Quality Language

**Vocabulary Box**

By any means it is to see with wonderment  
 of things in  
 observe  
 any ahead  
 strike

direct  
 comprehend  
 direct

**Vocabulary Box**

As it is to see with wonderment  
 overlook  
 misjudge

acceptive  
 positive  
 occur to  
 misinterpret  
 misadvised

### 1. Copying, Vocabulary, and Comprehension

This Week's Passage:

BASIC  
 EXTEN  
 FURTHER

Carpenters, farmers, and many others followed Jesus up the gravelly slopes. Some had already responded to His message: forgiveness. Others had heard about His miracles, and they came to see Him in person.

Many who heard His Sermon on the Mount came on foot or on hand-drawn mules to hear Him again. Ragged, lanky men, sharp-edged, and high mountain crests all around them.

They focused clearly on Jesus until about the people who would be in heaven. He taught them saying, "Blessed are the poor in spirit" and "Blessed are the meek."

—Matthew 5:1-12

1a. Read this week's passage aloud.  
 Just as the people who heard Jesus in the Sermon on the Mount had to listen, you should be able to hear your parents or your own teaching about Jesus.

1b. On the lines provided, write a sentence that tells what the people that came to hear Jesus were like. In your sentence, use a synonym from the shaded Vocabulary Box located at the beginning of this week's lesson.

Sentence about people who came to hear Jesus:

\_\_\_\_\_

\_\_\_\_\_

**Optional Penmanship Practice**

And naming the multitude, He went up into an ark to sit.

—Matthew 23:1-4

1c. In the passage, highlight the words on lines.

1d. On the lines provided, write in your own words what you think this means.

\_\_\_\_\_

\_\_\_\_\_

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1A Week 1 (Student Edition)

### CQLA Abbreviations

CQLA—Character Quality Language Arts

CQLA Red 6-A—The color and numeral directly following CQLA denotes the correlating unit (meaning the sixth unit of the red series). The letter directly following each CQLA number denotes the level of that CQLA booklet (Level A).

Red 6-A Week 1—The number at the end of the abbreviation indicates the current week of that monthly unit. (Thus, this abbreviation is the sixth unit of the Red series of Level A, and the first week of that unit.)

TG—Teacher's Guide

KWO—Key Word Outline

CC—Checklist Challenge

SN—Spelling Notebook

TT—Teacher Tip

TH—Teacher's Helps

AK—Answer Keys

GC—Grammar Cards

Note: Grammar terms also have abbreviations. These are given in the headings of the Grammar Cards (provided in Chapter 4 of this *Teacher's Guide*).

## Repeating English Skills

In language arts curricula, English skills are repeated every year, sometimes presented differently and sometimes taught more in depth. Many English skills are built on previously-learned skills, but usually it does not matter which skill is learned first (e.g., homophones *to*, *too*, and *two* taught before or after exclamatory sentences). For this reason, do not worry about which color series you begin in CQLA. Each skill for each level is repeated at least two times in every eight units. You may choose whichever color series has the character qualities you desire to study that year--and get the level your student needs of that color. His language arts skills will be more than covered.

Their vocabulary is increased by looking up definitions, writing definitions in their own words, using vocabulary words in sentences, finding synonyms for words, learning roots of words, and eventually writing reports and essays containing those vocabulary words.

## 4. Spelling Lessons

Each weekly lesson has a built-in spelling lesson using words from the weekly passage. These spelling lessons are based on phonics, word families (such as *ought* and *aught*), structural analysis (rules such as “change the *y* to an *i* before adding a suffix beginning with a vowel”), homophones (such as *to*, *two*, and *too*), and other spelling commonalities. This method for learning spelling is superior to vocabulary-based spelling programs (those with spelling lists containing words all related to a topic). It teaches the student to examine the structure of words—their word families, syllables, roots, and affixes.

## 5. Editor Duties

In each weekly CQLA lesson, there is one (or two) Editor Duty exercise(s). The purpose of these Editor Duties is two-fold: (1) to practice finding errors in given paragraphs and (2) to review last week’s grammar lessons.

In the Editor Duty, the student is first asked to find errors in given paragraph(s). These errors will usually include items from the previous week’s grammar, structural analysis, and sentence structure lessons, as well as various types of errors that a student should be able to recognize at the level in which he is working in CQLA. (For example, Level A students should be able to correct sentences using the wrong “to homophone” -- regardless of whether they just had that homophone lesson or not.)

After the student has found and corrected errors in the paragraph(s), he is asked to find certain items he studied during the previous week. For example, if he studied possessive nouns the previous week, the Editor Duty may ask him to highlight the possessive noun in the first paragraph. This will help him to keep the previous week’s grammar lessons fresh in his memory.

## 6. Usage Skills Based on the Passages (Grammar or Punctuation)

Each weekly lesson contains at least two lessons on grammar, usage, or punctuation. These lessons may be new information for your student or a review of usage skills already learned earlier in that book. All practice sentences for grammar assignments are also based on that month’s character quality. The lessons are further explained and practiced through the composition assignments (via the Checklist Challenge) with the goal of helping the student apply the concepts in his own writing -- the real “test” of grammar learning.

## 7. Study Skills/Pre-Writing Assignments

In this section, your student will take notes in preparation for writing and will learn various pre-composition skills, such as mapping, note taking, the five W’s (Who? What? When? Where? Why?), Key Word Outlines, formal outlines, brainstorming, sequencing exercises, split paper, paragraph topic, and much more. The type of outlining/pre-writing technique taught is based on the type of writing being done, and much more.

## 8. Composition and Creative Writing Assignments

Each weekly lesson contains a composition or creative writing assignment that is related to the monthly character quality and based on the skill level of that CQLA. Additional writing assignments related to the weekly writing assignments (opening paragraph, closing paragraph, quotation writing, Checklist Challenge completion, etc.) are also included throughout the lesson. Your student will be working on either

### 1A Week 1 Checklist Challenge

Complete the Checklist Challenge by using thesey skills:

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

<input type="checkbox"/> ALL LEVELS	<input type="checkbox"/> FURTHER EXTENSION only
<input type="checkbox"/> BASIC LEVEL only	<input type="checkbox"/> BASIC and EXTENSION only (No FURTHER EXTENSION)
<input type="checkbox"/> EXTENSION only	<input type="checkbox"/> All book—checks will vary
<input type="checkbox"/> EXTENSIONS	

---

Read each paragraph of your essay aloud to your teacher or an older sibling. Listen together for mistakes that you and teacher correct only once at the time.

Check each verb in each paragraph with a highlighter. This will make it easier to add *ly* words and change you verbs as directed by law. Be sure to check for the following words:

- Action verbs (show what the subject does)
- Be, a Helper, Link verbs (is, are, was, were, etc.)
- Infinitives (to + verb)

Change one of the “being” verbs in each paragraph to a “strong” verb. You may select one from the list below and use one in your own:

<table style="width: 100%; border-collapse: collapse;"> <tr><td>lurch</td><td>of</td><td>like</td></tr> <tr><td>final</td><td>discovered</td><td>knocking</td></tr> <tr><td>coming</td><td>waiting</td><td>at</td></tr> <tr><td>go</td><td>laughed</td><td>acted</td></tr> <tr><td>with</td><td>announced</td><td>wrote</td></tr> <tr><td>back</td><td>noticed</td><td>answered</td></tr> <tr><td>working</td><td>skipping</td><td>to</td></tr> <tr><td>fast</td><td>as a result</td><td>became</td></tr> <tr><td>back</td><td>was</td><td>was</td></tr> <tr><td>to by</td><td>at</td><td>to receive</td></tr> </table>	lurch	of	like	final	discovered	knocking	coming	waiting	at	go	laughed	acted	with	announced	wrote	back	noticed	answered	working	skipping	to	fast	as a result	became	back	was	was	to by	at	to receive	<table style="width: 100%; border-collapse: collapse;"> <tr><td>like</td><td>applying</td></tr> <tr><td>acted</td><td>acted</td></tr> <tr><td>answered</td><td>was</td></tr> <tr><td>answered</td><td>answered</td></tr> <tr><td>acted</td><td>acted</td></tr> <tr><td>acted</td><td>acted</td></tr> <tr><td>acted</td><td>acted</td></tr> <tr><td>acted</td><td>acted</td></tr> <tr><td>acted</td><td>acted</td></tr> <tr><td>acted</td><td>acted</td></tr> </table>	like	applying	acted	acted	answered	was	answered	answered	acted	acted	acted	acted	acted	acted	acted	acted	acted	acted	acted	acted
lurch	of	like																																																	
final	discovered	knocking																																																	
coming	waiting	at																																																	
go	laughed	acted																																																	
with	announced	wrote																																																	
back	noticed	answered																																																	
working	skipping	to																																																	
fast	as a result	became																																																	
back	was	was																																																	
to by	at	to receive																																																	
like	applying																																																		
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Add one adjective to each paragraph. You may select one from the list below and use one in your own:

word	edific	genuine	legally	stead	concrete	infinite
one	king	valiant	adventurous	unusually	intensive	
conspicuous	frisking	perceptual	verbal			

Form the Base and Words List below, using one word or form of that word in each paragraph and write this in a sentence.

<b>Base and Words List</b>						
more	know	know	learn	give	all	
and	work	very	ally			

Add an adverb (ly word or ending) to each paragraph. You may select one from the list below and use one in your own:

only	usually	joyfully	willingly	completely	never
purposefully	significantly	clearly	fully	deliberately	often
clearly	carefully	publicly	blatantly	shrewdly	here
not only	graciously	loquaciously	mean	always	usually

12 1A Week 1 Checklist Challenge (Student Edition)

a rough draft or final copy writing assignment at all times—and will often be working on both when the two overlap in a given week.

### 9. Checklist Challenge

Each weekly writing assignment has a corresponding Checklist Challenge located at the end of the week's lesson, which your student is to complete after writing a rough draft essay or report. This checklist provides areas of revision that will greatly improve his writing. Most items on the Checklist Challenge (CC) are skills that were recently taught within the CQLA lessons, including skills such as advanced sentence structures, descriptive adjectives, and sentence openers. Any grammar skill that is taught in a weekly lesson is included in that week's Checklist Challenge -- as are grammar terms your student should already know. (The last CC for each unit contains all of the grammar items/revisions that your student learned throughout the entire month. This is the final application of all his monthly grammar learning---and the goal of grammar and usage study.)

### 10. Extensions for Advanced Students in Each Level

You may have your student work on the individual CQLA assignments at his own level (Basic, Extension, Further Extension). For example, if editing is difficult for your student, you may have him only do the Basic Level Editor Duty assignments even if he does Further Extension in spelling and composition. You may also use Extension assignments for younger students if you feel it is appropriate. If an assignment only lists two levels (Basic and Extensions), Extension and Further Extension students should both complete the Extensions assignment (appropriately labeled Extensions.). Make CQLA work for your family!

### 11. Penmanship and Spelling Practice Sidebars

Each CQLA weekly lesson in Levels A and B includes Optional Penmanship Practice sidebars containing topics from the correlating character quality to the instruction, major concept, and related Scriptures. You may have your student write the penmanship words in manuscript or cursive handwriting in his notebook or on the extra lines in his book.

### 12. Extra Practice Assignments

Extra Practice Assignments are located in the back of each CQLA weekly lesson (directly following each dictation quiz). These provide further language arts practice for times when your family takes longer than four weeks to complete a unit of instruction. If your student needs more practice in an area taught that week, use these Extra Practices assignments. The Extra Practice assignments following each weekly lesson and the Further Study sidebars throughout the lesson also have suggested readings correlating to that week's passage. You may use these for literature, content area studies, biographical history, or whatever subject you choose.

### 13. Teacher Tips

Teacher Tips are located in the margins of CQLA rather than in a separate teacher's manual for each unit. Older students may find that the Teacher Tips help them understand difficult concepts. Teach your older students to watch for these and heed their applications.

**1A Week 1 Teacher's Helps For a Five-Day Week**

**Day One**

**Vocabulary Box**

<b>Synonym</b> is the same as the word under <b>meaning</b> .	<b>Antonym</b> is the opposite of the word under <b>meaning</b> .
4 things are alike in many ways.	4 things are not alike in many ways.
My school is big.	My school is small.
My school is new.	My school is old.

1. Copying, Vocabulary, and Comprehension

**Basic Level:** Copy, paste, and copy other. Allow just up to 10 minutes. See the last copy/paste in the range of 10 minutes. Do the last 10 minutes of the copy, and then copy the first 10 minutes.

**Extensions:** Copy the last 10 minutes of the first 10 minutes and then do the last 10 minutes of the last 10 minutes. Copy the last 10 minutes of the last 10 minutes.

**Further Extensions:** Copy the last 10 minutes of the last 10 minutes and then do the last 10 minutes of the last 10 minutes.

2. Spelling/Structural Analysis: Long First Vowel With Silent *e* at the End (Examples: cake, like, label)

**Help Sentence:** The *e* should have highlighted the following words:

1. cake
2. like
3. name
4. time

**Basic Level:** 1. cake 2. like 3. name 4. time

**Extensions:** 5. time 6. name 7. like 8. cake

**Further Extensions:** 9. name 10. like 11. cake 12. time

3. Editor Duty: Correct Given Paragraph (Simple Subject)

4. Study Skills/Promoting Key Word Outline

5. Grammar: Simple Subjects

**Day Three**

6. Composition/Creative Writing: Write a Rough Draft from a Key Word Outline

7. Grammar: Adjective

8. Editor Duty: Correct Given Paragraph (Simple Subject)

9. Composition: Edit and Revise

**Day Four**

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition/Creative Writing: Final Copy Instructive Essay

Extra Practice (Optional)

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Teacher's Helps and Answer Keys are located in the back of each monthly unit. You may pull these out and put them in your binder or leave them in for your student's daily lesson plan.

**1A Week 1 Answer Keys**

3. Complete the following steps:

1. In the paragraphs provided, make corrections as the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first paragraph, highlight the simple subject of each sentence.

**Tip:** Mark and his family began to have more and more children. Their children all spoke the same language. They moved to a new and better city. Other than a growing city, the world is the city was born in Babylon.

**Tip:** The people of Babylon even made a very good one. They practiced an early and other form of witchcraft. They decided to use their advanced skills in building a huge tower that would reach to heaven. Some people think they were and to study the lessons for evil men.

**Tip:** God decided that nothing would keep them from going toward their evil goals. Because of this, God confused the language. God caused different languages. Even though the people of Babylon were caused to speak different languages because of their evil, God made it for good.

5b. In the sentences provided, highlight the simple subjects. (Hint: The subjects are on the first few words.)

1. The multitude came to hear Jesus.
2. The crowd gathered to hear the Christ.
3. People desired to hear Christ's answers.
4. Jesus saw each person.
5. We should see the examples in the Old Testament.
6. Jesus began His ministry.
7. Jesus had many answers for people.
8. We train our eyes to see.
9. The multitude gave up their places.
10. Jesus went to the wilderness.
11. Jesus saw more than a crowd.
12. Those on the mountain can see better.
13. The Sermon on the Mount helped people for just Seven.

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### **CQLA Suggested Levels**

- Beginning Early Primary: Level Pre A (*without* Extension)
- Early Primary: Level Pre A (*with* Extension)
- Beginning Primary: Level A (*without* Extension and Further Extension)
- Primary: Level A (*with* Extension assignments)
- Upper Primary: Level A (*with* Extension and Further Extension assignments)
- Beginning Intermediate: Level B (*without* Extension and Further Extension assignments)
- Intermediate: Level B (*with* Extension assignments)
- Upper Intermediate: Level B (*with* Extension and Further Extension assignments)
- Beginning Secondary: Level C (*without* Extension and Further Extension assignments)
- Secondary: Level C (*with* Extension assignments)
- Upper Secondary: Level C (*with* Extension and Further Extension assignments)

There are no hard and fast rules for when a student moves from one level to the next; however, it should be based on his skill level, not on his grade level.

### **14. Teacher's Helps**

At the end of each monthly unit, there are pages entitled Teacher's Helps. These are two page summaries (a five day lesson plan and a four day lesson plan) of each weekly lesson. There is one Teacher's Help (lesson plan) for each of the four weekly lessons. Thus, one might be

labeled "Red 1-A Week One Teacher's Helps," meaning that this Teacher's Help is for CQLA Unit 1, Level A, Week One of the Red Series.

The Teacher's Helps were designed so that a teacher can see at a glance what her student is studying that week. It shows the passage, Vocabulary Boxes, Spelling Words, and the order of lessons, all in a page-at-a-glance format. These can be used as lesson plans and are formatted for a five-day week or a four-day week. They also give Teacher's Tips that will help the teacher understand the spelling rules, grammar rules, etc.

### **15. Answer Keys**

Following each weekly Teacher's Helps is the Answer Key for that week's assignments. A mother can simply pull out all four Teacher's Helps with their coordinating Answer Keys and put them in her own binder and she will have an overview and the answers to each assignment at her fingertips.

### **Skills Not Specifically Taught Within CQLA**

Since you are a homeschooling family, you are probably already covering many literature and other reading of good materials, and CQLA gives more suggestions for that reading. There are many varying methods to teach penmanship. CQLA does not select one specific method, but suggests content to practice your penmanship. Also, it is assumed that a student knows how to read prior to beginning CQLA.

Therefore, CQLA does not teach the following areas but only gives suggestions for further studies:

1. Penmanship instruction
2. Extensive literature (though books are recommended and many literary techniques studied through the passages and students' writing)
3. Phonics instruction for learning to read\*

\*Note: CQLA's spelling lessons are extremely phonetically-based; however, a student should not begin CQLA until his phonics for learning to read is complete. In other words, a first, second, or third grade student beginning to use CQLA should already be able to read picture books (non-phonetically controlled) by himself.

### **Scope and Sequence for High Schoolers Planning to Attend College**

CQLA will prepare your student for college English classes. In addition, secondary level students who plan to further their education with college studies may desire more in-depth grammar studies and longer research papers to prepare for the demands of college English. You may choose some of the following options for these students:

1. Continue CQLA until high school credits are completed.
2. Write at least one lengthy research paper with footnotes and bibliography. (Check out our *Meaningful Composition 12: The Research Paper*.)
3. Participate in a speech and debate class to expand verbal communication.
4. Take an in depth literature course to learn to comprehend and analyze various types of writing.

### **Determining Where to Begin With CQLA**

Follow these steps to determine the appropriate CQLA level for your student:

1. Choose a passage from the CQLA level in which you think your student should work.
2. Have your student read the passage orally.
3. Have your student copy the passage.
4. Give your student dictation from the passage.

(See the section marked "Dictation Quiz in CQLA" on page 13.)



If he does an average job on this exercise, consider the skills taught in that CQLA level: Has he already learned verb tenses? Does he already know when to begin a new paragraph? If the dictation pre-test is simple for your student, he should work in the next level. Use this “test” and his performance in his first CQLA to determine your student’s CQLA level.

In addition to this “test,” you may download and print a complete monthly CQLA unit for each level at our website to “try before you buy.” (You may “test” your student’s readiness to move into the next level by printing off and using a monthly lesson provided at our website.)

### **Moving Into the Next Level**

Your student may be ready to move into the Extension assignments for his current CQLA book or move to the next level altogether in the middle of an academic year. Regardless of the time of year, move him to the next level. You may use the following benchmarks to decide when to move to the next level of CQLA: (1) His spelling test, grammar assignments, and writing performance in his current CQLA level; (2) His need for excessive teacher assistance to complete the assignments (suggesting he is not ready to move on); (3) His handling of the dictation quiz at the next level.

A student using CQLA for all of his language arts would rarely need to remain in one level for more than three years. It is not surprising for long-term CQLA students to be working in Level C in junior high and complete their high school English studies a couple of years early. Likewise, a student may not be ready to “move up” simply because he has reached a certain age. Do not be concerned with “moving up” early or remaining in one level too long.

### **Multi-Level Learning**

One of the benefits of CQLA is that it eases the burden of mothers by allowing multi-level learning. You may have two or three students working in one CQLA level. Do not focus on their grade levels, but rather on their language arts skill levels. Many of the writing assignments are made multi-level by having different criteria. (e.g. The lower-level assignment might be, “Write a ten-paragraph dialogue of one hundred words and use quotations,” while the upper-level assignment might be, “Write a fifteen paragraph dialogue using quotations and at least three split quotations.”) This allows you to focus on the same skills for each student but at their skill levels.

### **Where to Begin CQLA for New Readers**

In order to begin CQLA, young students should have reached what Ruth Beechick calls “reading fluency.” A second grade student who has not yet mastered phonics is not ready to begin spelling and writing. A student should not be asked to spell a word that he is not able to read. Decoding (sounding out words) and encoding (spelling words) are inverse skills in language arts in the same way that addition and subtraction are inverse skills in mathematics. Just as children competently subtract when they know how to add, they competently spell when they know how to read.

### **Waiting for Reading Fluency**

Do not be concerned if your second grade student is not ready to begin CQLA. Continue having him read extensively to prepare for his future CQLA studies. This will give him a grasp of our language and prepare him to write well, analyze sentence structures, and spell correctly.

### **Easing Into CQLA With a Second or Third Grade Writer**

Move your second-or third-grade student into CQLA slowly, and only assign the projects he can easily handle. In the beginning, you may want him to copy just a sentence or two of the passage, learn only a few spelling words each week, do small portions of the grammar assignments, and dictate his essays to you. He may need to write the final copy of his report one sentence per day. Treat him with understanding and give him every opportunity for success.

#### **Reading Fluency / Readiness to Begin CQLA**

1. Student has learned all of the phonetic sounds for reading.
2. Student has been reading silently for several months or more.
3. Student can read non-phonetically controlled picture books easily (for Pre A students) or short chapter books easily (for Level A students).

#### **Why Are There Two or Three Grade Levels in Each CQLA Level?**

1. It is consistent with the multi-level mindset of many home-schooling families.
2. It is efficient for moms with many students.
3. It is an effective way to divide the many skills repeated every year in language arts programs.
4. It has been tested with many happy, successful students and moms!

## Other Training for Triumph Materials You Might Enjoy

Training for Triumph is adding new materials all of the time to coordinate with your character-based language arts program! Throughout the sidebars of all levels and all volumes of CQLA you will find Further Study and Character Focus suggestions. For example, if the monthly unit your students are working on in CQLA is about obedience, the sidebars might suggest that you read about animals that display obedience or disobedience in our *Creation Corner Coloring Book*, read about a Bible character who obeyed in a *Character Sketch* book, or study the hymn writer who wrote “Trust and Obey.” Training for Triumph carries those materials to coincide with your character studies--and is constantly adding more coordinating materials.

Following is a small list of materials that TFT carries that you may desire to use for Bible, character-studies, read aloud times, or unit studies while you study character in CQLA. Also, look at our web site for complete product descriptions of all materials listed. Many of these are excellent writing source materials for students’ original reports as well.

- *Family Bible Library*--eight volume set of gorgeous Bible story books with character emphasis
- All three volumes of *Character Sketches*, published by the Institute in Basic Life Principles; gorgeous, oversized, lengthy books detailing how animals and Bible characters do or do not exemplify various character qualities.
- Character bulletins--booklets about character qualities that can be used for read alouds and Bible/character studies
- Other booklets--“How to Stand Alone,” “Overcoming Slothfulness,” and “How to Make an Appeal”
- *Creation Corner Coloring Book*--educational coloring book for new readers with stories and information about animals and items in nature that display or do not display various character qualities--great easy source material for young writers
- *Character Corner Coloring Book*--educational coloring book for new readers with stories and information about people throughout history who displayed various character quality--great easy source material for young writers
- *Character Sketch Coloring Books*
- *Al Smith’s Treasury of Hymns*
- *The Power for True Success*--coffee table book detailing forty-nine character qualities, highly recommended for all CQLA users
- *Cloud of Witnesses*--biographical compilation of fifteen godly heroes for second through sixth grade readers and writers and a parent read aloud for preschool through elementary
- *Heroes of the Faith*--biographies of godly people who displayed character--short, thirty to forty page booklets that contain many of the same people that CQLA students write about in their biographical essays

Note: To find out more about our Top 20 From 20--our favorite twenty products from twenty years of homeschooling, order our “Top 20 From 20 Products” tape--not to be confused with our three-tape advice and tip set, “Top 20 From 20 Advice.”



# Chapter 2: How to Use CQLA

## Spelling Skills

All spelling skills appropriate for each level are covered every two years (though some are repeated more often based on the passages, etc.).

The following are benefits of spelling the CQLA way:

1. The student is learning words with commonalities based on spelling. (Spelling programs often teach spelling words with commonalities based on vocabulary—a method that is effective for vocabulary study but ineffective for spelling study.)
2. The student is writing words in his *Spelling Notebook*—an exercise in “grouping” the words with like spelling characteristics, which helps cement spelling learning.
3. The student is continuously working on his own misspelled words.
4. The student does not have to constantly repeat words that he has already mastered.
5. It is effective!

## Purposes for Grammar Cards in CQLA

1. Practice note-taking skills
2. Reinforce the usage skill by writing it
3. Have them available to study the skills throughout their school years

## Using CQLA in the Homeschool Family

There are many ways you may set up your teaching of CQLA. You may choose to use one of the plans outlined here or devise a method that works for your family. Work within your family’s circumstances, and enjoy teaching your children!

One method for teaching CQLA is to meet daily with your students in each level of CQLA for a certain amount of time, covering as much as you can during that time and giving your students CQLA “assignments” to be done on their own while you help another student. (The five day and four day Teacher’s Helps at the back of each weekly lesson will aid in planning how much to “cover” each day.) The benefit of this approach is that you are communicating with your students daily, checking their assignments as completed, and giving them feedback continuously. The drawback to this approach is that your students may not be able to work independently on language arts if, for some reason, you are unable to meet with them on a certain day. If having language arts sessions with all of your students everyday is feasible for you, this approach is beneficial; however, it is not required for the success of CQLA.

Another method for teaching CQLA, one that the author has used with positive results during the seven years of testing CQLA with thirty-plus students each week, is to structure your language arts meetings much like tutoring sessions. For example, you might have two 45-minute meetings each week with your older students and three 30-minute meetings each week with your younger students (per CQLA level). In this approach, you “teach” all of the skills out of the CQLA weekly lesson that the student will need to learn in order to do assignments until you meet with him again. This approach is especially good for intermediate and secondary students as it causes them to work independently. It is a helpful approach for a busy homeschooling mom since it allows her to spend more quality time when she does meet with her students, and she can stagger her language arts “classes.” You might try a combination of daily meetings with your younger students and “tutoring blocks” with your older students to see which method works for you.

Finally, Level B or Level C students may work independently on CQLA, reading the material, completing the assignments, checking the answers to their assignments with the Answer Key, writing essays and reports, studying spelling words, and so forth (after the initial three-month learning curve time is over). Assignments requiring your assistance are marked with a (T) in Levels B and C at the beginning to indicate that you will need to check his report, give him a dictation quiz, or give him a spelling test.

## Copying Lessons in CQLA

Each weekly lesson begins with a passage that relates to the monthly character quality. These passages may be fiction, non-fiction, poetry, plays, Bible passages, hymns, biographies, journal entries, newspaper articles, or anything else that pertains to the corresponding character trait. The first part of the week, preferably the first day, your student will read the **entire** passage and copy the portion that is indicated for his level in his notebook. Your student should check his copy, paying special attention to whether he has spelled everything correctly, punctuated properly, indented accurately, lined up appropriately (if it is poetry), etc. Discussion as to why that type of passage is written that way (poetry lines all beginning to the left, dialogue starting a new paragraph with each new speaker, etc.) is included in the lessons, so do not be concerned if you are not sure which things to point out in your student’s copying.

Do not underestimate this portion of CQLA: copying good writing is a powerful learning tool that helps students become proficient writers. It might seem like a simple task that only takes a small amount of time, but remember, in addition to just copying the passage, your student will be using

that passage to learn many language arts skills throughout the week, so it is important that he familiarizes himself with it from the first day of the week.

### Dictation Quiz in CQLA

At the end of each week, your student will take dictation on that week's passage. Students should take dictation on only the portion of the passage they copied on the first day of the lesson (though students should read the entire passage each day). This may seem like a difficult task, at first, but as your student grows accustomed to the dictation quizzes, he will progressively gain confidence. Remember that he will have studied the details of the passage (why there is a comma before the coordinating conjunction, why the quotation begins with a capital letter, etc.) throughout the week as he completes his assignments. Your student will gain an understanding of how the passage is written before he takes dictation on it.

During dictation, read the whole passage he will be taking dictation over to your student to remind him of its content before he begins. Then read the first sentence to him, pausing for the commas and dashes and stopping for other punctuation. (For the first few years, you may want to say "pause" when there is a comma and "stop" when there is a period, emphasizing the purposes of these punctuation marks.) Re-read it a few words at a time (or more, if he is older and can handle more at once).

Note: Some families find it laborious to take dictation over three or more lengthy paragraphs. It is acceptable and still beneficial to take dictation over less of the passage than the student copied. The author rarely gives the dictation quiz over the Further Extension paragraph(s).

### Spelling Lessons in CQLA

In order to learn spelling with CQLA, your student will also need the *Spelling Notebook*. (The spelling portion of CQLA was devised by combining Ruth Beechick's spelling strategies, *Play 'N Talk phonics* program's word-family approach, and Gayle Graham's *Tricks of the Trade* book.)

With CQLA's approach to spelling, your student will find the words in the passage that are described in the spelling section, highlight them, copy his spelling words, write sentences with them (optional), and copy them in his *Spelling Notebook*. He will also study the week's list and any other words he missed during the previous week, take a test on these words, and record misspelled words in the Review Words section of next week's spelling lesson. (This process is carefully described in each CQLA lesson.)

You may desire for your student to have further spelling practice than the required spelling in CQLA. For that reason, there are two optional spelling assignments provided each week in Levels B and C: (1) Optional Words: In this section, the monthly Vocabulary Words are listed. Your students may learn these words in addition to his weekly, phonetic-based words. (2) Recording Review Words in the student's *Spelling Notebook*. Each week in Levels B and C, an optional assignment is given in which students record their Review Words in their *Spelling Notebooks* on the corresponding pages. This gives additional spelling practice as the student determines on which page to record his misspelled words and groups them under the heading given in the *Spelling Notebook*. Your student may record misspelled words on whichever page contains the sounds/rules for the portion of the word he misspelled. For example, he may record *irritation* on the *tion* page if he misspelled it with *sion*.

Note: Newer versions of CQLA (i.e. the Blue Series and the Green Series as of Spring 2010) have new spelling assignments in them. These include spelling and

### Normal "20-Word Spelling List"?

CQLA does not have the normal "twenty words to learn for Friday" as many spelling programs do. The reason for this sometimes-shorter list of spelling words is that your student will also be learning the words he misspelled in the dictation quiz and the words he misspelled in his writing assignment for that week, as well as any he did not pass from the previous weeks' spelling tests. When these words are combined, he will be learning twelve to thirty words each week.

You will want your student to get in the habit early of recording his misspelled words from this week's rough draft writing assignment, dictation quiz, and spelling test, on next week's spelling Review Words lines.

### Marking Revisions in Student's Writing

For quick checking by the teacher, it is suggested that CQLA students highlight the changes they have made in their writings. Your student may develop a system for ease of checking—perhaps highlighting all verb changes with pink, adjectives with yellow, etc. You may want your student to highlight the revision in a certain color and then make the checkmark on the Checklist Challenge check box with the same color.

For example, he would highlight all of his newly added verbs with a green highlighter, and make the checkmark in the CC with a green highlighter, as well. When you look at his CC and see a green checkmark, you will know to look in his essay for the green highlights to find his changed verbs. (If he uses the same colors consistently for his revisions, checking his Checklist Challenge revisions will become a simple process for the teacher.) See Chapter 16 for a Checklist Challenge coding method you may desire to implement for all of your CQLA students.

### Editing Students' Writing

1. Have your student review his writing one paragraph at a time looking for errors.
2. Highlight errors for him and have him tell you how he needs to correct them.
3. Make a tic mark in the margin for each error in each line of his writing; have him find the errors in that line himself.
4. Make a list at the bottom of his paper of various types of errors and put the number of tic marks before each "type" that he needs to find.
5. Verbally go through each sentence, telling him what kind of errors to look for and wait for him to find it; eventually you may need to help him find the error.
6. Read each sentence together and tell each other any errors you find.

### Copy Box Paragraphs

The paragraphs in the copy boxes for each weekly passage should be copied, studied, dictated, and rewritten for reports as separate paragraphs unless otherwise noted.

pronunciation hints, more challenging word lists, Wacky Word lessons and assignments (focusing on such spelling challenges as homophones, homographs, contractions, and confusing word pairs), choose the correct spelling assignments, Write that Word spelling practice, Spelling pre-tests, and the Six "S" Spelling Secret Sheet.

### Spelling Words From the Dictation Lessons

In addition to spelling words in the spelling section of each CQLA lesson, your student will also have the opportunity to record words for further study that he misspells during dictation. At the end of the dictation quiz, your student will be told to record any misspelled words his teacher chooses in the Review Words section of next week's Spelling Lesson. Choose words for review that your student should know how to spell but missed on his dictation quiz.

### Grammar Lessons in CQLA

Within each CQLA weekly lesson are many grammar, punctuation, usage, and writing mechanic lessons. Some are clearly labeled "Grammar" or "Punctuation," while others are incorporated into other parts of the lesson. Students in the primary grades should be taught grammar within the context of learning to write. Only grammar skills necessary for excellent writing should be focused on for the first several years of academic learning.

In the sidebar on page sixteen, you will find a systematic order for teaching the areas of language arts. Decoding of words (reading) is taught first, followed by encoding (spelling), and then grammar and usage for writing. CQLA's advanced grammar (which includes much of the grammar and usage they have already learned through writing) is taught for higher English study.

The theory behind CQLA's method of teaching grammar is that students will learn grammar and usage more easily in its context: reading and copying exercises, creative writing projects, and composition assignments. They will become accomplished writers as they write using the grammar principles they are learning.

The grammar sections in CQLA are taught within the context of the passages and applied in the students' own writings. Grammar in CQLA is taught using a method that helps students grasp grammar concepts, known as Teach-Practice-Apply (TPA).

First, students work with the grammar in the passage and learn the concepts in the teaching text. ("Find the prepositional phrase opener in this week's passage" followed by explanations and instructions. This is the **Teach** portion.)

Next, they learn grammar through rhymes, mnemonics, songs, oral practice, object lessons, and "check sentences." Then, they work with grammar through sentences dealing with the character quality taught that month. After that, they practice using that grammar skill while writing on their own. (All of those exercises are the **Practice** portion.)

Finally, they use the grammar skill in that week's writing assignment through the Checklist Challenge. Once students have learned grammar within the context of writing, they will become excellent writers through proper application. (This is the **Apply** step.)

### Grammar Cards in CQLA

Beginning in CQLA Level B, you will see small shaded boxes labeled "Grammar Card" with grammar notes written on them. To complete the Optional assignments of making grammar cards, each student from Level B and C will need a bound or loose-leaf set of 5" x 7" index cards. They will write the information from the CQLA booklet's Grammar Card onto the front of their own Grammar Card. They will leave the backs of the cards blank to add more notes later.

These cards can be referred to as you restudy a certain usage topic; re-reading their notes will help to reinforce the skill. ("Look in your Grammar Cards to see how to punctuate a quote.")

Your students will glean much more from their Grammar Cards if they can easily find the notes contained therein. For this reason, it is recommended that you leave the first six to eight cards blank (fronts and backs) and use them as an ongoing Table of Contents. Label the first six to eight cards with a span of letters like a dictionary page (A-C, D-F, G-J, etc.). Record the title of each card on

the correct alphabetical page. For example, a Grammar Card that is entitled, “Coordinating Conjunctions,” would be recorded near the bottom of the A–C page, with the title and the page number of this Grammar Card. If you have more than one student in one level, they can synchronize their Tables of Contents, so they have the same notes on the same pages of their cards. The Grammar Cards will be simpler to maintain if you use the loose-leaf index cards with punched holes and the small binder that accompanies them. These may be moved around to be placed in alphabetical order as each additional card is created.

Some students truly benefit from writing the notes contained on the Grammar Cards, while others are simply frustrated by it and find it a tedious, laborious task. You may decide to have your student make Grammar Cards each time one is assigned, part of the time, or not at all. (Making Grammar Cards is marked as an Optional assignment.) All students are told to study the Grammar Cards for each grammar lesson, regardless of whether they make the Grammar Cards or not. If your student does not make Grammar Cards, he can just study the Grammar Cards in his CQLA book as the assignment to study them is given. This studying should be done on the day after the student does the grammar lesson. This will give the student another opportunity to interact with the grammar rules.

### **Breakdown of Writing Assignments in CQLA**

After skimming through a CQLA unit, you will probably notice its heavy emphasis on composition and creative writing. CQLA incorporates a strong writing curriculum within the monthly CQLA units, using the copying and dictation passages and relating the writing assignments to the correlating character quality.

Nearly every weekly lesson in CQLA contains a writing assignment. The Composition/ Creative Writing assignment beginning in week three scans two weeks of CQLA and is an original writing assignment rather than a rewriting of the weekly passage. (i.e. The student will find his own sources or write from his own experience or thoughts rather than using given source material.)

When a writing assignment spans more than one week, it will be broken down into two weeks’ lessons. These longer writing assignments will have logical breakdowns, and the skills needed for the assignment may be taught over the course of the writing assignment. CQLA students may be finishing up last week’s writing assignment while starting the next; this is fine. If he follows the breakdown of the assignment given in the daily lesson plans (the Teacher’s Helps), he will not have trouble completing the writing assignments.

### **Study Skills/Prewriting Connection to Writing**

Preceding nearly every writing assignment in CQLA are Study Skills/Prewriting assignments that will help prepare the student to write the type of writing assignment given in that week’s lesson. This is also purposeful: pre-writing study skills include researching, outlining, note taking, writing paragraph notes for paragraph formation, etc. These are skills that will help students become proficient at organizing their thinking, planning their writing, designing paragraphs, writing Key Word Outlines, and much more. Do not minimize the importance of this part of the weekly lesson.

### **Editing Students’ Writing for Usage Errors**

In each CQLA weekly writing lesson, you will find a Checklist Challenge designed to help your student edit and revise his writing. Editing and revising are often weak areas for young writers. CQLA gives concrete help in the areas of editing and revising. CQLA assists in editing by helping the student correct usage errors, identify misspellings, check punctuation, etc. CQLA also teaches the student how to revise his writing by applying editing strategies; avoiding redundancy; and creating titles, openings, and closings. You will see this more clearly in the section below, entitled “Weekly Checklist Challenge” and in reviewing the Master Checklist Challenge provided in Chapter 14 of this *Teacher’s Guide*.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which of his misspelled dictation words you will have him add to next week’s Review Words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning as it is not a spelling he is familiar with or at his level. In that case, do not put it on his Review Words list for next week.)

**Note:** If your student misspelled a word in his dictation quiz that you think he should already know (either because he has had the word previously or it is at his spelling level), you may choose to add it to next week’s Review Words section. Just be sure you do not add so many words from his spelling test, dictation quiz, and composition assignment that he is unable to learn them adequately. Also, if you must remove or omit some, keep words that have spelling commonalities so that your student can study these together ( for instance, *infectious* and *contagious*).

## Systematic Order of Language Arts Learning

Following is a systematic order for teaching the language arts:

1. Pre-reading and listening skills (including oral comprehension)
2. Phonics for decoding and learning to read
3. Oral and silent reading to reach reading fluency
4. Creative writing, vocabulary, spelling, study skills, composition, and grammar and usage related to writing (all included in CQLA)
5. Isolated grammar, if needed, to prepare for life calling
6. Advanced writing for adulthood to fulfill life callings (e.g. brief writing, book writing, speech writing, business material writing, recipe writing, poetry writing, letter writing, resume writing, article writing, etc.)

Note: Literature, speech, debate, keyboarding, and other communication/ language arts areas may be learned whenever needed or desired.

As you assist your student with the editing process, your goal will be to aid him in becoming more independent in editing. The checklists will encourage him to look for errors, but you will be helping him to find those errors and correct them. There are several ways to do this, found in the sidebar entitled, "Editing Student's Writing." There is no hard and fast rule for editing your students' writing; however, try to use the method with the least intervention on your part that still works for him, and gradually wean him from your help.

Sometimes students who are "natural writers" may use sentence structures and writing techniques that are above their mechanical level. For instance, an exceptionally creative student may write excellent fiction, including dialogue, but may not have the mechanical skills to punctuate the dialogue correctly. In that case, you may edit his work for him, explaining what you are doing as you edit it and telling him that as he gets older, he will learn to do this editing for himself. The same is sometimes true for a student who has an advanced speaking vocabulary and uses words in his writing that are difficult to spell. Correct the spelling with him, and look up the spelling when necessary. View these advanced abilities as God-given; cultivate them when appropriate. (Do not assign words for next week's Review Words that are clearly above his spelling ability; just tell him how to spell them. You do not want to discourage his use of advanced vocabulary in his writing.)

Do not be concerned with your lack of knowledge of usage and grammar. One of the beauties of CQLA is the teacher-friendly aspect of it: you will be learning skills and improving your communication abilities along with your students. In the meantime, the Usage Section (Grammar Cards), found in Chapter 4 of this *Teacher's Guide*, includes the most important rules in an easy-to-use format.

### Weekly Checklist Challenge

As previously mentioned, following each weekly lesson is a Checklist Challenge (CC) for that week. After your student writes his weekly report, he will be directed to revise using that checklist. Your student will be directed to place a checkmark in each box each time he completes a CC item. The boxes represent the number of times he is to insert that revision into his essay or report. For example, if he is asked to insert an adjective in each paragraph and his writing assignment that week is four paragraphs long, there will be four check boxes for him to check. After a couple of weeks of using the CC, your student will be able to revise his essays efficiently with this method.

The weekly Checklist Challenge contains revision tasks according to the level of CQLA. The revision projects refocus his attention on the grammar concepts he is learning throughout that month. For example, if your student has learned prepositional phrases, sentence openers, semicolons, and dashes throughout a given CQLA unit, the Checklist Challenge for his final report in that unit will include revision projects with all of those grammar concepts.

You may want your student to revise his writing with the Checklist Challenge in a color-coded fashion. For example, you may want him to highlight all verb changes with one color, all adverb changes with another color, and so forth. This will make it easy to evaluate his Checklist Challenge at a glance. It will be even easier for you to evaluate his essay if his checkmarks in the CC are color-coded with the highlighted changes in his essay. (See Chapter 16 for additional Checklist Challenge Coding help.)

### Master Checklist Challenge

In Chapter 14 of this *Teacher's Guide*, you will find the Master Checklist Challenge. This master checklist has every revision item your student will learn in CQLA throughout all of his CQLA studies. When your student has used CQLA for several years, he should be able to use the Master Checklist Challenge to edit any composition. (Obviously, you would not want all of those revisions in one report!) You may also use this Master Checklist Challenge in other writing projects for your student. For instance, when your student is writing an essay for another occasion, you might want to photocopy the Master Checklist Challenge, highlight the revision tasks you would like for him to complete for that



report, and have him revise his report with that checklist. (Training for Triumph extends permission for you to copy the Master Checklist Challenge provided in the *Teacher's Guide* for your family's use only.)

### **Grading CQLA**

CQLA uses a Teach-Practice-Apply method throughout each weekly lesson. Keep in mind that you should not "grade" a student during the learning process. Grading is for final products.

The three "final" grades for each week may come from the spelling test, dictation quiz, Checklist Challenge and report (though you may desire to assign a grade for completion of the vocabulary copy, grammar sentences, etc. to reward thoroughness).

Note: The Green Series contains two additional weekly quizzes, The Think Fast Grammar Quiz and The Weekly Review Quiz (in Levels A, B, and C). These should be included in your weekly grades as well.

In the final copy of the report, you should evaluate:

1. The application of the Checklist Challenge.
2. The content of the entire report. (Is it a clear, concise essay that meets the intended assignment?)
3. The paragraph formation. (Does each paragraph contain one topic?  
How are the transitions from one paragraph to the next?)
4. The vocabulary used in the report.
5. The editing changes he inserted.

# Chapter 3: Frequently Asked Questions

Note: This chapter was taken from a language arts group moderated by the CQLA author and, thus, is written in a conversational tone.

**Can you tell what the differences between the levels are? I am confused as to what level to order for my students.**

The major differences among levels that you should be aware of include the following:

## **Pre A--2nd and 3rd grade skill levels**

- First two weeks, the student writes sentences only (not paragraphs) for his composition assignments.
- The last two weeks, he generally writes one paragraph only. (Occasionally, Extension students write two paragraphs.)
- His dictation quiz is fill in the blank, not straight dictation.
- The passage sentences to learn to copy, dictate, etc. are six to twelve words in length; they usually contain no compound sentences and very few sentence openers.
- The passage paragraphs are three to six sentences in length.
- This is a very gentle introduction to English and a good place to start for the student who can just now read picture books on his own (not just vocabulary-controlled readers).

## **Level A--4th and 5th grade skill levels**

- First two weeks, the student writes one to four paragraphs for his composition assignment -- usually from Key Word Outlines over the passage.
- The last two weeks, he writes two to five original paragraphs in which he writes creatively or finds source material for his assignment.
- The passage sentences are generally six to twenty-four words in length.
- The passage sentences *do* contain compound sentences and openers as these are taught at this level.
- The passage paragraphs are four to ten sentences in length.
- This can be used with younger children as long as you go slowly with them...maybe a couple of sentences per week at first. (Only use for very beginning writers if attempting to group your students and then modify as needed for younger ones.)

## **Level B--6th-8th grade skill levels**

- First two weeks, the student writes three to six paragraphs for his composition assignment-- usually from Key Word Outlines over the passage.
- The last two weeks, he writes three to ten original paragraphs (depending on type of report-- biographies are generally easier and longer in number of paragraphs) in which he writes creatively or finds source material for his assignment.
- The passage sentences are ten to thirty words in length.
- The passage sentences contain advanced sentence structures (appositives, openers, semicolons, colons, etc.).
- The paragraphs they write for original reports are six to ten sentences in length.

## Level C--High School skill levels

- First two weeks, the student writes three to eight paragraphs for his composition assignment--- usually from Key Word Outlines over the passage.
- The last two weeks, he writes six to sixteen paragraphs in which he writes creatively or finds source material for his assignment.
- The passage sentences are up to thirty words in length.
- The passage sentences contain all major writing components, including double openers; compound sentences containing "three sentences" combined; split quotes; and single and double quotations, as well as various sentence structures detailed in Level B's description (appositives, openers, etc.).
- The application step here (via the Checklist Challenge) is much more demanding and "challenging".

## How is CQLA multi-level within the levels?

CQLA has four levels of books: Level Pre A (2nd and 3rd grade levels); Level A (4th and 5th grade levels); Level B (6th-8th grade levels); and Level C (9th-12th grade levels). Within each of those levels there are three breakdowns that you decide at which level your student will work: Basic level--Basic (those just beginning that level); Extension level--E (those who have done that level before or are further in their language arts studies than a Basic student); and Further Extension--FE (those who are furthest in their language studies of that book's level).

The levels within the book levels (Basic, Extension, and Further Extension) are based on applications of the skills learned. Here are some examples of this application:

1. In spelling, when students learn the *i before e, except after c* rule, a Basic student in level A might have to learn to spell the words *believe*, *receive*, and *rein*. Extension students would have those words as well as *believable*, *receipt*, and *grievous*. Further Extension students would have advanced words containing that rule, plus some that break that week's spelling rules.
2. In grammar, all students might be required to write with double and triple adjectives in sentences, but the E and FE students will be required to use double and triple adjectives that they have never used in writing before (using a thesaurus).
3. In the Editor Duty assignments (the part of each weekly lesson in which students find errors in given paragraphs), the Basic students only find errors in one paragraph; E's find them in two paragraphs; FE's find them in three--and the errors get increasingly difficult in each paragraph. (For example, a Basic Level B student might have to find a punctuation error in a subordinate clause opener sentence, but an FE student (since he has probably had two years of CQLA and has learned about subordinate clauses in various places) would have to find punctuation errors in the last paragraph that are not just in subordinate clause openers, but also in subordinate clauses in the middle and end of sentences.
4. In composition, more advanced students have to do the following: (1) Write more sentences; (2) Write sentences that contain advanced sentence structures (dialogue, for instance); (3) Write openers and closers when the younger students do not, etc.; (4) Use more sources, write more paragraphs, etc; (5) Make more analogies, comparisons, and writing with various literary techniques.
5. In editing via the Checklist Challenge (CC), the level differences really come into play as this is one of the primary applications of all grammar and language arts learning: applying it to the student's writing. In the CC for a given week, a Basic student may be asked to add a quotation to his essay; an Extension student may have to write two quotations by two different speakers; a Further Extension student may have to write using a split quotation.

6. The differences in levels within the levels continue as the student takes his spelling test and dictation quiz at the end of the week. Basic students take spelling tests over the words they were given and the dictation quiz over the first copy box; Extension students have the Basic words and the Extension words and take a dictation quiz over two of the copy boxes; Further Extension students have all of the spelling words and take dictation over all copy boxes (if the teacher desires).

### **Are we really supposed to get all of the CQLA weekly lesson done in only one week?**

The weekly lesson looks overwhelming at first, especially if you start to count the number of "lesson items" that a student is to complete in one week--often as many as twelve to eighteen items. In comparison, consider the total number of pages your student would be doing in a week if he had a vocabulary program, spelling program, grammar program, and composition program. It would look overwhelming too!

All of those four English components (and more, including comprehension of material, editing, revising, etc.) are woven throughout the weekly CQLA lesson. Thus, it looks like a lot of work at first. If you follow the weekly lesson plan given at the back of each CQLA monthly unit, you will have no trouble completing all of the assignments within the week, allowing the following timetables to complete everything:

#### **Level Pre A---second and third grade skill levels:**

- Twenty to thirty minutes per day total time
- Nearly all of this time with his teacher
- He may copy passages and write some sentences on his own, but for the most part, this level is pretty teacher-intensive--though the daily time is short due to the student's age and skill level.

#### **Level A---fourth and fifth grade skill levels:**

- Thirty to forty minutes per day
- Half or more of that time with his teacher; up to half of that time may be independent, depending on his skill level.

#### **Level B---sixth through eighth grade skill levels:**

- Forty-five to sixty minutes per day
- Teacher assistance for part of two or three of those sessions, depending on skill level -- for Checklist Challenge (CC) help, to help in editing his essay, to give spelling test, to read dictation quiz, etc.)

#### **Level C---High School skill level:**

- Sixty to seventy minutes a day
- Teacher assistance for part of one or two of those sessions, depending on how independently this student checks his assignments, completes his CC, etc.

### **What is the right time to begin CQLA Pre A?**

Pre A is for second and third grader level students who can read fluently -- at least picture books. A child who cannot read a word should never be asked to spell it (unless it is built into his phonics program as he learns to read). A first grader who learned to read in pre-school or kindergarten (and can truly read -- not just *Bob Books*), could use Level Pre A. I am of the "better late than early" mentality, so I would never put a first grader in Pre A (or any formal language arts program), but then I've never had an early reader either. Prior to my development of CQLA, my second (and often even third) grade students did not do a formal language program -- since most are too intensive for young readers and writers.

## Can I really drop my other language arts programs if using CQLA?

It is often shocking for a mom to think of her various English programs -- and the time (and number of books!) being replaced by one, albeit, large book. The answer to this question is not cut and dry.

Yes, you can do CQLA with no other language arts programs in elementary and junior high --except for reading. Children who are still learning to read at higher and higher levels should read aloud to Mom until all phonetic skills are mastered for decoding (reading). This may be through third, fourth, or fifth grade. Then, a child should at least do silent reading from then on. This could be a reader, a devotional, a content area book (social studies, science, health), or one of each. Of course, the student in all levels of CQLA is also supposed to read the entire passage (all copy boxes) each day too. Truly, CQLA *does* cover all skills outside of longer reading selections.

In high school, language arts gets trickier. You have myriad language arts courses to choose from: Grammar and Composition (such as CQLA), composition only (like IEW, *Writing Strands*, or our composition-only books, *Meaningful Composition*), grammar only (the latter is not recommended unless it is for college preparatory, such as SAT/ACT prep, etc. as it does not help them in real life much without being connected to writing), literature, specialty writing (fiction, poetry, technical, editing, etc.), speech, debate, and more.

When using CQLA for many years, students will probably get done with their "Grammar and Composition" portion of high school English early. Then, of course, you should take into consideration their interests (fiction writing, love of literature, etc.) as well as their future studies (speech and debate for college preparation, SAT preparation, research paper writing, etc.).

It would also be possible to simply do CQLA for all four years of high school English, add a literature course, and be done. This would probably not prepare a student for college, however, since the student will have no speech background or research paper writing. (CQLA does contain research-based writing assignments with up to three sources, but it does not contain a "term" paper for college prep with footnotes, etc.)

The point of this is that yes, CQLA can be your sole language arts for second through eighth grade, along with reading. Then, you need to figure out what language arts your high school student will do for his four years (eight semesters) of high school English. Certainly, CQLA can be a big part of this too and will be a great help in preparing your student for college or whatever is ahead for him. Level C is definitely not easy -- and is very challenging in grammar and composition. The lengthy reports are good preparation for any college writing with their emphasis on prewriting skills, research, and revising.

Note: TFT is constantly developing new materials -- including our new composition-only program, *Meaningful Composition* (MC). When this series is complete, it will have books on many writing aspects, including creative writing, research reports, five-paragraph essays, PSAT/SAT writing, story writing, and research paper writing. These will contain the composition-only aspects of CQLA -- the outlining, given passages instructions, CC, etc. -- but not spelling, grammar, vocabulary, etc. (Note: MC is for people who do not want a complete language arts program -- just composition (with grammar built in). CQLA has MC within it. -- A CQLA user does not need to do MC too.)

## What will my children do next year if they do the Red Series this year?

CQLA entails three complete series for each level. Each series (for all four levels) has eight units with eight different character qualities, major focuses, etc. Each book of eight monthly units will be different than the ones from the other two series. Thus, if your students used Red Series this year, next year they may use Blue Series or Green Series at whatever levels they are ready for. It doesn't matter which series you use at any time (Red Series, Blue Series, Green Series), except you

want to use a different series each year, so you have all new lessons and character qualities--at each student's level.

The key to understanding the series of CQLA is to be sure that you do two things: (1) Keep all of your students in the same series, so everybody is studying the same character qualities, scriptural principles, and major focuses at the same time; (2) Move your students into whatever level they are ready for, regardless of the series they are using. (In other words, don't think of any series as being more difficult than another--and think your child does a series because he is "ready" to "move up." Moving up is moving from Level Pre A to Level A; Level A to Level B; Level B to Level C--not from one series to another.)\*

\*Note: Red Series, Blues Series, and Green Series were originally called Volume I, Volume II, and Volume III. Because the volume numbers made parents think of *levels*, the volumes have been changed to series colors -- a titling move that does not denote order (since it does not matter which order you complete the CQLA series -- they are just the way the character qualities are divided). So...for returning CQLA families, volumes and series are equivalent as follows:

Red Series--formerly Volume I  
Blue Series--formerly Volume II  
Green Series--formerly Volume III

Note: As of spring 2010, TFT will have completed extensive revisions and outside editing on the Blue Series and the Green Series. It is recommended that you choose one of these two colors until the Red Series revisions are complete.

### **How important is the *Spelling Notebook*?**

The *Spelling Notebook* (SN) is a separate book that correlates with CQLA. Over ninety spelling rules are included in the *Spelling Notebook*, and each page contains a Teacher's Tip that explains that page's rule for the teacher. Each week as part of the student's spelling lesson, he is told to turn to certain pages of the SN containing that week's rule(s), and record his words in the correct column (*g* says *guh*; *g* says *juh*, etc.). Only one *Spelling Notebook* is needed per student for all of your student's CQLA years as it covers spelling rules for grades two through twelve and is made for long-term use.

The *Spelling Notebook* (SN) is another means of categorizing spelling words. CQLA can be done without it, but doing so would be equivalent to skipping some of the spelling worksheets in a "work-book-type" spelling program.

The SN gives students the opportunity to do many things: (1) Interact with their words another time; (2) Think about the word spellings and patterns; (3) Classify like spellings together (which helps cement spelling learning); and 4) See how past words are spelled with the same or similar spelling patterns and commonalities as current words.

**Note:** If your junior high or senior high student is a strong speller who seldom misspells words while writing, you may choose not to have him or her use a *Spelling Notebook*.

### **What advice do you have for someone beginning CQLA?**

The best advice I have for someone just beginning CQLA is to move slowly in the beginning. One of the biggest difficulties people have with CQLA is starting! (Isn't it like that for everything?) It is especially true when facing eighty to one hundred pages that are to be done in one month's time--

and many blanks to be filled in, reports to write, etc.

I remind families over and over again that CQLA is at least comprised of four different curricula: vocabulary, spelling, grammar, and composition. If you were to stack a curriculum for each of these four areas up beside a year's worth of CQLA, you would see that CQLA is not that overwhelming after all.

While it is true that CQLA is four curricula in one, it is also true that many homeschoolers normally only do one or two of those at a time, and seldom do all four at once. TFT wants to change all of that! Comprehension is too linked to vocabulary not to do them together; spelling is too linked to copying not to do those together; grammar is definitely too linked to composition not to do those together.

So..my first bit of advice in beginning CQLA is to move slowly. The first week only do vocabulary, copying, spelling, and one grammar assignment. Next week do that, plus the Key Word Outline and rough draft. The next week, when it's time to start the two-week essay, do everything except one grammar lesson. And so forth.

Or, you could take six to eight weeks to do the first CQLA and spread each "one week" lesson out over two weeks.

Lastly, you could just do the first two weeks of the unit over the first month, and the next month just do the last two weeks of the unit. With this method, you would be familiar with all four weeks of a CQLA unit, but it would be spread out over two months. This would be a gentle introduction that even younger students could probably handle.

### **How should I set up my language arts sessions to utilize my time better -- and make my older students independent in their learning as much as possible?**

There are many ways you may set up your teaching of CQLA. You may choose to use one of the plans outlined here or choose another plan that works for your family. Work within your family's circumstances and enjoy teaching your children!

1. Meet daily with your students--One method for teaching CQLA is to meet daily with your students in each level of CQLA for a certain amount of time, covering as much as you can during that time and giving your students "assignments" to be done on their own while you help another student. The benefit of this approach is that you are communicating with your students each day, checking their assignments as completed, and giving them feedback continuously. The drawback to this approach is that your students may not be able to work independently on language arts if, for some reason, you are unable to meet with them on a certain day. If having language arts sessions with all of your students everyday is feasible for you, this approach is beneficial; however, it is not required for the success of CQLA.
2. Set up tutoring sessions--Another method for teaching CQLA, one that the author has used with positive results with her test students, is to structure your language arts meetings much like tutoring sessions. For example, you might have two 45-minute meetings each week with your older students and three 30-minute meetings each week with your younger students (per CQLA level). In this approach, you teach all of the skills out of the weekly lesson that the student will need to learn in order to do assignments until you meet with him again. This approach is especially good for intermediate and secondary students as it causes them to work independently. It is a good approach for a busy mom since it allows her to spend more quality time when she does meet with her students, and she can stagger her language arts "classes." You might try a combination of daily meetings with your younger students and "tutoring blocks" with your older students to see which method works for you.

3. Have your older students work independently. Finally, Level B or Level C students may work independently on CQLA, reading the material, completing the assignments, checking the answers to his assignments with the Answer Key, writing reports and essays, studying spelling words, and so forth. Assignments requiring your assistance in these levels are marked with a (T) at the beginning to indicate that you will need to check his report, give him a dictation quiz, or give him a spelling test.

**If I decide to use CQLA Pre A for my younger students and WBLA (*Wisdom Booklet Language Arts*, the sister curriculum to CQLA for ATI families only) with my older students, how can I know which CQLA units are the same as which WBLA units?**

CQLA Red Series is WBLA 9-16 (CQLA Red 1 correlates with WBLA 9, etc.)

CQLA Blue Series is WBLA 17-24 (CQLA Blue 1 correlates with WBLA 17, etc.)

CQLA Green Series is WBLA 1-8 (CQLA Green 1 correlates with WBLA 1, etc.)

**Since the first two weeks of reports each month are similar to the *Institute for Excellence in Writing* program, do my students need to go through that program first to be successful in CQLA?**

Only two of my current forty-four tutoring students have ever used the IEW writing program, and they all have good success with CQLA writing. One of the goals of the writing sections in CQLA was to make it as directed as possible. Thus, each sentence is laid out for the students. Each paragraph is narrowed down as far as its contents. Each opening paragraph is thought out with notes first. It is not necessary to do IEW before doing CQLA.

**You mentioned that CQLA is modeled after some of your favorite language arts programs. How did it come about?**

Ten years ago, we felt called to write a language arts programs for families in the Advanced Training Institute (ATI) program that correlated with their unit study curriculum. We began writing the sister program to CQLA, called *Wisdom Booklet Language Arts*, at that time. When I began writing for ATI, I had done years and years of private tutoring, had success with my children's language arts development, and had used the best of the best language arts programs (in my opinion): *Jensen's Grammar*, *Understanding Writing*, *Play 'n Talk* (reading/phonics program), *Tricks of the Trade*, *Writing for 100 Days*, *Learning Language Arts Through Literature* (LLATL), *Editor in Chief*, *Easy Grammar*, and more. I knew what I liked about each of those programs--and what I didn't.

After I began writing WBLA, the IEW program became famous in many homeschooling circles. I had already decided at that time to have two easy reports per month based on the passages (like LLATL, sort of) and to have one longer essay or report each month in which students would learn the various types of writing (like *Writing for 100 Days'* reports, sort of). I watched the first set of IEW tapes at that time, and thought, "Wow, that Key Word Outline makes more sense than using a formal outline for the first two reports in WBLA." I also had a checklist (Checklist Challenge) already in place that I had used with my tutoring students (especially the non-IEW items like redundancy, thesaurus use, vocabulary use, etc.). After watching the IEW video, I added sentence openers and banned words to the Checklist Challenge. Basically, CQLA/WBLA is a combination of all of the parts of the programs that I felt worked for my children and my hundreds of tutoring students and test students over the past ten years:

1. *Learning Language Arts Through Literature* (LLATL)--Use of one passage throughout the whole week for all learning, but LLATL wasn't meaty enough, didn't incorporate character qualities and



scriptural principles weekly, and didn't have enough writing (or directed writing) to suit me, though every edition of this program got better and better, and I still think it's a great program.

2. *Understanding Writing*--I love all the techniques for writing the author teaches in that big binder, but it's too much work for Mom to "make up" lessons as she goes. I wanted something parents could hand to middle school and high school students with no preparation and little explanation.
3. *Editor in Chief*--Excellent editing course (like Editor Duties in CQLA)--but I think the content that students edit should be more worthwhile!
4. *Jensen's Grammar*--Here's where I got the idea to teach Preposition-Check Sentences and a whole lot more. This is a solid grammar program for upper level students--but, again, it's disjointed--you still have to add writing, spelling, and more. (I had all of these books going at one time for my kids!)
5. *Writing for 100 Days*--This is a great tool for moms--but it's just a tool. Each section teaches how to write a certain type of writing; however, it's not "guided" in that a student can't use it alone very well. (Its sequel, *Fairfield's Guide to Writing*, is equally good.)
6. *Play 'n Talk*--The word family approach to learning to read found in *Play 'n Talk* is excellent. I have used that same approach to create the spelling portion of CQLA. (Note: This is the same approach most successful spelling programs use, including *Spelling Power* and *Alphabet Zoo*.)
7. *Tricks of the Trade*--A spelling categorizing book, much like CQLA's *Spelling Notebook*. The problem is that you find words to plug in and decide on which page your spelling words should go. That is time-consuming for Mom and difficult for students. In CQLA, students are told on which pages to record their spelling words (i.e. under which spelling category).
8. IEW--It was and is great! I wanted to take IEW one step further by having the writing all laid out for the students, giving them source material to write from, and giving them weekly checklists (that include the grammar they are learning) during the first two weeks of each unit. A student in CQLA doesn't have to come to Mom and ask, "This has too many words to make a KWO with only four words, what do I do?" Or, "What do I do with the semicolon in this sentence?" etc. I wanted it all laid out for the students and moms. (Additionally, I feel that students need to learn a large variety of outlining methods and writing types (not just KWO reports and essays). Thus, the last two weeks of each CQLA unit contain original reports and essays.)
9. *Easy Grammar*--I liked that *Easy Grammar* taught isolation of prepositional phrases first off. This is important in finding other parts of speech, so CQLA uses that approach (and has also added the isolation of subordinate clause openers since students often think the main subject is in the subordinate clause opener). However, hand-in-hand with learning prepositional phrases, a student needs to learn infinitives (to + verb). Otherwise, he will be isolating infinitives as prepositional phrases, and may isolate the sentence's main verb! In addition, I like the friendliness of *Easy Grammar* (and the rhymes, etc. to learn various parts of speech). I have tried to make the grammar in CQLA similar to the friendliness of *Easy Grammar*--with the addition of grammar *application* to their writing.

**My child gets distracted so easily, and since CQLA has all four areas of language arts (and thus requires thirty to sixty minutes per day, depending on level), how can I keep his interest while working for those long periods of time?**

As for distractions, keep your sessions short but frequent for your younger student. He might be better off meeting with you for five to eight minutes in the morning and again in the evening to read

aloud. He might be better off having two short language arts sessions--one in the morning and one in the afternoon--rather than having a long one all at once.

Also, be sure to mix in learning activities that utilize his strengths, such as listening to biographies or historical fiction on cassette, watching nature and science videos, etc. Do not depend on reading and even being read to exclusively for his learning. Many parents forget that there are other avenues for learning besides sitting in one place with books and workbooks in front of the student. Do not depend on an avenue that is unusually difficult for your child for all of his learning, or he may start despising school and learning early on--something you want to avoid at all costs.

Also, help him become more responsible for his work by meeting with him on things that must be done together, then having him mark "homework" assignments with sticky notes. He should have an "independent work" time in which he copies his passage, studies his spelling words, does the vocabulary assignments, etc. During these independent sessions, he can vary what he is doing (copy the passage today, write spelling words out tomorrow, etc.). This will help his work not to be so overwhelming as it is spread out over the day.

### **What is a minit-book?**

A minit-book is a little booklet the student makes out of paper with tag board or construction paper on the outside. The simplest version of this is when a stack of typing paper with tag board on the outside is folded in half and stapled (like a half page book). Then the student writes vocabulary words and definitions, stories, reports, Scriptures, spelling words, etc. on the inside. Of course, there are variations of this, too. It is just a fun way to show a finished product, etc. Dinah Zike, the author of *The Big Book of Books*, has a web site for more help and ideas. You can get to it at [www.dinah.com](http://www.dinah.com) or call 1 800-99DINAH Dinah-Might Adventures, P.

### **What can I do about the three-punch holes ripping in my children's CQLA books?**

It is recommended that you just give your student one monthly unit of CQLA at a time to put in a half inch binder (preferably with at least a front pocket). This way, he has enough space to add lined paper, research printed off the internet, and other work he does on additional paper. If he is given only one unit at a time, he can probably get by with a half inch binder, which will be easier for carting around and working anytime! Also, the three-punch holes will not rip as much without all the tugging throughout the year.

Another idea is to have him keep hole reinforcements (little round stickers with holes in the middle) in his three-ring binder's pocket for the times that he pulls too hard or one of his holes tears accidentally. These are handy for repairing those rips, and many of my "testing" students keep these in their binders.

### **Is it necessary for my student to outline his original reports?**

The benefits of outlining for an original report are plentiful. Consider these outlining tips when weighing its pros and cons:

1. Outlining notes are for the student. They should be written in a form that best helps him write. Moms often have our own ideas about how "the outline" should look! However, that might not be the most useable form for the student. Let him use whatever method is best for him -- whether it's formal outlining, bullet points, full sentences, smileys and stars, or something totally different.

2. Outlining gives the student the opportunity to see if what he is considering putting in his essay is really what he wants without writing everything out in long sentences. Oftentimes students say things like, "I started out writing about XXXX, but then when I was writing down the notes, I realized.....(a) I didn't have enough information for an entire paragraph; (b) I needed to have two paragraphs of that information; (c) It wasn't logical; (d) It didn't have enough to do with what I had just planned for the previous two paragraphs, etc. When a student writes everything out in sentence form, then realizes what he has written isn't going to work, he is often too discouraged to start over, etc. With outlining, he can discover inconsistencies and other problems early on.
3. Outlining teaches the student that a paragraph is all about one aspect of the essay or report. More than anything else, outlining's greatest advantage is probably helping students see that a paragraph is a unit of thought. CQLA uses paragraph by paragraph outlining methods. When the student decides what a paragraph will contain, he begins to understand that everything he puts in that paragraph must support or expound upon that topic. When he writes his "Topic of the Whole Paragraph" on the outlining line, he is committing to writing about that topic in that paragraph. Everything he plans to put into that paragraph must relate and support that topic. When it doesn't, a student will often say, "Oh, that can't go in that paragraph. It doesn't have anything to do with that topic." It helps him gather information for his report because he is looking specifically for data that supports and expounds upon that topic.
4. Outlining keeps the student from plagiarizing. When a student takes information from a source (or sources) and plugs it into his outline, he is comprehending information and writing it in outline/note form--hopefully in as few words as he can to still be able to write from it later. Then when he takes those notes and writes his own paragraph, he turns the notes into his own words (as much as possible). It is very difficult for a student to write straight from a source without plagiarizing because the material often sounds better the way the author has written it. It isn't that the student is trying to steal another's words. It is just difficult to make it sound as good in his own words. Outlining helps reduce plagiarizing by forcing the student to put the information into notes first, then into his own words, thus placing him one step further away from the original material.
5. The student should be able to write his report using nothing more than his outline (unless he has referenced a quote or verse in his notes). A good question to ask your student after he has written an original writing is as follows: "Could you write using only your notes, or did you have to look back in the source to write?" Good note takers will learn that they need to put enough information to write straight from their notes but not so much information that they are writing their essays and reports in their notes! Encourage your students to reference verses and quotations they want to use, and look those up when writing, but otherwise, you want them to be able to write their reports using their notes--not the source(s).
6. Outlining helps the student in his research process. He can see at a glance if he has enough information for what he is writing about. When a student's "sentence lines" are not filled in or only partially filled in he knows he still needs more information about that topic.
7. Outlining helps him organize his information sequentially, etc. Organization of the student's writings is often based on how well a student outlines. When students get out of the outlining mode and start "free writing," you can tell! When questioned about their outlining method, they sheepishly may answer that they didn't have time to outline, etc. but had to write quickly. Guess what? It showed. The organization of students' essays when they do not outline is generally very poor. They have a tendency to ramble. They often put things in paragraphs where they do not belong because they "just thought of it" and stuck it in wherever they were.

Outlining is one of the key elements in the writing process. Help your students become excellent outliners, and they will become excellent writers!

### **What if we do not get the whole unit done within one month?**

There are eight monthly units in one CQLA book, translating to thirty-two school weeks. Of course, most school calendars are thirty-six weeks in length. Thus, there is leeway to take longer on a monthly unit if desired. Some families spend five weeks on a monthly unit, using the fifth week to finish the original report and read extra books about the topics introduced in the unit--as well as write book reports over those books. Others spend the designated four weeks on each unit and use the remainder of the school year to perfect their favorite reports, read books and write book reports, or finish other subjects.

It would be better to finish only seven units in an academic year, but finish them completely than it would be to do all eight units but skip parts since all areas of language arts are interrelated in CQLA. A student will gain more from doing a unit thoroughly (and thus reaping the benefits of having all language areas interrelated) than from doing two units less thoroughly. Also, when moms skip parts of a book, we have a tendency to skip the most laborious parts! Thus, what is often skipped is the original writing and Checklist Challenge that goes with that essay or report. It is important that students learn to write all of the writing types in CQLA, and skipping the original writings would not help meet this goal.

### **How do I count CQLA for my student's high school credits?**

Completing one year of CQLA in high school is like completing any high school grammar course and high school composition course simultaneously. It is recommended that a student's transcript not list the book titles or have any other "unprofessional" or "cutsie" names for the courses taken in high school. Thus, when your student completes a year of CQLA Level C during his ninth grade year, it is recommended that it be listed on his transcript as one full year of grammar and composition and be titled something like English Composition I or Grammar and Composition I. (The Roman numeral represents the year of high school the course stands for---first year (ninth grade), second year, etc.)

Also, many families count Level B "Further Extension" as their student's first year of high school grammar and composition (including the author's family). It is recommended that when a student begins doing high school level work, it count towards his high school credits, regardless of the student's age or grade.

### **My student really dislikes copying the passage. How important is it to copy the passage each week?**

Each weekly lesson has a passage that relates to the corresponding character quality, scriptural principle, or life principles. These passages may be fiction, non-fiction, poetry, Bible passages, hymns, biographies, journal entries, newspaper articles, or anything else that pertains to the corresponding character quality, etc.

The first part of the week, preferably the first day, your student will read the entire passage and copy the portion for his level in his notebook. Your student should check his copy, paying special attention to whether he has spelled everything correctly, punctuated properly, indented accurately, lined up appropriately (if it is poetry), etc. Discussion as to why that type of passage is written that way (poetry lines all beginning to the left, dialogue starting a new paragraph with each new speaker, etc.) is included in the lessons, so do not be concerned if you are not sure which things to point out in your student's copying.

Do not underestimate this portion of CQLA: copying good writing is a powerful learning tool that helps students become proficient writers. It might seem like a simple task that only takes a small amount of time, but remember, in addition to just copying the passage, your student will be using that passage to learn many language arts skills.

Another reason it is vital to copy the passages is that in the first two weeks of each unit, the students' essays and reports come from these passages. Comprehension of the passage is crucial to a good rewriting of the passage. When a student works with the passage throughout the week (copying, highlighting spelling words, finding grammar items, etc.), his comprehension of the passage will increase, which will help him in writing his Key Word Outline and report for that week.

Note about handwriting difficulties: If your student is unable to copy the passage due to learning problems associated with handwriting, do not have him copy the passage and force him to tears. Many dyslexic and dysgraphic students have difficulties with copy work. In these cases, try to help your student learn to type as soon as possible, and then make his copy work part of his typing practice. Or, if possible, have him just write a portion of the passage each day, as he is able. Be sure, however, to always have your student read the passage (all parts) daily.

### **How is the Checklist Challenge supposed to work---and how can I help my student get used to using it?**

In each CQLA weekly writing lesson, you will find a Checklist Challenge (CC) designed to help your student edit and revise his writing. Editing and revising are often weak areas for young writers. CQLA gives concrete help in the areas of editing and revising. It assists in editing by helping the student correct usage errors, identify misspellings, check punctuation, etc. CQLA also teaches the student how to revise his essays by applying editing strategies; avoiding redundancy; and creating titles, openings, and closings.

After your student writes his weekly writing, he will be directed to revise it using that checklist. Your student will be directed to place a checkmark in each box each time he completes a CC item. The boxes represent the number of times he is to insert that revision into his essay. For example, if he is asked to insert an adjective in each paragraph and his essay that week is four paragraphs long, there will be four check boxes for him to check. After a couple of weeks of using the CC, your student will be able to revise his writings efficiently with this method.

For the first few Checklist Challenges, you will want to help your student. It will be challenging to rethink all of those grammar items and apply them to his writing. This is truly the highest form of learning--application. At first, it will feel as though you are the one completing the Checklist Challenge! That is okay. Modeling is the best way to teach the Checklist Challenge.

You may desire to teach your student to color-code his Checklist Challenge and revisions. This is highly recommended as it helps him see at a glance what revisions he is still in need of, and it helps you be able to check quickly that all of the revisions are done. It takes more time in the beginning to do this, but it will be very worth it for the next several years of essay writing. For example, you might make a "color chart" for all of your students to follow or use the CC Coding Chart provided in Chapter 16.

Thus, when it comes time to check your student's essay, you will have the report on your right (for example) and his CC chart on your left. You can simply cross check from the CC to the report. "Here he has a blue highlight in the box, so his inserted verbs should be blue highlighted. Okay, he has a pink squiggle under the box for the topic sentence, so his topic sentence must be underlined in pink squiggle." etc. It may be difficult to begin this concept at first, but it is very worth it over the long haul.

## **How should I grade my students in CQLA?**

CQLA uses a Teach-Practice-Apply method throughout each weekly lesson. Keep in mind that you should not "grade" a student during the learning process (the "Teach" or "Practice" portions). Grading is for final products.

The "final" grades for each week may come from the following:

1. Spelling test
2. Dictation Quiz
3. Researching and outlining report
4. Writing the rough draft
5. Completing the CC
6. Final essay and implementation of the Checklist Challenge in the final essay (actually two grades)
7. Other quizzes that the revised CQLA books contain.

## **We were hoping to use the spiral-bound index cards for our Grammar Cards, but the cards are hard to locate quickly when they are bound and not in order. Any suggestions?**

If you use the spiral-bound index cards, it is difficult to put them in ABC order. In that case, I save a few pages at the beginning and have the student make an ongoing Table of Contents. I label the first card A-C, the next D-G, etc. until I have a spread of cards labeled with letter spans at the top.

Then, I have them number the remaining pages in the spiral bound cards, so they can assign a page number to each card. As they make a card, they put it on the next blank card, but they record its page number on the proper Table of Contents page. For example, they write "Coordinating Conjunctions" at the bottom of the A-C Table of Contents page, and record the page number where that card can be found. This way, even though their cards are not in ABC order, they can look them up in their Table of Contents and find them easily.

My real preference is to use the two-holed index cards with the companion binder. This way, as they make a card, they can stick it in in alphabetical order.

Either way will work, and each one makes a nice collection of Grammar Cards for a usage handbook for the students. Watch our newsletters and web site for forthcoming pre-made, spiral bound Grammar Cards that you can purchase for each student to have the ready-made cards with grammar rules at their finger tips.

## **How can I help my student locate his verbs more quickly when doing his Checklist Challenge?**

One of the things I like to do when working on the CC with a new student is to write the Be, a Helper, Link (BHL) verbs on the white board for him. Then I tell him that we are looking for any of these, plus any "action verbs"--things you do. I keep reminding him of this as we highlight his verbs--and I also remind him that to+verbs are also verbs (infinitives)--and can be BHL or action verbs.

## **I saw highlighters on your list of Optional Materials to Use CQLA, and I wondered if you could elaborate on just how you use those and how necessary they are.**

I will give a brief background about the highlighting before I answer your question since new moms might not know about that. In the weekly CQLA passage, the student will highlight various spelling words and parts of speech throughout a weekly lesson. The first time your student high-

lights something, the color of highlighter will not matter; however, the next time he highlights something in the passage, he will want to use a different color, so that when he checks his answer with the Help Box, he can just look for the pink ones or orange ones this time, etc. Thus, he will not want to use the same color highlighter for that passage all week.

In addition to that highlighting, in the Checklist Challenge your student will be told to (1) circle his verbs with one color, (2) insert an adjective in each paragraph (and highlight it so his teacher can check it quickly), (3) highlight a boring verb in each paragraph and change it to a different verb, etc. When he highlights in his CC, it will be much simpler for Mom to check his revisions if he "color codes" those changes. Thus, when he circles his verbs in yellow, he should circle the check boxes in the CC column for that with a yellow highlighter. Then, Mom can see that his verbs are circled in yellow highlighter--just by looking at his CC for that week. This will make checking revisions so much easier for you! (Also see the CC Coding Chart provided in Chapter 16.)

### **How should I go about checking my children's Checklist Challenge and writings? I feel like I don't know what some of those grammatical techniques are myself!**

Some of it will depend on skill level of the student and the CQLA level. For example, a typical Level B student wouldn't use compound sentences with semicolons and conjunctive adverbs in them; however, some may choose to do so (like that sentence!). A student at that level would probably not use split quotes, etc. For most general checking, the Grammar Cards should be adequate to help you through. (If a Level B student is asked to do one of those advanced techniques, it will be in his weekly lesson, so you and he will both learn how to do it that week!) You will be amazed at the child who can not remember what an adverb is after six years of grammar books--but after six months of completing the CC, he will not only remember them but he will write with them.

For more in depth checking, you may use a more thorough manual, such as Abeka's or Rod and Staff's handbooks. I always used Rod and Staff at the recommendation of *Understanding Writing* and felt that it was very helpful. Now, I have a six hundred page *Gregg's Reference Manual*, but it is too long and detailed for everyday use.

Definitely work on content, and from there, branch out to fragments vs. sentences, paragraph formation, cc with a comma to combine two sentences, clause openers, etc. You will learn all of this right along with your student, so it will become easier and easier to check his work.

### **My junior high student does not even know what infinitives or clauses are. Should he begin CQLA in Level A instead of Level B?**

I would base a student's beginning CQLA level on taking dictation and writing most of all. He will eventually learn those grammar terms--especially the ones that are in the Checklist Challenge every week. (Each level has certain Checklist Challenge items that are always in the CC because the student should know how to do those items already based on his presumed skill level. After doing it over and over, students truly start to learn them.)

For example, I wouldn't take a twelve year old who can write the reports for Level B and take dictation from Level B back to Level A just because he can't remember what an infinitive is. It's just like in math--the functions they use all of the time (addition, subtraction, multiplication, and division), they remember, but they have to brush up to be able to divide fractions since they don't do that all of the time.

Remember, the goal is good writers--don't get bogged down on remembering each term. Your student will eventually get it!

### **What steps should I follow in giving dictation?**

1. Before beginning dictation, write any words you know that your student is unable to spell (and any that you do not think he should know how to spell (such as, proper nouns, etc.) on the white board. (If I have a multi-level class, I will put the words for everyone on the white board and any for the Basic Level student on a sticky note for his use only.)
2. Begin by reading the whole passage to remind him of it as he's labeling his paper, sharpening his pencil, etc.
3. Read the first sentence slowly, back up and read phrases (two to eight words, depending on level of child) slowly. When you get to a word on the board or sticky note, I tell him to look for it.
4. Reread each phrase until he's done, then read the next phrase.

### **My student still does not know the most basic parts of speech after a few months of using CQLA. He continually asks me questions like, "Is dog a verb?" How can I help him?**

One of the beauties of the Checklist Challenge is that students are consistently reminded of the things they are learning in grammar--and they have to use them in their writing, too, not just learn some isolated grammar topics.

Again, keep asking the questions: "Do you remember the BHL verbs? We sang the song and circled them last week? Remember, adjectives describe things--can you use describers to describe this eraser?" etc. Jesus taught by asking questions--so we know it's a superior method of teaching.

Again, it will be just like learning mathematical operations. The grammatical items he uses over and over again (via the Checklist Challenge)--much like the four operations in math--will be the ones he will learn first. As the Checklist Challenge increases in difficulty, he will learn more and more grammar items. (Just as in math, he learns how to add fractions later than adding whole numbers.)

It will take time and patience. Also, be encouraged that it is the application of grammar that standardized tests evaluate--and that we should strive for in teaching. It is this application--knowing that he should use *gently* and not *gentle* to describe how something was done--that really matters in writing and life.

### **How should I grade my older students in CQLA? I feel like I need some types of objective measurements for their high school transcripts.**

Each homeschool family has different methods for record keeping and grading of their students. I will offer some tips that are specific to CQLA below:

1. Keep in mind that you should not "grade" a student during the learning process. Grading is for final products. CQLA uses a Teach-Practice-Apply method throughout each weekly lesson. You would not grade your student during the first two steps of this process. This is loosely divided as follows:

#### Spelling:

Teach--highlighting in the passage, reading the lesson, and discussing it

Practice--Copying the words, recording them in their SN, writing sentence and using them (occasionally students will be asked to classify during this step too), and Optional Spelling Practice sidebars

Apply--the spelling test



## Grammar:

Teach--highlighting in the passage, reading the lesson, practicing recitation

Practice--grammar sentences and recitation

Apply--Using the grammar in their writings (Obviously, at later stages, you may desire to "grade" a student in the grammar sentences and recitation as part of the apply also; I would reserve this for upper Level B students and Level C students though)

Composition--The ultimate "apply" here is their final copy, but earlier benchmarks include finding errors in their essays and adding openers and closers, paragraph transitions, etc.

2. Point one does not mean that you do not "grade" them in terms of completion (an incomplete assignment) assuming the student had time to complete it requires "grading" in the form of punishment or consequences; likewise, insufficient recitation would require more recitation. (Students must complete recitation assignments in order to memorize parts of speech in order to apply it in their writing. Obviously, there are different kinds of "grading"---character and academic final product grading!)
3. Specifically, it can be very challenging to "grade" compositions (which is one of the big reasons students in school rarely write).
  - a. Outline -- I like to check my student's KWO's to be sure he is not using more than the indicated number of words, be sure he is understanding the main idea of each sentence, and see if he is using the most valuable words to help him in his writing. Each student will obviously choose different words for his key words, but if he is writing articles and pronouns instead of verbs, there is probably a comprehension problem.
  - b. Rough draft --The problem with waiting until the very final product to "grade" writings is that by the time it gets to the final copy, Mom has already helped edit it and find the errors, thus, you are not really grading his grammar or spelling in that way. I guess for people who are grading on a weekly, essay-by-essay basis, I would have to say that the rough draft and Checklist Challenge items are where the "grammar" grade for the essay should probably come from. In other words, your student should edit his own essay as much as possible, find his errors, and correct them.
  - c. Final copy--While you might make content suggestions for him from the rough draft to the final copy, the thoughts, CC items (opening sentences, closing sentences, title, etc.) all come together in the final copy. Here, I would say, is where the content grade would come in. I would use the following criteria to grade content of final copies:
    - a. Application of CC items dealing with those areas (title, opening sentence, transitions, etc. all deal with content of the essay). How good is his content on the CC content-type of revisions?
    - b. Following-the-assignment instructions (enough sources, in the right person, each paragraph containing the same topic, etc.)
    - c. Clarity
    - d. Vocabulary use
    - e. Interest to readers

**I read in the TG that students should read the passage every day. How do we know which parts of the passage to read, to copy, and to write from?**

The varying levels of the passages (Basic, Extension, and Further Extension) are used in the following way:

- For reading, vocabulary, and discussion purposes, everyone uses all of the passage.
- For finding things in the passage, such as spelling words, grammar items, answers to questions, etc., everyone uses all the passage (unless it states otherwise, like "Look in the first copy box...").

- For KWO and other essay components, it will tell specifically how much to use. For example, it will say on the KWO lines "First Paragraph--Extensions Only" if there is anything different than everyone doing it. Or it might say on the last paragraph line notes "Fourth Paragraph Further Extension Only." It will always clearly tell you in the outlining (KWO) section if your student should NOT do a certain paragraph or if the report excludes a paragraph for any level or for all levels.
- For copying and dictation, each student uses the copy box(es) indicated for his level--the same boxes he copied at the beginning of the week.

### **What additional materials are needed to implement CQLA?**

Of course, a CQLA student uses a dictionary and thesaurus widely. My students each have a three-holed punch dictionary from Wal-mart that fits into their binder with their CQLA unit, and we have other "bigger" dictionaries floating around, as well. I have two large, hardcover dictionaries--one is a "children's dictionary" and one is just a Webster's. I like to have these bigger dictionaries for more definitions to be listed. (The wholesale club in our area often carries a nice, large children's dictionary.)

You may obtain some of the books listed in the bibliography in the *Teacher's Guide*. You might enjoy reading the entire book in some cases. This is a listing of books from which the passage material was obtained and rewritten. This includes many Institute in Basic Life Principles publications, like *Character Sketches*, *Power for True Success*, etc. It also includes some other character books (the Coriells' books) and biographies. These are totally optional as they are not assigned as regular assignments, but as optional ones only.

I will sum up the needs below:

Definitely needed:

1. CQLA unit (one per child per month; one volume per year)
2. *Spelling Notebook* (one per each child for the rest of his CQLA years)
3. Dictionary
4. Thesaurus
5. *Teacher's Guide* (to help you become a better language arts and writing teacher)

Nice to have:

1. Highlighters
2. White board and markers and small white boards for your students
3. Sticky notes to mark assignments
4. Big dictionary

Totally optional:

1. Any books you want to read that are listed in the passage
2. Rhyming dictionary
3. Reference books for essays and reports: *Who's Who in the Christian Church*, *Character Sketches*, biographies, encyclopedias, *Strong's Concordance*, Bible dictionary, Bible encyclopedia, hymn histories, character stories, *Children's Bible Handbook*, *Cloud of Witnesses*, TFT educational coloring books for younger students, etc.
4. The Almost 3 R's tape set for additional language arts teaching help

## **Why does CQLA have an additional level that WBLA does not have--Pre A?**

Pre A is my pride and joy. I think it's because when we first began writing the sister program for the Advanced Training Institute, we had four levels in that program just like we do in CQLA. Their unit study curriculum is all based on three levels, so they asked us to make the curriculum three levels. When we did that, we virtually eliminated new readers from using the curriculum. Level A is simply too difficult for a new reader. Now that we are publishing it ourselves for non-ATI families, we added back in the earlier level--Pre A--and it is more consistent with our beliefs about teaching young children. Thus, I feel good about offering it. With WBLA Level A, I was constantly warning moms about not putting children in it too early, about writing for the child for a while, about only having the child do a lot of the work orally, etc. Now with Pre A, I don't have to do that--and I have a quality program that is not inconsistent with what I believe about second and third grade children--especially boys in those grades!

## **Are the books consumable? Can two students share a book?**

They are consumable workbooks. Pre A students do everything in their workbooks. Level A students do most of their work (except write their essays) in their workbooks. Levels B and C have many grammar assignments, so they sometimes have space for their note taking for essays in their work text, and sometimes do not. A student will basically write on every page of the work text, so it is nearly impossible to share. The nature of the program (using the weekly passage for all language arts learning) makes it even more difficult to share books. Students are asked to find words that follow this week's spelling rule, find adjectives, find sentence openers, etc. in their passage, and highlight them. (This is part of the TEACH step of the program.) Then they do the grammar assignments in the workbooks. And their Checklist Challenges (in which they check off each essay revision as they do it) is in the workbook each week too. CQLA work texts are copyrighted as the profit from the sales of CQLA help us travel to speak and encourage homeschoolers *and* pay our editors and typesetters.

## **I read that each Series does not have a separate Teacher's Guide, but that the Answer Keys and Lesson Plans for each Series are following each monthly lesson. Yet at the website, I see there is a TG and accompanying cd. Do I need this to use CQLA? What does it contain?**

*Character Quality Language Arts* (CQLA) was first developed as a curriculum for families with several children in school at one time. In other words, it was created to be as family-friendly as possible! Thus, there are Teacher's Tips scattered throughout the curriculum to give more insights to the CQLA teacher. (These may be read and used by Level B and C students on their own as well.) There are Teacher's Helps and Answer Keys at the back of each monthly unit for the CQLA teacher to pull out and use as needed (or for Level B and C students to use as their daily schedule and answers). These Teacher's Helps are two pages of five day and four day lesson plans that tell you (or your upper level students) what to do each day. The Answer Keys vary in length according to the number and length of the grammar and structural analysis lessons in each monthly unit.

Thus, there are not separate "teacher's guides" for each book. Instead, separate "teacher's guides" for each book are replaced by Teacher Tips throughout, Teacher's Helps at the back of each monthly unit, and lesson plans and Answer Keys at the back of each monthly unit. The CQLA *Teacher's Guide* is an inexpensive guide to using Character Quality Language Arts.

The CQLA *Teacher's Guide* contains an overview of the entire program, a "how to" section to instruct parents in how to use the program, a book report guide, complete set of grammar cards (all the grammar rules learned in CQLA on "cards" in alphabetical order), the master Checklist

Challenge (showing all editing and revising items taught in CQLA from all levels), a Scope and Sequence chart showing what is taught in which unit, a Content Area and Character Quality Overview Chart (also available at this web site) indicating what Bible and character principles each unit covers, a Frequently Asked Questions section (huge!), instructions on How to Do a Key Word Outline, a large homophone and confusing words chart, a sample from a Level B unit, and a cassette explaining the program (that correlates with the Level B sample), and much more. Even if you never use CQLA, the TG alone is a writing and language arts teacher's gold mine!

At only \$25.00, it is a great way to learn more about CQLA with a minimum investment for those considering making a switch from several other curriculum materials to the all-in-one *Character Quality Language Arts*. (Note: Many sections of the *Teacher's Guide* are also available at our website.)

**I have one older child who has done grammar forever, doesn't need spelling help, and probably has outgrown copy and dictation work. However, he is not confident in writing since we have only done writing hit and miss throughout his school years. Someone suggested *Meaningful Composition*. What is it and would it help my son?**

**\*Note: TFT has twenty MC books planned. Eleven of these are available as of late spring 2010. Check out our website to determine the best level for your student.**

#### **Meaningful Composition Overview**

- Eighteen week programs with one and two week reports from outlining through writing through revising with a detailed, usage-based checklist (Checklist Challenge--CC) through final product
- All writing is directed--student is taught step by step what to write, how many paragraphs, what should go into each paragraph, etc.
- One semester in length (18 weeks) if used alone 30-60 minutes per day, depending on level
- Two semesters in length (36 weeks) if used along with a grammar-only program like *Easy Grammar* or *Jensen's Grammar* (not with another language arts program that already includes writing as that would be too much)
- Report and essay content, both in given material for KWO writing and for original assignments, is character, principle, historical, and scientific based (i.e. diligence, honoring authorities, godly missionaries, historic battles and treaties, butterflies, salt, etc.--all related back to character and godly principles)

**When I look at the samples of CQLA, I feel like the spelling, vocabulary, grammar, and even passage content are all too easy for my son in Level A, but I don't think he can handle the writing at Level B since he has not done that much writing. Which level should I get?**

We often hear parents who desire to use CQLA say that their students have had grammar and spelling year after year and are quite adept at both of them; however, these students have not written very much because they have not had a directed program, the program they were using was too vague on writing instructions, etc. Thus, many families who want to use CQLA and have an all-in-one language arts program find that their children have gaps between their grammar level and their writing level (or spelling and writing or a combination).

**What do you do when your children are at various levels in the different areas of language arts?**

Here are some suggestions for bridging those gaps:

1. Remember that there are multiple levels within each level of CQLA. Thus, when you purchase the 6th, 7th, and 8th grade level (Level B), you have the option in each area of language arts (spelling, copying, comprehension, grammar, vocabulary, composition, creative writing, edit-

ing, poetry, etc.) to work either in the Basic, Extension, or Further Extension level.

For example:

- a. If your 6th grader is ready for spelling and grammar at higher levels than he is in writing/composition/editing, you may have him do the Further Extension level work for spelling and grammar, but only the Basic Level work for composition.
- b. If your eighth grader is ready for more advanced grammar but just ready for Extension writing, you may do the Further Extension grammar, along with the optionals, then do the Extension writing.

Of course, he may move up into various levels, move back as needed, etc. all throughout the year, according to the type of assignment, his interest level (writing about an animal is often easier for boys than writing a journal entry, for example).

2. If there is truly a significant gap between spelling/grammar and writing for your student, you might consider one of the following options:
  - a. Get the *Meaningful Composition* program (our composition only book) at the level below where you would put him in CQLA, and do this for a semester (or even for just a month, if needed). For example, suppose your student is ready for Level 13 of CQLA in every area except for composition, you may get him MC Book 4 and have him do that for a month or two, learning how to write sentences, then paragraphs, then multiple paragraphs, Key Word Outlines, Checklist Challenges, and more. In just a month or two, your junior high student will have had remedial instruction in the areas of writing that are most crucial in the beginning stages.
  - b. Get the *Meaningful Composition* program that is one level beneath your student and the CQLA level he is ready for overall (with the writing exception), and have him do all of the CQLA but the writing portions. Have him do the MC writing for remediation, and within a few months, his gap will be greatly lessened.

**I have several friends who want to order CQLA. Someone mentioned that if I am going to order ten or more CQLA's, I should consider becoming a CQLA representative. Is it really as simple as that?**

Become a CQLA Representative!

CQLA fans may now help spread the word about CQLA formally--and make money doing so!

1. A CQLA representative must sign an agreement saying that she will represent CQLA in a positive light, professional manner, and with godly character.
2. A CQLA representative must order at least ten CQLA books per calendar year. This might only be three or four families besides her own, in many cases.
3. A CQLA representative may present CQLA at support group meetings, conventions, living room presentations, one-on-one, or any other opportunity that arises after first contacting TFT to be sure another representative (a TFT family member or other rep) is not already planning to present at that event.
4. A CQLA representative will pay all of her own expenses for traveling, speaking about CQLA, preparing handouts and samples, etc.
5. A CQLA representative will take orders and postal mail those orders (along with payment and shipping costs--see rep's prices below) to TFT. TFT will fill the orders from our warehouse

(rather than the representative having to carry CQLA herself) and ship directly to the customers, as indicated in the orders sent to us by the representative.

6. A CQLA representative may buy CQLA books ahead of time for events or to have in stock to fill orders on the spot. In that case, she would pay shipping then charge shipping to her customers in order to recoup that expense.
7. A CQLA representative may return CQLA books after an event or at any time for a full refund of her purchase price as long as the books are still shrink-wrapped and unused. The representative will be responsible for the shipping - both directions.
8. A CQLA representative may develop her own website using information about CQLA or MC from the TFT website, including samples to be downloaded and printed off.
9. A CQLA representative may use our videos or audios in teaching about CQLA as long as she purchases these for herself. (She may lend these out, host events using them, etc.)
10. For complete details about the CQLA Representative Program, including profit margin and agreement forms, contact TFT.







# Section II: Grammar and Usage

## Section II: Grammar and Usage


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# Chapter 4: Grammar Cards

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## Grammar Card: **Adjective** (Abbreviated: ADJ)

- Describes/modifies:
    - nouns: **meek** person
    - pronouns: She is **kind**. (describes *she*)
  - Usually comes before the word it describes: **meek** person
  - Answers one of these four questions:
    - What kind?** humble
    - Which one?** that, this
    - How many?** a, five
    - Whose?** Mom's, his
  - Predicate adjective (PA)—adjective at the end of a sentence—when following a Be, a Helper, Link verb: She is **kind**. (*kind* follows *is* and describes *she*).
  - Non-descriptive adjectives are articles, adjectives, and pronouns that tell:
    - How many?** a, five
    - Which one?** this, that,
    - Whose?** Mom's, his
- CQLA covers these non-descriptive adjectives like many handbooks do—as articles, pronouns, and possessives.
- Descriptive adjectives tell what kind: **meek** person

 **Try to use the most descriptive adjective each time you use one. Be sure the adjective you choose paints a different—more distinct and vivid—picture than the noun alone does.**


## Grammar Card: **Adverb—Adverbial Clause, Adverb Phrase, or Adverb Opener** (*Ly* clause)

- Clause (group of words **containing** a subject and a verb) that begins with an *ly* word or another adverb but is not a complete sentence alone
- Phrase (group of words **not** containing both a subject and a verb) that begins with an *ly* word or another adverb
- Adverbial clause or phrase at the beginning of a sentence usually requires a comma after it if:
  - It is fairly long: **Joyfully obeying her mom and dad**, Sarah completed the tasks set before her.
  - You hear a definite pause: **Gladly complying**, the boys stacked the wood.
- A one-word adverb opener requires a comma if a pause is heard: **Clearly**, we should be diligent.
- May be removed from a sentence and a “real sentence” will still remain.
- Terms - adverb phrases and adverb clauses are often used interchangeably

 **Place the comma where you hear the pause. The comma may be directly after the adverb (when the sentence's main subject comes next) or after the entire adverbial phrase or clause (when the opener is more than one word) --- just before the “real sentence” begins.**


## Grammar Card: **Adverb** (Abbreviated: ADV)

- Describes/modifies:
  - Verbs: **profusely** thanked (To what extent?)
  - Adjectives: an **unusually** grateful boy (How grateful?)
  - Other adverbs: **extremely** warmly received (To what extent?)
- Remember what adverbs modify:
  - Adverbs**
  - Verbs**
  - Adjectives**
- Answers one of these four questions:
  - How?**                      –**When?**
  - Where?**                   –**To what extent?**
- Often ends in *ly*
- May be in various places in a sentence:
  - Warmly**, she thanked her mother.
  - She **warmly** thanked her mother.
  - She thanked, **warmly**, her mother.
  - She thanked her mother **warmly**.
- Not all adverb placements sound correct; the best sounding placement is often closest to the verb.
- It is easier to spot adverbs if you first find all the verbs.

 **You will know when to use an adverb and when to use an adjective by how the describer sounds (kindly spoke; kind girl).**

## Grammar Card: **Adjectives—Double and Triple Adjectives**

- Two or three adjectives that describe the same noun or pronoun
- Multiple adjectives should be **separated by commas** if:
  - They can be **written in reverse order and still make sense**: red, white, and blue flags or blue, white, and red flags
  - They can have **coordinating conjunctions between them and still make sense**: red, white, and blue flags or red and white and blue flags
  - There is a **series of three or more descriptive adjectives**.
- Multiple adjectives should **not** be separated by commas if they meet one of the two rules below:
  - One adjective is a non-descriptive adjective telling which one: **those pleasant** foods
    - 1) Not those *and* pleasant foods
    - 2) Not pleasant, those foods
  - One adjective is a non-descriptive adjective telling how many: **five healthful** foods
    - 1) Not five *and* healthful foods
    - 2) Not healthful five foods
- If one of the adjectives is non-descriptive, the double adjectives would no longer follow the rules to be separated by commas: The **four beautiful** babies smiled.

 **Do not place commas between multiple adjectives unless you could reverse their order—and the sentence still makes sense. For example, *red, white, and blue* flags or *blue, white, and red* flags--use commas.**

## Grammar Card: Apostrophe

- Shows the **possessive case of nouns**: Mom's book
- **Makes contractions**: wasn't
- **Occasionally used to form plurals**, when needed to avoid confusion:
  - Lowercase letters: a's, b's, c's: You need to rewrite your **a's**.
  - Some capital letters: A's, I's, U's (only when a misreading would otherwise occur)
- Abbreviation pluralizing**: The **M.D.'s** are coming for a convention.
- To **indicate omission**: '90s (1990s)
- A **symbol for feet**: 15'



**Do not use an apostrophe to show possession in a pronoun--it's is a contraction saying it is. Its is a possessive pronoun. An apostrophe is never used to show possession to a pronoun--but it is always used to show possession to a noun. (The exception to this is words that are sometimes indefinite pronouns--other's, one's, etc. CQLA does not treat those as pronouns.)**

## Grammar Card:

### Appositive (Abbreviated: APP)

- Follows the subject and **renames/restates the subject**
- Is nonessential information or introductory material that **can be removed from a sentence with a complete sentence still remaining**.
- Punctuation:
  - One-word appositives usually do not need commas: His brother **John** came early.
  - Two-word-or-longer appositives are set off with commas**: His brother, **John Smith**, came early.
  - No comma follows an appositive if it comes at the end of a sentence; in this case use an end mark: **The late arrival was his brother, John Smith.**
- Various types of clauses and phrases may function as appositives:
  - Subordinate clause:  
**John Smith, who was a late arrival, . . .**
  - Ly phrase:  
**John Smith, simply the late arrival, . . .**
  - Prepositional phrase:  
**John Smith, as the late arrival, . . .**
  - Other:  
**John Smith, proving to be the late arrival, . . .**
- A phrase or clause following a subject that describes rather than renames is usually called an interrupter or non-essential phrase or clause (though they are still punctuated the same).
- Some grammarians call words that restate or rename the verb or object appositives too: He gave his all, **his very best** (renaming the object *all*).
- You will know a word (or words) is an appositive if it can trade places with the word (or words) it is renaming: His brother, **John Smith**, came early. (John Smith, his brother, came early.)



**An appositive should usually be set off with commas and can trade places with the word or phrase it renames.**

## Grammar Card: Capitalization Rules

- **Capitalize all first, last, and important words** in proper nouns
  - Names of people (proper nouns): Donna, Joshua
  - Names of groups of peoples: Pilgrims, French, Indians, Americans
  - Names of God: Jesus, God, Savior, Son
  - References to God: His, Him, the One
  - Titles of books, magazines, booklets, flyers, etc. (major or minor works): *Cloud of Witnesses*
  - Names of documents: Declaration of Independence
  - Names of bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries: Atlantic Ocean, Jefferson Memorial
  - Names of other things that include proper nouns (just the proper noun part): **Indian** summer, **Alaskan** sheepdog, blackeyed **Susan**, etc.
- Other capitalization rules:
  - Any **form of the word I**: I, I'll, I'm
  - The first letter of the **first word in a sentence**: The ball is red.
  - References for people if used in place of the person's name and no noun marker or article precedes the word:
    - 1) Later, **Mother** will read to us. (capital needed; could say *Donna* instead of *mother*)
    - 2) Later, **my** mother will read to us. (no capital needed; could **not** say *my Donna* so no capital is required)
- In proper nouns, capitalize all of the following:
  - First and last words
  - Words three letters or more in length (if not a preposition, article, or pronoun)
  - Three letter prepositions, articles, and pronouns that are important



**When a common noun has a proper noun element in it (black-eyed Susan), capitalize the proper noun element (Susan) but not the common noun elements (black-eyed).**

## Grammar Card: Clauses vs. Sentences

- Clause -- Group of words containing at least one subject and at least one verb
- Two kinds of clauses:
  - Independent (can stand alone; called a complete sentence; called a main clause)
  - Dependent (cannot stand alone; called a subordinate clause)
- Each dependent clause can be combined with another clause (or many clauses) to make a longer sentence (as long as the whole sentence contains at least one independent clause).
- A sentence contains five things (CAVES):
  - C**apital at beginning
  - A**ll makes sense
  - V**erb (Action, Infinitive, or BHL verb)
  - E**nd mark (period, question mark, or exclamation mark)
  - S**ubject (who or what the sentence is about)






Grammar Card: **Comma Usage Chart** (page 1 of 4)---When to Use Commas

Rule	Usage	Rule	Usage
<ul style="list-style-type: none"> <li>•To separate a series of things, ideas, phrases, clauses</li> </ul>	<p>Pick up some milk<sub>1</sub>, bread<sub>1</sub>, and fruit. We will go to the library<sub>1</sub>, stop at the store<sub>1</sub>, and mail this card.</p>	<ul style="list-style-type: none"> <li>•To join two complete sentences (independent clauses) with a coordinating conjunction--cc</li> </ul>	<p>We will arrive before dessert<sub>1</sub>, <b>and</b> we will stay for coffee. We will arrive late<sub>1</sub>, <b>but</b> we will be there in time for dessert.</p>
<p> In order to keep your sentence from looking like there is one thing and then a group of two things, (milk, bread and fruit), put the final comma before the <i>and</i> (milk, bread, and fruit).</p>		<p> Both sides of the coordinating conjunction (cc) must contain a complete sentence (or independent clause) when using a comma cc (, cc) to join them. (This format is indicated with these abbreviations: CS, CC CS.)</p>	
<ul style="list-style-type: none"> <li>•To separate items in dates</li> </ul>	<p>June 14<sub>1</sub>, 1963 I was married on June 13<sub>1</sub>, 1981<sub>1</sub>, in a quaint, country church</p>	<ul style="list-style-type: none"> <li>•To separate two or more descriptive adjectives</li> </ul>	<p>It was a snowy<sub>1</sub>, brisk day. It was a hot<sub>1</sub>, humid day.</p>
<p> Place a comma following a <i>complete date</i> in the middle of a sentence.</p>		<p> Rule of Thumb #1: Place a comma between adjectives that could be placed in reverse order and still make sense: It was a hot summer day. (No comma needed.) Not: It was a summer hot day. Cannot be reversed.</p>	
<ul style="list-style-type: none"> <li>•To separate items in an address</li> </ul>	<p>Our address is 6456 E US 224<sub>1</sub>, Craigville<sub>1</sub>, Indiana<sub>1</sub>, 46731.</p>	<p> Rule of Thumb #2: Place a comma between adjectives that could have an <i>and</i> in place of the comma. Do not place it where an <i>and</i> could not go: It was a hot, humid summer day. Not: It was a hot, humid and summer day. No comma needed between humid and summer</p>	
<p> When writing an address within a sentence, place a comma between any items in it that usually have a comma between them on an envelope--and place a comma between items that are on different lines of an envelope.</p>			
<ul style="list-style-type: none"> <li>•To show when another level of numbers has been reached (i.e. between hundreds and thousands)</li> </ul>	<p>123,568 450,800,200</p>	<ul style="list-style-type: none"> <li>•To set off interjections</li> </ul>	<p>Yes<sub>1</sub>, it was a hot day No<sub>1</sub>, it did not arrive.</p>
<p> Place a comma every third number from the right, except in years (2006). This distinguishes hundreds, thousands, millions, etc.</p>		<p> Place a comma where you hear a pause when reading aloud. This includes following most interjections (though an exclamation mark could be used in place of the comma if warranted).</p>	
<ul style="list-style-type: none"> <li>•To set off a conjunctive adverb CA (known as an interrupter)</li> </ul>	<p>We will<sub>1</sub>, <b>however</b><sub>1</sub>, arrive before dessert. We should have<sub>1</sub>, <b>say</b><sub>1</sub>, ten people there by nine. I don't see her<sub>1</sub>, <b>however</b><sub>1</sub>, anywhere in the back room.</p>	<ul style="list-style-type: none"> <li>•To set off an appositive (renamer)</li> </ul>	<p>The teacher<sub>1</sub>, <b>Mr. Reish</b><sub>1</sub>, gave them their speech assignments. Mr. Reish<sub>1</sub>, <b>the teacher</b><sub>1</sub>, gave them their speech assignments.</p>
<p> When a conjunctive adverb is in the middle of a sentence ("interrupting" it), commas surround the conjunctive adverb. (This format is indicated in the abbreviation FRAG, CA, FRAG.) When a conjunctive adverb is in the middle of <i>two complete sentences</i> (not just interrupting one sentence), then a semicolon should be used instead of a comma <i>before</i> the conjunctive adverb (or interrupter): We will be there; <u>however</u>, we will be late. (This format is indicated in the abbreviation CS; CA, CS.)</p>		<p> An appositive can trade places with the word(s) it renames. It is set off with commas unless it is a one-word appositive: My sister Tami is editing.</p>	

## Grammar Card: Comma Usage Chart (page 2 of 4)---When to Use Commas

Rule	Usage	Rule	Usage
<ul style="list-style-type: none"> <li>To set off a prepositional phrase opener</li> </ul>	<p><b>After five days of praying</b><sub>1</sub> the answer came through.</p> <p><b>In May of 2005</b><sub>1</sub> we went to Florida.</p>	<ul style="list-style-type: none"> <li>To avoid confusion in sentences containing short sentence openers.</li> </ul>	<p>To Wong<sub>1</sub> Kim was a beautiful girl.</p>
	<p><b>Place a comma following a double prepositional phrase opener (After five days of praying), after a short prepositional phrase containing a date, after a prepositional phrase opener of five words or more, or whenever you hear a pause following a short prepositional phrase opener.</b></p>	<p> Remember that one of the uses for commas is to provide clarity.</p>	
<ul style="list-style-type: none"> <li>To set off a subordinate clause opener</li> </ul>	<p><b>When she came to town</b><sub>1</sub> we went to the museum.</p> <p><b>If we want to have more faith</b><sub>1</sub> we have to read God's Word.</p>	<ul style="list-style-type: none"> <li>Following an adverbial phrase at the beginning of a sentence</li> </ul>	<p>Frequently heeding advice<sub>1</sub> the students gained wisdom.</p> <p>Occasionally<sub>1</sub> the people broke into song.</p>
	<p> When you start a sentence with a subordinate clause, put a comma in where you hear the pause.</p>	<p> If a subject comes directly after the adverb, the opener is usually just an adverb opener and a comma should come directly after the adverb (Occasionally<sub>1</sub> the people...); if other words follow the adverb (and the subject of the sentence is much later), then the comma will not come until the entire adverb phrase or clause opener ends---just before the subject of the sentence (Frequently heeding the Lord's advice<sub>1</sub> the disciples...).</p>	
<ul style="list-style-type: none"> <li>To set off dialogue</li> </ul>	<p>She said<sub>1</sub> "I hope you can at least come for dessert."</p> <p>"Live for others<sub>1</sub>" said Mr. Jones.</p>	<ul style="list-style-type: none"> <li>To separate non-essential material between a subject and a verb</li> </ul>	<p>The speaker, though animated in his presentation, lacked content.</p>
	<p> A comma always follows a speech tag that is at the beginning of the sentence (unless the speech tag is a complete sentence that could stand alone -- then use a colon). A comma is also used following a quote when the speech tag comes at the end and the quote is a declarative sentence.</p>	<p> You will know an item is non-essential (or non-restrictive) when you can remove it from the sentence and the remaining words can stand alone as a sentence.</p>	
<ul style="list-style-type: none"> <li>To set off a direct address</li> </ul>	<p>Joe<sub>1</sub> watch out!</p> <p>Carly<sub>1</sub> come here.</p> <p>Sir<sub>1</sub> here I am.</p>	<ul style="list-style-type: none"> <li>To separate two of the same words that might cause confusion or sound stilted when read aloud without a pause</li> </ul>	<p>She strolled in<sub>1</sub> in her usual manner.</p>
	<p> A comma always follows a direct address. These are sometimes considered interjections.</p>	<p> This occurs anytime you have the same word in a sentence side by side.</p>	
<ul style="list-style-type: none"> <li>Following a salutation in a friendly letter</li> </ul>	<p>Dear Ray<sub>1</sub></p> <p>Dear Grandma Marge<sub>1</sub></p> <p>Dear Friend<sub>1</sub></p>		
	<p> The first letter of all words in a greeting/salutation should be capitalized, whether they are proper nouns or not (unless they are pronouns, articles, or prepositions of three letters or less)--just like in titles.</p>		
<ul style="list-style-type: none"> <li>Following a closing of a letter</li> </ul>	<p>Yours truly<sub>1</sub></p> <p>Sincerely yours<sub>1</sub></p>		
	<p> The first letter of only the first word in a closing should be capitalized--remaining words should be capitalized only if they are proper nouns.</p>		

Grammar Card: **Comma Usage Chart** (page 3 of 4)---When to Use Commas


Rule	Usage	Rule	Usage
<ul style="list-style-type: none"> <li>To set off non-essential information at the end of a sentence--especially when it is a <i>which</i> clause.</li> </ul>	<p>We should yield our rights and submit to others, <b>which are both ways to show respect.</b> (<i>which</i> clause at end)</p> <p>We should yield the rights <b>that we think we should have.</b> (No comma before <i>that</i>.)</p>	<ul style="list-style-type: none"> <li>To set off introductory material of all kinds:                             <ul style="list-style-type: none"> <li>-A subordinate clause opener: <b>When the spider's victims are in these challenging positions</b>, they are dinner for sure!</li> <li>-A prepositional phrase opener: <b>From these traps and snares</b>, their prey seldom escape.</li> <li>-An <i>ing</i> opener: <b>Acting via traps and snares</b>, they trap prey easily.</li> <li>-An <i>ed</i> opener: <b>Designed individually for each family of spider</b>, a web is truly a work of art.</li> <li>-A short PP that requires a comma: <b>From this</b>, the prey cannot get loose.</li> <li>-A transition word or phrase: <b>Next</b>, it designs a temporary spiral of non-sticky silk to act as basting.</li> <li>-An <i>ly</i> word (adverb): <b>Amazingly</b>, it produces silk threads from special glands in its abdomen.</li> <li>-An <i>ly</i> phrase or clause followed by a comma: <b>Slowly backtracking</b>, the spider creates a spiral of sticky silk.</li> <li>-A conjunctive adverb: <b>Henceforth</b>, it cannot escape.</li> <li>-An interjection: <b>Yes</b>, the spider is a stealthy creature.</li> <li>-Other non-essential material of your choice: <b>From there</b>, it has no way of escape.</li> </ul> </li> </ul>	
<p> Usually a comma is not needed when a subordinate clause is at the end of a sentence unless the subordinate clause is used as a parenthetical statement and you hear a definite pause (such as in a "which" clause).</p>			
<ul style="list-style-type: none"> <li>To set off non-essential information in the middle of a sentence</li> </ul>	<p>In marriage, <b>because we are to be one</b>, we should yield our rights.</p>		
<p> Listen for a pause with non-essential information in the middle of a sentence. Again, if the non-essential information could be removed from the sentence and a complete sentence would remain, it should have commas surrounding it.</p>			
<ul style="list-style-type: none"> <li>Following the abbreviation <i>etc.</i></li> </ul>	<p>I have to do my math, spelling, history, etc., before I leave.</p>		
<p> No comma follows <i>etc.</i> if it is at the end of a sentence, and the period abbreviating <i>etc.</i> also becomes the period for the entire sentence. (A sentence never ends with two periods in a row.)</p>			
<ul style="list-style-type: none"> <li>To separate a split quotation</li> </ul>	<p>"He is," she said, "coming by six."</p>		
<p> You will know you have written a split quote when you can mentally remove the speech tag and the words remaining comprise just one sentence.</p>		<p> Listen for the pause following introductory material--as you read the sentence aloud. A sentence with a true sentence opener could stand alone if the opener were removed.</p>	

Grammar Card: **Comma Usage Chart** (page 4 of 4)---When **Not** to Use Commas

Rule	Usage	Rule	Usage
<ul style="list-style-type: none"> <li>Do <b>not</b> separate a verb and its object or complement with a comma</li> </ul>	<p>Incorrect: Mrs. Grass will <b>be, the</b> company's new director of marketing.</p>	<ul style="list-style-type: none"> <li>Do <b>not</b> use a comma between two independent clauses that are not joined by a coordinating conjunction. Use a semicolon, a colon, a dash, or start a new sentence.</li> </ul>	<p>Correct: She was surprised by his response; she expected him to be happy.</p> <p>Incorrect: She was surprised by his response, she expected him to be happy.</p>
<p><b>🔑</b> There should never be a comma between the subject and its verb or the verb and its object/predicate nominative. A pause is never heard there, so a comma never goes there.</p>		<p><b>🔑</b> Compound sentences are created by using a comma-coordinating conjunction (comma-FANBOYS) or a semicolon between two complete sentences (two independent clauses). A comma <u>only</u> should never be used to combine two sentences into one. This would create a comma splice, also called a run-on sentence.</p>	
<ul style="list-style-type: none"> <li>Do <b>not</b> separate an adjective from a noun that follows it with a comma.</li> </ul>	<p>Incorrect: The project requires a highly motivated, research-oriented, cost-conscious, manager.</p>	<p><b>🔑</b> Two of the most common ways to create a compound sentence:</p>	
<p><b>🔑</b> Commas are used to separate descriptive adjectives from each other, but never to separate a descriptive adjective from the item it describes. Just treat this as if there is one adjective and one describer: the pretty dog (never the pretty, dog) even if your phrase was the long-eared, yappy, pretty dog).</p>		<p>1. CS, cc CS      She was surprised by his response, for she expected him to be happy.</p> <p>2. CS; CS          She was surprised by his response; she expected him to be happy.</p>	
<ul style="list-style-type: none"> <li>Do <b>not</b> separate a noun and a prepositional phrase that follows it with a comma unless it is non-essential intervening material.</li> </ul>	<p>Incorrect: The <b>leaders, of the company</b> announce layoffs beginning this week.</p>	<ul style="list-style-type: none"> <li>Do <b>not</b> use a comma before a coordinating conjunction if the compound sentence is short.</li> </ul>	<p><b>Their prices are low and their service is efficient.</b></p>
<p><b>🔑</b> Seldom does a comma follow a noun when a prepositional phrase is next. Again, listen for the pause. Do you hear a pause in <i>the leaders, of the company</i>? No, so do not place a comma. The exception to this is when you have what is called intervening material (or expansion to the subject): The girl, <i>along with her brothers</i>, is coming. (You <u>do</u> place commas around the intervening material <i>along with her brothers</i>--but you do not "count" the intervening material as part of the subject (subject is still <i>girl...is</i>).</p>		<p><b>🔑</b> This is a subjective comma rule. Generally, if two short sentences are joined with a FANBOYS, a comma may be omitted. Some people find it easier to be consistent and not consider the "subjective" comma use as optional.</p>	
<ul style="list-style-type: none"> <li>Do <b>not</b> separate a coordinating conjunction and the following word with a comma</li> </ul>	<p>Incorrect: I shot the ball towards the goal <b>but, it</b> missed.</p>	<ul style="list-style-type: none"> <li>Do <b>not</b> use a comma after introductory material when that introductory material is used as the subject of a sentence.</li> </ul>	<p><b>Whatever Helen decides to do</b> is no concern of mine. (The subject of this sentence is the dependent clause <i>Whatever Helen decides to do</i>.)</p>
<p><b>🔑</b> In a compound sentence joined with a coordinating conjunction, a comma comes before the cc, not after it (CS, CC, CS).</p>		<p><b>🔑</b> Occasionally, an introductory item is not used as a sentence opener but is used as the sentence's subject. When this is the case, no comma is used since a comma is not used between a sentence's main subject and its verb.</p>	
<ul style="list-style-type: none"> <li>Do <b>not</b> separate two words, phrases, or clauses that are joined by a coordinating conjunction.</li> </ul>	<p>Incorrect: These <b>baskets, and those</b> on the shelf need to be sold. (Two subjects)</p>		
<p><b>🔑</b> When a sentence contains two words, phrases, or clauses connected with a coordinating conjunction (FANBOYS), a comma should not be used as well. The coordinating conjunction is all that is needed to join two words, phrases, or clauses (unless the clauses are complete sentences, then a comma-FANBOYS is used to combine them into a compound sentence).</p>			


## Grammar Card: Colon

- Looks like a period with a period above it (:)
- Used to introduce:
  - A list of three or more items--In all of our work, we should always put forth our best: our best effort, our best work, and our best attitude.
  - A subject or topic when a complete sentence is before colon and the first half introduces or anticipates the second half--We have learned in all of our work: best of the best is crucial.
  - A quotation—only when the speech tag is long, detailed, and a complete sentence: The teacher made it clear: “Always put forth your best.”
- Also used in:
  - Business letter salutation--Dear Mr. Jones;
  - Bible references--John 3:16
  - Time-- 4:30 P.M.
- Does not follow:
  - Short speech tags--He said, “Always try your best.” (not he said:)
  - Prepositions--This rule is usually broken on gift cards and envelopes--To: Mom; From: Joshua
  - Verbs--The rules are: no running, etc. (no colon following the verb *are*--the rules are no running... is correct)
- Colon rules are often broken in technical and textbook writing or when lists are given beneath the colon (like in curriculum).

 **A colon should be used to introduce a sentence (one complete sentence on each side of the colon), to introduce a list (not following a verb or preposition though), or to introduce a quote (when a lengthy speech tag not ending in a verb precedes the colon).**

## Grammar Card: Dash

- Shows an abrupt break in thought
- Is similar to parentheses, but is used to **emphasize the words**
- Made with two hyphens before and after a group of words: We should put forth our best--the best of the best--in all.
- May have one word or a phrase, a clause, or a complete sentence following it or contained within it.
- Different than parentheses in that it can be used to set off essential or non-essential information.
- May be used in place of a semicolon or colon when more emphasis is needed.
- May be used to separate an afterthought or an interrupter.
- May be used to correct two sentences into one as a compound sentence when emphasis is desired.

 **A dash is one of the most versatile punctuation marks -- and may be used in place of a comma, parenthesis, colon, semicolon, etc. However, be sure you do not overuse dashes in writing.**

## Grammar Card: Ellipsis Marks

- Indicates an **omission** of one of the following:
  - Remainder of sentence: He was happy but . . .
  - Words of a quotation: He said, “Humility is...”
- Made with **three evenly spaced periods**


## Grammar Card: Conjunctive Adverb

(Abbreviated: CA)

- Included, but not limited to:

however	moreover	also
for example	alas	whatsoever
for instance	wherefore	hence
henceforth	similarly	consequently
in fact	therefore	nonetheless
nevertheless	thus	in comparison
furthermore	in spite of	likewise

in addition to
- **Requires punctuation (if you hear a pause) on both sides of the CA when it is non-essential information:**
  - We<sub>1</sub> **however**<sub>2</sub> desperately need help.
  - We desperately need help<sub>1</sub> **however**<sub>2</sub>.
  - However**<sub>1</sub> we desperately need help.
- Use a semicolon before a conjunctive adverb when the CA is the beginning of a complete sentence:
  - We try to be independent; **however**, we desperately need help. (The semicolon before the CA is used to join two complete sentences or independent clauses; a comma follows the CA.)
- Some grammarians consider other non-essential information to be conjunctive adverbs; others call these interrupting elements or transitional expressions:
  - We should have, **say**, ten people here tonight.
  - We invited Tom and Joe, but we could, **if you desire**, also include Steve.
  - You can come at noon, or you could, **if more convenient**, come at one.
- Whenever a word is used in an essential way (regardless of whether it is a conjunctive adverb, subordinator, preposition, etc.), do not set it off with commas unless needed for clarity or readability.
- Non-essential information (material that is not needed to make a sentence a complete sentence) should always be set off with commas

 **Conjunctive adverbs are nearly always surrounded with punctuation, usually commas. However, if each side of the conjunctive adverb has a complete sentence, then you will put a semicolon before the conjunctive adverb and a comma following it. (Capitalizing the first letter of the CA and start a new sentence all together is also acceptable punctuation.)**

## Grammar Card: Dates

- Use a comma:
  - **After the day** when writing dates: Sunday<sub>1</sub>, January 22
  - **After the date**: August 26<sub>1</sub>, 1832
  - **After the whole date when it is written within a sentence**: On Sunday, August 26, 1832<sub>1</sub>, Adam Clarke passed away.
  - **When a phrase or clause begins a sentence, use a comma** after the year when only the year is given: In 2001<sub>1</sub>, we went to Knoxville.
- Do not use a comma:
  - After a partial date in the middle of a sentence: It was August 1832 when Adam Clarke passed away.
  - When only the year is used later in the sentence: We went to Knoxville in 2001 in our camper.





## Grammar Card: Coordinating Conjunction

(Abbreviated cc)

- Used to join two words, phrases, clauses, or complete sentences:
  - The *Spelling Notebook* and Grammar Cards
  - They arrived early, and they helped us finish.
- Memorize by using an acronym:  
For  
And  
Nor  
But  
Or  
Yet  
So
- A comma comes before a cc when a cc is in the middle of a sentence and has a complete sentence on both sides of it (creating a compound sentence): She was reliable, and he was helpful.
- When joining two very short sentences with a cc, you can omit the comma if it is clear what each half means without it (optional):
  - She is coming and he is coming too.
  - Pray for us and we will pray for you.
- Do not use a comma when a cc is in the middle of a sentence, but it does not have a complete sentence on both sides of it:
  - The lower state courts hear a variety of minor criminal **and** civil cases. (No comma is needed since *civil cases* is not a complete sentence.)
- Use a comma when the cc--and comes before the last item in a series of three or more items: Each state court system is comprised of the courts of general jurisdiction, the appellate courts, **and** the state supreme court.
- Correlative conjunctions are made up of a coordinating conjunction and a correlating word, such as the following:


both/and	either/or	neither/nor
whether/or	just as/so	not only/but also
- When you use correlative conjunctions, you will normally not use punctuation:
  - Both he and she are coming.
  - Either Sue or Bob must lead the meeting.
  - Neither bacon nor ham was suitable for them.

 You can remember coordinating conjunctions (cc's) if you remember FANBOYS (for, and, nor, but, or, yet, so).

 When you put a comma cc between two groups of words, each side of the comma cc must be a complete sentence. This is one way of creating a compound sentence. (If a compound sentence is not created, just use a cc--without the comma before it.)


## Grammar Card: Hyphenated Word

- A hyphen is used to form the following:
  - A **two-or-more-word adjective**: God-fearing
  - Any **two-word number between twenty-one and ninety-nine**: forty-one
  - Extended family relationship**: brother-in-law
- If the first part of a hyphenated word needs to be made plural, add s to that word:
  - brothers-in-law
  - Exception: great-grandmothers

 If a two-word adjective is already an established two-word noun, do not hyphenate it when it is used as an adjective: She went to the little league game.

## Grammar Card: Degrees of Comparison


- Positive:
  - Adjective
  - Used to **describe** an item: **humble**
- Comparative:
  - Used to **compare two items**
  - Includes: **better, more, lesser**, and other **er** words (humbler)
- Superlative:
  - Used to **compare three or more items**
  - Includes: **best, most, least**, and other **est** words (humblest)
- Use **more or most** instead of *er* or *est*:
  - When a word is **three syllables or more**: (more beautiful)
  - When a word **sounds awkward** with *er* or *est*: more honest--not honester (When in doubt, consult the dictionary.)
- Use **fewer for plural nouns** (fewer dogs than cats); use **less for singular nouns** (less effort was required).

 Use *er, more, lesser, fewer* with two items or two groups: The more beautiful art was created before 1900. (Comparing two groups of art--before 1900 and after 1900.)

 Use *est, most, least, fewest* with three items or groups or more: The most beautiful art was created in the early 1900s. (Comparing the art in the early 1900s (one) to all others (many).)

## Grammar Card: Direct Object (Abbreviated: DO)


- Usually a naming word **following an action verb** (not following a Be, a Helper, Link verb):
  - Noun: He **called the boy**.
  - A group of words: He **called the largest group ever**.
  - A pronoun: She **introduced him**.
- Answers the questions:
  - To whom? (but only when there is **not** an indirect object telling to whom)
  - To what?
  - To where?
- Tells to **what or to whom the verb did its action**:
  - He wrote **the letter**. (He wrote what?)
  - She stopped **the flood**. (She stopped what?)
  - They wrote **him**. (They wrote whom?)
- Direct objects are not found in prepositional phrases, nor are they prepositional phrases: She went **to her Savior**. (*To her Savior* is a prepositional phrase.)
- When a pronoun is used for a DO, **it must be written in the objective case**: He wrote **her**. (Not: He wrote she.)

 99% of all pronouns at the end of words are in the objective case. Unless the pronoun follows a BHL verb (it is *she*) or the word *than* (taller than *she*), use the objective case of the pronoun at the end of a sentence: He called **her** (not he called *she*).

## Grammar Card:

### Indirect Object (Abbreviated: IO)

- Tells to whom or for whom something is done:
  - He wrote **Cami** the letter. (Letter is a DO; Cami is an IO.)
  - She gave the **dog** its collar. (Collar is a DO; dog is an IO.)
- Usually comes between an action verb and the verb's direct object (DO)
- **A sentence must have a direct object in order to have an indirect object**
- When a pronoun is used for an IO, it **must be written in the objective case**: He wrote **her** the letter. (Not: He wrote *she* the letter.)

 You must have a direct object in order to have an indirect object. Do not be so concerned with the names of the grammar items as much as with proper usage. 99% of all pronouns at the end of words are in the objective case. Unless the pronoun follows a BHL verb (it is *she*) or the word *than* (taller than *she*), use the objective case of pronouns at or near the ends of sentences: He gave *her* the gift. (*Her* is the indirect object; *gift* is the direct object.)

## Grammar Card: Interjection

- A word interjected or added to a sentence
- Memorize the **rhyme** for learning interjections:  
**My, well, oh**  
**Wow, yes, no!**
- **Follow an interjection with a comma** when you hear a pause after the interjection: **Yes**, our teacher wants us to be diligent.
- When the interjection shows excitement, follow an interjection with an exclamation mark, then use a capital letter for the next word, since you will be starting a new sentence: **Wow!** The Bible is so interesting.
- Other words that are not “true” interjections may be considered interjections, as well, such as *man, plus, lo*, etc.
- Some hand-books even consider direct addresses at the beginning of sentences to be interjections (**Sue**, please see me after class).

## Grammar Card: Introductory Material

- **A phrase, word, or clause at the beginning of a sentence that is not needed to make a sentence complete:**
  - Much later**, they arrived at our door.
  - Without further ado**, he gave his speech.
- Read aloud and place a comma where you hear the pause
- **A pause may occur following any introductory material that is non-essential:**

conjunctive adverbs	longer PP's*	two PP's in a row*
<i>ed</i> openers	<i>ly</i> openers	verbal openers
infinitive openers	short PP's*	others
interjections	sub clauses	

\* PP's = prepositional phrases

- Introductory material may be removed from a sentence and a complete sentence will remain.
  - A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure.
  - A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
  - An *ing* opener: **Acting via traps and snares**, they trap prey easily.
  - An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.

## Grammar Card: Lie/Lay

- **Lie is used when the subject does the action to itself** and no object follows it—I am going to **lie** down to take a nap. (*Down* is an adverb, not an object.)
- Forms of lie: **lie, lay, lain, lying**
- **Lay is used when the action is done to something** and that object follows it -- **Lay** the *book* on the table. (The object (the book) that answers “Lay what?” follows the verb.)
- Forms of lay: **lay, laid, laid, laying**



Remember this rhyme:

Lie and rise have I, and sit does too.

These are all words that I alone can do.

Lay, set, and raise are words that you choose

When each has an object at the end to use.

## Grammar Card:

### Major Works/Minor Works

- **Major works** are names of any of the following:
  - Books**: *The Well-Trained Heart*
  - Magazines**: *Raising the Standard*
  - Encyclopedias**: *World Book*
  - Movie titles**: *Treasures in the Snow*
  - Music collection titles**: *Hymns Triumphant*
- Major works are italicized when typed and underlined when written by hand.
- **Minor works** are names of any of the following:
  - Chapters of books**: “Overcoming Anger”
  - Magazine **articles**: “Speech and Debate in Indiana”
  - Encyclopedia **entries**: “Mammals”
  - Song titles**: “Trust and Obey”
- Minor works are the sub-works within major works
- Minor works are written surrounded by quotation marks
- Words of three letters or less not at the beginning or end of the title and not a verb are not capitalized if they are not important to the title. Example:
  - “Safe in **the Arms of Jesus**” but “Climb, Climb **Up** Sunshine Mountain”
- Usually when a preposition is used as an adverb (up, down, etc.) in a title, it is capitalized even if it is small.



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


## Grammar Card: Noun—Common

- Common nouns include the following:
  - **Person**: girl, boy, baby
  - **Place**: city, playground, yard
  - **Thing**: box, ball, book
  - **Idea**: love, joy, hope
- Often the subject of a sentence; may also be the direct or indirect object or object of the preposition of a sentence



Common nouns are the “common” names of people, places, things, or ideas.

## Grammar Card: Negative Words


- Say **no** or **not** in some way
  - Include: no, not, none, never, hardly, seldom, nothing, nobody, nowhere, no one, nor, neither
  - **Do not use two negative words in one sentence**—this is called a double negative:
    - Correct: I do **not** have **any**.
    - Incorrect: I do **not** have **none**.
  - You may use a negative word in both parts of a compound sentence since each part is a complete sentence: He did **not** have any, *and* she did **not** have any either.
  - You may use two negative words when they are correlative conjunctions: **Neither** she **nor** he knew the answer.
-  **Do not use two negative words in the same independent clause (main sentence or complete sentence); this is called a double negative.**

## Grammar Card: Noun—Plural Noun

- A noun (person, place, thing, or idea) that **shows more than one item**
- Nouns are made plural in various ways:
  1. **Change the spelling** of the word entirely: woman—women
  2. Do **not change anything** in the word: sheep—sheep
  3. **Add es** to words ending in *sh, z, ch, x,* or *s*: ash—ashes
  4. Words ending in *y* have their own rules for making plural words:
    - a. When a word **ends in vowel + y**, **just add s**: joy—joys
    - b. When a word **ends in a consonant + y**, change the *y* to *i* then add *es*: cry—cries
  5. When a word **ends in o**, one of these three rules apply:
    - a. If it **ends in a consonant + o (and it is not a music related word)**, **add es**: tornado—tornadoes
    - b. If it **ends in a vowel + o**, **just add s**: radio—radios
    - c. If it **ends in o and it is a music related words**, **just add s**: piano—pianos
  6. When a word ends in *f*, you usually **change the f to a v**, then **add es**:
    - a. Half—halves
    - b. Exception: roof—roofs
  7. If none of these rules apply, just add *s* to the word


## Grammar Card: Pronouns—Personal and Possessive Pronoun Chart

		Singular	Plural
1st Person	Subject	I	we
	Object	me	us
	Possessive	my, mine	our, ours
2nd Person	Subject	you	you
	Object	you	you
	Possessive	your, yours	your, yours
3rd Person	Subject	he, she, it	they
	Object	him, her, it	them
	Possessive	his, her, hers, its	their, theirs

 Pronouns do not show possession with an apostrophe: *it's* is a contraction meaning *it is*; *its* is the possessive of *it*.

## Grammar Card: Noun—Possessive Noun

- A **noun** (person, place, thing, idea) **that owns something**
- When someone owns something, we say he possesses it; thus, a **possessive noun is a noun that owns something**
- To make a noun possessive, **first write the noun, then apply one of the following rules**:
  1. For a word not ending in *s*, add *'s* to it: Gabe—Gabe's name
  2. For a word already ending in *s*, add an apostrophe (*'*) on the outside of the *s*: Sis—Sis' name
- When two people possess the same thing, just show possession to the last one: Jake and Josiah's dog is Barney.
- When two people each own an object, show possession to each one: Jake's and Josiah's uniforms are dirty.


 **Write the noun first (spelled however it is -- singular, plural, ending in s, etc.), then show possession -- add 's if the word does not end in s; add ' on the outside of the s that is there if the word ends in s already.**

## Grammar Card: Noun—Proper Noun

- Noun that **names a specific person, place, or thing—the proper name of a common noun**.
- All first words, last words, and important words are capitalized in proper nouns: *Through Gates of Splendor*
- Generally, words that are not at the beginning or end of a title that are prepositions, articles, or pronouns of three letters or less are not capitalized.
- Proper nouns include:
  - Names of **groups of people or nationalities**: Irish
  - A person's **name**: Donna
  - Names of **battles/wars**: World War II
  - Days, months, holidays**: June, Christmas
  - Titles**—songs, books, movies, etc.: *God's Smuggler*
  - Names of **organizations**: Training for Triumph
  - Names of God**: Lord
  - References to God**: Him
  - Names of **places**: Indiana
  - Names of **bodies of water, mountains, landmarks, ships, memorials, buildings, cities, states, streets, countries**: Atlantic Ocean, Jefferson Memorial


## Grammar Card: Noun Marker (Article)

- **Word before a noun that "marks" the noun**
- Word that shows a noun is coming: **a**, **an**, and **the**
- Rules for *a* and *an*:
  1. Use *a* when the word directly following the article begins with a consonant **sound**: **a** Bible, **a** unique dog, **a** horse
  2. Use *an* when the word directly following the article begins with a vowel **sound**: **an** honor, **an** elephant, **an** enthusiastic person
- It does not matter what **letter** the word following the article begins with; the **sound** of the next letter determines which marker to use

 **Whether to use a or an is not based on the letter that follows the article, but is based on the sound of that letter. For example: an honor but a happy feeling.**

## Grammar Card: Numbers/Number Words

- Write a **number with words** when:
  - Writing requires **two words or fewer**: twenty, thirty, fifteen thousand, eight billion
  - Beginning a sentence** (regardless of number of words): Three hundred fifty-five people came.
  - Ending a sentence** (regardless of number of words): The total was three hundred fifty-five.
- Write a **number with numerals** when:
  - It takes **three or more words** to write it: 125, 389,000
  - Scientific, statistical, measurement**: 5 yards, 6 cubits, 13 acres
  - Time**: 4:30 P.M.
  - Page numbers**: Turn to page 6
  - Scripture references**: John 3:16
  - Addresses**: 1560 River Road
  - Series of numbers**: It was 82 degrees yesterday and 56 degrees Wednesday.
- Use whichever seems best for situations involving money: \$13.86 or thirteen dollars and eighty-six cents. (An *and* should be used to indicate a decimal point.)
- Use a hyphen to write out two-word numbers between twenty-one and ninety-nine: twenty-one, eighty-four

 **When describing numbers, use the word *fewer*, not *less*. For example: This aisle is for customers with ten items or fewer.**


## Grammar Card: Paragraphs--OCCTI

- A good paragraph should contain five things:

**O**pening sentence  
**C**losing sentence  
**C**ontent all the same subject  
**T**hree or more sentences in length  
**I**ndented

## Grammar Card: Past/Passed

- **Past** is an adverb used to mean *by* or *beside* or a preposition that shows where something is in relation to something else.
- **Passed** is the form of the verb *pass* and is used to show:
  1. When a subject has succeeded in something: He **passed** the class.
  2. When a subject moves around something: He **passed** all the other cars.
- Generally, do not use *passed* when you already have an action verb:
  1. He drove **past** the house. (*Drove* is the action verb; *past* is the preposition describing where he drove.)
  2. He **passed** the house. (The verb *passed* is the action verb.)

 **Ask yourself if the word is a verb (*pass*) or describer/preposition (*past*). If the sentence already contains a main action verb (*drove, walk, went, etc.*), you probably need the adverb or preposition *past*: He **drove past** the gate. If the sentence does **not** already contain a main action verb, you probably need a form of the verb *pass*: She **passed** the test with flying colors.**

## Grammar Card: Parallelism—Writing with Items in a Series


- Use commas to separate items in a series of three or more, with the last comma before the word *and* or *or*.
- All items in series must be all of the following:
  1. The **same type** of word:  
Those who wish to help others will do so *compassionately, wisely, and humbly*. (adverbs)
  2. In the **same form**:  
We should help others with our strength, through our concern, and from our hearts. (prepositional phrases)
  3. In **agreement with the subject**:  
Helpful people like to reach out, lift up, and encourage. (verbs)
  4. **Balanced**:  
Helpful people leave a mark, an encouragement, and a relief. (articles or noun markers)

## Grammar Card: Parentheses

- Words in parentheses tell **additional information that does not need emphasis**
- The words **may or may not be a complete sentence**
- Follow these rules for parenthetical items **within** sentences:
  1. Do not capitalize the first word of the item in parentheses unless it is a proper noun, quote, etc.: Our office is open late (we're open until nine) on Thursdays and Saturdays.
  2. Do not use a period before the closing parenthesis except with an abbreviation: She became agitated (very much so) after the treatment.
  3. Do not use a question mark or an exclamation point before the closing parenthesis unless it applies only to the parenthetical element and the sentence ends with a different mark of punctuation: John Smith (do you know him?) will be speaking.
- If a parenthetical element is a complete sentence between sentences, you may capitalize and punctuate it by itself: Our office is open late on Thursdays. (We're open until nine.) The other days we close at five.
- Used for non-essential information only. Words that need emphasized should be set off with dashes, not parentheses.

## Grammar Card: Subjective vs. Objective Case

- Subjective case of pronouns: I, he, she, they, we, who, you
- Objective case of pronouns: me, him, her, them, us, whom, you
- Use **subjective case when written in subject form**: I left; she worked; he called; they cried.
- Use **objective case writing in object form**—at the end of a sentence: to her; from him; before me, etc.
- If the object follows a Be, a Helper, Link verb, use subjective case:  
–This is she. (Not: *This is her, she* is a predicate nominative.)

 **99% of all pronouns at the end of words are in the objective case. Unless the pronoun follows a BHL verb (it is she) or the word *than* (taller than she), use the objective case of a pronoun at the end of a sentence: He called *her* (not he called *she*).**



## Grammar Card: Predicate Nominative

(Abbreviated: PN)

- A noun, pronoun, or group of words that follows a Be, a Helper, Link verb
- Found in the predicate part of the sentence (last half)
- May be one word or a group of words:
  - The teacher is **the new lady up front**.
  - Dad is **Ray**.
  - This is **she**.
- Often confused with direct objects that are found in the same spot and have a similar function, but follow only *action* verbs: She *called* **Ray**. (Ray is a DO here.)
- One way to distinguish a predicate nominative from a direct object is that the predicate nominative can usually be switched with the subject and still make sense:
  - She is here*.
  - Here is she*. (Though you probably would not write a sentence in this way)
- **Renames or restates** the subject: The *pastor* is *Mr. Jones*.
- Pronouns that are used as predicate nominatives must be in the subjective case—unlike direct objects: The *pastor* is **he**. (He is PN.)
- Often confused with indirect objects, in which you always use the objective case, not the subjective case: Donna gave **him** a book. (Him is an IO.)



**Predicate nominatives only follow BHL verbs, not action verbs. An object that follows an action verb is a direct or indirect object, not a predicate nominative. A predicate nominative can be switched with the subject and still make sense. For example: *The teacher is Mr. Reish*. *Mr. Reish is the teacher*.**

## Grammar Card: Preposition or Not

- Basically, when you have a preposition near a verb, and it does not have words following it (to be the object of the preposition), that preposition is not a preposition, but is a particle used as another part of speech—usually an adverb.
- Other examples of particles near verbs that are not true prepositions:

blow <b>up</b>	found <b>out</b>	look <b>over</b>	pull <b>through</b>	wore <b>out</b>
bring <b>up</b>	give <b>in</b>	look <b>up</b>	put <b>in for</b>	
broke <b>up</b>	go <b>in for</b>	make <b>up</b>	turn <b>in</b>	
- To + verb is not a preposition; it is a special kind of verb called an infinitive
- It is no longer considered incorrect to end a sentence with a preposition. You should do whatever sounds less stilted:
  - Correct-sounding: I do not know what you are thinking about.
  - Stilted: I do not know about which thing you are thinking.

KEY: Some prepositions act as other parts of speech:

1. She is lying down (*Down* is used as an adverb here.)
2. Before he left for work, she told him. (*Before* is a subordinator here.)
3. They are going to run. (*To run* is a special verb called an infinitive.)

## Grammar Card:

**Preposition** (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two **Preposition-Check Sentences**:
  1. **The girl prayed \_\_\_\_\_ the service.**
  2. **The angel flew \_\_\_\_\_ the clouds.**
- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:
  - The angel flew **about** the clouds.
  - The angel flew **around** the clouds.
  - The girl prayed **at** the service.
  - The girl prayed **before** the service.
- List of prepositions:

aboard	about	above	across	after*
against	along	amid	among	amongst
around	as	aside	at	atop
because of	before*	behind	below	beneath
beside	besides	between	beyond	but
by*	concerning	despite	down	during
except	failing	following	for	from*
in	inside	into	like	near
off	on	onto	opposite	out
outside	past	per	plus	since
than	through	throughout	till	to
toward	under	undereath	until	up
upon	via	with	within	without

\*Each of these words may be a subordinator (if it has a verb within the group of words following it) or a preposition (if it has an object following it).

- **To + verb is not a prepositional phrase; it is a special kind of verb called an infinitive**
- Some prepositions **act as other parts of speech**:
  1. She is lying *down*. (*Down* is an adverb in this sentence.)
  2. *Before* he left for work, she told him. (*Before* is a subordinator in this sentence and has a subject and a verb with it making up a subordinate clause (or dependent clause).
  3. They are going *to run*. (*To run* is a special verb called an infinitive.)
- It is no longer considered incorrect to end a sentence with a preposition. You should do whatever sounds less stilted:
  - Correct-sounding: I do not know what you are thinking about.
  - Stilted: I do not know about which thing you are thinking.




**A word is a preposition if it fits into one of two Preposition-Check Sentences:**

1. **The girl prayed \_\_\_\_\_ the service.**
2. **The angel flew \_\_\_\_\_ the clouds.**

## Grammar Card: Prepositional Phrase Opener

- Place a comma after a prepositional phrase opener in any of these cases:

- The PP is **five words or more**: *In the extremely dark woods*, we found him.
- The PP is **two prepositional phrases in a row**: *In the woods under a rock*, we found the bird.
- The PP is **followed by a definite pause**, or it is needed to make the sentence clear—even if it is short: *To Kim*, Wong was incredible. With that in mind, let us pray.

 Base the inclusion of a comma on the sound of your voice when you read the opener. If your voice goes down, you probably need a comma following the PP opener: *In the event of a fire*, leave the building from the back exits. Remember, the main subject of the sentence is not in a prepositional phrase.

## Grammar Card: Pronoun (Abbreviated: PRO)

- A word that is used to **take the place of a noun**
- May be in objective or subjective case
- Pronouns include some of the following:

they	them	their	you	this	our
my	I	his	him	yours	we
he	she	her	its	me	that


- Pronouns can be divided into **three main categories**.

- Personal pronouns** are the most commonly used pronouns:

I	you	we	she
me	he	it	us
- Possessive pronouns** show that something belongs to someone:


my	its	their	his
yours	our	her	your
- Other pronouns**:

those	these	this	that
-------	-------	------	------

 When trying to determine which case of a pronoun to use (subjective or objective), say the sentence with only one of the pronouns to make sure it sounds correct: *She gave the gift to him* and *I-she gave the gift; her gave the gift; she gave the gift to him; she gave the gift to he; she gave the gift to I* (wrong); *she gave the gift to me* (right).


## Grammar Card: Predicate Adjective (Abbreviated: PA)

- An adjective in the predicate part of the sentence
- Describes/refers to the subject of the sentence
- Usually follows a Be, a Helper, Link verb:
  - The boy **is** happy. (*Happy* describes boy.)
  - She **feels** isolated. (*Isolated* describes she.)

 Do not use an adverb following a BHL verb. An adjective should be used following a BHL verb—it describes a noun or pronoun before the BHL: *She is kind* (not *kindly*).


## Grammar Card: Predicate Part (Also called a Complete Predicate)

- The part of a sentence that has the verb(s) and its modifiers, describers, prepositional phrases, etc.
- Is usually the last half of the sentence
- Begins with a verb or an adverb that modifies the verb:
  - The boy | *gave his brother a gift*.
  - The boy | *generously gave his brother a gift*.

 In order to divide between the subject part and predicate part more easily, you must think in terms of two halves of a sentence. The first half is the introductory material, the sentence's main subject, and any information with the main subject. The second half begins with either the sentence's main verb or an adverb modifying the main verb. For example: (In the beginning) (of the world,) the Creator (of all things) | lovingly created man and woman to be together in marriage. (The two sentence openers *In the beginning* and *of the world* (two pp openers), then the main subject (*the Creator*), then the prepositional phrase that goes with the main subject (*of all things*) are all part of the subject part—all of that goes with the main subject. Then the adverb *lovingly* (which goes with the verb *created*) is the beginning of the predicate part as it goes with the sentence's main verb. It is imperative to learn that the "real sentence"—the independent clause—begins after any openers.

## Grammar Card: Pronouns—Possessive Pronouns

- A pronoun (word that takes the place of a noun) that shows possession or ownership—hers, his, ours, its, theirs
- To write a possessive pronoun, just add **s** to the end of the pronoun (unless it already ends in s)
- Never use an apostrophe with a possessive pronoun. In some cases, this would make a contraction:
  - She thought the rights were **hers**. (not her's)
  - The dog lost **its** collar. (Not *it's*, which is a contraction of *it is*)

 Never add an apostrophe to show possession to a pronoun. (*Its* is the possessive form of *it*; *it's* is the contraction *it is*.) Always use an apostrophe to show possession to a noun (girl's).

## Grammar Card: Prepositional Phrase (Abbreviated: PP)

- A prepositional phrase is a phrase that begins with a preposition and ends with an object of the preposition:
  - The angel flew **over** the cloud (*Cloud* is the object of the preposition *over*.)
  - The girl prayed **during** the service (*Service* is the object of the preposition *during*.)
- Differences between a subordinate clause and a prepositional phrase:
  - A phrase **does not** have a subject and verb: before the morning
  - A clause **does** have a subject and verb: before the morning sun rose

## Grammar Card: Pronouns—Indefinite

- A class or group of pronouns that **does not refer to *he, she they,*** etc. but refer to **groups of people or amounts.**
- Training for Triumph materials do not classify these as pronouns because they are not made possessive in the same way as pronouns are, but are made possessive in the same way nouns are:
  - It is hers. (Pronoun made possessive with no apostrophe)
  - It is the dog's dish. (Noun made possessive with an apostrophe)
  - **It is not anyone's. (Indefinite pronoun made possessive with an apostrophe, just like nouns are.)**
- Some programs call indefinite pronouns nouns because of the way they are made possessive.
- Verb must agree with the indefinite pronoun, not the object of the prepositional phrase:
  - **Each** (of the boys) *is* nice. (Each is)
  - **Neither** (of his parents) *is* here. (Neither is)
- Singular indefinite pronouns:


another	either	neither	somebody
anybody	everybody	nobody	someone
anyone	everyone	no one	something
anything	everything	nothing	
each	much	one	
- Plural indefinite pronouns:

both	few	many	others
several			

  - **Both** *are* coming.
  - **Many** *have* heard this.
- Singular or plural indefinite pronouns:

all	any	most	none
some			

  - Singular: **All** (of his allowance) *is* gone.  
**Some** (of this book) *is* boring.
  - Plural: **All** (of his clothes) *need* ironed.  
**Some** (of these books) *are* missing.

 Indefinite pronouns cause writers trouble when they are used as the subjects of sentences. Generally speaking, when you have an indefinite pronoun that signifies something singular (another, anybody, someone, each, one, etc.), ignore the intervening material (i.e. phrases between the indefinite pronoun and the verb), and consider the indefinite pronoun to be the subject alone: **Each (of them) is gone. (Each is the subject; is is the verb.)**


## Grammar Card: Quotation Marks—General

- **Used for dialogue, minor works, special words, and partial quotations;** do not use quotation marks for thoughts
- **Always put periods and commas inside quotation marks**
- **Put a question mark or exclamation mark inside the quotation marks only if it is part of a quotation;** otherwise, it should be placed outside the quotation marks:
  - “Is he coming over?” they asked. (Place the question mark inside since it is part of the quotation.)
  - “Watch out!” he exclaimed. (Place the exclamation mark inside since it is part of the quotation.)
- When quotation marks show a partial quotation or a minor work and a comma follows it, **place the comma inside the ending quotation mark:** We should read the “Daily Devotional,” and we should study the Bible.
- When using quotation marks to show a partial quotation or a minor work at the very end of a sentence, **a period may be placed inside the quotation mark**—but not exclamation marks or question marks:
  - I read the “Daily Devotional.”
  - Did you read the “Daily Devotional”? (Place the question mark outside since it is not part of the quotation-- not part of the minor work but part of the entire sentence)
- Put dashes or parentheses inside the quotation marks only if they are part of the quotation
- A final semicolon or colon should be placed outside the quotation marks at all times: He said, “Go on”; the child did.
- Do not use quotation marks for indirect quotes: She said **that** he was born in Missouri. Instead (She said, “He was born in Missouri.”) Indirect quotes are those using the word *that* to indicate that the words are not quoted word-for-word.

 **Periods and commas always go inside ending quotation marks.**

## Grammar Card: Quotation Marks—Single and Double

- Quotation marks are needed within quotation marks when the person speaking quotes another person or uses the name of a minor work.
- **Use single quotation marks for the inner quotation and double ones for the outer quotation.**
- **Single and double quotation marks follow the same punctuation rules:** She said, “We should read the ‘Daily Devotional,’ and we should study our memory work.”
- When a single quotation comes at the beginning or end of a regular quotation, put the single quotation mark closest to the word and the double quotation mark outside the single quotation: Donna said, “We should read the ‘Daily Devotional.’” (Here the single quotation marks indicate the minor work (Daily Devotional—a chapter in a book), and the double quotation marks indicate the words being spoken by Donna.)


 **Do not use single quotation marks without double ones. Single quotation marks should only be used within double quotation marks.**



## Grammar Card: Quotation Marks—Split Quotations

When a quotation is split, follow these guidelines:

- A split quotation is used when the speech tag is put in the middle of a quotation instead of at the beginning or the ending. When this is done, the speech tag should be set off by commas.
  - One comma should be after the first part of the quotation inside the quotation marks. For example: “I think,” she said.
  - One comma should be after the speech tag before the remainder of the quotation. For example: ... she said, “that we should arrive early.”
  - The second half of the split quotation begins with a lower case letter to show that it is still part of the first half not a complete sentence by itself: “I think,” she said, “that we should arrive early.”
- Understanding when to use split quotations involves mentally removing the speech tag to see if only one complete sentence remains. Examples:
  - “I think so,” she said. “We should arrive early.”
    - 1) This quotation consists of two separate sentences:
      - a) I think so.
      - b) We should arrive early.
    - 2) Therefore, you cannot put the speech tag between the two sentences and combine them this would be a run-on sentence (two complete sentences run together).
  - “I think,” she said, “that we should arrive early.”
    - 1) This is one complete sentence and a subordinate clause with a speech tag in the middle it split quotation:
      - a) I think, (complete sentence)
      - b) that we should arrive early. (subordinate clause)
    - 2) Without the speech tag (once it has been mentally removed), you can see that it is really all one sentence: / *think that we should arrive early.*


 **A quotation is only a split quote if you can remove the speech tag in the middle and the remaining words make up only one sentence (not two sentences). If your remaining words are two sentences, start the second half with a capital letter; it is not a split quote.**

## Grammar Card: Quotation Rules—Dialogue

- In all dialogue (conversation), start a new paragraph when each speaker begins speaking, regardless of the length of the quotation.
- Thus, when two people are conversing, each time the speaker changes, begin a new paragraph.


## Grammar Card: Quotations—Speech Tag

- A speech tag (words showing who the speaker is) can precede or follow the quotation:
  - **She said**, “Jesus is meek.”
  - “Jesus is meek,” **she said**.
- Speech tags are not surrounded by quotation marks
- When a speech tag comes at the beginning of a quotation, a comma should follow the speech tag: Father said, “Get all of your jobs done.”
- When a speech tag comes at the end of a quotation, a comma, question mark, or exclamation mark should be placed before the speech tag, inside the ending quotation mark: “Have you read it?” asked Susan.
- Use a comma instead of a period even if a complete sentence (in quotations marks) precedes the speech tag: “I read it,” he said.

 **When a quotation is a declarative sentence (which normally ends with a period) and the speech tag is at the end, the quotation does not end in a period. It ends in a comma. (“Go to bed,” said Mother.) This is because a sentence should not contain two periods (unless an abbreviation with a sentence contains one - Mr., Mrs., etc). In cases with a declarative sentence in a quote with a speech tag at the end, use a comma inside the quotation mark and a period at the end of the entire sentence.**


## Grammar Card: Rise/Raise

- **Rise** is a verb *without* an object following it:
  - Done by the subject of the sentence: The sun rises in the east.
  - Means *to ascend, go upward, or increase*
  - Forms of rise include: **rise, rose, risen, rising**
- **Raise** is a verb *with* an object following it:
  - The subject raises an object: The boy raised his hand.
  - Means *to lift up or cause to go up*
  - Forms of raise include: **raise, raised, raised, raising**

 **Remember this rhyme:**  
Lie and rise have I, and sit does too.  
These are all words that I alone can do.  
Lay, set, and raise are words that you choose  
When each has an object at the end to use.

## Grammar Card: Semicolon

- **Used to combine two complete, related sentences:**
  - Each side must contain a complete sentence
  - Each side must be related to each other and about the same topic:  
We should be grateful to God; we should be grateful to others.
- **Also used to separate items in a series when some items in the series already contain commas**


 **Each side must be a complete sentence (independent clause) in order to combine the two sentences with a semicolon. This is one method of creating a compound sentence.**

## Grammar Card: Semicolon With a Series of Three or More

- Used to divide items in a series of three or more when the items themselves already contain commas due to appositives, double modifiers, etc.

- Example with semicolons--**correct**: Humility, true and deep; sorrow, which causes turning away from sin; and repentance are all desired by God. (Semicolon usage here makes it clear which descriptors go with which items in the series and how many items are in the series.)

- Example with commas only--**incorrect**: Humility, true and deep, sorrow, which causes turning away from sin, and repentance are all desired by God. (Comma usage here does not differentiate between the items in the series and the descriptors. You cannot tell how many items there are in the series.)


 When using semicolons to divide items in a series that have descriptors within the items, be sure the semicolons divide the actual items from each other--not from their descriptors: *Humility, true and deep; sorrow, which causes turning away from sin; and repentance* are all desired from God. (The items in the series are *humility, sorrow, and repentance*.)

## Grammar Card: Sentences—Three Types

- Three main types of sentences:
  - Statement/Declarative**—ends with a period (also called “telling sentence”); states or declares something
  - Question**—ends with a question mark and asks a question
  - Exclamatory**—ends with an exclamation mark (also called “excited mark”)

## Grammar Card: Sentence—Compound Sentence

- Made of **two complete sentences that could each stand alone**
- These two sentences **may be joined by either**:
  - A **coordinating conjunction** (preceded by a comma): The missionary was virtuous, **for** she died to herself.
  - A **semicolon**: The missionary was virtuous; **she** died to herself.


 Cover each half of the sentence and read it by itself. Be sure that each half is a complete sentence (not including the comma-cc or the semicolon). If each half is an independent clause (complete sentence) and can stand alone, you can combine them to create a compound sentence.

## Grammar Card: Sequencing Words

- Show a sequence of events
- **Show the order of events**:
  - First things: first, initially, originally, at first, primarily, to begin with, in the beginning
  - Second or middle things: second, next, then, secondarily, progressing, progressively, following that
  - Third and final things: eventually, thirdly, ultimately, finally, consequently, lastly, in the end
- **Follow a sequencing word with a comma if you hear a pause.**


## Grammar Card: Series of Three or More Items, Phrases, or Clauses

- Use commas to separate items in a series of three or more, including before the *and* or *or*. Jesus Christ is the Way, the Truth, **and** the Life.
- See the Parallelism Grammar Card

 Be sure to put the last comma in a series just before the **and**: She wrote, edited, **and** printed. If you do not, it looks like the first item is by itself and the last two are a set. She wrote, edited and printed (unclear).


## Grammar Card: Sit/Set

- **Sit is a verb meaning to be in a sitting position**—People sit:
  - Is done by the subject to himself: He **sits** in the chair.
  - Does not have an object: I **sit** on the sofa. (Because *on the sofa* is a prepositional phrase, sofa is an object of the preposition, not a direct object.)
- The forms of sit include sit, sat, (have) sat, sitting
- **Set is a verb meaning to place**—Things are set:
  - Is done to something else: She set the **plates** on the table.
  - Has an object: He set the **book** on the chair.
- The forms of set include set, set, (have) set, setting

 Remember this rhyme:  
**Lie and rise have I, and sit does too.  
These are all words that I alone can do.  
Lay, set, and raise are words that you choose  
When each has an object at the end to use.**


## Grammar Card: **Subject—Main Subject**

- **Who or what the sentence is about**
- The person or object performing the action of the sentence
- Usually **found in the subject part of the sentence**
- Usually a noun or pronoun
- To find the main subject, isolate the prepositional phrases and subordinate clauses, since the subject of the sentence is not found in prepositional phrases and subordinate clauses.
- The **main subject is the subject of the main sentence** (or the independent clause).
- Sentences have other subjects in other dependent (or subordinate clauses), but the main subject is the main sentence's subject.

 **Isolate all prepositional phrases, verbals, and subordinate clauses (mentally or with parentheses) as the main subject is not usually in these: (In the case) (of Christians) (following after Christ), we should seek Him early (in the morning and at night) (because His Word tells us to).**

## Grammar Card: **Subject—Understood Subject (You)**


- **When a sentence does not have a written subject, it contains an understood subject**
- Usually occurs when a sentence is a direct command: Go to the store. (The main subject is *you*—an understood subject.)
- **In a sentence with an understood subject, the subject of the sentence is you—and the verb must fit with the word *you*:**
  - Correct: Go to the store. (*You go* to the store.)
  - Incorrect: Goes to the store. (*You goes* to the store is incorrect.)

 **In a sentence with an understood subject, the subject of the sentence is you—and the verb must fit with the word *you*:**

- Correct: Go to the store. (*You go* to the store.)
- Incorrect: Goes to the store. (*You goes* to the store is incorrect.)

## Grammar Card: **Subject-Verb Agreement**

- **The subject and the verb must agree with each other in:**
  - Number:**
    - 1) When a singular subject is used, use a singular verb
    - 2) When a plural subject is used, use a plural verb
  - Tense** (when the action takes/took place)
- All verbs in a sentence must agree with their subjects (not just the sentence's main subject and main verb).
- **To determine which word or words are your subjects, identify and isolate these distracters; then be sure your subject and verb agree:** *Tears* (which accompany repentance) contain chemicals.
- When mixed compound subjects are in a sentence with the word *or* in between them, the subject closer to the verb is the one that needs to agree with the verb: Bob or *they* are going; They or *Bob* is going.

 **Get rid of all distracters (mentally or with parenthesis) in order to find the sentence's main subject. Be sure this main subject agrees with the sentence's main verb. Other subjects in dependent (subordinate clauses) should also agree with their correlating verbs.**

## Grammar Card: **Subject—Main Subject, Simple Subject, Other Subject, and Subject Part**

### • **Main subject:**

–Who or what the complete sentence (the independent clause) is about

–The person or object performing the main action of the sentence

1) Usually found in the subject part of the sentence

2) Usually a noun or pronoun

–To find the main subject, isolate prepositional phrases and subordinate clauses, since the subject of the sentence is not found in prepositional phrases and subordinate clauses.

Example: (In the case) (of Christians) (following after Christ), **we** should seek Him early (in the morning) (because He will be found). (The main subject of this sentence is the word that is the subject of the independent clause—the complete sentence—not the subjects of the clauses.)

### • **Other subjects:**

–A word or words that are the **subjects of subordinate clauses (dependent clauses), independent clauses (complete sentence), or phrases**

–There **may be several in a sentence**, depending on how many clauses, phrases, etc., are in a sentence

–Simple subject is the one word subject without any describers, etc. with it. (Again, may be as many of these as there are various clauses.)

–Every clause in a sentence (whether an independent clause--also called a sentence--or a subordinate/dependent clause) has a subject (or more than one)

–Each subject (whether main subject or other subject) must agree with correlating verb(s).

–In the case of the following sentence, the bold fonts are the subjects throughout the sentence; the italics are the correlating verbs:

In the case of **Christians** *following after Christ*, **we** *should seek* Him early in the morning because **He** *will be found* by **those** *who seek* Him.

### • **Simple subject:**

–The **bare bones of any subject**.

–The **subject without any articles, describers, possessive pronouns, possessive nouns, etc.**

### • **Subject part:**

–The **first half of the sentence**; contains the **sentence's main subject**, any describers, openers, etc.

–Sometimes called the complete subject when the second half is called the complete predicate

–In the case of the following sentence, the subject part ends after the main subject of the sentence--and before the main verb of the sentence:

In the case of **Christians following after Christ, we** | should *seek* Him early in the morning because He will be found by those who seek Him.



The goal of subject study is to be able to match all subjects in a sentence with correlating verbs. Sometimes this is easier to do if you locate the sentence's many simple subjects (the one word subjects throughout). Each regular sentence (not compound) usually has one main subject. The subject part is the first half of the sentence--including the sentence's main subject and anything before it in the sentence (ie. sentence openers are in the subject part since they come *before* the sentence's main subject).

Grammar Card: **Subject-Verb Agreement Chart of Special Words** (page 1 of 2)


Subject	Singular/Plural	Examples
<b>Collective noun:</b> army, band family, team group, crowd, class, company, school, department, group, staff, jury, majority, society, public	<b>Depends</b> on whether it is used to mean the whole or members individually	<b>The family</b> <u>is</u> arriving at 5:00. <b>The group</b> <u>have</u> gone their separate ways.
<b>Audience</b>	<b>Singular</b>	<b>The audience</b> <u>cheers</u> for the team.
<b>A number</b>	<b>Plural</b>	<b>A number</b> (of guests) <u>have</u> arrived.
<b>The number</b>	<b>Singular</b>	<b>The number</b> (of helpers) <u>has</u> increased.
<b>Organizational names and publications</b>	<b>Normally singular</b>	<b>Smith and Rice</b> <u>has</u> moved to a new office. <b>Field and Stream</b> <u>has</u> not arrived.
Athletics, means, news, mathematics, politics, book titles, and other <b>words that end in s but are not plural</b>	<b>Singular</b>	<b>The news</b> <u>was</u> not good. <b>Ambassadors</b> <u>is</u> her favorite book. <b>Politics</b> <u>is</u> a touchy subject with him.
<b>Subjects joined by the word or</b>	The <b>verb should agree with the subject closest to its verb</b>	The <b>girls or John</b> <u>has</u> kicked the ball. <b>John or the girls</b> <u>have</u> kicked the ball.
<b>Each, either, every, one, another, much no one, ___ one, ___ thing, ___ body, neither</b>	<b>Singular</b>	<b>Everybody</b> <u>has</u> a need for God. <b>Each</b> <u>has</u> time for others.
<b>Both, few, many, others, several</b>	<b>Plural</b>	<b>Several</b> students <u>are</u> here. <b>Many</b> speakers <u>come</u> early.
<b>All, any, none, some, more, most</b>	<b>Subjective:</b> The verb should agree with the subject each of these words refers to (even though the word(s) referred to might be in a prepositional phrase). This is a rare rule as you usually disregard material in a prepositional phrase when matching a subject with its verb.	<b>All</b> (of the <b>students</b> ) <u>have</u> done well. <b>All</b> (of the <b>money</b> ) <u>is</u> donated. <b>Any</b> (of the <b>girls</b> ) <u>have</u> answered.
<b>Singular subjects joined with or; either/or; nor; neither/nor</b>	<b>Singular</b>	Neither he nor she <u>knew</u> the answer.
<b>Mixed subjects joined with or; either/or; nor; neither/nor</b>	<b>Depends on what the subject closer to the verb is</b>	Neither he nor <b>they</b> <u>were</u> there. Neither the <b>Smiths</b> nor <b>Brian</b> <u>was</u> there.

Grammar Card: **Subject-Verb Agreement Chart of Special Words** (page 2 of 2)

Subject	Singular/Plural	Examples
Different grammatical subjects or/either/or; nor; neither/nor	Depends on what the subject closer to the verb is	<p><b>Neither you nor I <u>am</u></b> coming. (Would be better to say <i>Neither of us is coming.</i>)</p> <p><b>Neither I nor <u>she</u> <u>is</u></b> coming. (Would be better to say <i>She and I are not coming.</i>)</p>
Time and money	Singular if referring to a total amount Plural if referring to individual events	<p><b>Two months <u>is</u></b> not very long. <b>Two months <u>have</u></b> flown past. <b>Five dollars an hour <u>is</u></b> not much. <b>Several dollars</b> were brought it.</p>
Subjects with intervening phrases and clauses, and other “interrupters”	Based on the subject, disregarding material and interrupters (by placing around them)	<p><b>The project</b>, (though filled with many mini-projects,) <u>is</u> still doable <b>She</b>, (among others,) <u>was</u> chosen for the award. <b>She</b>, (along with her brothers,) <u>sang</u> the closing song.</p>
Phrase or clause as the subject	Singular	<b>Whatever God has for me <u>is</u></b> fine.
Geographic names	Singular if referring to only one	<p><b>The United States <u>has</u></b> added a fiftieth state. <b>The Virgin Islands <u>is</u></b> made up of three large islands.</p>
Positive and negative subjects together	Agree with positive subject (Again isolate with parentheses)	<p>The <b>girls</b> (though not the boy) <u>are</u> coming. <b>He</b> (without his sisters) <u>is</u> coming soon.</p>
One of or One of the	Singular	<p><b>One</b> (of my discs) <u>is</u> lost. <b>One</b> (of the students) <u>is</u> late.</p>
One (of <u>those</u> ) who or One (of <u>those</u> ) that	Plural (Another rare time when intervening material (of those) is considered the subject)	<b>Susie is one (of <u>those</u>) who <u>work</u></b> hard.


## Grammar Card: **Sentence--CAVES**

- Group of words that contains five things (CAVES):
  - Capital at beginning
  - All makes sense
  - Verb (Action, Infinitive, or BHL verb)
  - End mark (period, question mark, or exclamation mark)
  - Subject (who or what the sentence is about)

 If a sentence has all parts of CAVES but *All makes sense*, it is still not a sentence but is a dependent or subordinate clause and needs more words or an independent clause put with it to make a real sentence: *When she was coming...*


## Grammar Card: **Subject Part**


- The part of the sentence containing the subject and the subject's modifiers, as well as any opening clauses, phrases, and other nonessential openers:
  - The boy | gave his brother a gift.
  - The generous boy | gave his brother a gift.
  - On Christmas morning, the generous boy | gave his brother a gift.

 The subject part of the sentence begins with the first word of the sentence and usually continues until you get to the sentence's main verb or a describer right before the sentence's main verb. All openers, describers, phrases, etc., before the sentence's main subject are part of the subject part: Joyfully obeying her mom and dad, Sarah | diligently completed the tasks set before her (subject part ends following the main subject of the sentence--Sarah).

## Grammar Card: **Subject-Verb Agreement** **When the Subject Follows the Verb** (or Inverted Sentence Structure)


- When the subject is later in the sentence, look for the subject first, then determine the verb needed
- Confusion often happens when a sentence begins with:
  - Question words—When, Where, What, Who, Which: Who are the members?
  - There: There are the birds. There is the bird.
  - Here: Here are the birds. Here is the bird.

 Do not say or write “There’s the kids” or “There’s Joe and Sandy.” The main subject follows the “There’s” or “There is,” and you need to notice whether the subject is singular or plural, and choose the verb accordingly: There is Kara. There are Kayla and Cami.

 When a question word begins your sentence, look beyond the verb for the subject and match the subject with the correct verb: Where is she? Where are they?

## Grammar Card: **Subordinate Clause** (Or Dependent Clause) (Abbreviated Sub Clause)

- A group of words but not a complete sentence
- Sounds as though something is missing
- Contains a subject and a verb but begins with a subordinator
- May be placed anywhere in a sentence:
  - Since Jesus was meek, He invites us to come to Him to learn meekness.
  - Jesus, since He was meek, invites us to come to Him to learn meekness.
  - Jesus invites us to come to Him to learn meekness since He was meek.
- You can tell the difference between a subordinate clause and a prepositional phrase:
  - Phrases do **not** have a subject *and* a verb: in the box
  - Clauses **do** have a subject and a verb: When she put it in the box,...
- A subordinate clause must be combined with an independent clause (or “real sentence”) in order to be used.
- A subordinate clause is actually a subordinator followed by a complete sentence--if you remove the subordinator, a real sentence remains *Since Jesus was meek--Jesus was meek.*

 A subordinate clause begins with a word called a subordinator. A subordinator is a word that makes the part of the sentence it is in be less--or subordinate to the rest of the sentence. A subordinate clause cannot stand alone but needs a complete sentence (independent clause) to be put with it in order to be used. A subordinate clause is sometimes called a dependent clause because it is dependent on other words (a complete sentence) in order to be used. In that way, clauses that cannot stand alone (that begin with a subordinator, for instance) are called dependent clauses, and clauses that can stand alone (complete sentences) are called independent clauses.


## Grammar Card: **Subordinate Clause in the Middle of a Sentence**

- A pair of commas should set off a subordinate clause when it is in the middle of a sentence:
  - When it could be taken out of a sentence and a complete sentence remains: Jesus, since he was the meekest person, teaches us meekness.
  - When it is nonessential information: In marriage, because we are told to be one, we should yield our rights.
- You will know that you should separate a subordinate clause in the middle of a sentence with commas if (1) you hear a definite pause when reading the sentence aloud and (2) you can remove the subordinate clause and a complete sentence remains (and makes sense). Do not place commas around a subordinate clause in the middle of a sentence when that subordinate clause is needed in order to understand the sentence. (The girl who screamed was found---no comma.)

## Grammar Card: Subordinate Clause at the End of a Sentence

- A comma is not needed when a subordinate clause is at the end of a sentence unless the subordinate clause is used as a parenthetical statement and you hear a definite pause (such as in a “which” clause):

–Jesus teaches us meekness *because he was meek and lowly*.  
–I should yield my rights to my spouse *since we are one*.  
–We should yield our rights, *which is a commandment from the Lord*. (Normally, when a “which clause” is at the end of a sentence, it is preceded by a comma.)

 When a subordinate (or dependent) clause comes at the end of a sentence, a comma does not come before it unless you hear a definite pause—even though it is non-essential information. When a “which clause” comes at the end of a sentence, a comma usually does precede it: We should yield our rights, *which is a commandment from the Lord*. (Normally, when a “which clause” is at the end of a sentence, it is preceded by a comma.)

## Grammar Card: Subordinator

- A word that “leaves you hanging” when you read the clause that it introduces.
- Word that makes a clause sound as though something is missing
- Used to start subordinate clause (also called a dependent clause)
- Most subordinators fit into the **Subordinator-Check Sentence**:

\_\_\_\_\_ he was late for church

- **Because** he was late for church...
- **When** he was late for church...
- **If** he was late for church...
- **Although** he was late for church...
- **Unless** he was late for church...
- **While** he was late for church...

- The first subordinators learned in rhyme by Level A students:

**Since, When, Although**  
**Because, If, and Though**


- List of subordinators:

although	as	as if	as though
because	even	even though	how
inasmuch	in order than	just as	provided
since	so that	than	that
though	unless	until	when
whenever	where	wherever	whether
while	which	why	

- Some subordinators are also prepositions:

during	after	inasmuch as	before
until	through	throughout	at
for	by	toward	by

- It is important to recognize subordinators quickly because they are words used to begin subordinate (dependent) clauses; these clauses cannot stand alone and require special punctuation and a complete sentence put with them in order to use them.

 **Who, whom, and that** are subordinators that are often used incorrectly. Use *who* or *whom* to refer to a person: The girl who wrote the story is here. Use *that* to refer to other objects (not people): The dog that bit her is usually gentle.

## Grammar Card: Subordinate Clause Opener

- A comma should follow a subordinate clause opener at:
  - The end of the subordinate clause: Because Jesus was the meekest person to ever live, we can learn from Him.
  - The beginning of the complete sentence: While the world says not to be meek, God’s Word tells us to be meek.
- Memorize subordinate clause opener rhyme:  
**When you start a sentence with a subordinate clause,  
Put a comma in where you hear the pause!**



Listen for your voice inflection when reading a sentence that begins with a subordinate clause opener. You will hear when the subordinate clause ends and when the “real” sentence (complete sentence) begins. Remember this rhyme: “When you start a sentence with a subordinate clause, put a comma in where you hear the pause.”



## Grammar Card: **Verb—Be, a Helper, Link Verb** (Abbreviated: BHL)

- Memorize the Be, a Helper, Link verbs song (to the tune of the Alphabet Song):

ABCDEFGH

**Be, a Helper, Link verbs,**

HIJKLMN

**Is, Are, Am, Was, & Were.**

QRSTU

**Be, & Being, Been, Become,**

WXYZ

**Has, & Had, & Have are ones.**

Now I said my ABC's

**Can, Could, Shall, Should—they are fun**

Next time won't you sing with me?

**Will, Would, Do, Did, Does, & Done**


ABCDEFGH

**May, Might, Must—they are some as well,**

HIJKLMN

**Appear, Look, Seem, Remain, Taste, Feel, & Smell**

- Not action verbs, rather, a state of being verb
- They may be isolated or located in front of an action verb, infinitive, or another Be, a Helper, Link verb:
  - He **seemed** sad.
  - He **was** sad.
  - He **had** bought the book.
  - He **is to be** here at noon.
- Usually found in the predicate part of a sentence
- When located in front of another verb, these are often called helping verbs
- “Sense” verbs are often called linking verbs
- When a sense BHL verb (also called a linking verb) is used in a tactile way (not a “sense” way), it is no longer considered a BHL verb but is then an action verb:
  1. Feel
    - a. She feels bad. (Internally--BHL with predicate adjective.)
    - b. He felt the rock carefully (Physical--action verb with an adverb.)
  2. See
    - a. He could not see her point of view.
    - b. She should see well with her glasses.
  3. Appear
    - a. She appeared sad.
    - b. He appeared instantly through the gate.


 **BHL verbs are being, helping, and linking verbs all grouped together. They all play similar roles, are used interchangeably, have adjectives following them (not adverbs), have predicate nominatives following them (not direct objects), etc. Once the BHL song is learned, it is easy to spot BHL verbs and decide the remaining parts of speech; likewise, it is easy to determine verb tenses and number.**

## Grammar Card: **Verb—Action Verb**

- A word that shows action
- Tells **what the subject did**
- A sentence may contain many action verbs---or no action verbs (just BHL verbs)


## Grammar Card: **Verb—Infinitive** (Abbreviated: INF)

- **A verb form made of to + verb:** *to help*, *to write*
- Infinitives can have:
  - to + an action verb:** *to jump*
  - to + a Be, a Helper, Link verb:** *to be*
- Infinitives do not need to agree with the subject in tense or number:
  - They *were* going to jump.
  - He *was* going to jump.

 **Any time you have the word *to* with a verb following it (whether it is a BHL verb or an action verb), it is an infinitive--not a prepositional phrase.**


## Grammar Card: **Verb—Main Verb**

- The verb that correlates with the main subject in a sentence.
- The main verb--or an adverb modifying the main verb--is usually the first word in the predicate part of a sentence.
- The main verb is the verb (or verbs) in the independent clause (or the main sentence)

 **It is important to find the main subject and the main verb of each sentence in order to make the subject and verb agree.**

## Grammar Card: **Then vs. Than**

- Then
  - Often an adverb, **telling when**
  - Tells a sequence: First this happened; **then that happened.**
  - Then = next
- Than
  - Comparison word**
  - Compares one thing to another: This blue is darker **than that one.**
  - Than = compare

 **Remember that the word *then* has an e in it; so does the word *next*. *Then* means *next*. *Than* is a comparison word; it does not mean *next*.**


## Grammar Card: **Verb—Past Participle**

(Abbreviated: PAST P)

- A verb that happened in the past
- **Preceded by a helping verb: was, were, has, had, or have**
- **Uses the final (past participle) verb case: done, seen, spoken, written, proven, lain, etc.**
- **Most times, when the helping verbs *has, had, or have* are used, the past participle tense of the main verb must be used:**
  - He has **written** several letters of recommendation.
  - She had **spoken** to several friends about her mission trip.

## Grammar Card: **Verb—Verb Phrase**


- A verb and any helping verbs or adverbs that go with that verb:
  - She **has gone** to town.
  - He **has written** a letter.
- We will consider any two-word verbs that contain one or more BHL verbs to be a verb phrase in a sentence. Remember, you must match all verbs with the subject in both tense and number (not just the sentence's main verb).
- A one-word verb (with no helpers or adverbs) is just called a verb.

 **The main verb (or verb phrase) must correlate with the main subject. In the case of a verb phrase (rather than a one word verb), the first word of the verb phrase must agree with the subject: The boy *has gone* to town. (*Has* must agree with *boy*.)**

## Grammar Card:

### **Verbal Opening** (Also known as *Ing* Opener)

- **Phrases used at the beginning of a sentence that start with a verb**
- Often called infinitive phrases, gerunds, or participial phrases
- **If needed, insert a comma when the phrase ends:**
  - Gerund: **Jumping for joy**, the man was healed. (comma needed)
  - Infinitive phrase: **To laugh at others** is unkind. (no comma needed)
  - Participial phrase: **Laughing joyfully**, we cheered for our team.

 **If your sentence does not have a subject following the verb opener, the verbal opener may be your sentence's main subject. When this happens, you will not place a comma after the verbal opener since you should never place a comma between the subject and the verb. For example, Speaking encouraging words is God's command to all of us. (*Speaking encouraging words* does not have a subject following it but has the sentence's main verb following it; it is the sentence's main subject.)**



# Chapter 5: Homophones and Confusing Words Chart

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<u>Word(s)</u>	<u>Part of Speech</u>	<u>Meaning</u>	<u>Sentence</u>
accept except	verb preposition	to take something offered other than	She did <b>accept</b> his apology. She had everything <b>except</b> joy.
affect effect	verb noun	to influence result of something	The shot did not <b>affect</b> him. They didn't know the <b>effect</b> .
allowed aloud	adjective adverb	permitted out loud; with noise	You are not <b>allowed</b> to play. Do not talk <b>aloud</b> .
ant aunt	noun noun	tiny insect one of your parents' sisters	The children looked at the <b>ant</b> . My <b>aunt</b> lives in North Carolina.
ate eight	verb noun	past tense of "to eat" a number	We <b>ate</b> my favorite food. The little girl is <b>eight</b> years old.
bear bare	noun adjective	a big, furry animal naked	The great big <b>bear</b> charged. The baby went <b>bare</b> .
blue blew	adjective verb	color past tense of "to blow"	They looked at the <b>blue</b> sky. The little boy <b>blew</b> the horn.
board bored	noun adjective	a piece of wood disinterested	The builder ordered a <b>board</b> . The girl looked very <b>bored</b> .
break brake	verb noun	to make come apart a device for stopping a vehicle	Don't <b>break</b> the china. He hit the <b>brake</b> to stop the car.
bury berry	verb noun	to put something into the earth a fruit with seeds	The dog tried to <b>bury</b> his bone. Her favorite fruit was a <b>berry</b> .
burro burrow	noun verb/noun	class of donkeys, mules, etc. to dig or a hole made by an animal animal	The <b>burro</b> roamed the plains. The dogs were going to <b>burrow</b> the ground.
buy by	verb preposition	purchase past something	She wanted to <b>buy</b> a watch. They walked <b>by</b> the mall.
capital capitol	adjective /noun noun	main, principal, chief, city the building in which the legislature meets	It was a <b>capital</b> idea. or The <b>capital</b> city is small. They met at the <b>capitol</b> building.

close	verb	to shut; to block an entrance	He tried to <b>close</b> the door.
clothes	noun	articles of clothing	She wore her new <b>clothes</b> .
coarse	adjective	rough	The surface was <b>coarse</b> .
course	noun	sequence of events	It changed the <b>course</b> of history.
creak	verb	a sound	The old house <b>creaks</b> .
creek	noun	stream of water	The water in the <b>creek</b> was hot.
dear	noun	greatly loved person	She was very <b>dear</b> to them.
deer	noun	forest animal	They saw a <b>deer</b> in the woods.
dew	noun	water that appears in morning	The <b>dew</b> on the grass was cool.
do	verb	take action	I <b>do</b> my homework everyday.
due	adjective	time when something must happen	The library book is <b>due</b> today.
die	verb	to stop living	They thought the dog would <b>die</b> .
dye	verb	to color something	The <b>dye</b> turns everything red.
eye	noun	organ used for seeing	My <b>eye</b> hurts.
I	noun	me	I want some food.
fair	adjective	just; impartial	He didn't think the law was <b>fair</b> .
fare	adjective	the cost of a bus, plane, etc.	To ride on a train, she had to pay the <b>fare</b> .
feet	noun	plural of "foot"	She looked down at her <b>feet</b> .
feat	noun	an act that shows great skill, strength, or courage	He did an amazing <b>feat</b> .
find	verb	to locate something	She couldn't <b>find</b> her school.
fined	adjective	a fee assessed	He was <b>fined</b> a lot of money.
flew	verb	past tense of "to fly"	The bird <b>flew</b> over the water.
flu	noun	a highly contagious disease	The man had the <b>flu</b> .
flour	noun	ground grain used for baking	She got <b>flour</b> to bake the bread.
flower	noun	the blossom or bloom on a plant	He bought his fiancé a <b>flower</b> .
for	preposition	directed at someone	The gift is <b>for</b> her.
four	noun	the number	He returned <b>four</b> years later.
heard	verb	past tense of "to hear"	They <b>heard</b> the baby's scream.
herd	noun	a group of large animals	They found a <b>herd</b> of sheep.
he'll	pronoun	contraction for "he will"	<b>He'll</b> go to the party later.
heal	verb	to make well; cure	The doctor tried to <b>heal</b> the arm.
heel	noun	the rounded, rear part of the human foot, below the ankle	He stood on his <b>heel</b> .
here	adverb	at or in this place	We were going to meet <b>here</b> .
hear	verb	to receive sounds in the ear	She tried to <b>hear</b> the sounds.

hi	verb	to say hello	The man said <b>hi</b> .
high	adjective	of great height	The plane went very <b>high</b> .
it's	contraction	it is	<b>It's</b> time to leave.
its	adjective	indicating possession	The animal loved <b>its</b> home.
knew	verb	past tense of know	He <b>knew</b> it was dangerous.
new	verb	recently made	They wanted <b>new</b> clothes.
knight	noun	warrior	The <b>knight</b> was very brave.
night	noun	a period of darkness	The party was at <b>night</b> .
knot	noun	a tangle of strand	The boy scout can tie a <b>knot</b> .
not	adverb	a negative	They were <b>not</b> ready to leave.
lead	noun	a metal (pronounced with a short e)	Pencils have <b>lead</b> in them.
led	verb	to have guided someone	The path <b>led</b> them.
lone	adjective	alone	He was the <b>lone</b> supporter.
loan	noun	a sum of money lent at interest	They requested a <b>loan</b> .
made	adjective	artificially produced	They <b>made</b> him tell the truth.
maid	noun	a woman servant	The <b>maid</b> cleans up after them.
mail	noun	things sent by the post office	She went out to get the <b>mail</b> .
male	noun	a man	The cat was <b>male</b> .
Maine	noun	a state in New England	She lives in <b>Maine</b> .
main	adjective	the greatest or most important	He told her the <b>main</b> reason.
mane	noun	long, heavy hair around the neck of some animals	The lion had a great <b>mane</b> .
meet	verb	to make an acquaintance	I want you to <b>meet</b> her.
meat	noun	flesh of animals used as food	They went to the <b>meat</b> market.
mete	verb	to pass out	The judge will <b>mete</b> judgement.
no	adverb	certainly not; not so	There is <b>no</b> reason to believe it.
know	verb	to be certain; to understand	I need to <b>know</b> the truth.
oar	noun	pole used to propel boat	He uses the <b>oar</b> to row the boat.
or	conjunction	used to connect	Jill <b>or</b> Joe will be there later.
ore	noun	minerals	Iron <b>ore</b> is a mineral.
our	pronoun	belongs to us	This is <b>our</b> house.
hour	noun	sixty minutes	They waited for an <b>hour</b> .
pain	noun	a feeling of hurt	They could tell she was in <b>pain</b> .
pane	noun	a sheet of glass in a window	The baseball broke the <b>pane</b> .
pale	adjective	without healthy color.	You look scared and <b>pale</b> .
pail	noun	a round, open container	They took the <b>pail</b> to the well.
passed	verb	to move passed	They <b>passed</b> the White House.
past	adjective	relating to a previous time	She walked <b>past</b> the bank.

pear	noun	a fruit shaped like a bell	The <b>pear</b> tree grew.
pair	noun	a set of two things	She found a <b>pair</b> of shoes.
piece	noun	a part of something	Do you want a <b>piece</b> of pie?
peace	noun	no fighting or war; calmness	The war ended with <b>peace</b> .
plane	noun	an airplane	The <b>plane</b> ride was fun.
plain	noun	an area of flat land	He looked at the desert <b>plain</b> .
plain	adjective	ordinary	The girl looked <b>plain</b> .
poor	adjective	not rich	The girl looked very <b>poor</b> .
pore	noun	a tiny opening in the skin	Our skin has many <b>pores</b> .
pour	verb	to make something flow	A kid needed to <b>pour</b> the milk.
pray	verb	to ask or beg for something	They began to <b>pray</b> for help.
prey	verb	to hunt a living thing	Cheetahs <b>prey</b> on their victims.
principal	noun	the head of a school	Joe was sent to the <b>principal</b> .
principle	noun	a rule of personal behavior	He lived by his <b>principles</b> .
raise	verb	to lift	Help <b>raise</b> table.
rays	noun	a beam of light	The sun has powerful <b>rays</b> .
raze	verb	to tear something down	Don't <b>raze</b> the Statue of Liberty.
read	verb	to interpret written material	Has he <b>read</b> any good books?
red	adjective	the color	The shirt was <b>red</b> .
reign	noun	the period that a monarch rules	The king's <b>reign</b> was successful.
rain	noun	water that falls from the sky	The <b>rain</b> fell on the ground.
rein	noun	straps attached to the sides of a horse's mouth for riding	The rider pulled on the <b>rein</b> .
road	noun	a place to drive on	The <b>road</b> needs fixed.
rode	verb	to travel	She <b>rode</b> her bike to her house.
rowed	verb	to propel with oars	They men <b>rowed</b> the boat.
roll	noun	a list of names	The teacher did <b>roll</b> call.
role	noun	a part in a play or movie	She was given the main <b>role</b> .
sale	noun	selling goods for a low price	The store had a <b>sale</b> going on.
sail	noun	canvas that catches the wind and causes a boat to move	The <b>sail</b> was broken.
see	verb	to see	A blind person cannot <b>see</b> .
sea	noun	a large body of water	The sailor set off for <b>sea</b> .
seen	verb	past participle of "to see"	No one knew she had <b>seen</b> him.
scene	noun	an episode	That was my favorite <b>scene</b> .
sent	verb	past tense of "to send"	They <b>sent</b> the dog away.
cent	noun	a penny	The poor girl only had one <b>cent</b> .
scent	noun	an odor, smell, or aroma	There is a nice <b>scent</b> in the air.
soar	verb	to fly upward	Look at the bird <b>soar</b> .
sore	adjective	painful	The girl rubbed her <b>sore</b> ankle.

some sum	adjective noun	a portion; a few, or remarkable an amount of money	He gave them <b>some</b> advice. He owed them a large <b>sum</b> .
son sun	noun noun	a male child the hot, bright star that is the center of our solar system	His <b>son</b> smiled up at him. The <b>sun</b> showed down brightly.
stare stair	verb noun	to look at for a long time a step	He continued to <b>stare</b> at the girl. She tripped on the bottom <b>stair</b> .
stationary stationery	adjective noun	not moving writing paper, envelopes, etc.	The car remained <b>stationary</b> . I'll start my letter on <b>stationery</b> .
steel steal	noun verb	an alloy of iron with carbon to take something without permission	He lifted the heavy <b>steel</b> pipe. He tried to <b>steal</b> the candy bar.
tale tail	noun noun	a story part of an animal's body that sticks out from its main part	He began the fairy <b>tale</b> . The dog's <b>tail</b> was wagging.
then than	adverb conjunction	to indicate a time a comparison	<b>Then</b> he wanted to leave. She would rather have meat <b>than</b> vegetables.
there their they're	adverb pronoun pronoun	at or in that place belonging to them contraction for "they are"	He is over <b>there</b> . It is <b>their</b> book. <b>They're</b> going to the park.
threw through	verb preposition	past tense of "to throw" finish; in and then out	He <b>threw</b> the chair. She went <b>through</b> the door.
to two too	preposition noun or adj. adverb	toward the number also; in addition	They went <b>to</b> the house. There are <b>two</b> people here. The little girl wanted to go, <b>too</b> .
wait weight	verb noun	to stay; to halt the heaviness of something	They <b>waited</b> for the straggler. She worried about her <b>weight</b> .
waste waist	verb noun	to make poor use of something around the body's middle	Don't <b>waste</b> your time. He put a belt around his <b>waist</b> .
way weigh	noun verb	the method of doing something realize how heavy something is	It is the only <b>way</b> to go. How much do you <b>weigh</b> ?
week weak	noun adjective	seven days not strong	They had a hard <b>week</b> . The girl looked very <b>weak</b> .
where wear	adverb verb	in what place to have clothes on the body	<b>Where</b> did they go? She was going to <b>wear</b> the shirt.
weather whether	noun conjunction	the condition of the atmosphere if; either	The <b>weather</b> is really bad now. They know <b>whether</b> she is coming or not.



which witch	pronoun noun	a word that asks questions a woman with evil powers	<b>Which</b> friend are you bringing? The <b>witch</b> frightened the kids.
whole hole	adjective noun	complete; entire an opening in the ground	The <b>whole</b> family went home. He fell in the <b>hole</b> .
won one	verb noun or adj.	past tense of "to win" the number	They <b>won</b> the game! They got <b>one</b> pizza to share.
wood would	noun verb	substance of a tree to express a sense of will	He got <b>wood</b> to build the house. <b>Would</b> you come inside now?
write right	verb adjective	to pen words the opposite of left; correct	She began to <b>write</b> a story. He was <b>right</b> handed.
you're your	contraction adjective	you are belonging to a person	<b>You're</b> in trouble! Is this <b>your</b> house?

# Chapter 6: Spelling Words Practice Sheets

## How To's:

1. Write the problem words on the numbered lines as shown in example one. Have your student copy these words on the lines provided in the same manner you wrote the first one(s). By copying and syllabating each word, it will help cement the spelling in his mind.
2. Copy each problem word on a numbered line. Beneath each word, write other words that are spelled the same way. Leave enough space for him to copy each word and related word beside the ones you wrote. (See example two.)
3. Locate the rule in his *Spelling Notebook* that applies to the portion of the word he is misspelling, and have him copy the word in the correct column of the *Spelling Notebook*.
4. Choose four to six similar words (same endings, same word families, etc.) that your student misspelled. Only have him study these words this week. Choose another rule the next week and repeat this process. This way, each week he is working with words that are very similar to each other (especially for upper level students where similar words are taught together).
5. Write your student's misspelled words on graph paper, with each letter in a separate square. Each day have him copy those words, also writing one letter per square.

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## Spelling Words Practice Sheet

### Follow these tips for extra spelling practice:

1. Syllabicate the spelling words on the numbered lines as shown in the example.
2. Copy each spelling word on a numbered line. Beneath each word write other words that are spelled the same way.
3. Copy the spelling words in the correct locations of your *Spelling Notebook*.

### Examples:

1. fi/nal/ly: fi/nal/ly  
fi/nal/ly  
fi/nal/ly

2. ground: ground  
bound  
found

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

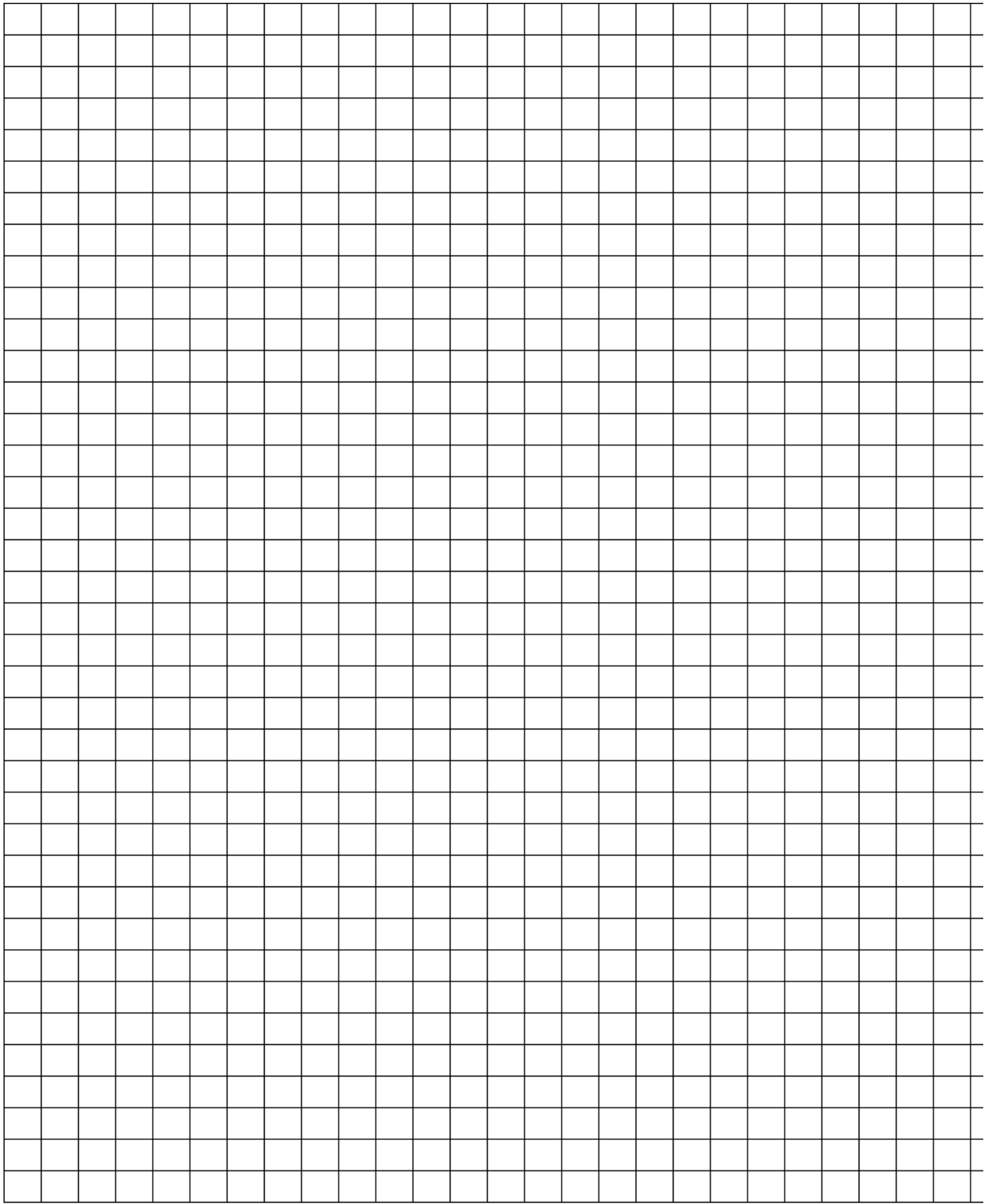
6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

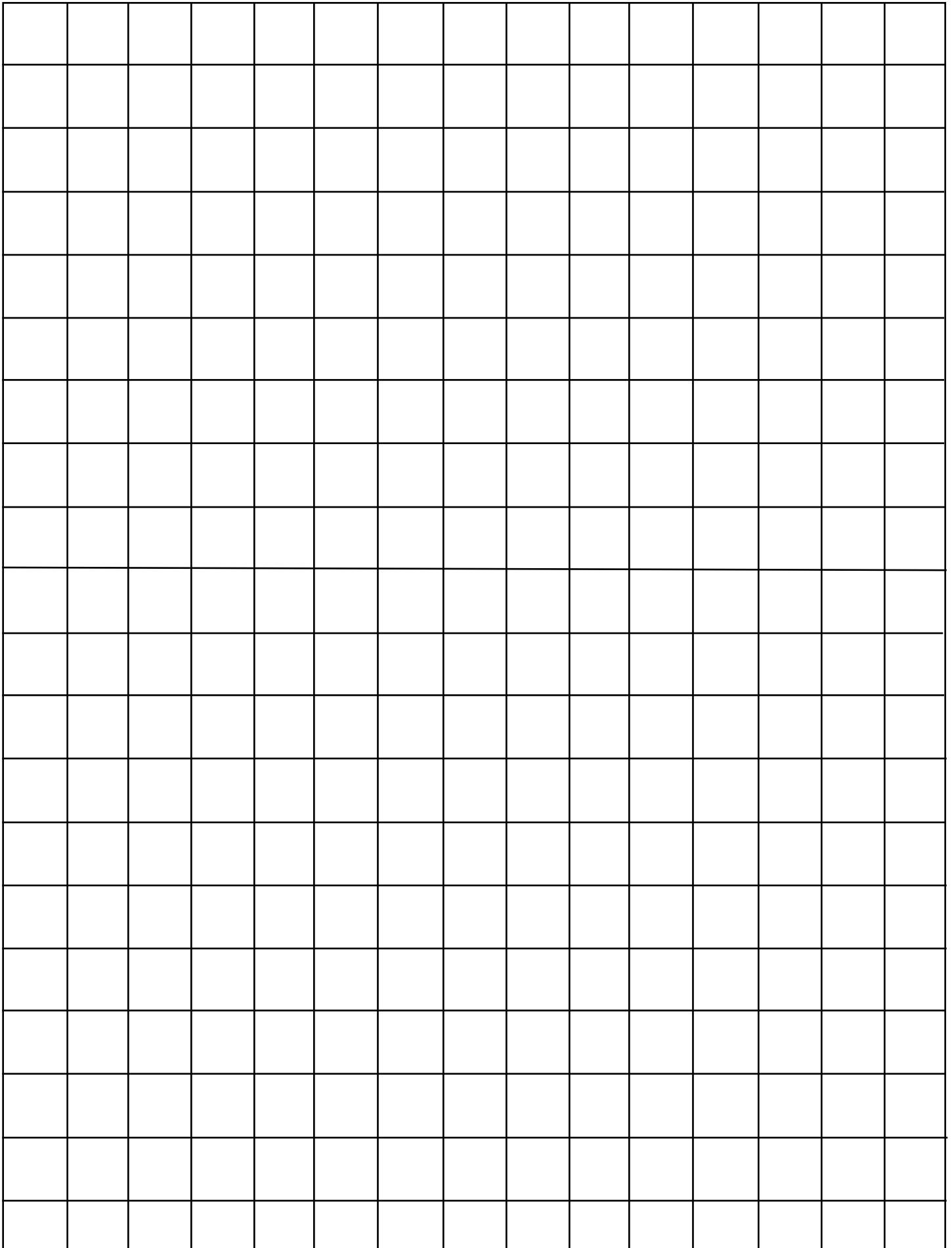
7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one aloud.</li> <li>Try to spell the word aloud without looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the 1. SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note-- separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Chapter 7: Vocabulary Information

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CQLA uses a multi-pronged approach to vocabulary study--one that incorporates the most superior ways that a student learns vocabulary and develops strong reading comprehension: (1) within context, (2) through discussion, (3) by using vocabulary himself, (4) from studying parts of words (using affixes and roots), and (5) via learning similar words together.

**Within context.** A student who is constantly reminded to look around a difficult word, study trigger words and clue words, and read before and after a challenging sentence or word may literally teach himself to learn. CQLA's Definition Dissection (DD) assignments will help your student learn how to learn. They will force him to think about context each week, which will carry over into his other subjects' comprehension and vocabulary learning (and ultimately all of his life's reading). Note: DD assignments are provided in Level B and C; are Optional for Level A; and are not included in Level Pre-A since they are too advanced for elementary students.

**Discussion.** By his copying the passage, completing the vocabulary studies, writing from the passage, and eventually taking dictation over the passage, you and your student will have many opportunities to talk about its content. Discussion is the best way to build comprehension of the written and spoken word and will probably aid a student in all subject areas more than any other form of "teaching."

**Using vocabulary himself.** CQLA has assignments for students to look up definitions, synonyms, and antonyms in the dictionary and thesaurus, but writing a definition or synonym verbatim from another source is not the best way to learn vocabulary. *Using* the vocabulary is. This is why CQLA has many opportunities for students to write definitions in their own words, write original sentences using words, and create hints and tips to remember words (such as homophones and other confusing words) for themselves.

**Studying parts of words.** CQLA's Roots and Affixes Chart (available in this Teacher's Guide but are also utilized in part within students text) will help a student think about words all the time. These lessons teach students to look for parts of words they already know--the root words, the prefixes, and the suffixes. After a few months of doing this aspect of Definition Dissection, do not be surprised if your student dissects words all the time for you! (Studying roots and affixes combined with discussing them is doubly powerful vocabulary building.)

**Learning similar words.** CQLA uses three aspects of similar words to teach vocabulary: (1) words that have to do with the character quality and each other in the opening Vocabulary Boxes at the beginning of each weekly lesson; (2) Similar Words charts given in the curriculum and assigned as a choice of vocabulary study each week (in newer versions); (3) Synonym and other confusing/similar words lessons. The words in the Vocabulary Boxes are used by the student in the sentences they write about the passage and are also assigned in the Checklist Challenge to be used in their reports and essays. The Similar Words charts contain words from standardized testing and other "words you should know" lists and are grouped according to their meanings (i.e. words that all have to do with reconciliation, for instance). Learning words together with similar meanings is another strong vocabulary study method.

This chapter contains the Definition Dissection, Roots and Affixes box, and Similar Words charts. These boxes/pages are provided for you to photocopy for your students to use over and over. TFT recommends that you work on the Definition Dissection assignments in your student's CQLA book with him or her for the first two or three months of CQLA use. This will help him become an independent learner (in terms of vocabulary) much better than if he tries to dissect words all by himself at first. Once he learns how to do all six DD tricks, he will be able to do them independently. It is worth the extra time it takes to develop these word -- meaning -- attack skills for lifelong learning and comprehension.

## Definition Dissection

You know a lot more than you think you do! And you can use what you already know to unlock even more information. Definition Dissection (DD) is going to help you use what you already know to learn even more.

When you read, especially if you read challenging books and materials, you probably come across words that stump you. When this happens, it is especially difficult to understand what you are reading. However, if you use one of the six tricks given below, you will learn how to learn. You will, in essence, teach yourself many things that you do not already know--or, at the very least, remind yourself of what you do know. So, when you come across an unfamiliar or completely unknown word in your reading, try using one of the Definition Dissection tricks listed below to unlock it.

### Definition Dissection Tricks

1. **CLUE WORDS--Figure out the type of the word in question by using clue words.** Clue words are words in the rest of the sentence that might help you. You can use the context of the sentence (the meaning of the rest of the sentence) to help you tell what type of word the questionable word is. If you read the sentence containing the word, leaving out the challenging word, you can often tell if the word is a **positive** word, **negative** word, **neutral** word, or an **extremely positive** or **negative** word.

a. For example, in the sentence below, even if I do not know the meaning of the word *abject*, I can tell that the word I am studying is *not* a positive word--but is actually an **extremely negative** one. I can tell this because of the words *bad news* and *difficult*. These words tell me that the questionable word is going to be negative.

The bad news just seemed to keep pouring in; these **abject** circumstances were extremely difficult for Amy.

b. For example, in the sentence below, even if I did not know the meaning of the word *obtuse*, I could tell that it is a **neutral** word--and that it has something to do with something being *obvious*. I can tell this because *account pass words* that are public information (phone numbers or addresses) are too easily stolen or discovered.

Banks often tell people not to use account passwords that are so **obtuse**, like their phone numbers or addresses.

### Using This DD Trick

- (1) Underline the word in question with one color of highlighter.
- (2) With another color highlighter, box "clue words"--those words that help you determine what type of word the difficult word is (like *difficult* or *password/phone numbers* in the examples given above).
- (3) Using the word or words that you boxed in step two, determine whether the questionable word is **positive**, **negative**, **neutral**, or **other**.
- (4) Now read the sentence aloud, substituting a word you know (one that "fits") for the questionable one. This word quite possibly could be a synonym (word that means the same) for the questionable word.

Examples:

**The bad news** just seemed to keep pouring in; these **abject** circumstances were **extremely difficult** for Amy.

Could substitute *negative, bad, horrible, lowly, base, dejected, deplorable, forlorn*

Banks often tell people not to use **account passwords** that are so **obtuse**, like **phone numbers or addresses**.

Could substitute *obvious, personal, known, imperceptive, opaque, stolid*

2. **PARTS OF SPEECH--Figure out what part of speech the questionable word is.** Sometimes the meaning of a word, and even the entire sentence, can be unlocked for you if you can discern the part of speech that the challenging word is. There are some definite keys to longer words that unlock the part of speech the word is often used as.

a. Nouns--**Nouns** often end in the suffixes *tion, sion, ance, ence, age, ige, ia, um, ian, ade, acy, ology, onomy, tude*

Examples: **association, ascension, annoyance, intelligence, vestige, curricula, curriculum, thespian, tirade, theocracy, biology, taxonomy, solitude**

b. Verbs--**Verbs** often end in the suffixes *ate, er, ire, ose*

Examples: **remediate, alter, transpire, transpose**

c. Adjectives--**Adjectives** often end in the suffixes *ful, ent, ant, ate* (like verbs often do), *ious, ous, ar, able, ial, al, ic, ible, ine, an*

Examples: **beautiful, opulent, extravagant, immediate, vicious, popular, veritable, ursine, American, ulterior, on, trivial, transcendental, geometric, tangible, taurine**

d. Adverbs--**Adverbs** often end in the suffix *ly*

Examples: **extravagantly, immediately, affordably, accurately**

### Using This DD Trick

- (1) Underline the word in question with one color of highlighter.
- (2) Box the part of the word that can possibly tell you what part of speech it is.
- (3) Once you think you know the meaning of the word, substitute a word that is the same part of speech to see if it fits. (It doesn't have to be a synonym for the word; you're just looking for part of speech now.)
- (4) Once you know the part of speech of the questionable word, see if the context of the sentence will help you further unlock the word.
- (5) Try combining this DD trick with another one for especially challenging words.
- (6) List other words that are the same part of speech that the questionable word is--ones that could have similar meanings.

Example:

The boy was **agile** on the balance beam, **so** his routine was **flawless**.

Choose a synonym for *agile*:

- a. athlete
- b. acrobatic
- c. spry
- d. gymnast

If you had learned to determine parts of speech, you would know that *athlete* and *gymnast* are nouns, whereas *agile* is an adjective. You would not choose a noun to substitute for an adjective. (Of course, you have the DD hints in this sentence too--the trigger word *so* and the positive describer *flawless*.)

Note: This trick is especially helpful for standardized testing. For example, if you can tell that the questionable word in the sample is an adjective, you will know that you should not choose a noun for the blank.



### 3. ROOTS AND AFFIXES---Use your knowledge of roots, prefixes, and suffixes.

- a. Root word--**A root word** (sometimes called a base word) is a **word without an affix (prefix or suffix)**. In other words, it is a base word that has nothing else added to the beginning or end of it. Since we have accumulated our vocabulary from other countries and cultures, many of our words are related to each other. That is, they have similar roots that all mean the same thing. If you can look at a word's root (base) and see that you know the meaning of it (or know words that also contain that same root), you can often determine a challenging word's meaning.

For example, you probably already know the root to each of the words given below, even if you do not know the meaning of the word itself:

- (1) **Pagina tion** : Because you can see the root word *page*, you can tell that *pagination* has something to do with pages, possibly numbering pages. Because you know that *tion* words are often nouns, you can know that *pagination* is a **thing** having to do with (a process) of **numbering pages**.

pagination--Do you see part of the word *page* there?

- (2) **Illustri ous** : Because you can see the root word *illustrate*, you can tell that *illustrious* has something to do with illustrating--or something beautiful. Because you know that *ous* words are often adjectives, you can know that *illustrious* is a **describer**, telling that something is **like an illustration**--or is beautiful.

illustrious--Do you see part of the word *illustrate* there?

- (3) **Subordina tion** : Because you can see the root word *subordinate*, you can tell that *subordination* has something to do with *subordinate*--something lower than something else. Because you know that *tion* words are often nouns, you can know that subordination is a **noun**, something that is **lower than something else**.

subordination--Do you see part of the word *subordinate* there?

- b. Affixes--**Affixes** are letters that are **attached (or "affixed") to a word**. (Do you see the root *affix*--meaning to attach, there?)

There are two kinds of affixes:

- (1) Prefix--A **prefix** is a letter or letters added to the **beginning** of the root word. (The word prefix is a combination of *pre*--meaning before and *fix*--meaning attach.) A prefix is **more important to meaning** than a suffix because it alters the **meaning** of the root word--often making it mean just the opposite. It is important for spelling that you understand that a **prefix does not change the spelling of** a root word--it is just attached to the beginning of the root word without any spelling change.

- (a) unkind--*un* means *not*; *unkind* means *not kind*  
(b) disheartening--*dis* means *not*; *disheartening* means *not heartening*  
(c) nonnegotiable--*non* means *not*; *nonnegotiable* means *not negotiable*

- (2) Suffix--A **suffix** is a letter or letters attached to the **end** of a root word. A suffix is more important to **spelling** than a prefix because a suffix often changes the *spelling* of the root word. A suffix does **not usually change the meaning** of a word, but it **does often change the part of speech** of the word (which can also aid in understanding meaning).

- (a) joyfully--*ly* tells you this is probably an adverb--this word usually means *doing something with joy*  
(b) graciousness--*ness* tells you this word is a noun; this word means the *idea (noun) of grace*  
(c) elongate--*ate* tells you this word is probably a verb; this word means the *act of making longer* (see "long" in it?)

#### Using This DD Trick

- (1) Underline the word in question with one color of highlighter.
- (2) Box any roots, prefixes, and suffixes you can locate with different color highlighters.
- (3) First of all, see if you know the meaning of the root word or partial root word you boxed.
- (4) Then, see if you know the meaning of the prefix. (See roots and affixes list coming up)
- (5) Next, see if the suffix and the place it is used in the sentence can tell you the part of speech of the word.
- (6) If you still cannot discern the word's meaning, use another DD trick with the steps above.

Example:

He was in an un **character** istical ly foul mood.

1. un = not
2. character = has to do with a person's character or personality
3. ly = adverb

Thus, in this sentence it means that the describer *foul* is not normally in his character or personality.

4. **TRIGGER WORDS**--Find a trigger word that tells you what the questionable word might mean. A trigger word is a word in the part of the sentence with your questionable word that tells you that, that part of the sentence is going to be in **agreement or disagreement with another part**. Trigger words are similar to clue words, but they will be easier for you to find since you probably already know many of them through CQLA grammar studies. They are strong writing techniques because they add variety to your sentence structure--but they also have meaning. There are two main types of trigger words, both taught extensively in CQLA grammar and through the Checklist Challenge.

a. Conjunctive adverbs

Result: *therefore, consequently, of course*

Concession: *nevertheless, yet, still, after all, of course*

Apposition: *for example, for instance, that is, namely, in other words*

Addition: *moreover, furthermore, also, in addition, likewise, further, in addition to, similarly*

Time: *meanwhile, in the meantime*

Contrast: *however, instead, on the contrary, on the other hand, in contrast, rather*

Summary: *thus, in conclusion, then*

Reinforcement: *further, in particular, indeed, above all, in fact*

b. Coordinating conjunctions

**F** or, **A** nd, **N** or, **B** ut, **O** r, **Y** et, **S** o (FANBOYS)

\*\*\*Notice how both of those grammar terms have *conjunct* in them--they are both joining types of words--joining parts of sentences together, often to either tell how each part is the same (*and, thus, moreover, etc.*) or how each part is different (*however, but, on the contrary, etc.*).

**Using This DD Trick**

(1) Underline the word in question with one color of highlighter.

(2) With another color highlighter, box any "trigger words."

(3) Using the word or words you boxed in step two, determine whether the questionable word is in agreement or disagreement with other parts of the sentence.

(4) Now read the sentence aloud, substituting a word (one that "might fit") you know for the questionable one. This word quite possibly could be a synonym (word that means the same) for the questionable word.

Examples:

I thought she was fairly friendly; **however,** when I got to know her better, I found her to be contentious.

*However* tells you that the questionable word is going to be the *opposite* of the word *friendly*.

I thought she was fairly friendly; **moreover,** when I got to know her better, I found her to be absolutely exuberant.

*Moreover* tells you that the questionable word is going to be *similar to* (even more so!) the word *friendly*.

5. **CONTEXT.** As shown in the clue words and trigger words examples earlier, the context of the passage can tell you a lot about a word's definition. Using other words in the sentence can help you tell what a questionable word means, but so can other sentences around the difficult word. Sometimes it helps to carefully examine the **sentence before and the sentence after** the one containing the questionable word.

### Using This DD Trick

- (1) Underline the word in question with one color of highlighter.
- (2) Read the entire sentence to see if you can find any trigger words or clue words within the sentence.
- (3) Examine the questionable word for a familiar root, prefix, or suffix.
- (4) If you still cannot determine the word's meaning, underline the sentence before the one containing the difficult word with one color of highlighter as you read it aloud.
- (5) Underline the sentence following the one containing the difficult word with a different color highlighter, as you read it aloud.
- (6) Do you see any clue words, trigger words, etc. in those sentences that can help you with your difficult word? Box those.
- (7) Now use all of the hints above to decipher the questionable word.

Example:

The girl was miserable in the small train car . She had not realized that she was claustrophobic until her trip.

However, that vacation left little doubt about it.

*Miserable* and *small train car* can help us know that the girl's misery has something to do with the train car; *small cars* tells us it has something to do with the size of the train car.

6. **SYNONYMS--Learn words together that have similar meanings.** This trick will not necessarily help you determine the meaning of a word you encounter, but it will help you to expand your vocabulary--which will eventually help you comprehend challenging words in text.

CQLA has a list of vocabulary words at the beginning of each weekly lesson that all have something to do with each other. Many times these are synonyms--words that mean the same as other words. **By learning words that have similar meanings together, you are more likely to remember their meanings.** You will have a "learning hook" on which to put new words--hooks that already contain words you know.

Example:

All of the words below have something to do with (are synonyms for) or are similar to the word *lazy*: *idle, indolent, shiftless, slothful, apathetic, languorous, lazyish, lethargic, listless, sluggish, torpid*

If you learn these words together, you will be more likely to remember them. Also, since you already know many of them, it is easier to relate the unknown words to the known ones.

#### **Using This DD Trick**

- (1) Underline the word in question with one color of highlighter.
- (2) Go to an online thesaurus or book thesaurus and key the word in the search (or look it up in your book).
- (3) Write down all of the words that are synonyms or near synonyms for the word in question.
- (4) Re-read the sentence containing the questionable word aloud, substituting any of the synonyms from your list that you are familiar with.
- (5) Optional: Study the Similar Words Chart and choose one list of words to work on. Write sentences using some of these words according to your teacher's direction.

## Roots and Affixes List

(a) GEN--*birth, race, kind*  
generous, generate, generation, geneology, gender

(b) DIC, DICT, DIT--*tell, say, word*  
dictate, verdict, edict, contradict, predict, diction, indict

(c) SPEC, SPIC, SPIT--*look, see*  
perspective, aspect, spectator, spectacle, suspect

(d) SUPER, SUR, SUM--*above*  
surpass, summit, supersede, superstition

(e) TENT, TENS, TEND, TENU--*stretch, thin*  
tension, extend, tendency, tendon, tent, distend

(f) TRANS--*across*  
transfer, transient, transitory, transgress, transport

(g) DOC, DUC, DAC--*teach, lead*  
conduct, document, doctrine, induce, indoctrinate

(h) CO, CON, COM--*with, together*  
company, collaborate, comply, congruent,

(i) VERS, VERT--*turn*  
convert, revert, subvert, divert, diverse, extrovert, versatile

(j) LOC, LOG, LOQU--*word, speech*  
eloquent, logic, apology, monologue, dialogue, prologue

(k) SEN--*feel, sense*  
sensitive, sensation, consent, dissent, assent, sentiment

(l) DE--*away, down, off*  
denounce, defraud, decry, deplete, devoid, defile

(m) NOM, NOUN, NOWN, NAM, NYM--*name, order, rule*  
anonymous, nominate, renounce, renown, misnomer

(n) CLA, CLO, CLU--*shut, close*  
closet, enclose, disclose, include, conclude, seclude

(o) VO, VOC, VOK, VOW--*call*  
vocal, advocate, vocation, convoke, revoke, avow

(p) MAL--*bad*  
malicious, malady, dismal, malign, malevolent

(q) FRA, FRAC, FRAG--*break*  
fracture, fraction, fragment, fragile, frail, fractious

(r) OB--*against*  
objective, obsolete, obscure, obstruct, obstinate

(s) SUB--*under*  
submissive, subordinate, sublime, subtle, subversion

(t) AB--*from, away*  
abandon, abhor, abstain, absolve, abstruse, abstract

(u) GRESS, GRAD--*step*  
progress, regress, gradual, digress, degrade, transgress

(v) SEC, SEQU--*follow*  
second, sequel, sequence, consequence, prosecute

(w) PRO--*much, for, a lot*  
prolific, profuse, prodigal, protracted, prodigy, propensity

(x) QUE, QUIS--*ask, seek*  
inquire, question, request, quest, query, acquire, querulous

(y) SACR, SANCT, SECR--*sacred*  
sacrifice, sanctuary, sanctify, sanction, consecrate

(z) SCRIB, SCRIP--*write*  
scribble, describe, script, prescribe, ascribe, inscribe

(aa) PATHY, PAS, PAT--*feeling*  
apathy, sympathy, empathy, antipathy, passionate

(bb) DIS, DIF--*not*  
disdain, dissuade, dismay, disparate, disparage

(cc) CIRCU--*around*  
circumference, circulation, circumstances, circumvent

(dd) NON, UN, IN, AN, A--*no or not*  
nonviolent, uncooperative, inappreciative, anonymous

(ee) AD--*to*  
adhere, adjective, addict, adverb

(ff) INFRA--*below*  
infrastructure, infraction, infrared, infra-bass

(gg) AMBI--*both*  
ambidextrous, amibguous, ambition, ambivalent

(hh) EPI--*on*  
epidemic, epic, epitomy, episode

## Similar Words

### Agreeable

1. Affable (adj): *easy-going; friendly*  
Everyone liked to talk to the girl. She was so **affable**.
3. Camaraderie (noun): *goodwill between friends*  
There was great **camaraderie** in the team. They all got along.
5. Facetious (adj): *playfully humorous*  
The students loved math class because the teacher was **facetious**.
2. Amenable (adj): *responsive; agreeable*  
Everyone seemed **amenable** to my suggestion of a party.
4. Cordial (adj): *friendly; sincere*  
To Sarah's surprise, her enemy was warm and **cordial**.

### Beautiful

1. Embellish (verb): *to make beautiful by ornamenting; to decorate*  
The woman added buttons to **embellish** her scrapbook page.
3. Opulent (adj): *exhibiting a display of great wealth*  
It was one **opulent**, glorious ball. They spared no expense.
5. Ostentatious (adj): *describing a showy or pretentious display*  
The rich, showy ruler had an **ostentatious** way about him.
2. Florid (adj): *describing flowery or elaborate speech*  
The speech was so **florid** that no one understood it.
4. Ornate (adj): *elaborately decorated*  
The carving was so **ornate** that all who saw it were amazed.
6. Poignant (adj): *profoundly moving; touching*  
The song was so **poignant** that all were moved to tears.

### Better

1. Alleviate (verb): *to ease a pain or a burden*  
Sarah took an aspirin to **alleviate** the pain from the headache.
3. Auspicious (adj): *favorable; promising*  
The vacation began in an **auspicious** way; everything went well.
5. Benign (adj): *kind and gentle*  
He was a **benign** person; all who talked to him were encouraged.
7. Mollify (verb): *to calm or soothe*  
The mother began to **mollify** the frightened child.
9. Sanction (verb): *to give official authorization or approval*  
The teacher **sanctioned** the use of IPODS; the kids were thrilled.
2. Asylum (noun): *a place of retreat or security*  
The soldiers found **asylum** underground from the bombs.
4. Benevolent (adj): *well-meaning; generous*  
The **benevolent** man donated money to the charity.
6. Emollient (noun): *softening and soothing; something that softens*  
The pastor's kind words served as an **emollient** for the family.
8. Reclamation (noun): *the act of making something useful again*  
The business began **reclamation** on their fallen policies.

### Determined, Stubborn

1. Assiduous (adj): *hard-working*  
The man was **assiduous**. He got a lot done.
3. Diligent (adj): *marked by painstaking effort; hard-working*  
The girl was so **diligent** that everyone wanted to hire her.
5. Endure (verb): *to put up with; to survive a hardship*  
Christ **endured** much on our behalf at Calvary.
7. Maverick (noun): *one who is independent, resists adherence to a group*  
In Star Wars, Han Solo was a **maverick**. He did his own thing.
9. Obstinate (adj): *stubbornly adhering to an opinion or a course of action*  
Dad was **obstinate** about his directions, so they got lost.
11. Tenacity (noun): *persistence*  
The pastor's **tenacity** eventually led Jeff to Christ.
2. Compelling (adj): *forceful; urgently demanding attention*  
The speaker made a **compelling** point. All were listening.
4. Dogged (adj): *stubbornly persevering*  
Her **dogged** efforts finally paid off.
6. Intrepid (adj): *courageous; fearless*  
The **intrepid** soldier became a hero because of his bravery.
8. Obdurate (adj): *stubborn; inflexible*  
John was **obdurate**. He would never change his schedule.
10. Proliferate (verb): *to grow or increase rapidly*  
To **proliferate** the plants, Sarah tried watering them daily.
12. Vitality (noun): *energy; power to survive*  
After rest, the football player regained his usual **vitality**.

## Difficult to Get Along With

1. Brusque (adj): *rudely abrupt*  
Mr. Jones was a **brusque** teacher with little time for his students.
3. Feral (adj): *savage; untamed*  
The **feral** beast was dangerous to be around.
5. Incurable (adj): *unable to be reformed*  
The boy was **incurable**. Soon everyone gave up on him.
7. Insolent (adj): *insulting in manner or speech*  
Peter was very **insolent** when he mimicked the teacher.
9. Pugnacious (adj): *combative; belligerent*  
The gang was a **pugnacious** group that mostly fought.
2. Caustic (adj): *bitingly sarcastic or witty*  
His **caustic** wit caused people to be offended often.
4. Fractious (adj): *quarrelsome; unruly*  
The **fractious** relationship was rarely on good terms.
6. Ingrate (noun): *an ungrateful person*  
Clara was such an **ingrate** that her mother didn't get her any gifts.
8. Notorious: *known widely and usually unfavorably*  
The outlaw was **notorious** for his shifty ways.
10. Reprehensible (adj): *worthy of blame*  
The felon's **reprehensible** track-record was appalling.

## Difficult, Unknown

1. Convoluted (adj): *intricate; complex*  
The young man was stumped by the **convoluted** puzzle.
3. Futile (adj): *having no useful purpose; pointless*  
Their efforts for change were **futile**. Nothing changed.
5. Obscure (adj): *relatively unknown; to conceal or make indistinct*  
The professor had never heard of such an **obscure** book.
2. Cryptic (adj): *difficult to comprehend*  
The signs were **cryptic**; no one understood them.
4. Impede (verb): *to slow the progress of*  
They tore down the bridge to **impede** their enemies.
6. Quandary (noun): *a state of uncertainty or perplexity*  
The detective was in a **quandary** because he had no clues.

## Environment

1. Arid (adj): *describing a dry, rainless climate*  
The dry desert is known for its **arid** climate.
3. Nocturnal (adj): *of or occurring in the night*  
The **nocturnal** animal slept during the day and was awake at night.
2. Conflagration (noun): *a widespread fire*  
There was a **conflagration** in the woods. It all burnt down.
4. Sonorous (adj): *producing a deep or full sound*  
John's **sonorous** voice sounded commanding and manly.

## Excessive

1. Ebullience (noun): *intense enthusiasm*  
She was filled with **ebullience** when she left for Florida.
3. Egregious (adj): *conspicuously bad or offensive*  
The doctor made an **egregious** error in not cleaning his tools.
5. Frenetic (adj): *wildly excited or active*  
The boy was **frenetic** about going to Disney World.
7. Superfluous (adj): *extra; unnecessary*  
After the cake was made, they had some **superfluous** sugar.
2. Effusive (adj): *emotionally unrestrained; gushy*  
The baby was **effusive** about not wanting to go to sleep.
4. Flagrant (adj): *extremely or deliberately shocking or noticeable*  
Burning the flag shows **flagrant** disrespect for our country.
6. Gratuitous (adj): *given freely; unearned; unwarranted*  
Grandma gave the disobedient boy a **gratuitous** gift.

## Fake, Lying

1. Dubious (adj): *doubtful; of unlikely authenticity*  
The **dubious** evidence was not enough to convict.
3. Hypocrisy (noun): *practice of pretending to be something one is not*  
Those who say one thing and do the other are guilty of **hypocrisy**.
5. Spurious (adj): *not genuine; false, counterfeit*  
The man made a **spurious** claim when he said the sun was blue.
2. Fabricated (adj): *made; concocted in order to deceive*  
The **fabricated** story had many loopholes.
4. Slander (noun): *false charges malicious oral statements*  
The book was so outrageous that the author was guilty of **slander**.

## Higher and Lower

1. **Condescending** (adj): *treating people as weak or inferior*  
The children felt inferior because she was **condescending**.
2. **Contemptuous** (adj): *feeling hatred; scornful*  
He didn't get along with her because of his **contemptuous** spirit.
3. **Despotic** (adj): *exercising absolute power; tyrannical*  
He was a **despotic** ruler because everything depended on him.
4. **Dictatorial** (adj): *domineering; oppressively overbearing*  
He was **dictatorial**; he expected everyone to listen to him.
5. **Disdain** (noun): *contempt, scorn; to look down on*  
I felt nothing but **disdain** for the person who cheated on the test.
6. **Haughty** (adj): *arrogant; vainly proud*  
His **haughty** attitude showed that he thought he was the best.
7. **Imperious** (adj): *arrogantly domineering or overbearing*  
She bossed everyone around with her **imperious** attitude.
8. **Patronizing** (adj): *treating in a condescending manner*  
He was so **patronizing**; he treated everyone like little kids.

## Highly Consider

1. **Catalog** (verb): *to make an itemized list of*  
Katie decided to **catalog** her expenses to be organized.
2. **Exemplary** (adj): *commendable; worthy of imitation*  
Jay's **exemplary** behavior caused others to want to be like him.
3. **Facile** (adj): *done or achieved with little effort; easy*  
The homework was so **facile** that Dylan finished it all quickly.
4. **Fastidious** (adj): *having careful attention to detail; hard to please*  
Lisa's **fastidious** decorating made things intricately beautiful.
5. **Hierarchy** (noun): *a group organized by rank*  
The social **hierarchy** caused many to feel left out.
6. **Idealize** (verb): *to consider perfect*  
The fans **idealized** the new pitcher.
7. **Laudatory** (adj): *giving praise*  
The teacher was **laudatory** to her students. They got high scores.
8. **Meticulous** (adj): *extremely careful and precise*  
His **meticulous** gingerbread house looked perfect.
9. **Paramount** (adj): *of chief concern or importance*  
The **paramount** issue is the salvation of each person.
10. **Pragmatic** (adj): *practical*  
John was too **pragmatic** to go to the movies at midnight.
11. **Solvent** (adj): *able to pay one's debts*  
After losing money for years, the Smith's finally became **solvent**.
12. **Venerated** (verb): *highly respected*  
President Lincoln is **venerated** for keeping our country together.

## Inborn, Closeness

1. **Inherent** (adj): *inborn; built-in*  
One of Kara's **inherent** weaknesses was her height.
2. **Innate** (adj): *possessed at birth; inborn*  
Dogs have an **innate** ability to sense another dog's presence.
3. **Inveterate** (adj): *long established; deep-rooted; habitual*  
No one ever believed Jodie. She was an **inveterate** liar.
4. **Proximity** (noun): *closeness*  
They tried not to be in the same **proximity** of the weird man.

## Knowing, Understanding

1. **Acquired** (verb): *developed or learned; not naturally occurring*  
To the mother's surprise, Sarah had **acquired** cooking skills.
2. **Conception** (noun): *the ability to form or understand an idea*  
Humans have no **conception** of the sacrifice Jesus made.
3. **Conviction** (noun): *a fixed or strong belief*  
Zoe spoke with **conviction**. She believed in what she said.
4. **Dogmatic** (adj): *stubbornly adhering to insufficiently proved beliefs*  
Her **dogmatic** beliefs were not convincing to the onlooker.
5. **Enlightening** (verb): *informative; contributing to one's awareness*  
**Enlightening** Krista with the wonders of cars was fun for Nathan.
6. **Impression** (noun): *a feeling or understanding resulting from an experience*  
The girl's attitude gave Tim a bad **impression** of her.
7. **Intuition** (noun): *knowing things without thinking; sharp insight*  
Woman's **intuition** gives us the ability to have keen insight.
8. **Misconception** (noun): *an incorrect understanding or interpretation*  
Tom's **misconception** about football was disproven.
9. **Perception** (noun): *awareness; insight*  
The woman knew something was up because of her **perception**.
10. **Perspective** (noun): *point of view*  
Joe began to understand the **perspective** of his opponent.
11. **Profound** (adj): *having great depth or seriousness*  
There was a **profound** moment when Cami began thanking God.



## Large, Dispersed

1. Ample (adj): *describing a large amount of something*  
Tom was convicted; there was **ample** evidence that he was guilty.
2. Comprehensive (adj): *large in scope or context*  
The **comprehensive** test covered the whole book.
3. Copious (adj): *plentiful; having a large quantity*  
The **copious** Thanksgiving meal left everyone stuffed.
4. Permeated (verb): *spread or flowing throughout*  
The scent of the baking apple pie **permeated** the kitchen.
5. Pervasive (adj): *dispersed throughout*  
The film had **pervasive** language. It was in every scene.
6. Prodigious (adj): *enormous*  
The **prodigious** paper took hours to write.
7. Replete (adj): *abundantly supplied; filled to capacity*  
After hours of picking, the basket was **replete** with blueberries.

## Laziness

1. Dilatory (adj): *habitually late*  
Everyone was used to waiting for John; he was a **dilatory** man.
2. Indolent (adj): *lazy*  
Timothy was **indolent** because he didn't study hard.
3. Insipid (adj): *uninteresting; unchallenging*  
The student fell asleep in class because his teacher was **insipid**.
4. Listless (adj): *lacking energy*  
She was so **listless** that she seemed boring.
5. Torpor (noun): *laziness; inactivity; dullness*  
The humid weather made everyone bored and **torpor**.

## Legal Terms

1. Arbiter (noun): *a judge who decides a disputed issue*  
An **arbiter** was hired to settle the much-disputed will.
2. Biased (adj): *prejudiced*  
Mr. Darcy was snobbish at first because he was **biased**.
3. Exculpate (noun): *to free from guilt or blame*  
They decided to **exculpate** the suspect after they heard his alibi.
4. Impartial (adj): *not in favor of one side or the other, unbiased*  
The judge was not **impartial** because he knew the witness.
5. Incontrovertible (adj): *indisputable; not open to question*  
The signed confession was **incontrovertible** proof of his guilt.
6. Integrity (noun): *trustworthiness; completeness*  
*The **integrity** of the man made everyone believe him.*
7. Jurisprudence (noun): *the philosophy or science of law*  
Tim loved **jurisprudence** so much that he became a lawyer.
8. Objectivity (noun): *treating facts without influence from personal feelings*  
The jury heard the case with **objectivity**; they made a fair decision.
9. Penitent (adj): *expressing remorse for one's misdeeds*  
His desire to make things right showed that he was **penitent**.
10. Plausible (adj): *seemingly valid or acceptable; credible*  
The man's alibi seemed **plausible**, so they let him off.
11. Substantiated (verb): *supported with proof or evidence; verified*  
The tape **substantiated** the claim that the man was guilty.
12. Vindicated (verb): *freed from blame*  
John was **vindicated** after his friend confessed to the crime.

## Negative Words and Behaviors

1. Condemn (verb): *to express strong disapproval of; denounce*  
Angela would **condemn** everyone. No one liked being around her.
2. Discredit (verb): *to cause to be doubtful*  
John's bad reputation was a huge **discredit** to himself.
3. Disparage (verb): *to speak of in a slighting way or negatively; to belittle*  
The teenager **disparaged** her poor little sister every day.
4. Pejorative (adj): *descriptive words that speak negatively of someone*  
The teacher was fired for using **pejorative** phrases.
5. Plagiarism (noun): *act of writing another's ideas or words as one's own*  
He knew **plagiarism** was stealing another's words. He did it anyway.
6. Vilify (verb): *to make a vicious statement about*  
To get revenge, Charles decided to **vilify** her in print.

## New

1. Innovative (adj): *introducing something new*  
The business was so **innovative** that it always had new ideas.
2. Naive (adj): *lacking sophistication*  
The idea that all people are kind is a very **naive** thought.
3. Nascent (adj): *coming into existence; emerging*  
Her **nascent** abilities began to shine after a while.
4. Novel (adj): *strikingly new or unusual*  
Kara had a **novel** idea; no one else had ever thought of it.
5. Novice (noun): *a beginner*  
The quarterback was obviously a **novice**. He made unwise decisions.

## Not Practical

1. Abstract (adj): *not applied to actual objects*  
A perfect world is an **abstract** idea. It can never really happen.
2. Apparatus (noun): *equipment; a group of machines*  
The store house had an **apparatus** for fixing the building.
3. Paradigm (noun): *an example or model*  
The **paradigm** for the ornament looked nothing like ours.
4. Phenomenon (noun): *an unusual, observable event*  
The falling meteor **phenomenon** had everyone talking.
5. Rational (adj): *logical; motivated by reason rather than feeling*  
Jeffrey's **rational** approach to life left little room for his emotions.
6. Theoretical (adj): *lacking application or practical application*  
**Theoretical** physics is about ideas, but not how to apply them.

## Rank, Unequal

1. Alienated (verb): *removed or disassociated from*  
The girl **alienated** herself from the class when she sat by herself.
2. Alliance (noun): *a union of two or more groups*  
The class formed an **alliance** to study for the test.
3. Disparity (noun): *inequality in age, rank, or degree; difference*  
There was a great **disparity** between the rich and the poor.
4. Servile (adj): *submissive; like a servant*  
The girl's **servile** attitude caused her to do every job.
5. Suppressed (verb): *subdued; kept from being circulated*  
They try to keep the Bible **suppressed** in some countries.

## Sadness, Interference

1. Impinge (verb): *hinder; interfere with*  
Sarah thought her parents were **impinging** because they said no.
2. Lament (verb): *express grief for; mourn*  
The sweet little boy began to **lament** the death of the fish.
3. Melancholy (noun): *sadness; depression*  
Joy was in a state of **melancholy** when she failed her test.
4. Sanction (noun): *a measure put in place to punish another country*  
The U.S. imposed an economic **sanction** on Cuba.
5. Truncated (verb): *shortened; cut off*  
The audience was getting bored, so John **truncated** the speech.

## Secretive, Crafty

1. Astute (adj): *shrewd; clever*  
The financially **astute** man made a lot of money.
2. Camouflage (verb): *hide by blending in with surroundings*  
The soldier tried to **camouflage** himself so the enemy would not see him.
3. Clandestine (adj): *secretive*  
The illegal group held a **clandestine** meeting every night.
4. Coup (noun): *a brilliantly executed plan*  
Our success in finding the decorations early was a **coup**.
5. Disingenuous (adj): *not straightforward; crafty*  
The man was **disingenuous** when he hinted at needing money.
6. Ruse (noun): *a crafty trick*  
The advertisement was a **ruse** to get people interested.
7. Stratagem (noun): *a clever trick used to deceive or outwit*  
The **stratagem** worked perfectly. Everyone was deceived.
8. Surreptitiously (adv): *done by secretive means*  
Sarah took the pills **surreptitiously**. No one knew she was sick.
9. Wary (adj): *on guard; watchful*  
The family was **wary** about the homeless man at their house.
10. Wily (adj): *cunning*  
The **wily** lawyer knew exactly what to say.

## Small Amounts

1. Inconsequential (adj): *unimportant*  
The **inconsequential** conversation gained no ground in the case.
2. Superficial (adj): *shallow; only concerned with surface things*  
The girl was **superficial**. She only cared about her appearance.
3. Tenuous (adj): *having little substance or strength; shaky; unsure*  
His **tenuous** behavior made many uneasy. He was clueless.
4. Trivial (adj): *of little importance or significance*  
Sam loved **trivial** pleasures, like playing on the computer.

## Speaking and Understanding

1. Assertion (noun): *a declaration or statement*  
They were astonished at the man's **assertion**.
2. Clarity (noun): *clearness in thought or expression*  
Kayla spoke with such **clarity** that everyone understood.
3. Cogent (adj): *convincing; reasonable*  
Sarah's speech was so **cogent** that everyone agreed with her.
4. Coherent (adj): *logically connected*  
The debater lost because his arguments weren't **coherent**.
5. Cohesive (adj): *condition of sticking together*  
The report was **cohesive** because each point flowed naturally.
6. Didactic (adj): *intended to instruct*  
The DVD was **didactic**; the kids who watched it learned a lot.
7. Discourse (noun): *verbal expression or exchange; conversation*  
Their **discourse** was varied from history to current events.
8. Eloquence (noun): *ability to speak vividly or persuasively*  
He had such **eloquence** that he made any subject sound good.
9. Emphasize (verb): *to give special attention to something, to stress*  
The teacher **emphasized** the value of understanding your terms.
10. Fluid (adj): *easily flowing*  
The girl has a **fluid** essay; you can follow what she wrote.
11. Implication (noun): *the act of suggesting or hinting*  
Clara made an **implication** that she wanted to eat at McDonalds.
12. Lucid (adj): *easily understood; clear*  
Because of a long day, the students were not **lucid**.
13. Pundit (noun): *an authority who expresses his/her opinions*  
The political **pundit** promised much, but things didn't change.
14. Rhetoric (noun): *art of using language effectively and persuasively*  
The politician used **rhetoric** to win the crowd

## The Arts

1. Aesthetic (adj): *having to do with the appreciation of beauty*  
An **aesthetic** woman decorated the house. It looked beautiful.
2. Anthology (noun): *a collection of literary pieces*  
The **anthology** included all of Jane Austen's works.
3. Contemporary (adj): *current, modern; from the same time*  
Instead of using old ideas, they tried a more **contemporary** script.
4. Dilettante (noun): *one with an amateurish or superficial understanding*  
The **dilettante** had no idea what was really going on.
5. Eclectic (adj): *made up of a variety of sources or styles*  
John has an **eclectic** taste in music. He listens to everything.
6. Excerpt (noun): *a selected part of a passage or scene*  
Joy decided to give a speech from an **excerpt** of the book.
7. Genre (noun): *describing a category of artistic endeavor*  
Sarah preferred the romantic **genre** of movies.
8. Medley: (noun) *an assortment, normally of musical pieces*  
The **medley** included hymns and choruses.
9. Mural (noun): *a large painting applied directly to a wall or ceiling*  
It took the artist hours to complete the intricate **mural**.
10. Narrative (noun): *characterized by the telling of a story; a story*  
Grandpa began the **narrative** about his life as a soldier.
11. Parody (noun): *artistic work that imitates another for comic effect*  
The comical story was a **parody** of *Pride and Prejudice*.
12. Realism (noun): *artistic representation that aims for visual accuracy*  
The photograph had a haunting **realism** dealing with war.
13. Virtuoso (noun): *a tremendously skilled artist*  
Alberto's flawless paintings proved he was a **virtuoso**.

## Unpredictable

1. Ambiguous (adj): *open to more than one interpretation*  
The **ambiguous** speech left people with different opinions of it.
2. Ambivalent (adj): *simultaneously having opposing feelings; uncertain*  
Mr. Darcy was **ambivalent** about the choices of meat.
3. Apathetic (adj): *feeling or showing little emotion*  
The hard-hearted man took an **apathetic** look at the tragedy.
4. Arbitrary (adj): *determined by impulse rather than reason*  
John reacted to the problem with an **arbitrary** solution.
5. Capricious (adj): *impulsive and unpredictable*  
Our uncle made a **capricious** decision to go bungee-jumping.
6. Equivocate (verb): *to avoid making a definite statement*  
To get out of answering, Joshua decided to **equivocate**.
7. Indifferent (adj): *not caring one way or the other*  
Kayla was **indifferent** about what movie they chose to see.
8. Spontaneous (adj): *unplanned; naturally occurring*  
They made a **spontaneous** decision to go bowling.

# Section III: Outlining and Writing

## Section III: Outlining and Writing

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# Chapter 8: Creating and Writing From a KWO

## A. Introduction to the Key Word Outline

This section is provided to teach the CQLA teacher (and student) how to do a Key Word Outline over given material or over material the student or teacher locates. This section is written in a direct-ed teaching format; that is, a student (or teacher) may follow it and do the assignments throughout to learn how to write from a Key Word Outline.

Students: You will learn many, many outlining techniques for writing in CQLA. For instance, if you are writing a comparing/contrasting essay about two different things and how they are alike or similar, you might want to do the split paper outline technique in which you write notes about the one item on the left side of the page and your notes about the other item on the right side of the page. Then you can color code the information with a highlighter to divide the material into paragraphs.

If you are writing a biographical report, you might want to use what is known as a formal outline (or at least part of a formal outline) to help you write chronologically. This allows you to put details of family members, dates, schools, locations, etc, beneath main points.

When you want to take notes about a topic for which you do not already know the information, you will want to be even more careful to take good notes. **When it is time to write your essay, you want to be able to just look at your notes and write.** If you have information missing from your notes, you will not be able to do that.

One way that you can organize information for writing a few paragraphs or less about topics you need to research is known as the Key Word Outline (KWO). In the Key Word Outline technique, you find a passage that has the information you want for your report and take notes on the key words of each sentence to gather the information. Then **later, you use those key words that you wrote to develop sentences of your own--and wahla! you have your report.** Obviously, the KWO approach is best for small passages of information containing all the material within it that you need for your report or essay, although you may use the KWO approach to organize information that you gather from various sources--once you become accomplished at using this method.

The “key” to making a Key Word Outline is to **focus on the “key” words of each sentence.** You need to be able to look beyond the prepositional phrases and special clause openers and other distracters and see what the “real” sentence is about. You need to find the main subject and verb of the sentence and be sure you include those as your key words--since those are what the sentence is really about.

In this section you will walk through a Key Word Outline step by step. You will see how to find the important words and how to know what words could be left out and still provide an outline that you can use.

Writing a Key Word Outline is not that difficult, but there are a few guidelines to follow:

1. One of these is that you must **limit the number of words that you use in each sentence of the Key Word Outline.** You must remember when you are writing a report with information you get from books, magazines, and internet sources that the phrases, sentences, and paragraphs belong to someone else. Somebody besides you wrote them, and that person owns them. You want to be sure that you do not steal the author’s words. (If you do use someone else’s words

directly, you must tell that those words belong to someone else via citing sources, quotations, or footnotes). **If you limit the number of words you use for each sentence of your notes in the Key Word Outline, you will use your own words and phrases when you write your report from your notes--instead of using the original author's words.** By only writing a few of the author's words from each sentence of your notes, you will force yourself to use your own words when you write--but the information you needed from another source (that you did not already know) will be in your Key Word Outline in just a few words for each sentence.

2. The other guideline to writing Key Word Outlines is that **you can use numbers, symbols, and signs in your notes without including these in the total number of words for each sentence** that you are allotted. Thus, you can use plus signs, minus signs, arrows, numbers etc., to help you understand the few words you have written in your outline. You will comprehend this better as you see a Key Word Outline done for you.

Study the box below to learn Key Word Outline symbols that you might want to use in your outline to help you understand what your notes mean when you are ready to write.

The passage you will learn to write a Key Word Outline from begins with "A Walk Through the Key Word Outline" on the following page. (Sometimes you will be given a passage, like in this curriculum, and other times you will find a passage yourself to write from.)

The passage for the teacher and student to learn the KWO method is given in the next part of this chapter ("Making KWO--Overview"). The instructions, which are given to help the teacher understand the fundamentals of the KWO approach, are laid out in a multi-lesson format so the teacher may use it with her students, as well.

#### KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean *up, more, above, increase, better*

= can mean *the result of, the same as, is equal to, means, like, occurred*

# can mean *number, pound, or numeral*

Numbers can mean *to (2), for (4), dates, and can also stand for time, etc.*

→ can mean *the result of, caused, said, showed, back, forward, front, to, like*

@ can mean *at, to, from*

\$ can mean *money, cost, expensive*

^ can mean *up, above, more*

++ can mean *most important, more important*

“ ” can be spoken words or special words

<, > can mean *more, greater than, less than, less, great, important, unimportant, vast, large, small*

# B. Creating a Key Word Outline--Overview and Lesson

## Creating a KWO-- Lesson One

PARAGRAPH 1	More than two million tons of salt are produced in the United States for food products. Salt is used as both a seasoning and a preservative. It enhances the taste in food and is used to pickle some products. Almost all canned food contains salt. Many cereals, breads, and chips have sodium added to keep them fresh.
PARAGRAPH 2	Disease-producing bacteria can multiply rapidly on meat and other food products. A single bacterium can reproduce itself in less than half an hour. If this doubling process is allowed to continue without interruption, there will be billions of bacteria in just twenty-four hours!
PARAGRAPH 3	Salt retards the spread of bacteria by drawing the moisture out of them, causing them to die. This process of dehydration can be observed under high magnification. The preservative power of salt is illustrated by the fact that it can keep meat fresh longer than a refrigerator can.
PARAGRAPH 4	When fresh meat is "cured" by working salt into it, the meat can remain unspoiled for more than six months. Meat without sodium can begin to spoil in less than a week in a refrigerator. The preservative power of salt makes it an essential ingredient in many of our food products.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words\*** that would most help you to remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentence in the passage.

\* The number of words allotted for outlining each sentence will vary based on the length of each sentence in the passage.

\* The number of words allotted for outlining each sentence will vary based on the length of each sentence in the passage.

Note: The instructions in the white text box are all Key Word Outline writing instructions together. Those instructions will be broken down and explained step-by-step throughout the remainder of this lesson.

**The shaded sentences within the instructions will indicate which part of the instructions we are working on in each lesson.**

## Creating a KWO-- Lesson Two

### PARAGRAPH 1

More than two million tons of salt are produced in the United States for food products. Salt is used as both a seasoning and a preservative. It enhances the taste in food and is used to pickle some products. Almost all canned food contains salt. Many cereals, breads, and chips have sodium added to keep them fresh.

You should read the first paragraph to yourself--either aloud or silently. You need to get an idea of what the paragraph is about before you can take notes on it. **You will not just want to read the first sentence and then begin taking notes as you do not know what else the paragraph tells you about that topic.**

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you to remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentence in the passage.



## Creating a KWO-Lesson Three

PARAGRAPH 1

More than two million tons of salt are produced in the United States for food products. Salt is used as both a seasoning and a preservative. It enhances the taste in food and is used to pickle some products. Almost all canned food contains salt. Many cereals, breads, and chips have sodium added to keep them fresh.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you to remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage

This step should not be difficult for you since you have probably already practiced writing thesis statements in an earlier *Training for Triumph* book or other language arts studies.

When you wrote opening sentences, you had to look for what the entire paragraph was about. That is what you do when you write the topic of the entire paragraph on the lines. You **decide what the paragraph is about overall**, and you write that in sentence form or in note form.

Remember, a paragraph is a unit of thought. Everything in a paragraph should be about a topic--all parts of a paragraph should support, expand, describe, and/or elaborate on the paragraph's topic.

**When you write the topic of the paragraph, you are not limited to a certain number of words.** You will be writing this in your own words anyway, so you do not have to be concerned about stealing the author's words.

For example, after reading the first paragraph, I may write the following on the topic line:

#### Paragraph One of Body

Topic of Paragraph 1 Lots of salt in US = many uses

#### Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph's outlining lines is provided as a comprehension *and* a composition exercise.

- (1) As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.
- (2) As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become unusually adept at knowing when a paragraph should end and a new one started. It narrows the student's thinking to see that *everything I write in this paragraph has to be about that topic*.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, a student may use as many words as he desires and may write phrases or complete sentences. Encourage your students to use this line to help them grow in their writing.

## Creating a KWO-- Lesson Four

PARAGRAPH 1

More than **two million tons** of **salt** are **produced** in the **United States** for **food** products. Salt is used as both a seasoning and a preservative. It enhances the taste in food and is used to pickle some products. Almost all canned food contains salt. Many cereals, breads, and chips have sodium added to keep them fresh.

Sometimes it is hard to remember exactly which words you want to write down in your Key Word Outline after reading the sentence. Sometimes you lose count of how many you think you are going to use. For those reasons, it is helpful for you to **highlight the words you will include in your outline.**

When you highlight the 3-5 words (or however many you are allotted), always try to use as few a words as you can. In other words, if you are allotted 3-5 words, but the sentence is short, and you can remember what it means with only four words, just use the four words. This will help you rewrite the material in your own words later and help you avoid stealing the author's wording.

While different writers want different words to remind them of what a sentence means, it is important to remember that **the base** (or "bare bones") of a **sentence is made up of the main subject of the sentence and the verb** (the action that the main subject is doing). Other describers, clauses, phrases, etc. are helpful and informative, but **if you do not know what the sentence is about and what that person or thing is doing, all the describers and clauses around it will not help you.**

Also, when you use the main subject and main verb as part of the words you highlight, you do not have to worry about stealing the author's words. The subject and verb of the sentence are often generic--that is, anyone could come up with those. **Begin thinking about what the sentence is about--the subject--and what that subject is doing.** Once you have those highlighted, you can think about *where*, *when*, *how*, *how much*, etc, the action took place and the details (describers) about the subject.

Look at the first sentence of the passage. You might want to highlight the following words:

**two million tons salt produced US food**

\*Note: Since you can use numbers in your outline without including them in your allotment of words, you may highlight the number words in the passage even if it means you highlighted more than five words.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.

a. Highlight 3-5 words that would most help you remember the content of the sentence.

- b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage

## Creating a KWO--Lesson Five

PARAGRAPH 1

More than **two million tons** of **salt** are **produced** in the **United States** for **food** products. Salt is used as both a seasoning and a preservative. It enhances the taste in food and is used to pickle some products. Almost all canned food contains salt. Many cereals, breads, and chips have sodium added to keep them fresh.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight 3-5 words that would most help you to remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

Once you have chosen and highlighted the words that you want to use in your outline, you may write those on the lines for Sentence 1. You might want to include an arrow from salt to US to remind you that the salt is in the United States.

Sentence 1 2,000,000 tons salt → US → food

## Creating a KWO-- Lesson Six

PARAGRAPH 1

More than **two million tons** of **salt** are **produced** in the **United States** for **food** products. **Salt** is **used** as both a **seasoning** and a **preservative**. It **enhances** the **taste** in **food** and is used to **pickle** some **products**. Almost all **canned food** contains **salt**. Many **cereals**, **bread**s, and **chips** have **sodium** added to keep them **fresh**.

Topic of Paragraph 1 Lots of salt in US  
many uses

Sentence 1 2,000,000 tons salt → US →  
food

Sentence 2 salt used → seasoning &  
preservative

Sentence 3 enhances → taste food &  
pickles products

Sentence 4 ++ Canned food = salt  
\_\_\_\_\_

Sentence 5 cereals, breads, chips + sodium  
= fresh

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for Sentence One
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentence in the passage.

## Creating a KWO--Lesson Seven

PARAGRAPH 1

More than two million tons of salt are produced in the United States for food products. Salt is used as both a seasoning and a preservative. It enhances the taste in food and is used to pickle some products. Almost all canned food contains salt. Many cereals, breads, and chips have sodium added to keep them fresh.

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you to remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

You will continue in this manner with the rest of the passage. Keep in mind as you take notes that **these notes are for you**. You need to write down the key words that you think will best help you remember what the sentence meant. That might be different than the ones listed above--and it might be different than what your teacher or sibling would put. That's okay.

Did you remember one of the two guidelines of outlining:  
**Outlining is for you!**

## Creating a KWO--Lesson Eight

PARAGRAPH 2

Disease-producing bacteria can multiply rapidly on meat and other food products. A single bacterium can reproduce itself in less than half an hour. If this doubling process is allowed to continue without interruption, there will be billions of bacteria in just twenty-four hours!

↔ Now that you have walked through the first paragraph of the Key Word Outline of the salt passage, you are ready to see if you can narrow the important words in each sentence down to 3-5 words. Be sure you highlight the 3-5 words in each sentence before writing them (and any symbols you choose) on the outlining lines.

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

\_\_\_\_\_

Sentence 1 \_\_\_\_\_

\_\_\_\_\_

Sentence 2 \_\_\_\_\_

\_\_\_\_\_

Sentence 3 \_\_\_\_\_

\_\_\_\_\_  
(You may use up to seven words for Sentence Three.)\*

### Study Skills/Prewriting: Key Word Outline

Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you to remember the content of the sentence.
  - b. Write those **3-5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

\*Note: In CQLA and *Meaningful Composition*, when a sentence is especially lengthy or contains difficult sentence structure, you will usually (depending on level) be told what to do with those special circumstances, such as in Sentence Three above in which the sentence is too long to outline in seven words or fewer. Other special circumstances you will be alerted to and instructed in include semi-colon, colon, dash, and quotation use; dialogue, and special compound and compound--complex sentences. Don't be concerned about this now--it is all spelled out for you and carefully explained in each KWO lesson.

## Creating a KWO--Lesson Nine

PARAGRAPH 2

Disease-producing bacteria can multiply rapidly on meat and other food products. A single bacterium can reproduce itself in less than half an hour. If this doubling process is allowed to continue without interruption, there will be billions of bacteria in just twenty-four hours!

↔ A sample Key Word Outline for the second paragraph is given below.  
Study it and compare the words listed to the words you highlighted in the passage.

### Paragraph Two of Body

Topic of Paragraph 2 bacteria can rapidly multiply producing billions  
in 24 hours

Sentence 1 disease-producing bacteria xxx food

Sentence 2 1 bacterium reproduces self 1/2 hour

Sentence 3 process allowed = billions bacteria → 24 hours

Remember, your highlighting is not wrong. You have to use the words that most help you; however, when you compare yours to the given Key Word Outline, be sure to look to see if you have the main subject and main verb of each of the sentences as you always need to know what the sentence is about.

## Creating a KWO--Lesson Ten

PARAGRAPH 3

Salt retards the spread of bacteria by drawing the moisture out of them, causing them to die. This process of dehydration can be observed under high magnification. The preservative power of salt is illustrated by the fact that it can keep meat fresh longer than a refrigerator can.

↔ Now you are ready to write the Key Word Outline for the third and fourth paragraphs of the passage given for you. Follow the instructions listed in the white instruction box.

### Study Skills/Prewriting: Key Word Outline

↔ 1. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

1. Read the first paragraph to yourself.
  - a. Determine the topic of that paragraph.
  - b. Write the topic of the entire paragraph on the topic line.
2. Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3-5 words** that would most help you to remember the content of the sentences.
  - b. Write those **3-5 words** on the line provided for sentences one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
3. Repeat these steps for all of the paragraphs and sentences in the passage.

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
\_\_\_\_\_

Sentence 1 \_\_\_\_\_  
\_\_\_\_\_

Sentence 2 \_\_\_\_\_  
\_\_\_\_\_

Sentence 3 \_\_\_\_\_  
\_\_\_\_\_



## Creating a KWO--Lesson Ten (continued)

PARAGRAPH 4

When fresh meat is “cured” by working salt into it, the meat can remain unspoiled for more than six months. Meat without sodium can begin to spoil in less than a week in a refrigerator. The preservative power of salt makes it an essential ingredient in many of our food products.

### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
\_\_\_\_\_

Sentence 1 \_\_\_\_\_  
\_\_\_\_\_

Sentence 2 \_\_\_\_\_  
\_\_\_\_\_

Sentence 3 \_\_\_\_\_  
\_\_\_\_\_

## Creating a KWO--Lesson Eleven

PARAGRAPH 3

Salt retards the spread of bacteria by drawing the moisture out of them, causing them to die. This process of dehydration can be observed under high magnification. The preservative power of salt is illustrated by the fact that it can keep meat fresh longer than a refrigerator can.

PARAGRAPH 4

When fresh meat is "cured" by working salt into it, the meat can remain unspoiled for more than six months. Meat without sodium can begin to spoil in less than a week in a refrigerator. The preservative power of salt makes it an essential ingredient in many of our food products.

<> Compare your KWOs for paragraph 3 and paragraph 4 with the one given below.

### Paragraph Three of Body

Topic of Paragraph 3 salt keeps things fresh

Sentence 1 salt stops bacteria (xx) → moisture = die

Sentence 2 Dehydration seen → magnification

Sentence 3 salt → meat +++ > refrig = \*\*\* preserve

### Paragraph Four of Body

Topic of Paragraph 4 salt keeps things from spoiling & is needed

Sentence 1 salt cured → meat = unspoiled > 6 months

Sentence 2 salt = meat spoil < wk → fridge

Sentence 3 salt preserve = essential → food

Again, you are comparing yours to a given one in order to help you to learn to focus on subjects and verbs. You need to outline according to what helps you the most.

# C. Writing From a KWO--Overview and Lesson

## Writing From a KWO--Lesson One

### Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your report from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

Read your report aloud. Do you like the way it sounds?

You are now ready to learn to write from the Key Word Outline. Follow along as the steps are described in detail for you, and walk your student through them.

\*Note: The instructions in the box are all of the “rough draft writing” instructions. They are detailed and explained throughout the “lessons” provided here just like the “Create a Key Word Outline” lesson you just completed.

## Writing From a KWO -- Lesson Two

If you write your Key Word Outline on one day, then write your report a couple of days later, you might have trouble remembering what the passage was about. Thus, the first step in writing from your Key Word Outline is to **re-read the entire passage**. This is not so you can memorize the passage! It is to **help you get an overview of the passage and recall its major concepts**.

### Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your essay from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

Read your report aloud. Do you like the way it sounds?

PARAGRAPH 1

More than two million tons of salt are produced in the United States for food products. Salt is used as both a seasoning and a preservative. It enhances the taste in food and is used to pickle some products. Almost all canned food contains salt. Many cereals, breads, and chips have sodium added to keep them fresh.

## Writing From a KWO -- Lesson Three

### Composition/ Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your essay from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

Read your essay aloud. Do you like the way it sounds?

Now, **you need to close the passage and focus on your notes.** This step tells you to read your first line of notes (for the first sentence) and think about the sentence you want to write. Of course, you may read the Topic of Paragraph 1 line to help give you an overview of the paragraph as well.

### Paragraph One of Body

Topic of Paragraph 1 Lots of salt in US = many uses

Sentence 1 2,000,000 tons salt → US → food

## Writing From a KWO -- Lesson Four

In this step, you begin writing your paragraph. Sometimes it helps you write better to say the sentence you are considering aloud before you write it.

### Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your essay from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

Read your essay aloud. Do you like the way it sounds?

### Paragraph One of Body

Topic of Paragraph 1 Lots of salt in US = many uses

Sentence 1 2,000,000 tons salt → US → food

### Possible sentences for line number one notes:

In the United States, salt that is produced for food  
items exceeds two million tons.

or

Food products in the United States utilize more than  
two million tons of salt.

or

In the United States, salt must be produced in large  
quantities--more than two million tons--for foods alone.

## Writing From a KWO-- Lesson Five

PARAGRAPH 1

More than two million tons of salt are produced in the United States for food products. Salt is used as both a seasoning and a preservative. It enhances the taste in food and is used to pickle some products. Almost all canned food contains salt. Many cereals, breads, and chips have sodium added to keep them fresh.

### Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your essay from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.
5. Repeat these steps for each line of notes, writing on every other line.

Read your essay aloud. Do you like the way it sounds?

Lastly, the instructions tell you to follow the same method for the remainder of the paragraph and for all paragraphs of the passage. Then, they tell you to read your essay to see if you like how it sounds.

The first paragraph of the passage has been rewritten for you underneath each line of notes to give you an idea of how you can use the words and symbols you wrote (or that were provided for you, in this case) to write your own, original paragraph.

## Paragraph One of Body

Topic of Paragraph 1 Lots of salt in US → many uses

**Outline Sentence 1** 2,000,000 tons salt → US → food

**Rewritten Sentence 1** In the United States, salt that is produced  
for food items exceeds two million tons.

**Outline Sentence 2** salt used → seasoning & preservative

**Rewritten Sentence 2** Salt has two primary uses---seasoning and  
preserving.

**Outline Sentence 3** enhances → taste food & pickles products

**Rewritten Sentence 3** Salt is used to pickle some products, but  
most people rely on it for flavoring.

**Outline Sentence 4** (++) canned foods = salt

**Rewritten Sentence 4** Sodium is included in almost all canned  
food products.

**Outline Sentence 5** cereals, breads, chips, + sodium = fresh

**Rewritten Sentence 5** Freshness is prolonged in cereals, breads,  
and chips through the application of salt.



## Writing From a KWO-- Lesson Six

### Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Follow these steps for writing your essay from your Key Word Outline:

1. Re-read the entire passage to recall its content.
2. Read your first line of notes and think about what you want your sentence to say.
3. Practice saying your sentence aloud to get it just the way you want it.
4. Write your first sentence in your notebook; remember to indent it.

5. Repeat these steps for each line of notes, writing on every other line.

Read your essay aloud. Do you like the way it sounds?

<> Follow the instructions given below to rewrite the second paragraph of the passage in your own words, using the Key Word Outline you were given for that paragraph earlier this week. You may write on the lines provided, write in your notebook, or type it on the computer.

### Paragraph Two of Body

Topic of Paragraph 2 Bacteria can multiply rapidly producing billions in 24 hours

Sentence 1 disease-producing bacteria (xxxx) → food/meat

Sentence 2 1 bacterium = reproduce self 1/2 hour

Sentence 3 process allowed = billions bacteria → 24 hours







# Chapter 9: KWO, Plagiarism, and Passages

In CQLA, your student will write Key Word Outlines over the weekly passages in the first two weeks of each unit (unless there is something unusual like poetry or other special writing assignment given). This is purposeful: the passages are written at each level's reading and writing levels, and the passage is studied all week, which gives students an advantage in writing from it. Also, special circumstances within the passage are noted for the student in his outlining lines (i.e. longer sentence structures that need special treatment, compound sentences, quotations, etc.). Thus, a CQLA student learns to outline, write, and comprehend material through the passage writing and dictating, as well as through the Key Word Outline process.

However, a student can become extremely dependent upon "given material" if he only writes from sources that are "laid out" for him all the time (like in the first two weeks of CQLA). Additionally, some students who do Key Word Outline writing over given material plagiarize because they do not follow the rules of only using a limited number of words for outlining, they write from the passage directly, or they do not tweak the material to make it their own, etc.

Therefore, CQLA also has many other types of writing (besides the KWO From Given Material), such as poetry, essay writing, research reports, letters, stories, biographies, compare/contrast, cause and effect, analogous essays, and much more. This well-rounded writing program helps students learn all types of writing (not just writing KWO's from passages). It also helps students learn and practice creative processes, research skills, and advanced thinking skills.

This chapter of the *Teacher's Guide* is here to help you and your help your student learn how to outline and write from source material (including given material) without plagiarizing. What follows is the KWO and Plagiarism box that is provided in the CQLA books. You can go over this with your student right away, or you can use it to help yourself understand the KWO and other source material writing.

Following that, you will find other example paragraphs with sample outlines and rewrites. These will help you further see how the KWO and rewriting process works. You may also use these paragraphs and examples with your student.

## Key Word Outline and Plagiarism

Follow These Steps in Outlining and Writing From Given Material:

- 1. Do not steal another person's words.** In making and writing from a Key Word Outline, it is important that you do not plagiarize. Plagiarizing is stealing another's words and using them as your own. When writing from a source (whether using a Key Word Outline or any other outlining technique), there is a danger of using another person's wording, phrasing, and writings instead of making your report your own.
- 2. Do not write directly from a source.** To keep from plagiarizing, you should create an outline before you write a report--as opposed to writing directly from a source. By making an outline of the information (instead of writing your report directly from the book in which you get your information), you are removing yourself from the source, which will make you one step farther away from another's words--and reduce the likelihood of plagiarizing.
- 3. Use few words for outlining each sentence.** In making a Key Word Outline, you should only use a small number of words for outlining each sentence. This is another way plagiarism can be reduced. If you use twenty-five percent or less of the author's original words to outline a sentence, you will be forced to use your own wording for at least the remaining seventy-five percent. This is why CQLA limits the number of words you are permitted to use to outline each sentence of a passage, while still making allowances for lengthier sentences. However, anytime you can use fewer words for outlining than you are allotted, do so. For example, if the assignment permits you to use up to six words per sentence for the sentences you are outlining, try to use four or five instead, whenever possible. If you are allotted four or five words per sentence for outlining, try to get by with only three or four words.
- 4. Use your own wording during outlining.** Another way to reduce plagiarism is to use your own wording, even during the outlining process. What this means is that you can start using your own words and phrases during your Key Word Outline, as opposed to outlining using the author's wording and phrasing. You are, essentially, removing yourself even farther from your original source by outlining with your own words. Study the examples given below to see how you can use your own words during outlining:

### Original passage:

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

Key Word Outline Samples:

Sentence 1--**Original Sentence:** Daniel and Samson were two men who lived extremely similar, yet still contrasting, lives.

Sentence 1--**KWO Using Author's Words:** Daniel & Samson, 2 =similar/contrasting lives

Sentence 1--**KWO Using Your Own Words:** 2 w/ different & same situations = Daniel & Samson

Sentence 2--**Original Sentence:** They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies.

Sentence 2--**KWO Using Author's Words:** 2 lived/dominion enemy nations; forced serve

Sentence 2--**KWO Using Your Own Words:** 2 /rule enemy countries; forced slave

Sentence 3--**Original Sentence:** Both were given leadership positions by God's direction---and were placed in confinement at some point during their service.

Sentence 3--**KWO Using Author's Words:** 2=leadership/God & confined during service

Sentence 3--**KWO Using Your Own Words:** 2=captive while slaving; 2=called-God/leadership

**5. Reword material and rework the sentence structures when writing from a Key Word Outline.** Even though you are writing from given material when writing from a Key Word Outline, you still want to eventually make that material your own. You do not want to write using the same words, phrases, and sentence structures that the author used. It might be general knowledge, but if you use the author's way of writing it, you are plagiarizing his or her words and sentences. Thus, you will want to reword the material and rework the sentence structures when you are writing from a Key Word Outline. In the sentences that were outlined above for you, you can use your new words (in your Key Word Outline), but rework the sentence structures so that you are writing the paragraph yourself, instead of copying from the author. Read the samples below to see how this is done.

**Original Passage:**

Daniel and Samson were two men who lived extremely similar, yet contrasting, lives. They both lived under the dominion of enemy nations and were taken by force to serve in the lands of their enemies. Both were given leadership positions by God's direction--and were placed in confinement at some point during their service.

**Your Key Word Outline Using Your Own Wording:**

Sentence 1: 2 w/ different & same situations = Daniel & Samson

Sentence 2: 2 /rule ---opposing countries; forced serve

Sentence 3: 2=captive while slaving; 2=called-God/leadership

**Your New Passage:**

Two men, Daniel and Samson, found themselves in different situations--and the same types of situations--during their lives. The similarities of these two men's lives include the fact that they both existed as slaves in enemy territory under the reign of countries who opposed and oppressed their own countries. They were both ordained of God to be in leadership in the foreign countries in which they were serving, and they were both held captive by these enemies while they were serving them.

**6. Discern whether you are writing from general information as opposed to writing from someone else's original ideas.** The passages from which you write in CQLA are usually general information--information of which many Christians know and agree. For example, most of us know that Daniel and Samson were both taken captive. Most of us know that God does not permit us to use His name in vain. It is general knowledge that being responsible is displaying godly character, etc.. However, there will be other times in which you write using another person's ideas or themes (especially when finding your own sources). In other words, you will write something that is not common knowledge--or a viewpoint or theme that another person developed himself.

**7. Give credit to the original writer when something is not general knowledge.** When you write from another's ideas or theories, you need to cite that information. In other words, you need to tell from whom or where you got it. You will be taught how to cite sources throughout TFT writing books. This information is also provided in this *Teacher's Guide*. In a nutshell, however, you need to tell when an idea or theory you are writing about is not generally known--or when you are giving a point of view that you have devised from another's writing or point of view. In the given passages for this curriculum, people are sometimes quoted and the Bible is often quoted. These will give you opportunities to learn how to write using another person's words in a way that gives that person the credit he or she deserves.

**8. Cite the person's name when paraphrasing original (or non-general) information.** Many students are not aware that when you paraphrase someone else's words that are not general knowledge in upper level writing, you need to tell where you got that information or who first came up with that theory or idea. (Students often think that you only cite the source when the material is quoted directly; this is not true.) There is disagreement among professionals as to when a source needs cited and when a source does not need cited, in terms of whether something is commonly known or not. When this curriculum refers to general knowledge, it is describing information that you might get out of an encyclopedia or other "facts" source -- and that most people already know. Read the two examples given below to help you discern whether your information needs cited or not.

a. **General Knowledge:**

- i. There is no reason to tell that *World Book Encyclopedia* says that prairie dogs are furry rodents. It is an understood fact that they are rodents, and many would describe them as furry, or at least hairy.
- ii. You do not need to tell that *Who's Who in Christian History* said that Charles Spurgeon lived with his grandparents during part of his childhood (unless you are writing a research paper or college term paper in which each piece of information must be cited). Nearly any biographical source about Charles Spurgeon would tell you that. It is not an original idea or theme.

b. **Specific Knowledge:** However, to say that Charles Spurgeon's grandfather had a significant influence on his ministry, you either need evidence, such as information about his living with his grandfather while growing up, etc., or you need to cite the person who indicated this influence in your paper.

(i) For example, you might write a few sentences about Charles Spurgeon's early years living with his grandparents and observing his grandfather's faith, then say something like this: *It would seem that Charles Spurgeon's grandfather had a profound influence on the grandson's future faith and ministry.*

(ii) Or, if you did not have space to provide the evidence for the grandfather's influence (explaining how young Charles lived with his grandparents for a number of years), you could cite your source that says his grandfather was a significant influence, paraphrase that information, and include it in that way.

(a) For example, your sentence might read something like this: *According to Smith in The Life of Spurgeon, Charles Spurgeon's grandfather had the most influence on his faith and ministry since the young Spurgeon lived with his grandparents during his formative years.*

(b) In the above example you are not quoting Smith directly, but you are giving Smith the credit for the idea that the grandfather influenced the younger Spurgeon---since you could not have known that had you not either read about Charles Spurgeon's time with his grandfather in detail or read someone else's words saying that information.

For the passages of given material in CQLA, you do not need to be concerned with citing or not citing (unless the passage contains a quote). However, you will want to consider this information any time you gather information for an opening, closing, or continuing paragraph---and for times that you write from information you find yourself. You will learn more details about citing sources, including quotations, and paraphrasing information as you grow in your writing in CQLA.



# More Key Word Outline Help: Passages to Help Students Learn to Use Own Wording in Writing

## Original Passage:

Every person has two kidneys. They are brownish-red, and each one is no bigger than a fist. However, the kidney has so many veins that if all of these veins were laid end to end, they would stretch for thirty-five miles.

The kidneys are located on each side of your spine (or backbone), about two-thirds of the way down your back. They are protected by the lower ribs. God designed us to have two kidneys each, but if one does not work right, the other one can do the work all alone.

## KWO:

Paragraph 1: Color and length of kidneys  
Sentence 1: person 2 kidneys  
Sentence 2: brownish-red, no bigger fist  
Sentence 3: kidney many veins=35 miles

Paragraph 2: Location and function  
Sentence 1: kidney location spine 2/3 down back  
Sentence 2: protected lower ribs  
Sentence 3: God, designed 2 kidneys not work other work

## Rewritten Passage:

God has created each of us with two kidneys. A kidney is about the size of a fist, and is brownish-red in color. Our kidneys have many veins. The veins are so plentiful that if they were laid out in one long line, they would reach for thirty-five miles.

The kidneys can be found about two-thirds of the way down a person's back on each side of the spine. The lower ribs provide protection for them. Even though God has created us to have two kidneys, if one kidney does not work, the other kidney can do the job for both of them.

### Original Passage:

The two young, ornery boys scurried away when they saw the policeman coming towards Nate. They hid behind some bushes and watched. They were sure that Nate would be hauled off to jail for some minor infraction.

The policeman and Nate talked, and soon the man went on his way. The boys joined Nate on his park bench once again. "But he didn't even arrest you!" they exclaimed. "Didn't he want to take you off to jail?"

### KWO:

Paragraph 1: Nate, boys, see policemen

Sentence 1: 2 boys scurried saw policeman

Sentence 2: hid behind bush, watched

Sentence 3: sure Nate hauled jail for infraction

Paragraph 2: Surprised police didn't arrest Nate

Sentence 1: policeman talk, Nate talked man went

Sentence 2: boys join Nate bench

Sentence 3: didn't arrest you

Sentence 4: didn't take jail

### Rewritten Passage:

As the policeman approached Nate, the two young, mischievous boys hurried away. Hiding behind the bushes, they watched as the policeman approached Nate. They thought that Nate might be taken to jail for a "made up crime."

After Nate and the policeman talked, the policeman continued his beat, and Nate sat alone on the park bench. Joining him as he sat, the boys remarked, "He didn't even arrest you. We thought he wanted to haul you off to jail."

**Original Passage:**

Salt lowers the freezing point of water. Thus, when it is sprinkled on ice and snow, it causes them to melt. In the United States, more than ten million tons of salt are used each year to keep highways free of ice. This treatment prevents accidents and reduces the number of traffic fatalities.

**KWO:**

Paragraph 1: salt used to melt ice  
Sentence 1: salt lowers freezing water  
Sentence 2: sprinkled ice snow=melt  
Sentence 3: u.s. 10 million tons salt highways free  
Sentence 4: treatment prevents accidents reduces fatalities

**Rewritten Passage:**

The freezing point of water is lowered when salt is added to it. Therefore, sprinkling salt on snow and ice makes them defrost. More than ten million tons of salt are utilized on highways in the U.S. every year to keep them safe from icy conditions. Accidents are prevented, and the number of traffic fatalities are reduced due to this procedure.

### Original Passage:

Almost twenty percent of the salt mined in the United States is used to soften water. Water is said to be "hard" when it contains large amounts of minerals. These minerals leave unsightly deposits on sinks and toilets and may plug pipes. They also prevent soaps and detergents from sudsing. Water softeners work by replacing the hard minerals with sodium.

### KWO:

Paragraph 1: salt used to soften water

Sentence 1: 20% salt mined U.S. soften water

Sentence 2: water "hard" contains minerals

Sentence 3: minerals leave deposits sinks toilets pipes

Sentence 4: prevent soaps detergents sudsing

Sentence 5: softeners work replacing minerals sodium

### Rewritten Passage:

It takes almost twenty percent of the salt that is mined in the U.S. just to soften the water that is used by Americans. When water contains extensive minerals, it is considered to be "hard." Unattractive deposits on sinks and toilets and plugged pipes may result when these minerals are deposited on them. The ability for soap and detergents to suds is also hindered when these minerals are present. By replacing the hard minerals with sodium, water softeners are able to work and alleviate these problems.

# Chapter 10: Letter Writing

Letter writing is a skill that people use their entire lives--in business, friendship, and more. It is an important aspect of writing for a person to learn. This chapter will detail the friendly letter and the business letter. You and your students may refer to this when the student is writing a letter for any purpose. (When an assignment has letter writing in it, this information is usually contained within the lesson.)

## Friendly Letter

The friendly letter is generally the first type of letter that a student learns. Children as young as preschool age can dictate friendly letters to Mom or Dad--thank-you's for gifts, updates to Grandma, post cards while traveling, and more. The formats detailed below are the recommended ones for the friendly letter. Of course, the child's friendly letter does not need to be three paragraphs in length. As a matter of fact, a young student should be encouraged to just come up with one paragraph of three or more sentences for his beginning friendly letter. However, when three or more paragraphs are written, the three paragraph (then five paragraph) letter sample formats should be followed. Format your letter according to the sidebar. The notes provided in the sidebars further explain each part of the letter, number by number.

### Sample One Paragraph Friendly Letter

*August 13, 2007 (1)*

*Dear Grandpa, (2)*

*Hello! I wanted to drop you a note to let you know how much I love my new Lego's. As you can probably imagine, my brothers and I are playing with them every afternoon during free time. We all love them! (3,4,5)\**

*Love to you, (6)*  
*Jacob*

### Friendly Letter Format

- (1) Date
  - a. Do not abbreviate the date.
  - b. Use a comma between the date and the year.
  - c. Follow proper capitalization rules for the month in the date.
- (2) Greeting or Salutation
  - a. Capitalize the beginning of each word just like you would a book title.
  - b. Place a comma following the greeting.
- (3) Opening Paragraph\*
  - a. If you are writing your letter, indent each paragraph five spaces.
  - b. If you are typing your letter, put two line spaces after the greeting, and begin typing your letter all the way to the left, making it even with the greeting.
  - c. Depending on the length of your letter, the first paragraph may or may not be an "opening paragraph."
- (4) Body of the Letter\*
  - a. If you are writing your letter, continue to indent each new paragraph five spaces.
  - b. If you are typing your letter, continue to insert two line spaces after each paragraph, and begin each paragraph all the way to the left.
  - c. Again, you may have more than one paragraph for the body of the letter--or only one.
- (5) Closing Paragraph\*
  - a. For the last paragraph of the body, use the same format as the other paragraphs.
  - b. In this paragraph, summarize your letter, give a farewell greeting, or offer a closing challenge.
- (6) Closing
  - a. The first word of the closing (and any other words already requiring capitalization, such as proper nouns and titles) should be capitalized. (It is not necessary to capitalize all of the words in the closing as you should in the salutation.)
  - b. Place a comma following the closing.

\*In a one paragraph letter, all of the information is within it. It may begin with a greeting (such as *Hello!*). It will usually just get right to the point and is generally reserved for younger students, quick notes, postcards, etc.

## Sample Three Paragraph Friendly Letter

September 15, 2007 (1)

Dear Grandma, (2)

Hello there! How are things there? Things are great here. We are busy with the beginning of school, play tryouts and practice, and orders for our books. (3) Speaking of the play, all four of us kids got speaking parts. Josiah, Kara, and I are all being in the junior high/high school play. Josiah could choose the elementary or the older one, and he chose the older one, so he could be with Kara. (He missed her a lot this summer!) Jacob is in the elementary play alone, but he knows some of the other children. (4)

We were all so proud of Jacob during the tryouts. He wanted to read for a speaking part so much, but Mom was afraid he would not be able to sound out some of the words, and he would get embarrassed. (He has looked forward to reading for a part ever since his reading picked up so quickly this summer.) Anyway, Josiah and I went over the lines with him when we got to the try-outs, and he went up there and read loudly and clearly. We were all cheering him on. (4 continued)

Kara is excited about the team from the Academy of Arts coming to lead the play. She is still writing to many of them. Also, her friend from near Indianapolis is coming to be in our play and stay with us for the week. Hope you can make it to the play! (4 continued) Yes, it is a busy time--but a good time! (5)

Love, (6)  
Jonathan

### Friendly Letter Format

- (1) Date
  - a. Do not abbreviate the date.
  - b. Use a comma between the date and the year.
  - c. Follow proper capitalization rules for the month in the date.
- (2) Greeting or Salutation
  - a. Capitalize the beginning of each word just like you would a book title.
  - b. Place a comma following the greeting.
- (3) Opening Paragraph\*
  - a. If you are writing your letter, indent each paragraph five spaces.
  - b. If you are typing your letter, put two line spaces after the greeting, and begin typing your letter all the way to the left, making it even with the greeting.
  - c. Depending on the length of your letter, the first paragraph may or may not be an "opening paragraph."
- (4) Body of the Letter\*
  - a. If you are writing your letter, continue to indent each new paragraph five spaces.
  - b. If you are typing your letter, continue to insert two line spaces after each paragraph, and begin each paragraph all the way to the left.
  - c. Again, you may have more than one paragraph for the body of the letter--or only one.
- (5) Closing Paragraph\*
  - a. For the last paragraph of the body, use the same format as the other paragraphs.
  - b. In this paragraph, summarize your letter, give a farewell greeting, or offer a closing challenge.
- (6) Closing
  - a. The first word of the closing (and any other words already requiring capitalization, such as proper nouns and titles) should be capitalized. (It is not necessary to capitalize all of the words in the closing as you should in the salutation.)
  - b. Place a comma following the closing.

\*In the three paragraph letter, the writer may or may not have a typical "three paragraph" format--opening paragraph, body paragraph, closing paragraph. As a matter of fact, it is not uncommon in a three paragraph writing of any kind for the first paragraph to contain a short opening, then plunge right into the the "body" information--all in the first paragraph. Then the second paragraph would continue the "body" information (at a logical break--still considering a paragraph to be a unit of thought). Lastly, the closing paragraph might continue with "body material" and a short closing at the end of it.

## Five or More Paragraph Friendly Letter

August 10, 2007 (1)

Dear Mom and Dad, (2)

Hello! How is everyone there? Are you still busy with orders? How about your edits, Mom? Are you keeping up without my help? :) I miss everyone so much. I have had an awesome summer and will miss everyone here, but I am looking forward to coming home and getting back to normal, too. (3)

So many things have happened this summer. It has been incredible. First of all, I discovered that I can do so much for the Lord on my own! Not just with Training for Triumph, helping Cami with One Heart, or working with the family on ministries. Just like you said, Mom, I am finding my own ways to serve God through drama, being a godly example, and giving encouragement to others. (4)

Secondly, I have made such good friends. I can see clearly how your advice that friends should be ahead of you spiritually, leading you into a deeper walk with God or coming up spiritually, and in need of a godly friend and mentor. I have found both kinds of friends--and of course, we often switch roles according to the situation. I am learning to encourage them, and I am being encouraged by them as well. (4 continued)

Thirdly, I am further solidifying what I believe. It is different traveling around and being with so many different people of different doctrines and beliefs. Every day I evaluate situations and ask myself what the Bible says to me, not what it says to someone else. And I am trying to follow your teaching about not just believing something just because someone else says it. (4 continued)

Anyway, as you can see, it has been a productive, awesome, summer. Many girls have made purity commitments upon seeing our Sanctity of Life play. We are told that some girls seeing the drama have also made decisions to not have abortions. Truly, my purpose this summer has been clarified, and I am so content to be right where God has me.\* (5)

I love you all so much,  
Kara (6)

### Friendly Letter Format

- (1) Date
  - a. Do not abbreviate the date.
  - b. Use a comma between the date and the year.
  - c. Follow proper capitalization rules for the month in the date.
- (2) Greeting or Salutation
  - a. Capitalize the beginning of each word just like you would a book title.
  - b. Place a comma following the greeting.
- (3) Opening Paragraph\*
  - a. If you are writing your letter, indent each paragraph five spaces.
  - b. If you are typing your letter, put two line spaces after the greeting, and begin typing your letter all the way to the left, making it even with the greeting.
  - c. Depending on the length of your letter, the first paragraph may or may not be an "opening paragraph."
- (4) Body of the Letter\*
  - a. If you are writing your letter, continue to indent each new paragraph five spaces.
  - b. If you are typing your letter continue to insert two line spaces after each paragraph, and begin each paragraph all the way to the left.
  - c. Again, you may have more than one paragraph for the body of the letter--or only one.
- (5) Closing Paragraph\*
  - a. For the last paragraph of the body, use the same format as the other paragraphs.
  - b. In this paragraph, summarize your letter, give a farewell greeting, or offer a closing challenge.
- (6) Closing
  - a. The first word of the closing (and any other words already requiring capitalization, such as proper nouns and titles) should be capitalized. (It is not necessary to capitalize all of the words in the closing as you should in the salutation.)
  - b. Place a comma following the closing.

\*\*Note: In a five-paragraph or longer friendly letter, it is more typical to have an opening paragraph containing greetings, three or more paragraphs of the body of the letter (with each paragraph containing a unit of thought), and a closing paragraph.

## Business Letter

The business letter is not used as often as it formerly was, due to email, internet sites that allow you to voice your complaint, and even automated telephones that allow you to leave complaints or business information at the sound of the beep. However, it is still an important skill to develop. A business letter may be one paragraph, in a to-the-point business note, or lengthier, according to the purpose of the letter. Business letters are generally keypunched on the computer and should follow a set pattern in terms of line spacing and right and left justification.

8300 Smith Road  
Chicago, IL 60641 (1)

September 4, 2007 (2)  
Mr. Joe Jones  
8294 Oak Street  
Walnut, MI 33804 (3)

Dear Mr. Jones: (4)

I trust that you remember meeting me in your office last week. This letter is being sent, as you requested, to detail some recommendations for improving your brochures. I hope that the information in this letter will be of some help to you as you continue to expand your worthy ministry. (5)

First of all, as I mentioned in person, your brochure is filled with what I call "over-fonting." Many beginning designers do not know a variety of techniques for emphasizing information. In these cases, these designers rely on various fonts to emphasize information (instead of utilizing text boxes, font sizes and depths, and indentations/justifications). A small brochure, such as the one with the African children on its cover, should utilize two or three different font styles, rather than the six or eight contained within this small pamphlet. (6)

Secondly, the brochure also uses what I call double emphasis throughout. This is when the designer desires to emphasize something--and uses two emphasis techniques (in addition to a font change, in this case) to do so. For example, the first sentence of the brochure is underlined and italicized. The final sentence in that paragraph is bold fonted and capitalized. Only one style of emphasis is necessary when trying to emphasize text within a sentence or paragraph. It should be the technique that is the least dramatic, yet still does the job. (6 continued)

Lastly, the brochure is filled with over-emphasis. Every third sentence is not so important as to utilize emphasis styles. Determine what information truly needs emphasized and what can be in a regular format/font. Only use italics or bold font when absolutely necessary--and never use capitalization of an entire word, phrase, or sentence for emphasis. This is considered poor manners in the writing world today. (6 continued)

Hopefully, these ideas will help you make some general improvements to your brochure. I long to see your ministry move forward, and a professional look is required to do that. Feel free to call, write, or email me with questions or requests for further advice. (7)

Sincerely yours, (8)

Donna Reish (9)

### Letter Writing--Business Letter

- (1) Return Address (two line spaces following)
  - a. No name on this line
  - b. Street address
  - c. City, state, zip code
- (2) Date (one line space following)
  - a. Do not abbreviate the date.
  - b. Use a comma between the date and the year.
  - c. Follow proper capitalization rules for the month in the date.
- (3) Name and Address of Receiver (two line spaces following)
  - a. Title and full name
  - b. Street address
  - c. City, state, zip code
  - d. No punctuation at the end of lines
- (4) Formal Salutation (two line spaces following)
  - a. Capitalize the beginning of each word
  - b. Place a colon following the greeting just like you would a book title.
  - c. Start with the title
- (5) Opening Paragraph (one line space following) \*Left justify business letters in a block format.
- (6) Body of the Letter (one line space between paragraphs) \*Continue to left justify each paragraph with a line space between paragraphs.
- (7) Closing Paragraph (two line spaces following)
  - a. For the last paragraph of the body, use the same format as the other paragraphs.
  - b. In this paragraph, summarize your letter, give a farewell greeting, or offer a closing challenge.
- (8) Closing (four line spaces following)
  - a. The first word of the closing (and any other words already requiring capitalization, such as proper nouns and titles) should be capitalized. (It is not necessary to capitalize all of the words in the closing as you should in the salutation unless they are proper nouns.)
  - b. Place a comma following the closing.
- (9) Signature
  - a. Name
  - b. E-mail (if applicable)
  - c. Phone (Extension if applicable)



## Sample Business Letter

### Envelope Format

- (1) Put your complete return address on the upper left hand corner of the envelope.
- (2) Write the person's full name (i.e. not just Grandpa Don).
- (3) If your letter is going to a person at a business or company, put c/o (meaning "in care of") under the person's name so the mail carrier will know that your letter is not going to the resident Joe Jones but to a person located at the Children's Mission (someone who works there or receives mail there).
- (4) Use the correct two-letter state abbreviation.
- (5) Use the five digit zip code plus-four zip code, as needed.

Envelopes for the friendly letter as well as the business letter are prepared the same. Exceptions to this are extremely formal business letters with extensive information on the envelope. Consult an advanced handbook for these.

Donna Reish (1)  
6456 US 224  
Craigville, IN 46731

Mr. Joe Jones (2)  
c/o Children's Mission (3)  
8244 Oak Street  
Walnot, MI (4) 33804 (5)

### States' Abbreviations Chart

<u>State</u>	<u>Abbreviation</u>	<u>State</u>	<u>Abbreviation</u>
ALABAMA	AL	MONTANA	MT
ALASKA	AK	NEBRASKA	NE
ARIZONA	AZ	NEVADA	NV
ARKANSAS	AR	NEW HAMPSHIRE	NH
CALIFORNIA	CA	NEW JERSEY	NJ
COLORADO	CO	NEW MEXICO	NM
CONNECTICUT	CT	NEW YORK	NY
DELAWARE	DE	NORTH CAROLINA	NC
FLORIDA	FL	NORTH DAKOTA	ND
GEORGIA	GA	OHIO	OH
HAWAII	HI	OKLAHOMA	OK
IDAHO	ID	OREGON	OR
ILLINOIS	IL	PENNSYLVANIA	PA
INDIANA	IN	RHODE ISLAND	RI
IOWA	IA	SOUTH CAROLINA	SC
KANSAS	KS	SOUTH DAKOTA	SD
KENTUCKY	KY	TENNESSEE	TN
LOUISIANA	LA	TEXAS	TX
MAINE	ME	UTAH	UT
MARYLAND	MD	VERMONT	VT
MASSACHUSETTS	MA	VIRGINIA	VA
MICHIGAN	MI	WASHINGTON	WA
MINNESOTA	MN	WEST VIRGINIA	WV
MISSISSIPPI	MS	WISCONSIN	WI
MISSOURI	MO	WYOMING	WY



# Chapter 11: Book Report Writing

## Book Report Guide

Although book reports are not specifically assigned in every CQLA unit, they are offered as Alternative Writing Assignments and Extra Practice assignments. Your students should complete oral and written book reports periodically. They may use the outline below to write formal book reports.

Another option would be to have your student prepare a one-paragraph summary or bullet points in their notebooks. Or you may have your student use the outline provided here to give an oral book report rather than a written one. Use this Book Report Guide in whatever way best helps your family's language arts learning.

Some families use every fifth week to finish up any incomplete assignments from the unit just worked on and to read a book recommended in the sidebars of CQLA--and write a book report about it. You may consider this book reading and reporting assignment to be Christian literature, biographical literature, history, government, health, economics, etc. for your senior high students (for transcript purposes) according to its content and your personal record keeping styles.

## Book Report Outline

Title of book (underlined when writing or italicized when typing) \_\_\_\_\_

Author \_\_\_\_\_

Publisher \_\_\_\_\_

Place and date of publication \_\_\_\_\_

Number of pages \_\_\_\_\_

Type of book (fiction or non-fiction) \_\_\_\_\_

### Paragraph One (depending on the ability of the student) may include the following:

- Brief summary of book
- Purpose of the book
- Main characters of book (if fiction)
- Plot of story (if fiction)
- Synopsis of points (if non-fiction)

### Paragraph Two (depending on the ability of the student) may include the following:

- Why you liked the book
- Who else would like it and why
- How the book moved you to action
- Personal applications you have made as a result of this book
- Which characters you most enjoyed and why
- Why you would recommend this book to others

### Do Not:

- Give away the ending of the book
- Try to retell the whole story
- Tell so many details that you miss telling the main points
- Use a phrase or sentence directly from the book without quoting it

### Note:

Older students may want to break Paragraph One into two paragraphs and Paragraph Two into two paragraphs if a more detailed report is desired.



# Chapter 12: Choosing and Using Source Material

Note: The parts of a report containing choosing and using source material are provided in this chapter to help the CQLA teacher learn the modified MLA citation format employed in upper level reports. This is just a sample lesson--written to the student.

## Overview of Research Report Agriculture

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

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

**I. TOPIC OF REPORT:** You will be writing an informative report **about a category of agriculture in which you reap what you sow.** You may choose from one of the topics listed or choose a different one according to your teacher's instructions.

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

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

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

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

## III. SENTENCES PER PARAGRAPH:

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

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

## IV. OPENING PARAGRAPH:

All students will write an opening paragraph.

## V. CLOSING PARAGRAPH:

All students will write a closing paragraph.

## VI. SOURCES:

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

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

**VII. QUOTATIONS IN YOUR REPORT:**  
**ALL** students will include **4 direct quotations**. You will be given instructions on how to do this within the writing lesson this week and next week.

#### **VIII. FORMAL OUTLINE**

No students will include a final formal outline just before their report in their final copy assignment.

#### **IX. SOURCE CITATION AT THE END OF YOUR REPORT (LIST OF WORKS CITED):**

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

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

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

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

- (1) You will be breaking your informative report down into sections and then paragraphs. Consider this when you choose your topic too.
  - a. For example, some topics are easy to break down, like in the case of the topic of salad produce, you can easily choose four different items for the body of your report.
  - b. In these cases, you would spend one paragraph giving an overview of salad produce.
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily. For example, if you know you have a gardeners' encyclopedia that has information about various types of home-grown and sold produce in it (that would make a good "Overview Source"), you might want to write about the produce items that are sold at farmers' markets, roadside food stands, etc.

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

Topic: \_\_\_\_\_

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

In the “**Overview Source Method**” of writing, you will find one source (the “Overview Source”) in the beginning **that helps you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the writing process, you will know where to plug in the information from that source(s) easily.

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

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

**Example:** *The Miracle of Small-Space Gardening* (gardening handbook)

- (2) Read that source (or section about your topic) thoroughly.

- (3) Mark that source with sticky notes for possible paragraph breaks for your report.

**Example:** Four different types of small garden produce for four paragraphs--one on each type of produce.

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

Example:

Paragraph of Body A (PoB A): Potted Tomatoes

Paragraph of Body B (PoB B): Vine Beans

Paragraph of Body C (PoB C): “Flower Bed” Peppers

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

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

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

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

**PoB A:** Potted Tomatoes

Opening/Transition Sentence: One plant per pot

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

SS 3: Grow very tall

### ↔ 1c. Choose an “Overview Source” to help you become familiar with your topic.

You will be helped greatly in the research, outlining, and writing process for research-based reports if you use what Training for Triumph calls the “Overview Source” when you first begin a writing project.

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

- (1) You want to choose a source for this that contains information about all aspects of your topic. For example, if you are writing about four different large field grains (one paragraph per grain), your “Overview Source” needs to contain information about all four grains, as well as some other information that you might desire to put in your opening or closing paragraph.

- (2) You want this source (or at least your sections of that source) to be **one that you can read in one sitting**--not a lengthy book about the topic.
- (3) You want your section of your first source to be short enough that you can write the length of report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.
- (4) **You want your source to be long enough that you can find enough information for your topic, but not so long that wading through it is too laborious--and determining what information you want to use or do not want to use is too hard.**
- (5) Note: With a varied topic such as this one, **you may need more than one “Overview Source”**--such as one encyclopedia entry for each aspect. In that case, consider all of these “Overview Sources” together as one source in your total number of sources assigned (but detail each separately in your list of Works Cited).
- (6) Online encyclopedias, books with long chapters that are each about a different person or topic, etc. are good “Overview Sources.”

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

**<> 1d. Choose two or three other sources (based on your assigned number of sources) that contain information about your topic that will help you write your report.**

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

**Choosing Sources**

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

1. **Sidebars** with further explanations of the material
2. **Section headings** that indicate what the next section is about
3. **Pictures, graphs, and drawings** that help to explain difficult information
4. **Short chapters**, but more chapters, that begin anew with each aspect of your topic



5. **Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere**--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book)
6. Detailed **Table of Contents** that not only lists the chapter titles but also the section headings, if possible
7. **Index** in the back of the book that tells you specifically on what page each minor topic can be found
8. **Summaries** at the ends of the chapters that briefly tell you what the chapters contain

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

By now you should have your sources found, your “Overview Source” read, and your topic chosen. Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include anything in your notes that you will not need for your report, or leave out information you will need in order to write a strong report.

One way that you can be helped in this process is to write what is known as a **thesis statement--a statement declaring what your entire paper is going to be about**. This is similar to when you learned how to write the opening sentence of a paragraph--a sentence that tells what your entire paragraph is about. **Only in the case of a thesis statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about.**

For instance, if you were writing an opening sentence about one of the paragraphs in your report about window sill herbs, you might write, *Cooks everywhere enjoy the freshness and convenience of window sill herbs*. This would tell your reader that **your paragraph is going to be about window sill herbs**.

However, you cannot use that sentence for the thesis statement for your entire report because it only tells what that one paragraph is about--the paragraph about the herbs. **The thesis statement must tell what the entire report is about.**

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

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

### <> 2a. Follow these tips to write the thesis statement for your report:

- (1) Write one sentence that tells the reader what your report is about.

- (2) Be sure it includes all aspects of your report (i.e. about small-spaced gardening, not just about window-sill herbs).
- (3) Tell your reader what you plan to include in your report (to a small extent).

### Examples of Thesis Statements

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

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

My thesis statement for this report: \_\_\_\_\_

\_\_\_\_\_

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

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

- (1) Skim through the text of your source to get an idea of the various aspects of your topic. **As you skim through your source, consider that you are writing four or five short paragraphs about your topic**--and your book or source contains many paragraphs! You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).

**Note: You will choose one product for each paragraph. Each paragraph will be six to ten sentences in length. You will only be able to include highlights about each product in that short space.**

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

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

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

- (b) Go through your **Overview Source** and put sticky notes beside or on top of each piece of information that you think you might want to use for your report. For example, put pink sticky notes beside all flower bed peppers information, blue sticky notes beside all small pole green beans, etc.

**Note:** If you do not have five (or four) different colors of sticky notes, you may use one color but write PoB A: Potted Tomatoes, PoB B: Vine Beans, PoB C: Window Sill Herbs, and PoB D: FB Peppers on them for each Paragraph of Body. (You will have several sticky notes that say PoB A and several that say PoB B, etc. if you use this method.)

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

**Note:** You may not get more than 50% of the information for your report from this “Overview Source.” The purpose of the “Overview Source Method” is to help the student see how to break the information for his report down into paragraphs. Since each paragraph in this report is about a different product, that breakdown is relatively easy. However, you will still need to get in the habit of using one source (the “Overview Source”) to get the “big picture” (and a few details), then use your other source(s) to get most of the details.

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

Topic of PoB A: \_\_\_\_\_  
Topic of PoB B: \_\_\_\_\_  
Topic of PoB C: \_\_\_\_\_  
Topic of PoB D: \_\_\_\_\_  
Extensions--Topic of PoB E: \_\_\_\_\_

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

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

- (1) Turn to the outlining cards following this entire writing lesson.
- (2) By now you should have chosen the produce items that you wish to write about, so it should be fairly easy to plug the information that you have highlighted into the Paragraph and Sentence Outlining Cards.

- (3) Start with the first paragraph of the body of your report (PoB A) and complete the following steps:
- Write the topic of that paragraph on the Topic of Paragraph line.**
  - Open your “Overview Source,” and find the information you highlighted or marked with sticky notes for that topic.
  - Fill in the sentence lines with the information about that item from your “Overview Source” until you have some information for some of the sentences (but not more than 50% of the sentence lines filled in).** These will be your Support Sentences (SS)--the sentences that tell about what you introduced in your opening sentence.
  - Move your other source(s) one at a time, and **fill in the rest of the sentence lines with notes about that item using your other source(s).**

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

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

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

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

(6) Keep these tips in mind:

- A paragraph is a unit of thought. Each paragraph section should only contain information about one item. Do not put information about the potted tomato and the flower bed pepper on the same paragraph space. Each of your items will be a separate paragraph. (Note: If you would like to write more than the assigned paragraphs, and your teacher agrees, you may create some additional note taking cards and do extra paragraphs.)
- Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**
- You will be using the “sentence-by-sentence” approach to notetaking for this report. That means that **you will write key words on each “sentence” line that you will use to create a complete sentence when you write your report.**

### Example of Outlining Format

**For example:**

**Opening Sentence for PoB A:** potted tomato=most popular small space gardens item

**In your report, it might say:** The potted tomato seems to be the most popular item for the small space gardeners.

### A Note About Plagiarizing

Plagiarizing is when a writer steals another writer's words as his own. This often happens when a student does not understand how to take notes properly. In your report about animals, you will not include any quotations directly from a source. Instead, you will write notes from your source, then use those notes in your own sentences.

You will need to read information, write notes that will help you remember what the source said, then rewrite that material in your own words. (This is another reason why you are using two or three sources rather than just one -- and why you should not get more than 50% of your information from any one source. You want to gather information from multiple sources, put it all together, write it in your own words, and have an original report.)

Be careful to take thorough notes that you can use later, but also be careful to only include the basics (subject-verb-object, for example). You can add your own sentence openers, describers, etc., when you write. You want to get the general knowledge from your source, but you do not want to steal another writer's phrases and sentences word-for-word.

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

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

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

#### Examples of How to Include Quotation in Outline

Including the entire quote in your notes

SS2: Carey--"Expect great things from God. Attempt great things for God!"

(90 Jones \_\_\_\_\_)\*

OR

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

SS2: Carey quote...Expect/Attempt

(90 Jones \_\_\_\_\_)\*

\*First short line is page # where info is found; second line is author (or book title if no author is given).

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

## Examples of How to Copy Your Quote in Your Report

### Sample Quote 1:

Lincoln echoed these sentiments: “**With** malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all *nations*” (qtd. in Moore 84 ).\*

#### Details of Sample Quote 1:

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

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

### Sample Quote 2:

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

#### Details of Sample Quote 2:

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

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

### Sample Quote 3:

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

Details of Sample Quote 3:

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

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

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

### More Quote-in-Report Samples

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

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

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

### 3d. Learn how to include paraphrased information in your outline.

**You are assigned the addition of either a quote or a citation for paraphrased information in each paragraph of your report.** When you are older and you write a full-term research paper of twenty to thirty pages (or when you are in college and write research-based papers), you will be told to cite every piece of information you include in your report. This means that you will tell after each information addition where that information came from (since the last source you cited).

This might sound confusing at first, but it essentially means that you will write some of your paper (a sentence or two or three--assuming all of that information came from the same source), then tell what



that source was (from where the previous information was obtained). Then you will write more (until you come to information from a different source) and tell where that information came from. You will do this throughout your entire paper--all twenty-plus pages of it! Everytime you write something, you will have to tell where it came from--what source you used to get that information.

At this level, you do not have to tell where every drop of material came from. However, you do have to tell where some information came from--and you do have to learn the proper technique for doing so. In citing sources (telling where you got information from), there are multiple ways of coding, marking, and laying out the author, book title, etc. You will learn a modified MLA (Modern Language Association) for this paper, which is used in most non-scientific college writing today.

So far, you have shown where quotes came from by giving some information in the speech tag and following the entire quote with a parenthetical statement of the source title or author and page number from which the material was taken. You will do something very similar for paraphrased information.

You probably remember that **paraphrased information is information that you have obtained from a source then re-wrote in your own words**. It is how you have probably written all of your “information-based” reports in TFT writing courses. The difference this time is that you will have to tell, occasionally, where you got that information (like you did for quotes in earlier assignments).

Follow these steps for including paraphrased information in your outline and in your report:

- (1) For this assignment, you have to include either a quote or a citation for paraphrased information (with at least some of each--not all of one kind) citations throughout in each paragraph. Thus, as you are taking notes for your report, if you see that either (a) you are not going to have a quote in a certain paragraph or **(b) you are going to include some uncommonly or little known information, you should cite the source for paraphrased info:**
  - a. No quote--if your paragraph will not include a quotation, then plan to cite another piece of information (a paraphrased sentence)
  - b. Little known info--information that is not commonly known by people is the best kind of material to cite. **This shows that you obtained that information from a credible source.**
- (2) To cite the source in your outline, you will want to include anything in your outline that you will need in order to write the citation in your report.
  - a. On the Support Sentence (SS) line above the parenthetical citation line (in the outline), write key words for your outline just like you would if you were not citing sources.
  - b. Following any line of notes that you will cite the source of (on the parenthetical line provided for source citation within your outline), put the page number, then the author and title of the source. (You may not write the author and the title both when you make your notes into sentences within your report. However, include both of them in case you need them later).

Examples of How to Include Citation for Paraphrased Information in Your Outline ( Box 10 )

SS2: Born 1 rm log → 2/12/1809 → Thomas Lincoln & Mary Hanks  
(13 Abe Lincoln--the Man, Smith)

<> 3e. Study the examples given below to learn how to cite sources for paraphrased information in your report.

When you are writing your report, anytime your outline shows a quote or source citation for paraphrased information, you will include this directly in your text, just like you were instructed in the “how to include quotations” instruction.

Note: When citing a source (for a quote or paraphrased material) you need to put the author (or book’s title if your source does not have an author) and page number in parenthesis following the quote or paraphrase. You may include the author and/or title in your actual sentence or not (in addition to the parenthetical information) however you desire.

Examples of How to Cite Sources for Paraphrased Information in Your Report

According to *Abe Lincoln--the Man*, Lincoln was born in a one-room log cabin on February 12, 1809, to Thomas Lincon and Nancy Hanks (Smith, 13).

Myers, an authority on the life of Lincoln, reported that Lincoln was the first president to be born outside of the original Thirteen Colonies since his birth took place in southeast Hardin County, Kentucky (Myers, 25).

Lincoln’s parents were Thomas Lincoln and Nancy Hanks (World, 23). (Just include the first word of the book title [*World for World Book Encyclopedia*] when no author is given).\*

\*Note: If you used more than one *World Book Encyclopedia*, you will put the volume in your parenthetical citation (World, L).

<> 3f. Outline your report on the outlining cards provided following all of the instructions just given.

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

<> 4a. Follow these steps to write your report :

- (1) Read your original thesis statement to remind yourself of what your report is about.
- (2) Read the topic of your first paragraph of the body and the sentence notes beneath it.
- (3) Add any notes to this paragraph that you desire, or mark through things you do not want, or re-number the sentence lines if you want your information in a different order.

**Note about thesis statement:** Since you are going to be writing an opening and a closing paragraph later, you do not need to include your thesis statement in your report yet. You will tweak the rough thesis statement you wrote earlier and include it in the opening paragraph of your report (at the time of that writing). For now, you will just write the four or five Paragraphs of the Body (P'soB) of your report.

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

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

## Step 5. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> 5a. Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
  - a. Scripture passage about reaping and sowing
  - b. Song about vegetables
  - c. Story about a small-spaced gardener or large field farmer
  - d. Definition of your classification of produce
  - e. Statistic about how many farmers there are, how many people enjoy small-spaced gardener, how many tons of corn are used in the US each year, etc.
  - f. Quote that you want to include in your report that sums up what type of product you are writing about

- g. Rhyme, such as Mary, Mary Quite Contrary or Little Boy Blue or Baa, Baa Black Sheet
- h. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)

- (2) **In your notes, plan on what you will include in your thesis statement.\* (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)**
- a. Remember, a thesis statement is a statement that tells the **“thesis” of your paper--what your entire paper is about.**
  - b. It should be a sentence or two in length and should introduce your reader to your topic.
  - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
  - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc. for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

**\*Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desire. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all this with the thesis statement.**

### Notes for Opening Paragraph

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

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) **Using each set of notes for one sentence in the following way:**
  - a. Read a line of notes.
  - b. Consider what you want to say about those notes.
  - c. Say aloud a sentence that you want to use.
  - d. Write down that sentence.
  - e. Repeat these steps for all of your notes.
  - f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
  - g. Write this paragraph in your notebook (on every other line) or key it on the computer, before the report you just wrote.

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

<> **6a.** Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.

- (1) **Your closing paragraph will include a “thesis statement reloaded.”**
  - a. Remember, a **“thesis statement reloaded”** is a statement that **“closes”** your paper--**sums up what your entire paper is about.**
  - b. It should be a sentence or two in length and should close your report.
  - c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
  - d. It should bridge the gap between your catchy closing paragraph and the body of your report.

- e. It should leave your reader with a feeling of satisfaction after reading your paper.
  - f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
  - g. Be sure your “thesis statement reloaded” is not identical to your thesis statement--it should be “reloaded” with the key words still in it.
- (2) Write enough notes for **5-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
  - (3) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

**Note: If you are used to writing “thesis statements reloaded” and closing paragraphs, you may experiment with putting your “thesis statement reloaded” later in your closing paragraph--even at the very end of your closing paragraph, if desired. Sometimes this helps the flow of your closing paragraph when you are writing a story or other information in your closing paragraph that you want to keep all together--then follow this with the “thesis statement reloaded.”**

Notes for Closing Paragraph

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**<> 6b. Follow these steps for writing your closing paragraph:**

- (1) Write an **opening sentence (“thesis statement reloaded”)** at the beginning of your closing paragraph that tells what your report was about. (Or plan to put your “thesis statement reloaded” later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
  - a. Read a line of notes.
  - b. Think about what you want to say about those notes.
  - c. Say a sentence aloud that you want to use.
  - d. Write down that sentence.

- e. Repeat these steps for all of your notes.
- f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
- g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

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

↔ 7a. Fill out a bibliography card (provided at the end of this week’s lesson) for each source you used for this week’s writing assignment. (You may or may not use all of the bibliography cards provided.)

**Major Works/Minor Works**

- **Major works** are names of any of the following and are italicized when typed and underlined when written by hand:
  - Books:** *The Well-Trained Heart*
  - Magazines:** *Raising the Standard*
  - Encyclopedias:** *World Book*
  - Movie titles:** *Treasures in the Snow*
  - Music collection titles:** *Hymns Triumphant*
- **Minor works** are names of any of the following and are written surrounded by quotation marks:
  - Chapters of books:** “Overcoming Anger”
  - Magazine articles:** “Speech and Debate in Indiana”
  - Encyclopedia entries:** “Mammals”
  - Song titles:** “Trust and Obey”

**Major Works/Minor Works**

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

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

↔ 7b. Create a list of Works Cited following these steps:

- (1) Gather the bibliography cards that you created earlier and number them in alphabetical order, by last names (for books and articles) or by the title’s first word—exclusive *a*, *an*, or *the* (for encyclopedias and other sources with no author).
- (2) Create a list of **Works Cited** like the one written in the sample box below, using the

information as it appeared on your bibliography card(s) from 7a. This will be a page of its own (not just at the bottom of your report).

(3) In your list of Works Cited, **put your sources in alphabetical order according to the last name of the author (if the author's name is given) or according to the title (if no author is given)**--either way it will be in alphabetical order according to the first word of each entry. Punctuate and capitalize according to the sample provided. (Also, capitalize in the same way the items are capitalized in the front of your book or on the footers of your online source.

(4) Follow these steps for punctuation each entry:

a. Think of each source in three main aspects:

1. author information

2. title information

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

b. Place a period between each major aspect.

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

d. Place a period following each entry.

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

#### List of Works Cited

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

"Mammals." *World Book*, Volume M. New York, 2002. Print.

Reish, Donna. "Creating a Love for Learning," *IAHE Informer*. May/June 2005, pages 22-28. Print.

Reish, Donna. "Only by Comparison." Training for Triumph Home School.com. TFT, April 2008. Web 13 June 2008.

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

<> 8. Use the Checklist Challenge located after this week's lesson to edit your report.

(1) Complete **each revision for each paragraph, as indicated**.

(2) Insert revisions with pen or pencil into your rough draft paper.

(3) **Highlight (or code) each revision on your rough draft paper** as suggested in the

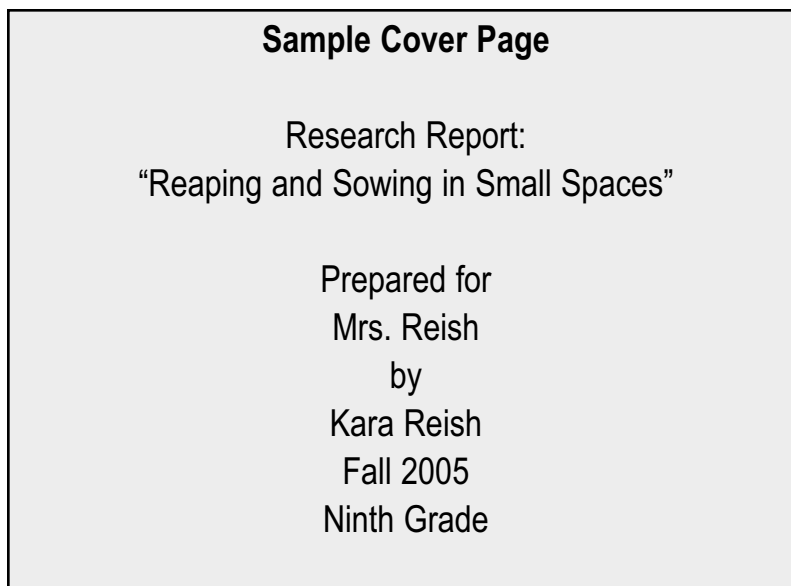


*Teacher's Guide* or as directed by your teacher.

- (4) **Check off (or code) each item's check box** on the Checklist Challenge for this week.

## **Step 9. Composition: Final Copy Original Informative Research Report**

- <> **9a.** Write the final copy of your report in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).
- <> **9b.** Write or key the final copy of your list of Works Cited.
- <> **9c.** Create a cover page for your research report as modeled below.
- <> **9d.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?







## Outlining Cards

**PoB A:** \_\_\_\_\_  
(1st produce item)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS8:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**PoB B:** \_\_\_\_\_  
(2nd produce item)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS8:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.

## Outlining Cards (Continued)

PoB C: \_\_\_\_\_

(3rd produce item)

Opening/Transition Sentence: \_\_\_\_\_

( \_\_\_\_\_ )

SS1: \_\_\_\_\_

( \_\_\_\_\_ )

SS2: \_\_\_\_\_

( \_\_\_\_\_ )

SS3: \_\_\_\_\_

( \_\_\_\_\_ )

SS4: \_\_\_\_\_

( \_\_\_\_\_ )

SS5: \_\_\_\_\_

( \_\_\_\_\_ )

SS6: \_\_\_\_\_

( \_\_\_\_\_ )

SS7: \_\_\_\_\_

( \_\_\_\_\_ )

SS8: \_\_\_\_\_

( \_\_\_\_\_ )

PoB D: \_\_\_\_\_

(4th produce item)

Opening/Transition Sentence: \_\_\_\_\_

( \_\_\_\_\_ )

SS1: \_\_\_\_\_

( \_\_\_\_\_ )

SS2: \_\_\_\_\_

( \_\_\_\_\_ )

SS3: \_\_\_\_\_

( \_\_\_\_\_ )

SS4: \_\_\_\_\_

( \_\_\_\_\_ )

SS5: \_\_\_\_\_

( \_\_\_\_\_ )

SS6: \_\_\_\_\_

( \_\_\_\_\_ )

SS7: \_\_\_\_\_

( \_\_\_\_\_ )

SS8: \_\_\_\_\_

( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.

## Outlining Cards (Continued)

PoB E: \_\_\_\_\_  
(Extensions--5th produce item)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_

PoB F: \_\_\_\_\_  
(Extensions--6th produce item)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
(\_\_\_\_\_) \_\_\_\_\_

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.

Extra Outlining Cards

PoB G: \_\_\_\_\_  
(Optional-7th produce item)  
Opening/Transition Sentence: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS1: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS2: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS3: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS4: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS5: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS6: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS7: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS8: \_\_\_\_\_

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( \_\_\_\_\_ )

PoB H: \_\_\_\_\_  
(Optional-8th produce item)  
Opening/Transition Sentence: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS1: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS2: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS3: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS4: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS5: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS6: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS7: \_\_\_\_\_

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( \_\_\_\_\_ )  
SS8: \_\_\_\_\_

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( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.

## Bibliography Cards

### Book

Author \_\_\_\_\_, \_\_\_\_\_  
last name first name (and middle, if given)

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

Publisher: \_\_\_\_\_

City of publication: \_\_\_\_\_

Year of publication: \_\_\_\_\_

### Encyclopedia or Online Source

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

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

Volume (letter or number): \_\_\_\_\_

Year of publication: \_\_\_\_\_

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

### Magazine Article

Author \_\_\_\_\_, \_\_\_\_\_  
last name first name (and middle, if given)

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

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

Volume (month and year): \_\_\_\_\_

Pages of article: \_\_\_\_\_



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

\_\_\_\_\_

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\_\_\_\_\_

Volume (month and year): \_\_\_\_\_

Pages of article: \_\_\_\_\_

# Section IV: Editing and Revising

## Section IV: Editing and Revising

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# Chapter 13: How To's of Editing and Revising

It is recommended in this curriculum that students be taught from the beginning of their writing days how to edit and proofread their compositions using proofreaders' marks. It will be laborious in the beginning, but using these marks ensures consistency in editing, as well as efficiency in marking. When students devise their own systems for marking errors, they often use long and indistinguishable markings that are different each time. Then when the teacher edits a paper for her student, her markings will be different too. By teaching proofreaders' marks, everyone who edits will mark errors in the same way. (This also encourages peer editing, which is valuable for both those who are editing and those whose papers are being edited.)

Obviously, Level A students will not learn all the proofreaders' marks the first year of writing, but when used consistently, everyone will begin using the same markings and these markings will take on immediate meaning for anyone who sees them in writing. Begin with a couple of the simplest, most commonly-used markings and continue adding new markings as your student matures as an editor.

For example, you might start out with the "omit" mark for your Level Pre A student, then add one mark per month, such as the ones most frequently used (STET, lower case, capitalize, and insert punctuation). For Level A, you might want to begin with three common markings. As you use the markings consistently, your students will follow.

The author has used proofreaders' marks with hundreds of students over the years, and even the youngest students enjoy learning them and catch on rather quickly. Editing often becomes a challenge--a game, of sorts--for analytical students, and even those without superb editing skills enjoy the thrill of finding errors and recommending changes.

Mark	Use	Example	Final Outcome
	Remove/omit	God gives us <del>good</del> gifts.	God gives us good gifts.
✓	Insert	God love <sup>s</sup> us.	God loves us.
	Delete space/close up space	How <del>He</del> loves you and me.	How He loves you and me.
#	Insert space	Christ died fo <sup>r</sup> us.	Christ died for us.
	Transpose/reverse	We love beca <sup>u</sup> se of Him.	We love because of Him.
	Move as directed	God loves <u>deeply</u> us.	God deeply loves us.
stet...	STET...ignore edit/no change	God loves us <u>deeply</u> stet...	God loves us deeply.
/	Make lower case	He was <del>Without</del> guilt.	He was without guilt.
=	Capitalize	God sent his son.	God sent His son.
	Insert punctuation	We need God in our lives.	We need God in our lives.
—	Change italics font to Roman	We should give Him <u>our</u> all.	We should give Him our all.
—	Change Roman font to italics	I read <u>Cloud of Witnesses</u> .	I read <i>Cloud of Witnesses</i> .
→	Begin new paragraph	That is why Genesis is my favorite Old Testament book. → Moving on to the New Testament is somewhat trickier.	That is why Genesis is my favorite Old Testament book. Moving on to the New Testament is somewhat trickier.
←	Move left or right	← June 4, 2005 Dear Sirs:	June 4, 2005 Dear Sirs:
☐ ☐	Center	Creation Corner	Creation Corner
	Align	That is why Genesis is my favorite Old Testament book.	That is why Genesis is my favorite Old Testament book.

# Chapter 14: Master Checklist Challenge

*Master Checklist Challenge pages may be reproduced for your family's use only.*

**Complete the Checklist Challenge (CC) by using these guides:**

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Pay special attention to items that contain the note *If you have already done this, highlight the check box(es) as directed by your teacher.* When this note appears, you may find existing items of this type and code them for your teacher to find at a glance rather than add in new ones.
- Be sure that you do not make changes to your report or essay that detract from or make your writing sound worse. Only include changes that *improve* your writing. Of course, get permission from your teacher to skip any CC items.

ALL LEVELS

FURTHER EXTENSION only

BASIC LEVEL only

BASIC and EXTENSION only (No FURTHER EXTENSION)

EXTENSION only

All levels—checks will vary

EXTENSIONS

**\*Note:** The above Checklist Challenge guide is given here as it appears in your student's weekly Checklist Challenge. Specific assignments with check boxes are not given for each task in this Master Checklist Challenge. This Master CC is provided to inform the CQLA teacher of all of the CC tasks a student will encounter throughout all of his CQLA years--and to provide a document with all revisions together in one place that you may alter and use for non-CQLA writing assignments.

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

☞ **Focus on content errors at this time.**

(2) Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES:**

- **C**apital at beginning
- **A**ll make sense
- **V**erb
- **E**nd mark
- **S**ubject

(3) Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI:**

- **O**pening sentence
- **C**losing sentence
- **C**ontent is all the same
- **T**hree or more sentences
- **I**ndented

- (4) Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

- (5) Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

- (6) Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

- (7) Add an **adverb** (*ly* word or other) that does **not modify a verb**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Modifies an adjective: Some **uncharacteristically** *sneaky* predators use subtle methods.
- Modifies an adverb: Some predators are **actually** *more* subtle

☞ **This will modify an adjective or another adverb and will answer the question *To what extent?***

- (8) Place **adverbs** in **different positions**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- At the beginning of the sentence: **Sneakily**, they act via traps and snares.
- At the end of the sentence: They act via traps and snares **sneakily**.
- Just before the word it modifies: They **sneakily** act via traps and snares.
- Just after the word it modifies: They act **sneakily**.

☞ **Not all adverb placement positions sound correct. Be sure the position you choose for your adverb is optimal. Do not place an adverb in a spot that makes your writing sound stilted.**

- (9) Highlight one weak existing adverb in each paragraph. Remove each of these adverbs, and change the word each one modifies to a **stronger word** so that the adverb you have highlighted is no longer needed. If you do not have any unnecessary adverbs, just highlight the check box(es) as directed by your teacher.

Examples:

Instead of	Use	Instead of	Use
softly spoke	whispered	stood tall	straightened
joyfully said	exclaimed	surprisingly found	discovered
very fast	rapidly	looked closely	peered
studied deeply	investigated	very nice	gentle
sat back	reclined	walked slowly	sauntered

☞ **Some professional writers consider adverbs to be “inefficient tools of the weak mind.” Adverbs can be useful, especially those telling *how* or *when* something is done. However, strong verbs are even more helpful than adverbs. Careful writers eliminate much adverb use--and give their writing more forward motion--as strong verbs are utilized.**

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

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	
presumptuous					

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose*, *which one*, *how many*, or *what kind*. You should add descriptive adjectives--those that tell *what kind*.**

- (11) From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

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

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

- (12) Use **one of this month’s vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.
- (13) Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.
- ☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**
- (14) Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- **Write a sentence that describes your report without telling the reader exactly what it is about.**
  - **Do not say: *In this report you will learn about . . .***
  - **Be sure this thesis statement is truly representative of the content of your *entire* report.**
  - **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report’s subject.**
- (15) Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.
- ☞ **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**
- (16) Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

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

- ☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**



- (17) Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

☞ **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

- (18) Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight the check box(es) as directed by your teacher.

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

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

Examples:

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

- (20) Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in a **row** for emphasis. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

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

- (21) Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree

kind

grass

Use:

maple

compassionate

blades

Instead of:

deep

turn

loud

Use:

bottomless

swerve

obnoxious

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

- (22) Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

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

- (23) Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ **Interjections include words from the following rhyme:**

**My, well, oh**  
**Wow, yes, no**

- (24) Start one or more of your sentences with an **adverb** (*ly* word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

☞ **The comma may be directly after the adverb or shortly after it, depending on where you “hear” it.**

- (25) Add one **ing opener** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Follow the whole clause or phrase with a comma:

- **Activating via traps and snares**, they put their victims in positions from which they cannot escape.

☞ **Be careful! If your *ing* phrase is your sentence’s subject, do not follow it with a comma:**  
• Eating an “easy” meal is what these predators do best. (Eating an “easy” meal is that sentence’s subject.)

- (26) Add one **ed opener** (or more than one, according to your level). Follow the whole clause or phrase with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Created to capture prey**, the spider web is an intricate trap.
- **Prepared to do its job**, the web has silk threads that are durable and adhesive.

- (27) Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clause openers. They include words in this rhyme (plus many more):**

**Since, when, though**  
**Because, if, although**

- (28) Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

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

- (29) Add either a **subordinate clause opener** or a **prepositional phrase opener** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Subordinate clause openers-
  - **When the victim has been digested**, the leaf gradually reopens and waits for another insect to come too close.
  - **Once an insect touches any one of the three trigger hairs located on the inside**, the hinge cells shrink rapidly.
- Prepositional phrase openers--
  - **In this way**, there is no way for it to get loose. (Optional comma)
  - **Through their sneaky, subtle methods**, they catch their prey.

☞ **Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.**

- (30) Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones – preferably without much repeating.**

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

Examples:

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

(32) Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

☞ **A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.**

(33) Combine two complete sentences with either a **coordinating conjunction** (cc) or a **semicolon** at least once. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape.
- A web is an intricate trap; **it** seldom allows a prey to escape.

- (34) Combine two sentences (or one sentence and one [or more] phrase/clause) into one complete sentence using the **conciseness technique** of your choice. If you have already done these, highlight the check box(es) as directed by your teacher.

Examples:

• **Appositive:**

Two sentences: A spider's web is an intricate trap. It seldom releases its victims.

One sentence: A spider's web, **an intricate trap**, seldom releases its victims.

• **Compound verbs:**

Two sentences: It traps its victims. It ensnares its victims.

One sentence: It **traps and ensnares** its victims.

• **Subordinate clause placement:**

Two sentences: The spider secures the center of the bridge with a vertical silk strand.

Then it constructs a frame.

One sentence: **Once the spider secures the center of the bridge with a vertical strand**, it constructs a frame.

• **Another non-essential opener:**

Two sentences: They are far more subtle in their methods. They act via traps and snares to put their victims in challenging positions.

One sentence: **Subtle in their methods**, they act via traps and snares to put their victims in challenging positions.

• **Prepositional phrase placement:**

Two sentences: Orb webs are the ones seen by people most often. They are created by two families of spiders.

One sentence: Orb webs, **which people see most often**, are created by two families of spiders.

• **Conjunctive adverb:**

Two sentences: A spider sits patiently in the center of the web. It waits for its victim.

One sentence: A spider waits for its victim; **moreover**, it sits patiently in the center of its web.

• **Dash preceding clause or phrase:**

Two sentences: Some predators do not catch their prey by assailing them directly. They are far more subtle in their methods.

One sentence: Some predators do not catch their prey by assailing them directly--**they are far more subtle in their methods**.

• **Coordinating conjunction between two complete sentences:**

Two sentences: Each of the twenty-five families of spiders has its own design for a web.

Orb webs are the ones most often seen by people.

One sentence: Each of the twenty-five families of spiders has its own design for a web, **but** orb webs are the ones most often seen by people.

• **Semicolon between two complete sentences:**

Two sentences: Spiders create intricate webs. Victims seldom escape from them.

One sentence: Spiders create intricate webs; **victims seldom escape from them**.

• **Colon usage:**

Two sentences: There are two crafty predators. These include the spider and the Venus' fly trap.

One sentence: There are two crafty predators: **the spider and the Venus' fly trap**.

☞ Upper Level B and all Level C students should choose various ones – preferably without much repeating.

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

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

- (36) Add one set of **triple adjectives** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The **crafty, ingenious, and creative** spider knows just how to capture its meal.

☞ **Triple adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.**

☞ **Separate items in a series with commas with the final comma before the *and*.**

- (37) Add a **double** or **triple adjective**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Double: The **intricate, amazing** web does its job well.

- Triple: The **creative, awesome, and sneaky** spider is quite the predator.

☞ **Separate items in a series with commas, placing the final comma before the *and*.**

☞ **Double and triple adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct.**

- (38) Add a **simile**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- A spider's web is as intricate **as a lace tablecloth**.

☞ **A simile is a comparison *using like* or *as*.**

- (39) Add a **metaphor**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The web **is a maze of silk**.

☞ **A metaphor is a comparison that does not use *like* or *as*.**

- (40) Add an **alliteration** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The **sneaky, subtle spider seldom skips supper!**

☞ **Alliteration is a technique in which two or more words in a sentence begin with the same *sound*.**

- (41) Add one set of **repeating words or phrases** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The spider sought **its prey**, captured **its prey**, and ate **its prey**.

- (42) Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare**.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison**.

- (43) Add **personification** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The Venus' flytrap **licked its lips with hunger**.
- The leaf **opened its mouth for another meal**.

☞ **Personification is giving human qualities, feeling, action, or characteristics to an inanimate (non-living) object (or giving characteristics to an object that does not have the ability to do that thing---leaves of the trees clapping their hands).**

- (44) Add an instance of **onomatopoeia** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- My heart went **thump, thump, thump** when I spotted the spider.
- The clock **cukooed** its annoying song.
- The cat **meowed** as the dog chased it up the tree.

☞ **Onomatopoeia is a figure of speech that copies natural sounds.**

- (45) Add a **subordinate clause, which is set off with commas, to the middle of one of your sentences**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Orb webs, **which people see most often**, are created by two families of spiders.
- The Venus' flytrap, **which is a plant that catches and eats bugs and flies**, provides another example of entrapment.

- (46) Add a **subordinate clause to the end of one of your sentences**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly **as many others do**.
- Two families create orb webs, **which are the ones most often seen by people**.

☞ **Do not set a subordinate clause at the end of a sentence off with a comma unless you hear a definite pause (such as when the clause begins with the subordinator *which*).**

- (47) Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The teacher said, “It designs a temporary spiral of non-sticky silk to act as basting.”
- “This basting holds the framework in position as it finishes the web,” said Mr. Reish.

☞ **Remember, a comma or period at the end of the quotation or special words quoted *always* goes inside the ending quotation mark.**

- (48) Add one **split quotation** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- “Some predators do not catch their prey,” **he said**, “by chasing them down and assailing them directly.”

☞ **A split quote is created when you can remove the speech tag from the middle of the quote and one complete sentence remains.**

- (49) Add one piece of non-essential information (or more than one, according to your level), set off with a **dash**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- A trap like this is hidden from the unknowing prey--**until it steps into the device and triggers it.**

☞ **Non-essential information is information added to a sentence to give more information...but it is not needed in order to make the sentence be a real sentence. A dash is used when you want to *emphasize* non-essential information.**

- (50) Add one **appositive** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The Venus’ flytrap, **a plant that catches and eats bugs and flies**, provides another example of entrapment.

☞ **Set off an appositive with commas unless it is a one-word name.**

- (51) Add one sentence with a **colon** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- There is a plant that catches and eats bugs and **flies**: the infamous Venus’ fly trap.

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

Example:

- Original: The Venus’ flytrap provides another example of entrapment. It is a plant that eats bugs and flies.
- Compound Sentence: The Venus’ flytrap provides another example of entrapment, **for it is a plant that eats bugs and flies.**



- (53) Add one **conjunctive adverb**, also known as an interrupter (or more than one, according to your level). **If you hear a pause, place punctuation on both sides of it.** If you have already done this, highlight the check box(es) as directed by your teacher. You may select one from the list below or choose one of your own.

Examples:

however	moreover	henceforth	for example	nonetheless
likewise	whatsoever	for instance	wherefore	hence
in addition to	similarly	consequently	in fact	therefore
in spite of alas	nevertheless	thus	in comparison	furthermore

☞ **Three ways:**

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

- (54) Add one **parenthetical statement** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- In the middle of a sentence:
  - The Venus' flytrap (**an actual plant**) eats bugs and flies.
  - The Venus' fly trap (**a bug eating plant**) provides another example of entrapment.
- As a sentence of its own before or after a sentence:
  - The Venus' flytrap catches and eats bugs and flies. (**The Venus' flytrap is actually a plant, however.**)

☞ **A parenthesis is used to include non-essential information that you want to *de-emphasize*.**

- (55) Add one **list of three or more items** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

1. **Nouns:** Venus' flytraps eat **bugs, flies**, and small **spiders**.
2. **Verbs:** Spiders **build** a web, **trap** their prey, and **eat** their dinner.
3. **Adverbs:** Spiders catch their prey **sneakily, stealthily**, and **craftily**.
4. **Adjectives:** A web is **intricate, sticky**, and **silky**.
5. **Clauses:** Spiders are insects **that are creative, that capture other insects**, and **that never miss their meals!**
6. **Prepositional phrases:** The spider is clever **in its hunting, for its abilities**, and **from much practice**.
7. **Infinitives** (*to* + a verb): The spider likes **to spin, to catch**, and **to eat**.

☞ **Make sure your list is parallel and punctuated properly.**

- (56) Use one set of **sequencing words** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First things:** First, initially, originally, at first, primarily, to begin with, in the beginning
- **Second or middle things:** Second, next, then, secondarily, progressing, progressively, following that
- **Third and final things:** Eventually, thirdly, ultimately, finally, consequently, lastly, in the end
- **General:** Then, next, later, after, sometime, etc.

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

(58) **Level Pre A: Edit your sentences** with your teacher. Make sure you have done all of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

# Chapter 15: How To Complete the Checklist Challenge

Teacher's Note: This weekly lesson is not divided up into mini-lessons (numbered one, two, three, etc). It flows better as one unified lesson. You may complete it however you desire over the course of one week, or just use it for your own personal "teacher trainings." It is written here as a lesson to the student..

You have been learning to write many things, but writing paragraphs and essays is only half of the writing process. The other half---which is just as important as writing---is editing. You must learn how to check your own work, look for errors, correct errors, add words and sentences that make things clearer and more interesting, and many more editing and revising items.

You already know how to edit more things than you may realize. Think back to the last time you wrote something and read it aloud for your teacher or family. While you were reading it aloud, did you see an error and want to just "correct it real quick"? Did mistakes stand out to you while you were sharing your writing? Then you are already an editor-in-training!

If you learn how to edit and correct your own work, you will become a better writer. You will not need to rely on your teacher or others to find your errors; you will be able to find them yourself. You will also do better on most English testing situations if you learn how to edit.

There are a few key things that you must always do when you write sentences, paragraphs, or essays. These items will improve your writing dramatically.

In a few weeks, when you write essays and reports containing a few paragraphs, you will need to know many editing skills. You will learn these over the next couple of weeks by learning how to complete what is called the Checklist Challenge. Sometimes this book will call the Checklist Challenge CC for short.

The Checklist Challenge is a challenging checklist of editing items that you should do to your paragraphs to make them better. You will learn step by step how to do each of these items by doing them to paragraphs provided for you in this lesson (or by doing the revisions to your own report).

**<> 1. Choose one essay or report that you have already written (or use the one provided on the next page), and pull it out of your notebook (or photocopy it), so you can make changes to it with the Checklist Challenge throughout this week.**

As limbs of wild trees grow, they follow no set pattern. It is as though each sprout has a mind of its own, growing outward and eating what it needs to mature. When these little, wild sprouts are left to themselves, they grow into big branches, destroying the ability of the tree to grow--and the life of the tree itself.

This is why pruning by an able gardener is so important. These little branches will cause the tree to strangle itself and eventually it will offer only miniature, bland fruits. Then, these uncared-for trees get diseases, are injured and destroyed in storms, and are not strong enough to support the fruit they do grow. Thus, an able pruner with an in-depth comprehension of the "dressing" process is important to a tree.

Each tree has a variety of members. First, there are the "invisible" ones--those that are in the tree and those that are beneath the tree. Then, there are the obvious parts--the bark, leaves, flowers, and fruit, which are visible to all. Regardless of whether a tree's parts are seen or unseen, they all have distinct and necessary roles. Roots, the trunk, branches, leaves, flowers, fruit, suckers, and sprouts are all crucial members to the life of a tree. A good understanding of each part of the tree--and each part's role in the tree's life--is needed by the gardener.



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

🔑 **Focus on content errors at this time.**

The first item of the CC has to do with listening for errors. When you read your writing “in your head,” you often miss errors because you read what you think you wrote, not what is really there. You may skip errors that you would find if you were reading it aloud. Thus, the first item in the CC is to read your composition aloud (hopefully to someone else) and listen for things that do not sound correct.

You may also see errors at this time--maybe something that needs capitalized or something that is misspelled--and that is fine, but the real focus of this item is to **hear** mistakes. You will be surprised how many errors can be **heard!**

**<> Do the first item (reading aloud and listening for errors) with your teacher for the paper you have chosen to edit in this lesson. Place check marks in the boxes or highlight the box when you have completed it.**

**Note: The CC provided in this lesson has three check boxes for items done one time per paragraph since the given report contains three paragraphs.**

All

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**:

- **C**apital at beginning
- **A**ll make sense
- **V**erb
- **E**nd mark
- **S**ubject

You have probably learned earlier in your language arts studies what a sentence must contain in order to be a sentence. To help you remember what a sentence contains, CQLA uses CAVES. When you are first learning to write, it is good to check your sentences sometimes to be sure they are real sentences. You can do this easily if you use CAVES from the box above.

**<> Check the sentences of one of your paragraphs for CAVES, and check off the box when you are finished. Be sure to change any sentences that are not real sentences to make them into sentences.**

All

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI**:

- **O**pening sentence
- **C**losing sentence
- **C**ontent is all the same
- **T**hree or more sentences
- **I**ndented

OCCTI will help you learn what a paragraph contains. When you are first learning to write, it is good to check your paragraphs sometimes to be sure they are real paragraphs. You may use OCCTI to help you do this.

**<> Check one of your paragraphs using OCCTI, and check off the box when you are finished. If something is wrong, be sure to change anything that keeps your paragraph from being a real paragraph.**



Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to + action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

When you are studying verbs, you have to remember that any-time you see a verb with a *to* in front of it, it is still a verb.

When you do this CC item, do not worry about finding every verb--or getting some wrong. This item is not a test to see if you can find all verbs. It is an exercise that will help you later. The more verbs you find and circle, the easier it will be to complete other CC items.

At first it may be hard for you to find the verbs--especially the BHL (Be, a Helper, Link) verbs. (These are being, helping, or linking verbs.) Do not let that bother you. Just find as many as you can. You will get better and better at this as you complete the CC on your essays.

Memorize the Be, a Helper, Link verbs song (to the tune of the Alphabet Song):

ABCDEFG

**Be, a Helper, Link verbs,**

HIJKLMN

**Is, Are, Am, Was, & Were.**

QRSTU

**Be, & Being, Been, Become,**

WXYZ

**Has, & Had, & Have are ones.**

Now I said my ABC's

**Can, Could, Shall, Should—they are fun**

Next time won't you sing with me?

**Will, Would, Do, Did, Does, & Done**

ABCDEFG

**May, Might, Must—they are some as well,**

HIJKLMN

**Appear, Look, Seem, Remain, Taste, Feel, & Smell**

↔ **Complete the circling verb item from above. It might be easier for you to have your teacher read your essay aloud, and you stop her when you hear a verb (or the other way around). It also might be easier for you if you do all of the action verbs first, then do the BHL verbs. You may want to look back in the BHL verb song for help.**

↔ **Optional--Memorize being, helping, and linking verbs by learning the BHL verb song provided in the box.**



All All All

Change one of the “boring” verbs in each paragraph to a “strong” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.

Sometimes we get stuck in “writing ruts.” We just keep using the same words over and over again without thinking of any new words. This item will get you thinking about new words!

Verbs are the forward motion of your sentences. Verbs make your sentences sing. If you have all boring verbs in your paragraph, your paragraph will be boring!

For this revision, you will look at those verbs you circled earlier and try to find a boring one to change to something more interesting. One way to do this is to say the sentence containing your boring verb aloud. Then try some other verbs that mean the same or almost the same---also reading it aloud with those in place of the boring one. See which one sounds best and means what you wanted your sentence to mean. You may also refer to a thesaurus for this item, if desired.

<> Do the “change the boring verb” item. Be sure to place check marks in the boxes when you have completed this item.

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where*, *when*, *how*, or *to what extent*.

**Adverb** has the word **verb** in it, so what kind of word do you think an adverb describes? If you said verb, you are right!

An adverb describes a verb. It tells *how*, *to what extent*, *when*, and *where*. You can usually place an adverb before your verb or after your verb. Read your sentence aloud with your chosen adverb before it, then after it. See which one sounds better.

↔️ **Do the adverb item. Be sure to place check marks in the boxes when you have completed this item.**

All All All

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

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.

Is your paragraph starting to sound more interesting?

Besides adverbs, you have probably also learned about another describer called adjectives. Adjectives describe nouns.


Adjectives tell *what kind, how many, and which one*. The best kind of adjectives to use are the ones that tell **what kind**. These are more interesting adjectives.

<> Do the adjective item. Be sure to place check marks in the boxes when you have completed this item.

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

Consider the following ideas:

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

 **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

When you write longer essays and reports--and even oftentimes when you write one paragraph compositions, you will want your writings to have titles. A title tells the reader what he will be reading. It whets his appetite to read the entire paper. It makes the writing sound interesting to others. Titles are fun!

Making up titles for your compositions is an activity many students like. It is fun to call your paper whatever you want--and whatever you think will best interest your readers.

You can think of various categories of titles by looking at the list provided below. For example, for the pruning report, you could possibly give it one of the titles listed below:

- Something catchy: Pruning Process or Tame That Tree!
- Something comical: Yummy Fruit
- Something bold: Prune!
- A song title or line: He is the Vine, and We Are the Branches!
- Something biblical: Reaping and Sowing
- Something about character: Do Everything as Unto the Lord
- A Scripture. Sow in Righteousness, Reap in Mercy
- Something informative: Tending Trees
- Other: Dressing Up!

**<> Do the title item above. Be sure to place a check mark in the box when you have completed this item.**



From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

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

 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

You have already learned how to change your boring verbs into stronger verbs. Besides weak verbs, you might have other words in your writing that are also boring and could be changed.

The next item you will be doing in the Checklist Challenge is looking for a word that is called a Banned Word. Banned Words are words that you should try not to use in your writing because people use them too much. You should also try not to use them because they are boring!

To do this item, you will need to look through your paragraph carefully to see if you have any of the words that are “banned” in your paragraph. If you find more than one, just choose the one that you think is the most boring (or the easiest to change), and change it.

**<> Do the Banned Word item above. Be sure to place check marks in the boxes when you have completed this item.**

All

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

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

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

In the report you are editing today, a thesis statement might already be present. However, if you do not feel that a sentence within the first paragraph tells the reader exactly what your entire report contains, you may want to add a new thesis statement. Remember, the thesis statement is a sentence or two in your first paragraph that tells your readers what your report is about.

**<> Do the thesis statement item. Be sure to place a check mark in the box when you have completed this item or if you already have one in your essay.**

**All** Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

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

If you are not assigned a closing paragraph (or if your closing paragraph is not one that “wraps” up your essay, but more of a continuing paragraph), you will want to add a closing statements (or statement) to your report.

You do not want your reader to be left hanging--wondering where the ending to your report is. One way you can add a closing statement that is a lot of fun--and brings your report back around to the title--is to somehow restate the title in it.

For example, if your title was “Pruning Process,” you could close your report with a sentence like the following: *Yes, the pruning process is crucial to the life--and production of a tree.*

**<> Do the closing sentence item from above. Be sure to place a check mark in the box when you have completed this item.**

All All All

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

While writing is just the spoken word written down, we sometimes need to change how we speak or write--expand our vocabulary in speech and writing so that we are not always using the same words over and over again. This CC item will force you to think about words that you might use when you speak but that you have never used in writing.

Maybe you use bigger, more interesting words when you speak than you do when you write because you do not know how to spell those longer words. Maybe when you write, you are just focusing on getting your thoughts down so much that you do not think of other words you could use. This item will help you overcome either of those "writing ruts."

**<> Do the "add a word you've never used before" item from above. Be sure to place check marks in the boxes when you have completed this item.**



All Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight the check box(es) as directed by your teacher.

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

When you write multi-paragraph compositions, you will want to be sure that each paragraph is about one topic (OCCTI). Even though a paragraph is a unit of thought, and one paragraph should contain sentences all about the same thing, you will learn soon that an essay or report is also all about one topic---and each paragraph in that paper is about an aspect of that topic.

That presents a little bit of a problem when you put paragraphs together for a multi-paragraph composition. You do not want a longer writing to seem like it is just several paragraphs one after the other, but not related. You want to connect or link your paragraphs to each other. This is where a transition sentence comes in.

You can use transition sentences at the end of a paragraph to introduce the next paragraph or at the beginning of the next paragraph to introduce that paragraph.

For instance, in the sample report you were given to use in this CC lesson. There is a transition sentence already in place from paragraph one to paragraph two: *This is why pruning by an able gardener is so important.*

**<> Do the “transition sentence” item above. Be sure to place a check mark in the box when you have completed this item.**

All

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

Examples:

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

You learned earlier in this book about writing SSS5's. While writing longer, more interesting sentences is good, it is also good to have sentence variety.

This means that you will have variety in your paragraph. All of your sentences will not be the same length. They will not all sound the same. SSS5's help you make your sentences varied.

**<> Do the “add an SSS5 item” from above. Be sure to place a check mark in the box when you have completed this item.**

All All All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree  
kind  
grass

Use:

maple  
compassionate  
blades

Instead of:

deep  
turn  
loud

Use:

bottomless  
swerve  
obnoxious

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

A thesaurus is a book of words, sort of like a dictionary. While a dictionary lists words and their spellings and definitions, a thesaurus lists words and their synonyms. A synonym is a word that means the same or almost the same. You need to learn how to use a thesaurus well because it will help you in your editing and revising.

When you cannot think of a better verb for one of your paragraphs, just look up the verb you have circled in your thesaurus and you will find words beneath that one that mean the same or almost the same as the one you are looking up. You can just choose the one you like the best that fits in your paragraph.

In this editing item, you will look for *any* kind of word in each paragraph that is weak. This could be a describer, like *wonderful*, or a verb, like *show*.

Then you can look in the thesaurus and find that instead of *wonderful*, you could use *stupendous*, *terrific*, *awesome*, *incredible*, etc. Instead of *show*, you could use *display*, *instruct*, *teach*, *demonstrate*, etc. The thesaurus should be the writer's best friend!

When you come to this item in a Checklist Challenge, you will stop and think about the words you used in your essay. For instance, instead of the word *wonderful*, you could use the word *splendid*. Instead of the word *very*, you could use the word *extremely*. This will make your writing sound much better.

**<> Do the "change one word" item above. Be sure to place check marks in the boxes when you have completed this item.**

All

Add an **adverb** (*ly* word or other) that does **not modify a verb**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Modifies an adjective: Some **uncharacteristically** *sneaky* predators use subtle methods.
- Modifies an adverb: Some predators are **actually** *more* subtle

☞ This will modify an adjective or another adverb and will answer the question *To what extent?*

In this item, you will add an adverb that does *not* modify a verb but modifies another word—either an adjective or another adverb. When an adverb modifies an adjective or another adverb, it usually answers the question to *what extent*.

The problem with an adverb that modifies an adjective or another adverb is that people get in the rut of using the adverb *very*. While *very* is an adverb that tells to what extent, there are many stronger and more precise adverbs you could use instead of *very*, such as *extraordinarily*, *extremely*, *supremely*, *uncharacteristically*, etc.

<> Complete the “adverb that does not modify a verb” item from above. Be sure to place a check mark in the box when you have completed this item.



Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight the check box(es) as directed by your teacher.

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

When you write multi-paragraph essays and reports, especially those not from given material, you want to be sure that each paragraph contains information that supports the topic sentence for that paragraph. In addition to this, you want to be sure you have smooth transitions from one paragraph to the next--transitions that link the previous paragraph to the next paragraph.

This can be accomplished through transitional phrases, such as *In addition to the physical effects of bitterness, the spirit also suffers from the results of bitterness*. It can be accomplished by putting a transition at the end of the previous paragraph or the beginning of the next paragraph.

Notice: That the given report has a transition sentence at the beginning of each of the paragraphs (two and three):

- *This is why pruning by an able gardener is so important*--the previous paragraph told how wild limbs behave; this transition tells the reader that you are going to give the antidote for those wild limbs--pruning.
- *Each tree has a variety of members*-- the previous paragraph told how pruning will help; this transition tells the reader that this paragraph will have information about the parts of a tree that a gardener has to know about.

<> Complete the “transition from one paragraph to another” item from above. Be sure to place check marks in the boxes when you have completed this item.



Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

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

Redundancy is one of the most common writing errors people make. Redundancy especially happens when you are writing about a certain topic for which there are not many synonyms. You may find yourself saying *the bear* over and over again, for instance, in an essay about a bear.

You need to get creative to avoid redundancy! For example, in the bear essay, you may substitute any of the following for the word *bear*: *bruin*, *four-footed creature*, *fluffy animal*, *hibernating creature*, *winter sleeper*, *den keeper*, etc.

**<> Complete the “redundancy” item from above. Be sure to place check marks in the boxes when you have completed this item.**

All All All

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ Upper Level B and all Level C students should choose various ones -- preferably without much repeating.

In grammar, you may have learned about sentence openers. If not, you can study more about sentence openers in the Grammar Cards..

The CC item listed above has all of the sentence openers that you will be asked to add to your compositions in CQLA. Sentence openers add variety to your sentences that you do not have when you just use a subject-verb pattern.

The length of sentences containing sentence openers also adds rhythm to your writings so that all of your sentences do not sound alike. (The same is true of SSS5's.)

Two of the most important things to remember in adding sentence openers include the following:

1. A sentence opener is not needed to make a sentence a sentence. If you have done CQLA for a year or more, you know the five things a sentence must contain in order to be a sentence. A sentence opener is added on to a complete sentence to make it more interesting, but the sentence is a sentence even before the sentence opener is added.
2. You usually hear a pause after a sentence opener (before the real sentence begins). This is where you put the comma in.

↔ **Add one of the sentence openers listed in the box above to each paragraph. Be sure to place check marks in the boxes when you have completed this item.**

All

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

☞ A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.

You probably already combine two sentences into one when you write quite often. The above CC item tells you one method for doing this.

When you have two sentences you want to combine into one, you may do so by putting a comma-coordinating conjunction in between them. This will result in a compound sentence--two sentences joined into one.

You need to know the seven coordinating conjunctions in order to be able to do this. You will remember them better if you remember this acronym taught by a wise grammar teacher: FANBOYS. FANBOYS are cc's!

**F**or  
**A**nd  
**N**or  
**B**ut  
**O**r  
**Y**et  
**S**o

You may use any of those FANBOYS (cc's) to combine two sentences into one. Just put a comma before the coordinating conjunction (cc), and be sure you begin the second half of the sentence with a lower case letter.

**<> Add a coordinating conjunction to your paragraph. Be sure to place a check mark in the box when you have completed this item.**



All

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

Examples:

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

This item is another way to combine two sentences into one. A semicolon indicates that the second half of the sentence is also a sentence in itself. You need to remember that you cannot combine two sentences into one with a comma (unless you use a comma-coordinating conjunction). You can only combine two sentences into one with a semicolon alone.

**<> Combine two sentences into one in your paragraph using a coordinating conjunction or semicolon. Be sure to place a check mark in the box when you have completed this item.**

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

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)

In addition to adding adjectives to your writing, you may also add two adjectives at the same time. This is called a double adjective. You should separate any two descriptive adjectives (those that tell what kind) with a comma.

You will know that you need to put a comma between your describers when you could put an *and* between them and the phrase sounds correct: the beautiful, expensive picture. (You could write the *beautiful and expensive* picture.)

<> Complete the double adjective item above in your paragraph. Be sure to place a check mark in the box when you have completed this item.



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

Lastly, you should edit your paper with your teacher. You do this last so that if you made any errors when you added words, phrases, and sentences through the Checklist Challenge, you can correct those too.

You may not be able to find many mistakes at first, but you will get better and better at it. Editing and revising are important skills to have.

There are other CC items that you may have in your CC in CQLA. You may skip any that you do not know how to do (with your teacher's permission), or you may learn more about how to do these items in a grammar handbook.

Also, if you are doing a grammar program at the same time as this composition program, you will learn those items throughout the school year. Eventually, you will know how to complete many difficult, interesting CC items.

**<> Edit each paragraph of your essay. Be sure to place a check mark in the box when you have completed this item.**

# Chapter 16: Checklist Challenge Coding Chart

Item Number and Item Explanation	Coding Instructions (with colors OR without colors)
(2) <b>CAVES</b> (5 Parts of a Sentence) -Capital at beginning -All makes sense -Verb -End mark -Subject	Write the letter of the missing item next to the place where it is missing.
(3) <b>OCCTI</b> (5 Parts of a Paragraph) -Opening sentence -Closing sentence -Content all the same -Three or more sentences -Indented	Write the letter of the missing item next to the place where it is missing.
(4) Circle each verb •Action verbs •Be, a Helper, Link verbs - is, are, was, were, etc. •Infinitives – to + verb	Circle each verb with YELLOW, and circle the check boxes in the CC with yellow also. OR Circle each verb with a pen. Check the check boxes with a pen too.
(5) Change one of the boring verbs in each paragraph to a strong verb.	Highlight each new verb in GREEN above ^, also making a line through the verb you are replacing. Color in the check boxes with green also. OR Circle each added verb with an ink pen. Circle the check boxes too.
(6) Add an adverb to each paragraph.	Highlight each new adverb in PINK above ^, and color in the check boxes with pink also. OR Place brackets around each new adverb, and place brackets around CC boxes.
(7) Add an adverb that does not modify a verb. This will modify an adjective or another adverb and will answer the question “To what extent?”	Place “ “ around the new adverb in BLUE above ^, and place “ “ around the check boxes with blue also. OR Place “ “ around the new adverb, and around the check boxes too.
(8) Place adverbs in your composition in different positions.	Place < > around the new adverb with GREEN above ^, and around the check boxes with green also. OR Place < > around the new adverbs in pencil, and place < > in the check boxes too.
(9) Highlight one existing adverb in each paragraph, remove it, and change the word it modifies to a stronger word so that the adverb you have highlighted is no longer needed.	Highlight the new verb in ORANGE above ^, making a line through the word you are replacing, and color in the check boxes with orange also. OR Draw a squiggly line through the word, and place a squiggly line through the CC boxes too.

(10) Add one descriptive adjective to each paragraph.	Highlight each new adjective BLUE above ^, and color in the check boxes with blue also. OR Box each new adjective, and box the CC boxes too.
(11) From the Banned Words List, select one word in each paragraph, omit it, and substitute a similar word.	Box each new word with ORANGE above ^, placing a line through the banned word, and box the check boxes with orange also. OR Place parentheses around each new word, and place parentheses around the check boxes of the CC too.
(13) Use one of this month's vocabulary words in your composition. (If already done, just mark in CC.)	Box the new word with BLUE above ^, and box the check boxes on the CC page with blue also. OR Box the new word with a pen, and box the check boxes too.
(14) Add one word you have never used before in writing. (If already done, just mark in CC.)	Box the new word with GREEN above ^, and box the check boxes on the CC page with green also. OR Put a line with pen above and below the new word. Put lines above and below check boxes too.
(15) Add a sentence to the beginning of your paragraph/composition that describes the entire composition (thesis statement). (If already done, just mark in CC.)	Underline the new sentence with ORANGE, and underline the check box on the CC page with orange. OR Put dashes under the new sentence, and put dashes under the check box too.
(16) Add a sentence to the very end of your writing that restates the thesis statement ("thesis statement reloaded"). (If already done, just mark in CC.)	Underline the new sentence with a PINK <i>squiggly</i> line, and underline the check boxes on the CC page with pink also. OR Underline the new sentence with a squiggly line in pen, and put a squiggly line in pen under the check box too.
(12) Create a title and put it at the top. (If already done, just mark in CC.)	Underline the new title with PINK, and underline the check boxes on the CC page. OR Underline the title in pen, and underline the check box with pen too.
(17) Add a transition sentence to the beginning of the second paragraph or at the end of the first paragraph. (If already done, just mark in CC.)	Underline the new sentence with GREEN, and underline the check box on the CC page with green also. Or Put a line above the new sentence in pen, and put a line in pen above the check box too.
(18) Check each paragraph to be sure that your transition from one paragraph to another is smooth. (If already done, just mark in CC.)	Underline the new sentences in BLUE, and underline the check boxes on the CC page with blue also. OR Put dots under the new sentence, in pen, and put dots in pen under the check boxes too.
(19) Add one SSS5 - Super Short Sentence of five words or fewer. (If already done, just mark in CC.)	Highlight the new sentence in YELLOW, and color in the check box on the CC page with yellow also. OR Put an asterick in front of the SSS5, and put an asterick in front of the check box too.
(20) Add one SSS5x3 to one paragraph for emphasis. (If already done, just mark in CC.)	Box the new sentences in YELLOW, and box the check box in the CC page with yellow also. OR Put / / / / through the new sentences with a pen, and put / / / / through the check box too.

<p>(21) Using a thesaurus, if needed, change one word in each paragraph to a more advanced or distinct word. (If already done, just mark in CC.)</p>	<p>Box the new words in PINK above ^, making a line through the words you are replacing, and box the check boxes in the CC page with pink also. OR Put { } around the new words above, marking lines through the words you are replacing, and put { } around the check boxes too.</p>
<p>(22) Choose a word that you used more than one time within each paragraph. If the word sounds redundant, change that word (at least once) to a word with a similar meaning.</p>	<p>Circle the new words in BLUE above ^, making lines through the words you are replacing, and circle the check boxes in the CC page with blue also. OR Put dots under the new words in pen making lines through the words you are replacing, and put dots in pen under the check boxes too.</p>
<p>(23) Add one interjection to the beginning of one of your sentences, or add a new sentence with an interjection in it to your composition. (If already done, just mark in CC.)</p>	<p>Circle the new word with PURPLE, and circle the check box in the CC page with purple too. OR Put dots above the new word in pen, and put dots above the check box too.</p>
<p>(24) Start one of your sentences with an adverb, and place a comma where you hear a pause. (If already done, just mark in CC.)</p>	<p>Highlight the new word with PURPLE and color the check boxes in the CC with purple also. OR Put * * * * above the new word, and put * * * * above the check box too.</p>
<p>(25) Add one “ing” opener, following the whole clause or phrase with a comma. (If already done, just mark in CC.)</p>	<p>Underline the new word with YELLOW, and circle the check boxes in the CC with yellow also. OR Put * * * under the new word, and put * * * under the check box too.</p>
<p>(26) Add one “ed” opener, and follow the whole clause or phrase with a comma. (If already done, just mark in CC.)</p>	<p>Place &lt; &gt; around the “ed” opener with PURPLE, and place &lt; &gt; around the check boxes in the CC page with purple also. OR Place     around the “ed” opener, and place     around the check box too.</p>
<p>(27) Add one subordinate clause opener followed by a comma. (If already done, just mark in CC.)</p>	<p>Place a line above the opener with GREEN above ^, and place a line above the check boxes in the CC page with green also. OR Place \ \ around the opener, and place \ \ around the check box too.</p>
<p>(28) Add one prepositional phrase opener. If it is long or you hear a pause after it, add a comma. (If already done, just mark in CC.)</p>	<p>Place a line above the opener with BLUE above ^, and place a line above the check boxes in the CC page with blue also. OR Place - - - above the opener, and place - - - above check box too.</p>
<p>(29) Add either a subordinate clause opener or a PP opener. (If already done, just mark in CC.)</p>	<p>Place a line above the opener with PINK above ^, and place a line above the check box in the CC page with pink also. OR Put - - - through the opener, and put - - - through the check box too.</p>
<p>(30) Add different sentence openers (introductory material). (If already done, just mark in CC.)</p>	<p>Place a <i>squiggly</i> line beneath the opener with GREEN above ^, and place <i>squiggly</i> lines beneath the check boxes on the CC page with green also. OR place * * * * beneath the opener, and place * * * * beneath the check box too.</p>

<p>(31) Combine two complete, related sentences with a semicolon. (If already done, just mark in CC.)</p>	<p>Place a wavy line through the two sentences with ORANGE, and place a wavy line through the check boxes in the CC page with orange also. OR Place a wavy line in pen above the two sentences, and place a wavy line in pen above the check box too.</p>
<p>(32) Add one coordinating conjunction with a complete sentence on both sides. Be sure to put a comma before it. (If already done, just mark in CC.)</p>	<p>Place a wavy line through the two sentences with GREEN, and place a wavy line through the check box in the CC page with green also. OR Place a wavy line through the two sentences, and place a wavy line through the check box too.</p>
<p>(33) Combine two complete sentences with either a coordinating conjunction or a semicolon at least once. (If already done, just mark in CC.)</p>	<p>Place a wavy line through the two sentences with BLUE, and place a wavy line through the check box in the CC page with blue also. OR Place / / / / through the two sentences and place / / / / through the check box too.</p>
<p>(34) Combine two sentences (or one sentence and one phrase / clause) into one using a conciseness technique. (If already done, just mark in CC.)</p>	<p>Put // around the sentences you combined in YELLOW, and put // around the CC check boxes with yellow also. OR Put two boxes around the sentences, and put two boxes around the check box too.</p>
<p>(35) Add one set of descriptive double adjectives separated with "and" or a comma. (If already done, just mark in CC.)</p>	<p>Place // through the new double adjectives with GREEN, and place // through the check box in the CC with green also. OR Place // through the new double adjectives, and place // through the check box too.</p>
<p>(36) Add one set of triple adjectives, separating items in a series with commas with the final comma before the <i>and</i>. (If already done, just mark in CC.)</p>	<p>Place // through the triple adjectives with BLUE, and place // through the check box on the CC with blue also. OR Place \ \ through the triple adjectives, and place \ \ through the check box too.</p>
<p>(37) Add a double or triple adjective, separating items in a series with commas, placing the final comma before the <i>and</i>. (If already done, just mark in CC.)</p>	<p>Place // through the double or triple adjectives with PINK, and place // through the check box on the CC with pink also. OR Place # before and after the double or triple adjectives and place # before and after the check box too.</p>
<p>(38) Add a simile. (If already done, just mark in CC.)</p>	<p>Place a line above the simile in YELLOW, and place a line above the check box in the CC with yellow also. OR Place a - before and after the simile, and place a - before and after the check box too.</p>
<p>(39) Add a metaphor. (If already done, just mark in CC.)</p>	<p>Place " " around the metaphor in YELLOW, and place " " around the check box on the CC page with yellow also. OR Place a ← → around the metaphor, and place ← → around the check box too.</p>
<p>(40) Add an instance of alliteration. (If already done, just mark in CC.)</p>	<p>Place " " around the set of alliteration in PINK and place " " around the check box on the CC page with pink also. OR Place " " around the set of alliteration, and place " " around the check box too.</p>

<p>(41) Add one set of repeating words or phrases. (If already done, just mark in CC.)</p>	<p>Place an oval around the set of repeating words in PINK, and place an oval around the check box in the CC in pink also. OR Place an oval around the set of repeating words, and place an oval around the check box too.</p>
<p>(42) Include one simile or metaphor. (If already done, just mark in CC.)</p>	<p>Place an oval around the simile or metaphor in BLUE, and place an oval around the check box in the CC in blue also. OR Place an ~ before and after the simile or metaphor, and place an ~ before and after the check box too.</p>
<p>(43) Add personification. (If already done, just mark in CC.)</p>	<p>Place an oval around the personification in YELLOW, and place an oval around the check box in the CC in yellow also. OR Place • before and after the personification, and place • before and after the check box too.</p>
<p>(44) Add an instance of onomatopoeia. (If already done, just mark in CC.)</p>	<p>Place an oval around the onomatopoeia in ORANGE, and place an oval around the check box on the CC in orange also. OR Place a double line under the onomatopoeia, and place a double line under the check box too.</p>
<p>(45) Add a subordinate clause to the middle of a sentence. (If already done, just mark in CC.)</p>	<p>Place a double line under the clause in PINK, and place a double line under the check box on the CC page in pink also. OR Place a double line above the clause, and place a double line above the check box too.</p>
<p>(46) Add a subordinate clause to the end of one of your sentences. (If already done, just mark in CC.)</p>	<p>Place a double line under the clause in BLUE, and place a double line under the check box in the CC in blue also. OR Place a double line through the clause, and place double lines through the check box too.</p>
<p>(47) Add one quotation or partial quotation. (If already done, just mark in CC.)</p>	<p>Highlight the quotation in BLUE, and highlight the check box in the CC in blue also. OR Put ^^^ through the quotation, and put ^^^ throughout the check box too.</p>
<p>(48) Add one split quotation. (If already done, just mark in CC.)</p>	<p>Place a double line above the quotation in BLUE, and place a double line above the check box in the CC in blue also. OR Place •• before and after the quotation, and place •• before and after the check box too.</p>
<p>(49) Add one piece of non-essential information set off with a dash. (If already done, just mark in CC.)</p>	<p>Place a double line above the information in YELLOW, and place a double line above the check box on the CC page in yellow also. OR Place ⇢ through the information, and ⇢ through the check box too.</p>
<p>(50) Add one appositive. (If already done, just mark in CC.)</p>	<p>Place a double line above the appositive in ORANGE, and place a double line above the check box on the CC page in orange also. OR Place a * and circle the appositive, and place a * and circle the check box too.</p>



<p>(51) Add one sentence with a colon. (If already done, just mark in CC.)</p>	<p>Place a double line above the sentence in PINK and place a double line above the check box in the CC with pink also. OR Place a * and a box around the sentence, and place a * and a box around the check box too.</p>
<p>(52) Add another complete sentence to one of your sentences with a coordinating conjunction or semi-colon to make a compound sentence. (If already done, just mark in CC.)</p>	<p>Place a wavy line above and below the sentence in PINK, and place a wavy line above and below the check box in the CC with pink also. OR Place a heart and a circle around the sentence, and place a heart and a circle around the check box too.</p>
<p>(53) Add one conjunctive adverb. (If already done, just mark in CC.)</p>	<p>Place a wavy line above and below the new word in YELLOW, and place a wavy line above and below the check box with yellow also. OR Place a box and a circle around the new word, and place a box and a circle around the check box too.</p>
<p>(54) Add one parenthetical statement. (If already done, just mark in CC.)</p>	<p>Place a wavy line above and below the statement in BLUE, and place a wavy line above and below the check box with blue also. OR Place a ~ and a box around the statement, and place a ~ and a box around the check box too.</p>
<p>(55) Add one list of three or more items. (If already done, just mark in CC.)</p>	<p>Place a wavy line above and below the list of items in GREEN, and place a wavy line above and below the list of items in the check box on the CC with green also. OR Place a heart and a box around the list of items, and place a heart and a box around the check box too.</p>
<p>(56) Use one set of sequencing words. (If already done, just mark in CC.)</p>	<p>Place // around the sequencing word in GREEN, and place // around the check box on the CC with green also. OR Place ( ) and [ ] around the sequencing words, and place ( ) and [ ] around the check box too.</p>
<p>(57) Edit each paragraph with your teacher.</p>	
<p>(58) Level Pre A: Edit your sentences with your teacher.</p>	



# Section V: Unit-by-Unit in CQLA

## Section V: Unit-by-Unit in CQLA

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# Chapter 17: Character Quality and Content Area Overview Sheets

*Chapter 17 pages may be reproduced for your family's use only.*

This chapter is provided for those families who desire to do their devotions, character studies, family Bible time, read alouds, and, in some cases, complete unit studies, based on the character traits and scriptural principles they are studying in *Character Quality Language Arts*. Throughout the student's CQLA worktext, you will notice sidebars entitled Character Focus (or Character Connection, depending on which edition you are using). These contain quotes, verses, hymns, and themes that correlate with the major topic and character quality of each CQLA unit. These Character Focuses help to tie the weekly passages into the monthly quality and to help your students stop and think about the quality and principles. Additionally (in the sidebars), you will find activities, readings, and extra studies to do about the character qualities and principles from each unit. They are provided to help moms continue their character studies outside their students' language books.

These additional studies can be used in many ways. You may choose to do something as little as having the student copy the Scripture provided in the sidebars in manuscript or cursive (after penmanship instruction has been done) or as vast as having a "unit study" time each day in which you read aloud from the sources suggested, while assigning other books and materials from the lists for your student's silent reading--and, of course, anything in between.

If you wish to just use some of these ideas for a family devotion time and a read aloud time, we recommend that you begin with *Character Sketches* books (and the coordinating coloring books for your younger children); *Cloud of Witnesses* to read about godly heroes to your four to twelve year olds; our character coloring books for your four to ten year olds (both to read and color and to use as writing source material); *Power for True Success* (which gives an overview/introduction to all twenty-four character traits introduced in CQLA as well as many other qualities); and character audios, such as *Your Story Hour's Patterns of Destiny* and *Heritage of Our Country*. We also recommend that you read the suggested Bible stories out of the Bible or a Bible story book--those characters displaying and not displaying the character traits being studied. (*Family Bible Library* is outstanding for students five to twelve years old and actually has the stories categorized by character qualities.) Memorizing verses, songs, and character definitions is a strong complement to these suggested studies.

This chapter of the TG contains an overview of the content areas (science, social studies, health, government, etc.) and Christian living (character qualities, character applications, scriptural principles, etc.) for each monthly unit of *Character Quality Language Arts*. It is provided here so that moms can plan their upcoming school months in terms of books to secure, read aloud times, devotions, etc.--all correlating with the topics being studied in their students' CQLA books. In addition, the first page of this chapter contains an overview of character qualities studied in each unit of CQLA. This is provided so that a mom can decide which series of CQLA (Red Series, Blue Series, or Green Series) she would like for her students to do based on the character qualities of each series. (Remember, you may begin in any series of CQLA; you may choose which series to begin with based on which character traits you desire to study.) See our website for additions to our character materials.



## CQLA Character Traits

<u>Series*</u>	<u>Unit</u>	<u>Character Trait</u>
Red Series	Red 1	Peacemaking
Red Series	Red 2	Boldness
Red Series	Red 3	Endurance
Red Series	Red 4	Joyfulness
Red Series	Red 5	Initiative
Red Series	Red 6	Thoroughness
Red Series	Red 7	Truthfulness
Red Series	Red 8	Compassion
Blue Series	Blue 1	Creativity
Blue Series	Blue 2	Obedience
Blue Series	Blue 3	Orderliness
Blue Series	Blue 4	Virtue
Blue Series	Blue 5	Love
Blue Series	Blue 6	Responsibility
Blue Series	Blue 7	Wisdom
Blue Series	Blue 8	Decisiveness
Green Series	Green 1	Alertness
Green Series	Green 2	Self-control
Green Series	Green 3	Gratefulness
Green Series	Green 4	Humility
Green Series	Green 5	Meekness
Green Series	Green 6	Diligence
Green Series	Green 7	Gentleness
Green Series	Green 8	Sincerity

**Note: It is recommended that family begins with the Blue Series or the Green Series as of April 2010 since these two series have been extensively revised.**

# CQLA Red Series 1: Peacemaking

The fruit of righteous is a tree of life; and he that winneth souls is wise.  
Proverbs 11:30

## Related Character Studies

- Discretion
- Initiative
- Persuasiveness
- Empathy

## Detailed Areas of Study in This Unit

- Fishermen
- Evangelists: Walter Wilson, Mary Slessor, Hudson Taylor, Adoniram Judson
- *Operation World*
- Book: *Peace Child* by Don Richardson
- Book: *The Savage, My Kinsman* by Elisabeth Elliot
- Study *wisdom*, the *tongue*, and *words* throughout Proverbs
- Documents: *Declaration of Independence, Constitution*
- Sermon: *Born Again* by Billy Graham
- Chinese meal, dress in honor of Hudson Taylor
- Share salvation message with someone
- Book: *Shanghaied to China* by Dave and Neta Jackson (Hudson Taylor)
- Ministry of reconciliation
- Book: *The Discovery of Genesis* by CH Chung
- Book: *Amy Carmichael of Dohnavur*
- Mary Slessor
- Song "Bring Them In"
- Walter Wilson
- Jesus--Fisher of Men
- Peter--Fisher of Men
- Peacemakers
- Book: *John Calvin* by Samuel Wellman or William Linder
- Ambassadors: Benjamin Franklin, John Quincy Adams
- Samuel Morris
- Book: *Eternity in Their Hearts* by Don Richardson
- Compare *wisdom* to *foolishness*
- Book: *Nate Saint, on a Wing and a Prayer*
- Book: *Run, Ma, Run* about Mary Slessor by Lois Hadley
- Audio Presentation *Hell's Best Kept Secret* by Ray Comfort
- Video: *Pollyanna* or *Treasures of the Snow*
- Feet and shoes
- Stars
- Book: *Heidi* by Johanna Spyri
- Wise men/Christmas star
- Pachacuti
- Book: *Imprisoned in the Golden City* by Jackson (Adoniram Judson)
- Hudson Taylor, by Dave and Neta Jackson
- John Calvin--various title; various authors)
- Books containing testimonies of people's conversion experiences
- Wise men/Christmas star

## Materials Available Through Training for Triumph

Character Sketches	CSI: Amasa (pg. 37) CSI: Canada Geese (pg. 42) CSI: Elisha (pg. 73) CSI: Mordecai (pg. 49)	CSI: Great Horned Owl (pg. 30) CSI: Grizzly Bear (pg. 66) CSI: Honeybee (pg. 54) CSI: Rechabites (pg. 61)
Power of True Success	Loyalty vs. Infidelity (pg. 128)	
IBLP Biographies	Adoniram Judson (#1)	
Heroes of History	William Penn John Adams	Benjamin Franklin
Christian Heroes: Then and Now	<i>Mary Slessor: Forward Into Calabar</i> <i>Hudson Taylor: Deep into the Heart of China</i> <i>Adoniram Judson: Bound for Burma</i> <i>Amy Carmichael: Rescuer of Precious</i> <i>Nate Saint: On a Wing and a Prayer</i>	
International Adventures:	<i>Dayuma: Life Under Waroani Spears</i> <i>Imprisoned in Iran</i> <i>Living on the Devil's Doorstep</i> <i>Peace Child</i> <i>Tomorrow You Die</i> <i>Torches of Joy</i>	

## Peacemaking...

making peace by settling disputes and reconciling man to man and man to God.

## Sermon on the Mount Focus

Blessed are the peacemakers; for they shall be called the children of God.

Matthew 5:9

## Bible Passages

- Proverbs 3:24-25
- I John 1:1-14
- II Timothy 4:5
- Matthew 4:19
- John 4:35-36
- Matthew 2:2
- Proverbs 11:30
- John 13:1-20
- Acts 17:23
- I Corinthians 15:41
- Ephesians 6:13-17
- James 3:13-18
- Matthew 5:9
- II Chronicles 1:7-12
- Acts 6:8-7:60
- Hebrews 2:14
- Daniel 12:3
- II Corinthians 5:18-19
- Acts 17
- I Corinthians 12:15
- John 13:1-20

## Bible Characters

- Jesus
- Peter
- Wise men
- Elisha
- Nicodemus
- Mordecai
- James and John
- Solomon-Rechabites

## Boldness...

confidence that what I say or do is true and right and just in the sight of God.

## Sermon on the Mount Focus

Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven.

Matthew 5:10

## Bible Passages

- Colossians 3:23
- Proverbs 8:33-34
- Psalms 37:4
- Hebrews 11
- Psalms 121:1-2
- Psalms 1:2
- I Peter 5:8
- Ephesians 6:10-18
- I Peter 2:20
- II Corinthians 4:8-10
- Psalms 119:71
- II Corinthians 4:17
- II Timothy 2:11-12
- Matthew 5:10
- John 17:14
- II Timothy 3:12
- James 2-4
- Daniel 6:26-27
- Philipians 3:10
- Matthew 10:28

## Bible Characters

- Paul and Silas
- David and Goliath
- Peter and John
- Jonathan
- Naaman
- Stephen
- Nathan the prophet

# CQLA Red Series 2: Boldness

**For we wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wickedness in high places.**

**Ephesians 6:12**

## Related Character Studies

- Fearfulness (opposite quality)
- Initiative
- Courage

## Detailed Areas of Study in This Unit

- Song: "When We See Christ"
- Book: *The Hiding Place*
- David Brainerd
- Song: "It Is Well With My Soul"
- Baby chicks hatching
- Names of God
- How animals camouflage themselves
- Paul and Silas
- Harvest
- Jim and Elisabeth Elliot
- Video: *Joni*
- Song: "There Were Twelve Disciples"
- Draw or study joy in Psalms
- Growth of seeds
- Song "Crown Him With Many Crowns"
- Muscles
- Eric Liddell
- Animals who use camouflage to hide themselves
- Book: *The Red Badge of Courage*
- David had joy when suffering for God's sake but had regrets when suffering for his own sin.
- Book: *Foxes' Book of Martyrs*
- Treat simple injuries by reading an emergency preparedness book.
- *Rachel's Tears* or *She Said Yes* about the Columbine school shootings
- John Wesley
- Charles Wesley
- Watchman Nee
- John Calvin
- Book or Video: *Quo Vadis* by Henryk Sienkiewicz
- Theodore Roosevelt
- Elizabeth Elliot
- Fear of praying before others
- Book: *Normal Christianity* (Watchman Nee)
- Lion and Satan preying against victims
- Daniel
- August Eicher
- Paul in prison
- Ducklings and mother ducks
- God healing a man through Peter and John
- Hyenas and Jackals
- Pain
- Predators
- Telemachus

## Materials Available Through Training for Triumph

Character Sketches	CSI: David and Goliath (pg. 173)	CSI: Naaman (pg. 161)
	CSI: David and King Achish (pg. 149)	CSI: Striped Skunk (pg. 166)
	CSI: Eastern Hognosesnake (pg. 142)	CSI: Weasel (pg. 130)
	CSI: Jonathan (pg. 137)	CSI: Wood Duck (pg. 184)
Power of True Success	Boldness vs. Fearfulness (pg. 42)	
IBLP Biographies		
Heroes of History	Theodore Roosevelt	
Christian Heroes: Then and Now	<i>Jim Elliot: One Great Purpose</i> <i>Eric Liddel: Something Greater Than Gold</i>	
International Adventures:	<i>Lords of the Earth</i> <i>Peace Child</i> <i>Tomorrow You Die</i>	



# CQLA Red Series 3: Endurance

Put on the whole armor of God, that ye may be able to stand against the wiles of the devil.

Ephesians 6:11

## Related Character Studies

- Discouragement (opposite quality)
- Resourcefulness
- Determination
- Flexibility

## Detailed Areas of Study in This Unit

- How to treat different types of cuts
- Song: "My Anchor Holds"
- Persecution of Christians
- Palm trees vs. hardwood trees
- Libel and slander
- Endurance based on hope
- People who are reviled
- People hurt by words' scars
- A list of things the tongue is compared to
- Charles the Second's reign in England
- Song: "Only a Boy Named David"
- Book: *Grace Abounding to the Chief of Sinners* (John Newton)
- Book: *The Autobiography of John Bunyan*
- Book: *Vanya* by Myrna Grant
- Elijah
- Germs
- God created us in His image
- Daniel
- John
- Book: *In His Steps* (Sheldon)
- Skin grafting
- Song: "Trust and Obey"
- Christian and Faithful from *Pilgrim's Progress*
- Wind resistance and flight
- White blood cells protect the body
- Charles Finney
- Poisonous snakes
- Book: *Pilgrim's Progress* by John Bunyan
- Proper response when mocked
- Book: *What Would Jesus Do?* (children's)
- Poison control center
- First aid
- Tree growth
- High winds and hurricanes
- The stoning of Stephen
- Reproach and reviling help us
- Clarifying the truth
- Tree bark
- Song: "God Gives Wings"

## Materials Available Through Training for Triumph

Character Sketches	CSII: American Coot (pg. 204)	CSII: James (pg. 187)
	CSII: Asa (pg. 223)	CSII: Mosquito (pg. 216)
	CSII: Demas (pg. 199)	CSII: Northern Flying Squirrel (pg. 192)
	CSII: Esther (pg. 211)	
Power of True Success	Endurance vs. Discouragement (pg. 79)	
IBLP Biographies		
Heroes of History		
Christian Heroes: Then and Now		
International Adventures	<i>Adventures in Naked Faith</i> <i>Bruchko</i> <i>Life Under Waorani Spears</i> <i>Imprisoned in Iran</i> <i>Living on the Devil's Doorstep</i> <i>Peace Child</i> <i>Tomorrow You Die</i>	

## Endurance...

the inward strength to stand stress to accomplish God's best.

## Sermon on the Mount Focus

Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely for my sake.

Matthew 5:11

## Bible Passages

- Colossians 3:23
- Mark 15:29-30
- Psalms 57:4
- I Samuel 17:26
- Isaiah 36
- II Samuel 16
- Psalms 55:12
- Matthew 5:11
- Matthew 9:24
- Hebrews 12:3
- Proverbs 22:29
- Isaiah 36
- Joshua 1:8
- Matthew 6:33
- Jeremiah 15:16
- John 10:27-28
- Psalms 100:3
- Psalms 119:48
- Psalms 19:14
- I Peter 5:4
- I Peter 2:2-3
- Acts 16:16-40
- Psalms 119:103
- Psalms 1:2

## Bible Characters

- David
- Stephen
- Paul
- Joseph
- Esther
- Elijah
- Daniel
- John
- Demas
- James

## Joyfulness...

the unplanned expression of what I feel when I am in fellowship with the Lord.

## Sermon on the Mount Focus

Rejoice, and be exceedingly glad: for great is your reward in heaven: for so persecuted the prophets that which were before you.

Matthew 5:12

## Bible Passages

- II Corinthians 6:10
- Matthew 5:12
- Psalms 119:32
- II Timothy 2:12
- James 1:3
- II Corinthians 4:17
- Psalms 54:6-7
- Psalms 66:12
- II Corinthians 12:9
- Philippians 1:21
- Isaiah 53:6
- Matthew 5:6
- Matthew 4:4
- Ephesians 5:18-19
- Psalms 37:4
- Matthew 6:33
- Joshua 1:8
- II Corinthians 9:6
- Philippians 3:10
- Luke 10:2
- Matthew 5:10

## Bible Characters

- Hezekiah
- Jezebel
- Jehosaphat
- David
- Lepers
- Stephen
- James
- Paul and Silas
- Aquila and Priscilla

# CQLA Red Series 4: Joyfulness

As sorrowful, yet always rejoicing; as poor, yet making many rich.

II Corinthians 6:10

## Related Character Studies

- Self pity (opposite quality)
- Enthusiasm
- Endurance
- Contentment
- Sincerity

## Detailed Areas of Study in This Unit

- Song: "When We See Christ"
- Johann Sebastian Bach
- Laodicea (lukewarm)
- Solomon
- Samson
- Kidneys
- Elisha
- Song: "O to Be Like Thee"
- Wycliffe Bible translators
- Song: "A Mighty Fortress Is Our God"
- Founding of YMCA
- Starting of American colleges
- Hezekiah
- High places listed in the Bible
- Video: *Chariots of Fire*
- Struggles of a butterfly
- Practice storytelling
- Song "His Name Is Wonderful"
- Jehosaphat
- Early missionaries in America
- Hugh M'Kail
- Charles Thomas Studd
- David Brainerd
- Joni ErecksonTade
- Jim and Elizabeth Elliot
- Eric Liddel
- Book: *Joni* by Joni Ereckson Tada
- Corrie ten Boom
- Nate Saint
- Analogies in nature
- Isaac Jogues
- Muscles
- Paul and Silas
- Phillipi
- Harvest
- To bless
- Hugh McKail
- Creatures struggling at birth
- Alligator snapping turtle lays eggs in sand
- Blindness
- Stephen
- Alligators hatching
- Seeds growing
- Chick hatching
- James
- Aucus

## Materials Available Through Training for Triumph

Character Sketches	CSII: American Dipper (pg. 254)	CSII: Four Lepers (pg. 273)
	CSII: Jezebel (pg. 249)	CSII: Blach-capped chickadee (pg. 230)
	CSII: Bobcat (pg. 266)	CSII: Northern Shrite (pg. 242)
	CSII: David (pg. 261)	CSII: Paul and Silas (pg. 237)
Power of True Success	Joyfulness vs. Self-pity	
IBLP Biographies		
Heroes of History		
Christian Heroes: Then and Now	<i>Jim Elliot: One Great Purpose</i> <i>Eric Liddel: Something Greater Than Gold</i> <i>Hudson Taylor: Deep in the Heart of China</i>	
International Adventures:	<i>Imprisoned in Iran</i> <i>Man With the Bird on His Head</i> <i>Torches of Joy</i>	

# CQLA Red Series 5: Initiative

Be not overcome of evil, but overcome evil with good.

Romans 12:21

## Related Character Studies

- Attentiveness
- Thoroughness
- Creativity
- Availability
- Alertness
- Responsibility
- Resourcefulness
- Slothfulness (opposite quality)

## Detailed Areas of Study in This Unit

- Song: "Take My Life and Let It Be"
- Study heroes
- Learn, respect, and pray for God-given authorities
- Policemen, firemen, and other public officials
- Observe and discuss posted rules
- Song: "Make Me a Blessing"
- Tongue: Four taste buds on tongue
- Salt
- Secret Service
- Medals and rewards for bravery
- Lottie Moon
- Preserving foods
- Hudson Taylor's youth
- George Mueller
- David Livingstone
- Uses of salt
- Salt-preservation and seasoning
- Charles Finney
- Slothfulness is the opposite of initiative
- Ants, bees, and beavers
- Honeybees
- A note of thanks to a public official
- Assassination attempts of United States' Presidents
- Salt covenant
- The Romans' Road to Salvation
- Arab salt covenant
- Song: "Make Me a Blessing"
- Study a hero
- Salt-minerals
- Salarium-salary-salt
- Hudson Taylor
- Woman at the well
- Good Samaritan
- John McGregor
- Frances Ridley Havergal

## Materials Available Through Training for Triumph

Character Sketches	CSI: Abigail (pg. 299)	CSI: Older King Hezekiah (pg. 323)
	CSI: Dinah (pg. 287)	CSI: Raccoon (pg. 292)
	CSI: Flicker (pg. 304)	CSI: Whistling swan (pg. 292)
	CSI: Samson (pg. 311)	CSI: Spotted sandpiper (pg. 316)
Power of True Success	Initiative vs. Idleness	
Bulletins	Slothfulness	
IBLP Biographies		
Heroes of History		
Christian Heroes: Then and Now	<i>Hudson Taylor: Deep in the Heart of China</i> <i>Lottie Moon: Giving Her All for China</i> <i>George Mueller: The Guardian of Bistol's Orphans</i> <i>David Livingstone: Africa's Trailblazer</i>	
International Adventures	<i>Torches of Joy</i> <i>A Cry From the Streets</i> <i>Adventures in Naked Faith</i> <i>Living on the Devil's Doorstep</i> <i>Lords of the Earth</i> <i>Tomorrow You Die</i>	

## Initiative...

doing what I should do without having to be made.

## Sermon on the Mount Focus

Ye are the salt of the earth...

Matthew 5:13a

## Bible Passages

- John 4:25-26
- Romans 13:6
- Matthew 5
- Proverbs 28:4
- Romans 12:21
- Matthew 25:40
- Romans 13:1-2
- Ephesians 4:29
- Acts 2-3
- Job 34:3
- Numbers 18:19
- Mark 9:50
- I Timothy 4:12
- II Corinthians 2:24
- I Peter 5:2
- Psalms 19:14
- I Peter 2:2-3
- Matthew 4:4
- Ephesians 5:18-19
- Proverbs 15:1
- Psalms 119:48
- Matthew 5:13
- Joshua 1:8
- Proverbs 15:26
- Colossians 4:6
- Job 34:3

## Bible Characters

- Samaritan
- Nicodemus
- Abigail
- Dinah
- Samson
- King Hezekiah (older)

## Thoroughness...

knowing what will hurt the effectiveness of my work or words if it is ignored.

## Sermon on the Mount Focus

...but if the salt have lost his savor, where-with shall it be salted? It is thenceforth good for nothing, but to be cast out, and to be trodden under foot of men.

Matthew 5:13b

## Bible Passages

- Colossians 3:23
- Revelation 3:17
- Jeremiah 2:19
- Proverbs 14:14
- I John 2:15-17
- Titus 2:11-12
- I Peter 2:11
- Judges 1-4
- Galatians 6:14
- Galatians 6:7-8
- Colossians 2:8
- II Timothy 2:22
- II Samuel 6
- Revelation 3:15-16
- Joshua 1:8
- Psalms 119:48
- Psalms 1:2-3
- I Peter 5:2-3
- Psalms 100:3
- I Corinthians 11:32
- Matthew 6:33
- Job 23:12
- Proverbs 14:14
- Matthew 5:13

## Bible Characters

- King David
- 10 Virgins
- Job
- Daniel
- Nehemiah
- John Mark
- Samson
- Lot
- Jehoash
- Stephen
- Joshua
- King Solomon
- Unnamed prophet
- Seven churches in Revelation

# CQLA Red Series 6: Thoroughness

And whatsoever ye do, do it heartily, as to the Lord, and not unto men.

Colossians 3:23

## Related Character Studies:

- Incompleteness (opposite quality)
- Responsibility
- Determination
- Resourcefulness
- Dependability

## Detailed Areas of Study in This Unit:

- Laodicea (lukewarm) drink
- King David
- Song: "Jesus Bids Us Shine"
- Dead Sea Scrolls
- Matthew 25-10 virgins
- Job
- Daniel
- Monks and monasteries
- Middle Ages
- Witnesses in court cases
- Things required for life
- Solar power
- Subpoena
- Rich young ruler
- Compromising
- Sodom and Gomorrah
- Martin Luther
- Book: *Morning Star of Reformation*
- Use a magnifying glass
- Reformation
- Book: *The Life of Luther in Picture and Verse*
- Nehemiah
- Seven churches in Revelation
- Temple
- Dead Sea
- Start the habit of doing small things all the way
- Process of osmosis
- John Mark
- Book: *The Monk Who Shook the World*
- *In the Footsteps of Martin Luther*
- Song: "Must I Go and Empty-Handed"
- Don Aslett cleaning books or products (The Cleaning Center)
- John Wycliffe
- Martin Luther
- Large and small catechism
- Vision of ministry
- Determination
- Germany--age of rationalism
- Kidneys
- Samson
- Kidneys filter
- Salt tax
- William Borden
- Snowflakes
- Lot
- Martin Luther starts Reformation

## Materials Available Through Training for Triumph

### Character Sketches

### Related Studies- Determination

CSI: Artic tern (pg. 192)

CSI: Joshua (pg. 199)

CSI: Cecropid Moth (pg. 180)

CSI: King Solomon (pg. 204)

CSI: Jehoash (pg. 211)

CSI: Stephen (pg. 187)

CSI: Unnamed prophet (pg. 223)

### Power of True Success

Thoroughness vs. Incompleteness (pg. 169)

### Bulletins

### IBLP Biographies

### Heroes of History

### Christian Heroes: Then and Now

### International Adventures

*A Cry From the Streets*

*Imprisoned in Iran*

*Man With the Bird on His Head*

*Tomorrow You Die*

# CQLA Red Series 7: Truthfulness

That ye may be blameless and harmless, the sons of God, without rebuke, in the midst of a crooked and perverse nation, among whom ye shine as lights in the world.

Philippians 2:15

## Related Character Studies

- Deception (opposite quality)
- Discernment
- Responsibility
- Wisdom
- Sincerity
- Virtue

## Detailed Areas of Study in This Unit

- Light overcomes darkness
- Etiquette
- Bison
- Crusades
- Song: "All Creatures of Our God and King"
- Song: "Let the Lower Lights Be Burning"
- How plants use light to get energy
- Lasers
- How colors are in light
- Lighthouses
- Lighthouse keepers
- Disciples in the garden
- Gospel
- Lions
- Christ the only true light
- Light makes us grow
- King David
- Husbands and wives
- Book: *God's Smuggler* (Brother Andrew)
- Colors that complement your skin tones
- Study of eyes
- Peter Waldo (Waldensians)
- Dark Ages
- Francis of Assisi
- Light
- Scriptures when Bible called light or lamp
- Nathan the prophet
- Esther
- What we wear
- Red squirrel
- Insects and butterflies
- Husbands and wives
- Lion of Judah
- Light shows color
- First Impressions
- Light penetrates darkness
- Brother Andrew

## Materials Available Through Training for Triumph

Character Sketches

Power of True Success      Truthfulness vs. Deception (pg. 180)

Bulletins      Truthfulness (#4)

IBLP Biographies

Heroes of History

Christian Heroes: Then and Now      *Brother Andrew: God's Secret Agent*

International Adventures      *Imprisoned in Iran*

## Truthfulness...

communicating by life and word what is genuine and accurate.

## Sermon on the Mount Focus

Ye are the light of the world. A city that is set on a hill cannot be hid.

Matthew 5:14

## Bible Passages:

- Matthew 5:14
- Philippians 2:15
- Psalms 119:97-99
- Mark 9:50
- I John
- Acts 4:19
- II Kings 6
- John 1:9
- Acts 6:15
- Proverbs 6:20-23
- Revelation 2:5
- Ephesians 5:8
- Jeremiah 17:10
- John 4:4
- Philippians 2:15
- Philippians 19:14
- Psalms 27:1
- Matthew 22:37-40
- Hebrews 10:24

## Bible Characters

- Disciples
- King David
- Esther
- Joseph
- Ezekial
- Nathan the prophet

## Compassion...

investing whatever is necessary to heal the hurts of others.

### Sermon on the Mount Focus

Neither do men light a candle, and put it under a bushel, but on a candlestick: and it giveth light unto all that are in the house.

Matthew 5:15

### Bible Passages

- Galatians 6:10
- Hebrews 10:24
- II Corinthians 1:3-5
- Matthew 5:15
- II Timothy 2:15
- I Samuel 12:23
- Matthew 15:14
- Psalms 119:105
- II Timothy 2:15
- Proverbs 9:7
- James 1:5
- Psalms 101:2
- I Corinthians 1:7
- II Corinthians 1:6
- I Peter 3:15
- John 4
- Isaiah 40:31

### Bible Characters

- Moses • Noah
- Nehemiah • Paul
- John • Nain boy
- Daniel • David
- Hannah
- Poor Widow
- Mary Magdalene
- Nicodemus

# CQLA Red Series 8: Compassion

**Blessed be... the God of all comfort; who comforteth us in all our tribulation, that we may be able to comfort them which are in any trouble.**

II Corinthians 1:3,4

## Related Character Studies

- Indifference (opposite quality)
- Availability
- Gentleness
- Sincerity
- Kindness
- Love
- Deference
- Patience
- Generosity
- Empathy

## Detailed Areas of Study in This Unit

- Electric eels
- Song: "How Firm a Foundation"
- Translations of the Bible
- Wood duck
- People the Bibles say we should obey
- "Types" of Christ in the Old Testament
- Concept of shadows
- The American Revolution
- People today who show the character of God
- God leading Moses and Noah
- Laws controlling farming in Leviticus 25
- Different types of corn
- Light
- Counseling
- Nehemiah
- Candles--need three things
- Light--reflected, refracted, or absorbed
- Mother Teresa
- William and Catherine Booth
- Florence Nightingale
- Cowbird
- Monastic communities hide light
- Light in color
- Paul
- Job was rich
- Nain boy raised to life
- Dead Sea Scrolls
- Daniel
- Appealing to authorities
- Relationships
- David--singing
- Human authority
- Help needy people
- Harriett Tubman
- Amy Carmichael
- Witness in a court
- Counseling
- Mary Slessor
- Brighten the home
- Dark Ages
- Song: "Jesus Bids us Shine"

## Materials Available Through Training for Triumph

- |                                |  |
|--------------------------------|--|
| Character Sketches             | Volume # 3 Related Studies- Kindness   |
|                                | CSIII: Butterfly (pg. 344)   |
|                                | CSIII: Hannah (pg. 375)  |
|                                | CSIII: Lemming (pg. 356)   |
|                                | CSIII: Poor Widow (pg. 351)  |
|                                | CSIII: Mary Magdalene (pg. 339)  |
|                                | CSIII: Nicodemus (pg. 363)   |
|                                | CSIII: Pelican (pg. 368)   |
|                                | CSIII: Redpoll (pg. 332)   |
| Power of True Success          | Compassion vs. Indifference (pg. 49)   |
| Bulletins                      | Truthfulness (Character Bulletin #4)   |
| Heroes of History              | Harriet Tubman   |
| Christian Heroes: Then and Now | <i>Mary Slessor: Forward Into Calabar</i><br><i>Amy Carmichael: Rescuer of Precious Gems</i><br><i>William Booth: Soup, Soap, and Salvation</i>            |
| International Adventures:      | <i>Dayuma: Life Under, Waorani Spears</i><br><i>Living on the Devil's Doorstep</i><br><i>Peace Child</i><br><i>Tomorrow You Die</i><br><i>Torch of Joy</i> |

# CQLA Blue Series 1: Creativity

For we are His workmanship, created in Christ Jesus unto good works.  
Ephesians 2:10

## Related Character Studies

- Underachievement (opposite quality)
- Resourcefulness
- Attentiveness
- Flexibility

## Detailed Areas of Study in This Unit

- Song: "Stepping in the Light"
- John Adams and Thomas Jefferson
- Art
- Jesus' creative decisions
- Showing God's light to neighbors
- Moses
- George Washington Carver
- Trying to walk in the steps of the Savior
- The Geneva Convention
- Last Supper, Jesus
- "Do good unto the household of faith"
- Meanings of names
- Founders of the Red Cross
- Book: *Signers of the Constitution* by Robert G. Ferris and James H. Charleton
- Read a book about creatively setting a table
- Book: *Clara Barton: Founder of the American Red Cross* by Augusta Stevenson
- Laws covering patents and why George Washington Carver would not patent his work
- The effect the Salvation Army had on England
- How Henri Dunant affected the founding of the Red Cross
- United States War for Independence
- Brick and creating earth from scratch
- Creatively doing good works
- Amy Carmichael
- Henri Dunant
- Doing good works
- Peanut experiments
- Red Cross
- Clara Barton
- Washing disciples feet
- The Salvation Army
- Booker T. Washington
- Book: *Lives of the Signers of the Declaration of Independence* by Benson J. Lossing
- Read a book about a Christian artist
- Someone today who creatively shows God's love.
- Joseph
- Book: *Clara Barton* by David R. Collins
- Book about the Tusagee Institute
- Book report about person who works creatively
- Study names in *Dictionary of American Family Names* by Patrick Hanks

## Materials Available Through Training for Triumph

Character Sketches

Power of True Success      Creativity vs. Underachievement (pg. 56)

IBLP Biographies

Heroes of History      George Washington Carver

Christian Heroes: Then  
and Now

International Adventures      *Living on the Devil's Doorstep*  
*Peace Child*  
*Man With the Bird on His Head*  
*A Cry From the Streets*  
*Torches of Joy*

## Creativity...

looking at a need, job,  
or thought in a new  
way.

## Sermon on the Mount Focus

Let your light so shine  
before men, that they  
may see your good  
works, and glorify your  
Father which is in  
heaven.

Matthew 5:16

## Bible Passages

- Matthew 5:16
- I Corinthians 3:13
- Proverbs 19:17
- Titus 2:7
- John 15:8
- Hebrews 10:24
- Matthew 25:40
- I Corinthians 13
- I Timothy 4:12
- Ephesians 2:10
- Galatians 6:9
- II Corinthians 3:2
- Proverbs 27:2
- II Kings 6

## Bible Characters

- Moses
- Noah
- Creation story
- Jesus at last supper
- Jesus healing with  
mud
- Joseph

## Obedience...

doing what you are told with a happy, submissive spirit.

### Sermon on the Mount Focus

Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfill.

Matthew 5:17

### Bible Passages

- Galatians 5:4
- Romans 3:31
- Romans 7:7a
- Luke 12:1
- I John 3:4
- Nehemiah 8
- John 5:39
- Romans 3:23
- Romans 5:19
- Galatians 2:16
- Romans 7:7
- Leviticus 25
- Romans 14:4
- Hebrews 11
- Nehemiah 8:8
- I John 3:4
- Galatians 3
- Psalms 1
- I Corinthians 8

### Bible Characters

- Moses
- Noah
- Abraham and Melchizedek
- Heroes in Hebrews 11
- Jews with the law (in Nehemiah)

# CQLA Blue Series 2: Obedience

Do we then make void the law through faith? God forbid: yea, we establish the law.  
Romans 3:31

## Related Character Studies:

- Willfulness (opposite quality)
- Honor
- Humility
- Diligence
- Respect
- Submission

## Detailed Areas of Study in This Unit:

- Electric eels
- Why the Bible is divided up into sections
- Book: *Of Invention* by John Hudson Tiner
- Acronym poster containing *obedience*
- Song: "How Firm a Foundation"
- Electricity
- Translations of the Bible
- The Jews' reverence toward the law in Nehemiah 8:1-12
- Obedience like road signs
- Thomas Edison
- Wood duck
- Alexander Graham Bell
- "Types" of Christ in the Old Testament
- The French Revolution
- People today who show the character of God
- Jesus died and arose
- God leading Moses and Noah
- The four Gospels
- Laws controlling farming in Leviticus 25
- King Louis XVI
- Different types of corn
- Christ in the tabernacle
- Opposites chart
- Robespierre
- Story of Abraham and Melchizedek
- Old Testament like a schoolmaster
- Heroes of faith in Hebrews 11 responding to authority
- Pharisees rule
- Book: *Lessons From a Sheepdog* by Phillip Keller
- Ten Commandments
- Different names of first five books of the Bible
- Farmers
- Old Testament prophecies that Jesus fulfilled
- Reaping and sowing
- Examining your heart before worship
- French Rebellion 1789
- Memorize Psalms 1
- Baby in the womb
- Book: *A Tale of Two Cities*
- Military men
- History of the book of Matthew
- Different types of plants

## Materials Available Through Training for Triumph

### Character Sketches

Power of True Success      Obedience vs. Willfulness (pg. 134)

Bulletins      Character Booklet: Obedience (#2)

### IBLP Biographies

### Heroes of History

Christian Heroes: Then  
and Now

International Adventures      *Lords of the Earth*  
*Tomorrow You Die*  
*Adventures in Naked Faith*



# CQLA Blue Series 3: Orderliness

For whosoever shall keep the whole law, and yet offend in one point, he is guilty of all.  
James 2:10

## Related Character Studies:

- Confusion (opposite quality)
- Punctuality
- Dependability
- Attentiveness
- Responsibility
- Diligence

## Detailed Areas of Study in This Unit

- Song: "The Bible Stands"
- Positive words
- Emperor Constantine
- Telling time
- The permanence of God's Word in Psalms
- References to the law in Galatians
- Book: *The Morning Star of the Reformation*
- Hebrew letters, importance of letters
- Commandments designed to help us love God
- Temporal things vs. eternal things
- Analogies with the Word of God
- Book: *Vanya* by Myrna Grant
- The Ten Commandments
- Book: *A Day in the Life of a Colonial Blacksmith*
- Negative words
- Read about William Tyndale and the Bishop of London
- History of the printing press
- Relate aspects of canning to God's preservation of His Word
- Book: *Give Me Liberty: The Uncompromising Statesmanship of Patrick Henry* by David J. Vaughan
- Categorize the Ten Commandments under one of the two greatest Commandments
- Loving God's law by hiding it in your heart
- *Caesar and Christ* by Will Durant
- Kosher meat vs. nonkosher meat
- Someone who penned a lot of the Bible
- Book: *How the Bible Came to Us*
- How scribes in the early church copied the Bible
- Scientific discoveries that support a truth in the Bible
- Different translations of the Bible
- Learn the books of the Bible in order
- Book: *Johann Gutenberg and the Amazing Printing Press* by Bruce Koscielniak
- History of French Christians
- Diocletian
- *Give me Liberty*
- Scribes
- God's Word never goes away
- Roman government destroyed the Bible
- Burning of Bibles by kings throughout history
- Sperm whale
- John Wycliffe
- Letter of laws vs. spirit of the law
- Animals can tell when earthquakes are coming
- Fossils are dead animals
- Historian: Eusebius
- Voltaire
- Punctuality is reverence for time
- Diocletian destroyed the Bible
- Book: John Bunyan: *Pilgrim's Progress*
- Thermodynamics
- Johann Gutenberg

## Materials Available Through Training for Triumph

Character Sketches	CSI: Black-headed Bull (pg. 254)	CSI: Pentinent Woman (pg. 249)
	CSI: Young King Hezekiah (pg. 261)	CSI: Chipmunk (pg. 266)
	CSI: Solomon (pg. 237)	CSI: Joseph (pg. 273)
	CSI: Woodchuck (pg. 230)	
Power of True Success	Orderliness vs. Confusion (pg. 138)	
Bulletins	Orderliness (Character Booklet #5)	
IBLP Biographies		
Heroes of History		
Christian Heroes: Then and Now		
International Adventures	<i>Man With the Bird on His Head</i> <i>A Cry From the Streets</i> <i>Living on the Devil's Doorstep</i>	

## Orderliness...

keeping everything that is under my jurisdiction neat, clean, functional, and in its proper place.

## Sermon on the Mount Focus

For verily I say unto you, till heaven and earth pass, one jot or one tittle shall in no wise pass from the law, till all be fulfilled.

Matthew 5:18

## Bible Passages

- Jeremiah 17:10
- Psalms 138:2
- John 15:10
- Isaiah 40:8
- James 1:25
- Matthew 22:39
- Matthew 22:40
- Romans 7
- Galatians 4:4
- James 2:10
- Proverbs 4:23
- Galatians 6:7
- Matthew 6:7
- Exodus 20:1-17
- I John 2:7
- John 15:1-27
- Mark 10
- Psalms 119:28
- Matthew 5-7
- Luke 24:32
- John 15:10
- Matthew 4:4
- Matthew 22:39
- John 14:21
- I Peter 2

## Bible Characters

- Joseph
- Noah
- Young King Hezekiah
- Those who built the temple

## Virtue...

the moral excellence and purity of spirit that radiates from my life as I obey God's Word.

### Sermon on the Mount Focus

Whosoever therefore shall break one of these least commandments, and shall teach men so, he shall be called the least in the kingdom of heaven: but whosoever shall do and teach them, the same shall be called great in the kingdom of heaven.

Matthew 5:19

### Bible Passages

- Matthew 4:4
- Romans 12:21
- Proverbs 20:11
- Romans 10:4
- Luke 18:10-14
- Proverbs 4:23
- Psalms 119:1; 33-34
- Matthew 5:19a
- Mark 7:1-13
- Matthew 5:19b
- Galatians 3:24
- Matthew 5:20
- Ezra 9:5-15
- Mark 7:13
- Ecclesiastes 5:4-5
- Galatians 3:24
- Jeremiah 17:9-10
- Psalms 119:33
- Romans 10:4
- I Timothy 2:1-2; 4:12
- Philippians 3:9
- II Peter 1:3-8
- Job 1-2

### Bible Characters

- Job
- Daniel
- Ezra
- Lot
- Judas (lack of virtue)
- Jesus, scribes, and Pharisees
- Joseph
- Nehemiah
- David

# CQLA Blue Series 4: Virtue

Be not overcome of evil, but overcome evil with good.

Romans 12:21

## Related Character Studies

- Weakness (opposite quality)
- Pride (opposite quality)
- Endurance
- Humility
- Meekness
- Decisiveness

## Detailed Areas of Study in This Unit

- Famous diamonds
- Regent diamond
- Song: "More About Jesus"
- Study the word *measurement*
- A snowflake's uniqueness
- Real righteousness vs. fake righteousness
- How we must keep our hearts pure
- Termites invasions in a house
- The Scribes, Pharisees, and Sadducees
- Jesus vs. the Scribes and Pharisees
- Make your own scroll of the Ten Commandments
- Song: "The Wise Man Built His House Upon a Rock"
- Little mistakes make a big difference
- Lot
- David
- Judas
- Job
- Vows, such as marriage, are serious
- Humility vs. Pride
- Daniel
- *Pledge of Allegiance*
- Book: *Foxe's Book of Martyrs*
- Samuel Morse (Morse code)
- Scientists who helped sanitation or disease control
- Book: *Champions of Science* By John Hudson Tiner
- Book: *Champions of Invention* By John Hudson Tiner
- Book: *Louis Pasteur* by John Hudson Tiner
- Speaking good of those in authority
- What we should do when we are ill
- The three branches of the United States government
- Friendships
- Different insects in different regions of the world
- Book: *God Owns My Business* by Stanley Tam
- Letter of the law vs. the spirit of the law
- The prayer of Ezra
- Being a good example
- Ways to add to your faith
- The Publican vs. Pharisee
- Ezra was a scribe
- God's law
- Termites
- Mary Slessor
- Poem: "Press On Dear Saint, Press On"
- America's independence
- Germs and insect bites
- Black Death
- Justice
- John Marshall
- Benjamin West
- Alexander the Great
- Measurements
- Eagle soaring
- Law of sin
- Walls of Jerusalem
- Nehemiah

## Materials Available Through Training for Triumph

Character Sketches

Power of True Success      Virtue vs. Weakness (pg. 183)

IBLP Biographies

Heroes of History

Christian Heroes: Then  
and Now

International Adventures      *Living on the Devil's Doorstep*

*Torches of Joy*

Other      *The Eagle Story*

# CQLA Blue Series 5: Love

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.

I Corinthians 13:4-5

## Related Character Studies

- Selfishness (opposite quality)
- Anger (opposite quality)
- Compassion
- Sincerity
- Availability
- Sensitivity

## Detailed Areas of Study in This Unit

- Song: "My Redeemer"
- Making things associated with the plan of salvation (wordless book, bead bracelet, etc.)
- Book about heaven
- Old Testament law of murder
- Cities of refuge in the Bible
- Study *tolerance*
- Abigail Adams
- Field trip to nursing home
- Learn to share the gospel
- *The Pineapple Story*
- Vladimir Ilyich Lenin
- The five senses
- Verses about anger in Proverbs
- Video about Mount Saint Helens
- Cain's hate toward Abel
- Volcanoes
- Rocks
- Heaven and hell
- Fires
- Things God hates
- Lazarus
- The man in hell in Luke
- Book: *The Heart of Anger*
- Consequences of letting the sun go down on your anger
- Book: *Heaven* by Joni Erickson Tada
- Book: *One Minute After You Die*
- The doctrine of hell in the Bible
- Moses' unchecked anger in Exodus 2:11-15
- How anger makes us unable to make good decisions
- Dogs have good memories
- Volcano-like anger-erupting
- Ten Commandments
- Thou shall not kill
- Blood pressure--overworked heart
- Discipling anger
- Mothers Against Drunk Drivers (MADD)
- Anger affects blood stream
- Innocent until proven guilty

## Materials Available Through Training for Triumph

Character Sketches

Power of True Success      Love vs. Selfishness (pg. 31)

IBLP Biographies

Heroes of History

Christian Heroes: Then  
and Now

International Adventures      *Living on the Devil's Doorstep*

*Lords of the Earth*

*Torches of Joy*

Others      *The Pineapple Story*

## Love...

giving without any expectation of personal gain.

## Sermon on the Mount Focus

But I say unto you, That whosoever is angry with his brother without a cause shall be in danger of the judgment.

Matthew 5:22

## Bible Passages

- Ephesians 4:26-27
- I Corinthians 13:4-5
- James 1:20
- I John 3:15
- Proverbs 15:1
- James 1:19
- I John 3:15a
- Matthew 5:21
- Proverbs 22:24
- Joshua 22
- Matthew 5:22
- Proverbs 19:19
- Ephesians 4:31
- James 1:20
- Romans 12:14
- Proverbs 14:29
- Matthew 7:2a
- Matthew 5:21
- Genesis 4:5-8
- II Samuel 13
- Proverbs 15:1
- Proverbs 6:16-19

## Bible Characters

- Lazarus
- Moses (anger)
- Ruth and Boaz

## Responsibility...

knowing and doing what is expected of me

### Sermon on the Mount Focus

Therefore if thou bring thy gift to the altar, and there rememberest that thy brother hath aught against thee, leave there thy gift before the altar, and go thy way; first be reconciled to thy brother, and then offer thy gift.

Matthew 5:23-24

### Bible Passages

- Psalms 103:12
- Matthew 5:23-24
- Philippians 2:3
- Proverbs 10
- James 5:16
- I Corinthians 11:23-31
- Genesis 32-33
- James 4:17
- Philippians 2:3
- Matthew 5:24
- Proverbs 13:10
- I Peter 5:6
- Romans 13
- I Samuel 15:22
- James 1:22-23
- James 5:16
- Proverbs 13:10
- Philemon

### Bible Characters

- Eli
- Moses
- Jacob
- Esau
- Onesimus
- Joseph
- Saul
- Noah

# CQLA Blue Series 6: Responsibility

Confess your faults one to another, and pray one for another, that ye may be healed.

James 5:16

## Related Character Studies

- Unreliability (opposite quality)
- Initiative
- Attentiveness
- Determination
- Thoroughness
- Dependability

## Detailed Areas of Study in This Unit

- Pray for someone who annoys you
- Make a poster with verses from Proverbs in it
- Song: "At the Cross"
- Eli
- Moses
- Have a "Silver Tongue Day"
- Mouth of righteousness vs. mouth of wickedness
- Communion
- Jacob and Esau in the Bible
- Blind spots in your life
- Things you are responsible for
- Onesimus
- The Indians in colonial America
- Map out the New England states
- David Brainerd
- Learn about the Great Awakening
- The American Indian tribes
- New Testament books
- Video: *The Amazing Book*
- *Sanctifinder's* workbook (by Providence Project)
- Wear patch over eye to understand blind spots
- Joseph in the Bible
- Timeline of people who helped Paul
- Responsibility of an otter
- Corrie ten Boom
- Game: "Epistle or Not?"
- Elisabeth Elliot
- A store's responsibility if something is broken
- Biographies of people from the Great Awakening:  
*Jonathan Edwards: The Great Awakener* by Helen Hosier; *George Whitfield: Pioneering Evangelist* by Bruce Fish and Becky Durost Fish
- Idle words
- David Brainerd
- Book: *David Brainerd* by Ranelda Mac Hunsicker
- Book: *The Life and Diary of David Brainerd* by Philip E. Howard
- Book: *The Bulletproof George Washington* by David Barton
- The French and Indian war
- How a guilty conscience hinders your fellowship with God
- *David Brainerd*
- Corrie ten Boom
- Jonathan Edwards
- Attitudes and action
- Wolves and wolfpacks
- Doves
- Memories
- Criminals and lie detectors
- Roman slave traders

## Materials Available Through Training for Triumph

Character Sketches	CSI: Crow (pg. 104)	CSI: Moses (pg. 124)
	CSI: Eli (pg. 87)	CSI: Pied Bill Grebe (pg. 92)
	CSI: Otter (pg. 116)	CSI: Saul (pg. 112)
	CSI: Woodcock (pg. 80)	CSI: House of Abinadab (pg. 99)
Power of True Success	Responsibility vs. Unreliability (pg. 153)	
IBLP Biographies		
Heroes of History	George Washington	
Christian Heroes: Then and Now		
International Adventures	<i>A Cry From the Streets</i> <i>Lords of the Earth</i> <i>Tomorrow You Die</i>	<i>Man With the Bird on His Head</i> <i>Against All Odds</i>

# CQLA Blue Series 7: Wisdom

But the wisdom that is from above is first pure.

James 3:17

## Related Character Studies

- Foolishness (opposite quality)
- Discernment
- Self control
- Persuasiveness

## Detailed Areas of Study in This Unit

- Things that are not wise if they are left uncontrolled
- Domino chain reaction
- Song "Only a Sinner"
- Agreeing with your adversary
- Book: *David Copperfield* by Charles Dickens
- Albert Einstein
- Both sides of the issue on a current event
- How judges are objective
- Wise characters in the Bible
- Subjective vs. objective
- Watchman Nee
- Jesus' response to accusations
- Job
- Paul
- Wisdom is more than gaining head knowledge
- Make a Scripture promise book
- Verifying what you hear
- What the devil accuses and how God overcomes
- Infection
- Lawyers
- Jail conditions and guidelines
- Book: *The Normal Christian Life* (Watchman Nee)
- Broken bones
- Lawsuits
- Ant farms
- How wise people must be humble
- How wise people speak the truth
- Enemies and adversaries in Proverbs
- Why a lion roars
- How quick medical attention could avoid infection
- Debtor's prison
- How due process of the law relates to church discipline
- How businesses try to agree with their adversaries quickly to avoid lawsuits
- Book: *Call of Duty: The Sterling Nobility of Robert E. Lee* (J. Steven Wilkins)
- Gladys Alyward
- Fox and foxes
- Chinese Christians
- Black Death
- Infection
- Pain alerts the brain
- Jesus and the Sermon on the Mount

## Materials Available Through Training for Triumph

Character Sketches

Power of True Success      Wisdom vs. Foolishness (pg. 187)

IBLP Biographies      Gladys Aylward (#3)

Heroes of History

Christian Heroes: Then      *Gladys Aylward: The Adventure of a Lifetime*  
and Now

International Adventures      *Imprisoned in Iran*

## Wisdom...

seeing and responding to life's situations from God's frame of reference.

## Sermon on the Mount Focus

Agree with thine adversary quickly, while thou art in the way with him; lest at any time the adversary deliver thee to the judge, and the judge deliver thee to the officer, and thou be cast into prison.

Matthew 5:25

## Bible Passages

- Matthew 5:26
- James 3:18
- Proverbs 18:19
- Proverbs 6:1-5
- Proverbs 18:13
- I John 2:1
- I Corinthians 10:13
- Proverbs 6:6-8
- I Corinthians 10:12
- Proverbs 15:1
- Psalms 4:8
- Psalms 21:1
- Psalms 139:14
- Romans 10:13
- Psalms 56:3
- James: 4:7
- Romans 7:18
- James 1:20
- James 3:17
- I Peter 5:8
- Ephesians 4:26
- II Corinthians 10:12
- Matthew 18:23-35
- Jeremiah 31:34
- Proverbs 15:1
- Proverbs 18:13

## Bible Characters

- Jesus
- Job
- Paul
- Sermon on the Mount

## Decisiveness...

the ability to make difficult decisions with confidence.

## Sermon on the Mount Focus

But I say unto you, That whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart.

Matthew 5:28

## Bible Passages:

- Matthew 24:12
- Proverbs 5:22
- Mark 3:27
- Psalms 106:13-15
- Job
- Proverbs 22:8
- Hebrews 13:4
- Hebrews 13:5
- Romans 1:22
- Hebrews 13
- II Peter 2:9
- Ephesians 5:25-33
- Daniel 1:8
- Judges 13-16
- Ephesians 5:6
- Daniel
- Job 1:8
- Matthew 6:24
- Job 31:1
- I Corinthians 13
- Galatians 5:16
- II Corinthians 10:5
- Joshua 24:15
- Colosians 1:18
- I Corinthians 11:3
- Psalms 19:14
- Ephesians 5:25-26
- Proverbs 4:25
- Proverbs 6:27-28

## Bible Characters

- Job
- Daniel
- Samson
- David
- Balaam
- Nehemiah
- Ruth
- Jesus' decisiveness
- Sodom and Gomorrah

# CQLA Blue Series 8: Decisiveness

No man can serve two masters.

Matthew 6:24

## Related Character Studies

- Double-mindedness (opposite quality)
- Discernment
- Justice
- Initiative
- Wisdom

## Detailed Areas of Study in This Unit

- Rules and limitations that God put in place for our safety
- Song: "Fill All My Vision"
- Rules and limitations that parents put in place for our safety
- One-man woman and one-woman man
- Real heroes, ones that imitate God
- Parents respecting each other
- Job's covenant with his eyes
- Your family's personal convictions
- Cultivating contentment to avoid lust
- Daniel
- Satan's traps
- Synonyms of decisiveness
- A husband's responsibilities
- Samson
- Antonyms for decisiveness
- Study words with *pre* at the beginning
- Uncontrollable passion of lust compared to frantic drives of a stallion
- Proper friendships
- Guarding your heart
- Marriage compared to Christ's love for the church
- What God says about true love
- Decisions you have made
- David
- The word *predetermined*
- Game: "Red Light, Green Light" with how we should use our bodies (i.e. not flirting, not hurting, etc.)
- David's prayers that he would be free from sensual sins in Psalms
- Jesus' decisiveness
- How the children of Israel lusted after food in Psalms 106:14-15
- Sodom and Gomorrah
- Book: *Seven Men Who Rule the World From the Grave*
- How bad leaders were led away by their lusts
- Book about courtship:
  - *Why I Kissed Dating Goodbye* (Joshua Harris)
  - *Boy Meets Girl* (Joshua Harris)
  - *When God Writes Your Love Story* (Eric and Leslie Ludy)
- Fraud and defraud
- Building in Machu-Pichu
- Muskrats
- Manna to children of Israel
- Old woman who live in a shoe
- Ants and insects
- New Testament written in Greek
- Raccoon
- Incas in South America
- Famous philosophers
- Trapping animals
- Aristotle lusts for power and wealth
- Watchman Nee

## Materials Available Through Training for Triumph

Character Sketches	CSI: Badger (pg. 354)	CSI: Shrew (pg. 330)
	CSI: Balaam (pg. 337)	CSI: Osprey (pg. 342)
	CSI: Red Fox (pg. 366)	CSI: Nehemiah (pg. 373)
	CSI: Ruth (pg. 362)	CSI: Daniel (pg. 349)
Power of True Success	Decisiveness vs. Double-Mindedness (pg. 59)	
Bulletins		
Heroes of History		
IBLP Biographies		
Christian Heroes: Then and Now		
International Adventures	<i>Adventures in Naked Faith</i> <i>Imprisoned in Iran</i> <i>Lords of the earth</i>	
Other	<i>The Eagle Story</i>	

# CQLA Green Series 1: Alertness

**Be sober, be vigilant; because your adversary the devil, as a roaring lion, walketh about, seeking whom he may devour...**

**I Peter 5:8**

## Related Character Studies

- Carelessness (opposite quality)
- Cautiousness
- Self-control
- Attentiveness
- Discernment
- Sensitivity

## Detailed Areas of Study in This Unit

- Song: "Open My Eyes That I May See"
- Alertness
- Bison
- God judges on the inside, man judges on the outside
- Nikolai Lenin
- The power of the written word
- The Tower of Babel
- Alexander the Great
- John the Baptist
- Judging others
- Self-examination
- Parts of the eye
- Geography of Israel
- Spiritual vision and blind spots
- Focusing only on God
- Three branches of American government
- Fear
- Book: "Das Kapital" Karl Marx (bad example not alert)
- Matthew 7:3-5 (cast beam from eyes)
- Fanny Crosby
- Emergency care
- Myopia--eye problems
- Mathew 5: 29-30
- Booklet: "The Crisis" - -Thomas Payne
- George Washington
- Glasses--optometrists
- The flood
- God changes languages
- Clara Barton--Red Cross
- Eyes--eye problems
- Goosebumps
- Alertness of body
- Sermon on the Mount
- People following Jesus
- Palestine
- Jesus' miracles
- Tear glands--eye lids
- God sees all things
- Song: " All the Way my Savior Leads Me" by Fanny Crosby

## Materials Available Through Training for Triumph

Character Sketches	CSII: Brown Myotis Bat (pg. 92)	CSII: Herod Antipas (pg. 123)
	CSII: Common Housefly (pg.116)	CSII: Noah (pg. 87)
	CSII: Great Plains Bison (pg. 80)	CSII: Paul's nephew (pg.99)
Power of True Success	Alertness vs. Carelessness (pg. 35)	
Bulletins		
IBLP Biographies		
Heroes of History	George Washington	
	Clara Barton	
Christian Heroes: Then and Now		
International Adventures	<i>Bruchko</i>	<i>Imprisoned in Iran</i>
	<i>Lords of the Earth</i>	<i>Man With the Bird on His Head</i>
	<i>Tomorrow You Die</i>	

## Alertness...

being aware of that which is taking place around me so I can have the right response to it.

## Sermon on the Mount Focus

And seeing the multitudes, he went up into a mountain....

Matthew 5:1

## Bible Passages:

- Matthew 5:1
- Isaiah 55:8-9
- Numbers 13, 14
- John 20:21
- Genesis 9
- Romans 14:10
- Galatians 6:4
- I Corinthians 2:15
- II Peter 1:9
- Philippians 2:21
- Matthew 7:3
- James 8:1
- Proverbs 4:25
- I Corinthians 13:12
- Proverbs 16:25
- Proverbs 4:25
- I Peter 5:8
- Matthew 7:15
- Luke 12:1
- Luke 12:15
- Colossians 2:8
- Philippians 3:2
- II Peter 3:17
- Ephesians 5:16
- Proverbs 5:11
- Proverbs 5:10
- Proverbs 6:26
- Isaiah 59:2

## Bible Characters

- John the Baptist
- People following Jesus
- Jesus' miracles
- Herod Antipas
- Noah
- Paul's nephew

# CQLA Green Series 2: Self-Control

## Self Control...

instant obedience to the initial promptings of God's Spirit.

## Sermon on the Mount Focus

...And when he was set, his disciples came unto him: And he opened his mouth, and taught them, saying....

Matthew 5:1b-2

## Bible Passages

- I Corinthians 9:24
- Colossians 3:23-24
- Colossians 2:3
- Colossians 2:8-9
- Colossians 1:16-17
- Revelation 1:8
- Jeremiah 5:22
- James 1:17
- Judges 13-16
- Luke 4:1-15
- Romans 12:2
- I Timothy 4:15
- I Corinthians 7:5
- II Timothy 3:3
- Titus 1:7-8
- I Corinthians 9:25-27
- Titus 2:1-2
- Romans 7:15
- Galatians 5:22-23
- Romans 6:2
- Romans 6:16
- Romans 8:3-4
- Matthew 5:28-30
- Titus 2:12
- Matthew 17:21

## Bible Characters

- Paul      • Daniel
- Samson
- Jacob and Esau
- Jesus' temptations
- John on Island of Patmos
- Shadrach, Meshack, and Abednego

## Related Character Studies

- Self indulgence (opposite quality)
- Decisiveness
- Responsibility
- Endurance
- Cautiousness
- Deference
- Sensitivity

## Detailed Areas of Study in This Unit

- Song: "We've a Story to Tell to the Nations"
- Following Christ
- Being a disciple
- Paul
- Self-control
- Jacob and Esau
- Athletes and self-control
- Rabbis Gamaliel and Hadel
- Obeying the law
- Journaling
- Slothfulness
- Depression and enthusiasm
- Daniel
- The power of the Lord
- The making of American laws
- Charlemagne's life and laws
- American law and the Bible
- Constantine, Theodosius, and Justinian
- The Pilgrims and the Mayflower Compact
- American Founding Fathers
- Ten Commandments
- Vocal cords
- Samson
- Jesus' temptations
- Hudson Taylor
- Mandarin language
- George Whitefield
- Susanna Wesley
- John Wesley
- Bees
- John on the Island of Patmos
- Lillian Trasher
- Shadrach, Meshack, Abednego
- American Colonies
- Geology
- King George III
- Alfred the Great
- Puritans
- Separatists

## Materials Available Through Training for Triumph

### Character Sketches

Power of True Success      Self-control vs. Self-indulgence (pg. 160)

Bulletins      Slothfulness

### IBLP Biographies

#### Heroes of History

Christian Heroes: Then  
and Now

*Hudson Taylor: Deep in the Heart of China*

*Lillian Trasher: The Greatest Wonderful in Egypt*

International Adventures: *Imprisoned in Iran*

*Tomorrow You Die*

Other:

*The Eagle Story*

*The Pineapple Story*



# CQLA Green Series 3: Gratefulness

In everything give thanks: for this is the will of God in Christ Jesus concerning you.  
I Thessalonians 5:18

## Related Character Studies

- Murmuring (opposite quality)
- Enthusiasm
- Generosity
- Joyfulness
- Contentment
- Honor
- Punctuality
- Sincerity

## Detailed Areas of Study in This Unit

- Song: "Just As I Am"
- Humility
- Man's need for God
- Gratefulness (poetry)
- The prodigal son
- Motives for serving God
- Man's dependence on God
- The Pharisee and the Publican
- Poor in spirit
- Adam and Eve
- God's mercy
- Book: *The Knowledge of the Holy* by A.W. Tozer
- Charles Spurgeon
- Noah's flood
- Martin Luther
- Nebuchadnezzar
- Pride
- Music
- God's mercy as compared to man's fairness
- Eyelids
- Attributes of God
- Eighteen elements in the body
- We are made of dust
- William Borden
- Weasel
- Ten lepers
- Song: Handel's "Messiah"
- Ruth and Boaz
- God freeing children of Israel
- Thanksgiving hymns and poems
- Jonah
- Hanging Gardens

## Materials Available Through Training for Triumph

Character Sketches	CSIII: Abel (pg. 139)	CSIII: Bald Eagle (pg. 168)
	CSIII: Aphid (pg. 132)	CSIII: Boaz (pg. 175)
	CSIII: Mistletoe (pg. 144)	CSIII: Mapletree (pg. 156)
	CSIII: Grateful leper (pg. 151)	
	CSIII: Aristarchus of Thessalonica (pg. 163)	
Power of True Success	Gratefulness vs. Murmuring (pg. 101)	
Bulletins	Gratefulness (Character Booklets #3)	
IBLP Biographies		
Heroes of History		
Christian Heroes: Then and Now		
International Adventures	<i>Torches of Joy</i>	

## Gratefulness...

making known to God and others in what ways they have benefited my life.

## Sermon on the Mount Focus

Blessed are the poor in spirit: for theirs is the kingdom of heaven.

Matthew 5:3

## Bible Passages

- Matthew 5:3
- Psalms 40:17
- Luke 18
- Genesis 3
- Psalms 123:2
- Romans 1:19
- Romans 1:21
- Proverbs 8:13
- Proverbs 16:18
- Proverbs 16:19
- Psalms 34:2
- Proverbs 15:22
- Daniel 4
- Revelation 15
- Psalm 95
- Ephesians 5:20
- Thessalonians 5:18
- Psalm 95:2
- James 1:17
- I Thessalonians 5:18
- Job 1:21
- Psalm 62:5
- Romans 8:28
- James 1: 2-4
- II Samuel 22:50
- Psalms 30:4
- Daniel 6:10

## Bible Characters

- Prodigal son
- Noah
- Jonah
- Ten lepers
- Abel
- Boaz
- Aristachus
- Ruth and Boaz
- Nebuchadnezzar
- Adam and Eve
- Pharisee and Publican

## Humility...

recognizing that it is actually God and others who are responsible for the achievements in my life.

### Sermon on the Mount Focus

Blessed are they that mourn: for they shall be comforted.

Matthew 5:4

### Bible Passages

- Matthew 5:4
- I Samuel 15
- Jonah 3
- Hosea 10:12
- Matthew 13
- Mark 4
- Luke 8
- James 4:8-10
- I Peter 5:5
- Psalms 35:13
- II Chronicles 7:14
- Proverbs 22:4
- Acts 12:23
- Daniel 4:30-37
- Romans 7:18
- Isaiah 14:13-14
- Genesis 3:5
- I Peter 5:6
- Isaiah 57:15
- Proverbs 16:10
- Proverbs 29:23
- Daniel 5:10
- Proverbs 29:23

### Bible Characters

- Judas' betrayal
- Saul
- Prodigal son
- Ezra
- John the Baptist
- Peter's denial of Jesus
- David (and Bathsheba)

# CQLA Green Series 4: Humility

If my people, which are called by my name, shall humble themselves, and pray, and seek my face, and turn from their wicked ways; then will I hear from heaven, and will forgive their sin, and will heal their land.

II Chronicles 7:14

### Related Character Studies

- Discernment
- Gentleness
- Justice
- Patience
- Forgiveness
- Sincerity
- Meekness
- Responsibility

### Detailed Areas of Study in This Unit

- Song: "Amazing Grace"
- Humility
- Repentance
- John Newton
- Plants
- Saul
- David and Bathsheba
- Ninevah
- Jonathan Edwards
- John the Baptist
- Mourning
- Fallow ground
- The parable of the sower and the seeds
- Peter's denial of Jesus
- Judas' betrayal of Jesus
- Self-examination
- Sackcloth and ashes
- Prodigal son
- Charles Finney
- Plows
- Mary Slessor
- Golden Rule
- Great Awakening
- Lawyers
- Tears
- Ezra
- Sermon: "Sinners in the Hands of an Angry God" (Edwards)
- Sermon: "Break Up Your Fallow Ground" (Finney)

### Materials Available Through Training for Triumph

Character Sketches

Power of True Success      Humility vs. Pride

Bulletins

IBLP Biographies      John Newton (#4)

Heroes of History

Christian Heroes: Then and Now      *Mary Slessor: Forward into Calabar*

International Adventures      *Torches of Joy*

# CQLA Green Series 5: Meekness

For the LORD taketh pleasure in his people: he will beautify the meek with salvation.  
Psalms 149:4

## Related Character Studies

- Anger (opposite quality)
- Deference
- Gentleness
- Humility
- Self Control
- Discretion
- Virtue
- Patience
- Tolerance

## Detailed Areas of Study in This Unit

- Song: "Is Your All on the Altar?"
- Meekness
- Samson
- Rights that Jesus gave up
- The tongue
- Joshua
- Rights
- Serving others
- Pride and anger
- Joseph
- Submission to authority
- The yoke of an ox
- The life cycle of a butterfly
- Psalms
- Heaven perfect place
- Bread
- Wheat
- Otto Koning (Too-wan of *The Pineapple Story*)
- Grasshoppers
- Locusts
- Oxen yoked together
- Unequally yoked
- Fruit of the spirit
- New army recruits
- Covenants
- Marriage
- Seeds germinating
- James
- Shimei
- Moses
- David
- Gladys Aylward
- Rescue and police dogs
- Book: *The Pineapple Story* (TFT)
- Audio Set: *The Pineapple Story* (TFT)

## Materials Available Through Training for Triumph

Character Sketches	
Power of True Success	Meekness vs. Anger (pg.131)
Bulletins	
IBLP Biographies	Gladys Aylward (#3)
Heroes of History	
Christian Heroes: Then and Now	<i>Gladys Aylward: The Adventures of a Lifetime</i>
International Adventures	<i>Dayuma: Life Under Waorani Spears</i> <i>Living on the Devil's Doorstep</i> <i>Torches of Joy</i>
Other	Book: <i>The Pineapple Story</i> Audio Set: <i>The Pineapple Story</i>

## Meekness...

yielding my rights to God so He can demonstrate His peace and power through me.

## Sermon on the Mount Focus

Blessed are the meek: for they shall inherit the earth.

Matthew 5:5

## Bible Passages

- Matthew 5:5
- James 1:21
- Psalms 62:5
- Ephesians 4:26
- Ephesians 4:31
- Isaiah 61:1
- Matthew 11:29
- 1 Peter 3:4
- James 3:13
- II Timothy 2:24
- Philippians 2:5-6
- John 13
- II Timothy 2:3
- Psalms 37
- Psalms 23
- John 5:30
- Proverbs 22:24-25
- Psalms 76:9
- Psalms 149:4
- Psalms 25:1
- Psalms 22:26
- Galatians 22:23
- Colossians 3:12-13
- I Peter 3:14-15

## Bible Characters

- Samson
- Joshua
- Gideon
- Joseph
- James
- Shemei
- Moses
- David

## Diligence...

visualizing each task as a special assignment from the Lord and using all my energies to accomplish it.

### Sermon on the Mount Focus

Blessed are they which do hunger and thirst after righteousness: for they shall be filled.

Matthew 5:6

### Bible Passages:

- Matthew 5:6
- Romans 3:19-31
- Psalms 119:97
- Psalms 104:34
- Psalms 119:48
- Proverbs 12:24
- Psalms 127:1
- II Peter 1:5
- Proverbs 6:6-11
- Proverbs 22:29
- Proverbs 10:4
- Luke 12:58
- Romans 12:8
- I Timothy 5:10
- Hebrews 11:6
- Hebrews 12:15
- II Peter 1:10
- II Peter 1:5-7
- II Peter 3:14
- Colossians 3:17
- Colossians 3:23-24

### Bible Characters

- Nehemiah
- Paul
- Aquilla and Priscilla
- David (hungering for God)
- Noah

# CQLA Green Series 6: Diligence

**Seest thou a man diligent in his business? He shall stand before kings; he shall not stand before mean men.**

**Proverbs 22:29**

## Related Character Studies

- Slothfulness (opposite quality)
- Dependability
- Endurance
- Responsibility
- Determination
- Orderliness

## Detailed Areas of Study in This Unit

- Song: "Break Thou the Bread of Life"
- Diligence
- The Pilgrims
- William Bradford
- Hungering and thirsting for God
- Read a book about William Bradford like
  - *A Pilgrim's Journal of Plymouth Plantation in 1629*
  - *William Bradford and Others of the Mayflower Company of Plymouth Plantation.*
- Righteousness
- Chewing the cud (cows)
- Personal sacrifice
- Adam Clarke
- Memorization and meditation of God's Word
- The digestive system of a sheep
- Laziness and slothfulness
- How Thanksgiving was started
- Squanto
- Clara Barton and Harriet Tubman
- The Bible
- George Washington Carver
- Using concordance
- Telemachus
- Hunger
- David hungering and thirsting for God
- Mayflower
- Nehemiah
- Lions, bears, and wolves--danger to sheep
- Hunger and thirst
- Shepherds and danger for sheep

## Materials Available Through Training for Triumph

### Character Sketches

- Power of True Success      Diligence vs. Slothfulness
- Bulletins                      Diligence (Character Booklet #6)
- IBLP Biographies            Gladys Aylward (#3)
- Heroes of History            Clara Barton
- Harriet Tubman
- George Washington Carver

### Christian Heroes: Then and Now

- International Adventures    *Lords of the Earth*
- Man With the Bird on His Head*
- Tomorrow You Die*

# CQLA Green Series 7: Gentleness

But we were gentle among you, even as a nurse cherisheth her children...

I Thessalonians 2:7

## Related Character Studies

- Harshness (opposite quality)
- Attentiveness
- Kindness
- Patience
- Sensitivity
- Love
- Compassion
- Hospitality
- Sincerity

## Detailed Areas of Study in This Unit

- The song: "All the Way My Savior Leads Me."
- Courts
- William and Catherine Booth in *Cloud of Witnesses*
- Lady Selina A Huntingdon or Lillian Thrasher
- Florence Nightengale
- Song: "There's a Wideness in God's Mercy"
- Mercy
- Justice
- Gentleness
- David and Mephibosheth
- Dorcas
- Joseph
- The Good Samaritan
- Fanny Crosby
- Johnny Appleseed
- Charles Colson
- Myrrh
- Pardons
- Song: "Safe in the Arms of Jesus"
- King Saul trying to kill David
- New York School of the Blind
- Dolphins
- Blindness
- Meanings of names
- Bitterness
- Gorillas
- Salvation Army
- Body--206 bones
- Bitterness and body
- Bone disease
- Plants and herbs
- Dwight Moody
- Arthritis
- Presidents pardon criminals
- Dolphins

## Materials Available Through Training for Triumph

Character Sketches	
Power of True Success	Gentleness vs. Harshness (pg. 98)
Bulletins	
IBLP Biographies	D.L.. Moody (#5)
Heroes of History	
Christian Heroes: Then and Now	<i>William Booth: Soup, Soap, and Salvation</i>
International Adventures	<i>Living on the Devil's Doorstep</i> <i>Torches of Joy</i>

## Gentleness...

showing personal care and concern in meeting the needs of others.

## Sermon on the Mount Focus

Blessed are the merciful: for they shall obtain mercy.

Matthew 5:7

## Bible Passages

- James 3:17
- Genesis 33:13-14
- Isaiah 40:10-11
- John 10-11
- I Thessalonians 2:7
- Matthew 16:24
- Matthew 11:28-29
- II Corinthians 1:3-4
- II Samuel 22:36
- Psalms 18:35
- Proverbs 12:10
- I Chronicles 4:10
- I Peter 4:12-13
- Titus 3:2
- James 3:17
- Galatians 5:22-23
- II Timothy 2:24

## Bible Characters

- Dorcas
- Joseph
- Good Samaritan
- David and Mephibosheth
- King Saul (trying to kill David--opposite quality)

## Sincerity...

being as genuine on the inside as appear to be on the outside.

### Sermon on the Mount Focus

Blessed are the pure in heart: for they shall see God.

Matthew 5:8

### Bible Passages

- Genesis 22
- John 17:17
- Nehemiah 8:1-18
- Psalms 66:10
- James 4:8
- James 5:16
- Philippians 1:3-4
- Mark 14:38
- Ezekiel 22:30
- Philippians 4:6b
- 1 John 3:2-3
- Philippians 3:13-14
- Philippians 3:15
- 1 John 3:2-3
- Psalms 51:17
- II Chronicles 16:9
- John 3:20
- Ephesians 4:1
- I Peter 4:12
- Matthew 22:23
- Matthew 15:7-8
- I Peter 5:10

### Bible Characters

- Naaman
- Elisha
- Daniel
- Abraham and Isaac
- Leaven of Scribes and Pharisees

# CQLA Blue 8: Sincerity

**And this I pray, that your love may abound yet more and more in knowledge and in all judgment; that ye may approve things that are excellent; that ye may be sincere and without offense till the day of Christ; being filled with the fruits of righteousness, which are by Jesus Christ, unto the glory and praise of God.**

**Philippians 1:9-11**

## Related Character Studies

- Hypocrisy (opposite quality)
- Discernment
- Honor
- Truthfulness
- Love
- Forgiveness
- Humility
- Virtue

## Detailed Areas of Study in This Unit

- Song: "Take Time to Be Holy"
- Purity
- Sincerity
- What goes in comes out
- Abraham and Isaac
- The purifying of silver and gold
- Pruning fruit trees
- The sin nature
- John Newton
- Evolution and creation
- The 1925 Scopes trial
- Kidneys
- Prayer
- George Mueller
- Testing and trials
- William Borden
- Charles Spurgeon
- Double-minded Christians
- Harito Spafford
- Heat and energy
- Matthew 16: 5-12 leaven of Scribes and Pharisees
- Resisting disease
- Chicago fire
- Naaman
- Silver and gold
- Elisha
- Daniel
- Viruses and bacteria

## Materials Available Through Training for Triumph

Character Sketches

Power of True Success      Sincerity vs. Hypocrisy (pg. 166)

Bulletins

Heroes of History

IBLP Biographies      John Newton (#4)

Christian Heroes: Then  
and Now

International Adventures      *Lords of the Earth*  
*Man With the Bird on His Head*  
*Torches of Joy*



# Chapter 18: Scope and Sequence Charts

## Red Series - Level Pre A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 1- Pre A</b> Week 1	•Sam and Joe fight •William Penn	Plural nouns: <i>dog -- dogs;</i> <i>mess, messes;</i> <i>ash--ashes</i>	Correct Given Sentences: William Penn	Prepositions			KWO for sentence writing
	•Peter & friends fishing •Jesus "fishers of men"	Plural nouns: <i>child--children</i>	Correct Given Sentences: Peter and friends	Prepositions			KWO for sentence writing
	•Hudson Taylor: Missionary in China (Cloud)	<i>Ay</i> words: <i>bay, day</i>	Correct Given Sentences: Hudson Taylor	Main subjects			Rough draft biographical report
	•Messengers use feet to spread good news (Bible).	<i>Ch</i> words: <i>choo choo</i>	Correct Given Sentences: Messengers use feet	Adjectives			Final copy biographical report
<b>Red 2 - Pre A</b> Week 1	•Peter and John healed a man and were thrown in jail (Bible).	Homophones: <i>one, won</i>	Correct Given Sentences: Peter and John	CAVES			KWO for sentence writing
	•Pastor's house on fire; son missing; prayer saved son (John Wesley as child)	Silent <i>e</i> : <i>kite, tame</i>	Correct Given Sentences: John Wesley	Verbs			KWO for sentence writing
	•Hyenas and jackals as predators	Two vowel words (long sound): <i>glue--need</i>	Correct Given Sentences: Hyenas and jackals	Be, a Helper Link verbs			Rough draft of predators report
	•Feel pain; trust in God when in pain.	<i>Th</i> -digraph <i>the, thin</i>	Correct Given Sentences: Pain	OCCTI			Final copy of report

Peacemaking

Boldness

Red Series



## Red Series - Level Pre A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 3 - Pre A</b> Week 1	David & Goliath; God helps us.	Prefix <i>un</i> : <i>undo</i> , <i>unmade</i>	Correct Given Sentences: David and Goliath	Proper nouns (people and places)			KWO for sentence writing
	John Bunyan was sent to jail for preaching and wrote <i>Pilgrims Progress</i> .	Ck at the end of words: <i>duck</i> , <i>lack</i>	Correct Given Sentences: John Bunyan	Coordinating conjunctions			KWO for sentence writing
	Christians have "packs" on our backs; we must give our burdens to God.	Hard <i>c</i> : <i>cat</i> , <i>comb</i>	Correct Given Sentences: Christians give burdens to God.	Proper nouns			Rough Draft of Story
	Skin protects our bodies; God created us in his image.	Short vowel ends in double consonants: <i>fluff</i> , <i>small</i>	Correct Given Sentences: Skin protects bodies	Coordinating conjunction			Final copy of story
<b>Red 4 - Pre A</b> Week 1	Blind girl named Jenny who was joyful; God allows trials in our life.	Compound words: <i>doghouse</i> , <i>within</i>	Correct Given Sentences: Blind girl named Jenny	Noun markers			KWO for sentence writing
	Stephen was stoned for preaching about Jesus.	Hard and soft <i>g</i> : <i>gift</i> , <i>get</i>	Correct Given Sentences: Stephen stoned	Three types of sentences			KWO for sentence writing
	Alligators find joy in hard times; the baby gator breaks through two shells.	Possessive nouns: <i>dog</i> , <i>dog's</i>	Correct Given Sentences: Alligators find joy	Transition words			Rough draft of report about animal that struggles
	Watch as seeds grow; have patience and wait joyfully.	<i>Ar</i> words: <i>art</i> , <i>card</i> , <i>part</i>	Correct Given Sentences: Watch seeds grow	Nouns			Final copy of informative report (animal that struggles)

### Endurance

### Joyfulness

# Red Series -- Level Pre A

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 5 - Pre A</b> Week 1	Joe was kind to the policeman; we should be thankful for policemen.	Open syllables: o/pen, he	Correct Given Sentences: Joe was kind to the policeman.	Adverbs <i>ly</i> words: <i>truly</i>			KWO for Sentence Writing
	Hudson Taylor was a missionary to China; we should guard against evil.	Oo sounds: <i>foot, boot</i>	Correct Given Sentences: Hudson Taylor, missionary	Pronouns: <i>he, she, they</i>			KWO for Sentence Writing
	Firefighters and policemen; we are thankful for them.	Contractions: <i>I'm, can't</i>	Correct Given Sentences: Firefighters and policeman	Adjectives			Write a rough draft of a thank-you letter
	Salt causes thirst; we should be thirsty for God.	Show vowel ends in double consonants: <i>fluff, small</i>	Correct Given Sentences: Salt makes us thirsty.	OCCTI			Final copy of thank-you letter
<b>Red 6 - Pre A</b> Week 1	Drink warm lemonade; thirst; thirst for God.	Letter a says short o: <i>talk, small, all</i>	Correct Given Sentences: Thirst for God	Alphabetizing			KWO for Sentence Writing
	Kidneys; how God created our bodies to work	Ck at the end of words: <i>duck, lack</i>	Correct Given Sentences: Kidneys	Coordinating conjunctions			KWO for Sentence Writing
	King David; obeying God's instructions	Letters ea says short e: <i>bread, head</i>	Correct Given Sentences: King David obeys.	Sequencing words			Rough draft instructional essay
	Samson was strong but he did not confess his sins.	Or says er: <i>word, work</i>	Correct Given Sentences: Samson was strong	Pronouns			Final copy of instructional essay

**Initiative**

**Thoroughness**

**Red Series**

## Red Series: Level Pre A

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 7 - Pre A</b> Week 1	Disciples in the garden; Jesus was truthful.	Double consonants in the middle of word/ first syllable short : <i>lit/tle- hap/py</i>	Correct Given Sentences:	Action verbs			KWO for sentence writing
	Insects and butterflies; don't make people think that you're something you are not.	Suffixes: <i>harmless, harmful</i>	Correct Given Sentences:	Be, a Helper, Link verbs			KWO for sentence writing
	Lighthouses; we should work hard to bring the light of the Gospel to the world.	Two vowels together make the first vowel long: <i>keep, boat</i>	Correct Given Sentences:	Adverbs			Write a rough draft of book report
	Show people the Bible; tell them about Jesus; Waldensians	Y at the end of two syllable words: <i>hap/py, dad/dy</i>	Correct Given Sentences:	CAVES			Final copy of book report
<b>Red 8 - Pre A</b> Week 1	Job was rich; his wife was not compassionate.	Homophones: <i>to, too, two</i>	Correct Given Sentences:	Interjections			KWO for sentence writing
	Town called Nain; son died; Jesus raised his son to life.	Magic e: <i>made, cake</i>	Correct Given Sentences:	Capitalization & proper nouns			KWO for sentence writing
	Help needy people; Jesus showed compassion.	Ay words: <i>bay, day</i>	Correct Given Sentences:	Couplets			Finish lines of couplet
	Harriet Tubman was a slave. She ran away and became free. She helped free other slaves.	Ch says ch: <i>choo, choo</i>	Correct Given Sentences:	Confusing words			Final copy of your poem

**Truthfulness**

**Compassion**

**Red Series**

# Red Series -- Level A

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 1-A</b> Week 1	Pachacuti--a culture who received the Gospel	Sounds of <i>aught</i> : <i>caught, taught</i>	Correct Given Paragraphs: Our amazing sun	Plural nouns	Contractions		KWO: Pachacuti
	Walter Wilson told other people about Jesus.	Ought words: <i>bought</i>	Correct Given Paragraphs: Young doctor and wife prayed for patients/ Walter Scottish minister	Prepositions	Prepositional phrases and details		KWO: Walter Wilson
	Stars give light; Christians should be like stars.	Ay says long a: <i>play, pray sound</i>	Correct Given Paragraphs: Sun is closest star. Gives us direct light	Prepositional phrase openers	Outline informative essay		Final informative report about stars
	The special star when Jesus was born; the wise men were led by the star.	Sounds of ch: <i>Christ, chief, chute</i>	Correct Given Paragraphs: John Calvin's heart changed to obedience to God.	Grammar and punctuation: main subject	Adjectives		Informative report about stars
<b>Red 2-A</b> Week 1	The chains fell off of Paul and Silas when they were in prison; we should believe in Jesus.	Homophones: <i>too, to, two</i>	Correct Given Sentences: World does not mean our planet.	CAVES	Subject part and predicate part		KWO: Paul and Silas
	August Eicher was a missionary in Congo; we should not fear.	Add suffixes to end of Words: <i>rise, rising</i>	Correct Given Paragraphs: Fire in pastor's house.	Action verbs	Be, a Helper, Link verbs		KWO: August Eicher
	Hungry animal smells its prey; stalks the weak.	Sight words (break rules) tricky words	Correct Given Paragraphs: Hyenas and jackals are stalkers. They look for weakness.	OCCTI	Adverbs		Write original opening paragraph Outline informative report
	Lion and Satan preying on victims	<i>Sh, th, ch, wh</i> diagrams: <i>thin, ship, chimp, what</i>	Correct Given Paragraphs: Friction between two objects	Coordinating conjunctions	Writing nouns and pronouns interchangeably		Final copy of informative report

**Peacemaking**

**Joyfulness**

**Red Series**

## Red Series -- Level A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 3-A</b> Week 1	John Bunyan wrote <i>Pilgrim's Progress</i> .	<i>ght &amp; igh families: fight, high</i>	Correct Given Paragraphs: God and Satan in a battle for the world	Proper nouns	Dates, numbers, places inside text		KWO: John Bunyan
	Palm tree can withstand high winds; fruit falls during trials.	O Says <i>u: love, of</i>	Correct Given Paragraphs: Reproach can help us. Reviling also helps us.	Prepositions	Prepositional phrases & details		KWO: Palm trees
	Stephen preached about Jesus and was stoned.	S says <i>z: others, lies</i>	Correct Given Paragraphs: Palm trees grow up and always stay the same width.	Action verbs	Writing verbs in the past tense		Write original opening paragraph. Two or three paragraph biographical report
	Germ in our bodies; we should be careful with the bodies God gave us.	Two consonants at the end of one syllable words say short vowel sound; <i>hill, miss</i>	Correct Given Slander is when something is said about someone that is not true.	Clauses & sentences	Closing paragraph for biographical report	Prefix: un	Final copy of original biographical report
<b>Red 4-A</b> Week 1	Baby chick struggles to get out of its shell; the struggles help to clean its lungs.	Compound words: <i>houseboat, anybody, someone</i>	Correct Given Paragraphs: James went everywhere with Jesus.	Prepositions	Prepositional phrases		KWO: Baby chicks
	Alligator snapping turtle lays eggs in sand far from water.	<i>Ar says ar: part, car, arm</i>	Correct Given Paragraphs: Believers killed for their faith	Commas separating three or more items	Main subjects		KWO: Alligator snapping turtle
	Missionaries to the Aucus chose to be killed; God's love changes lives.	Hard & soft <i>g: God, gem</i>	Correct Given Paragraphs: Farmers try to make seed grow. Only God can make them grow.	Punctuation: Three types of sentences	Possessive nouns		Rough draft biographical report
	Two muscles to move body; muscles contract; muscles work together.	<i>Ou &amp; ou: Long o &amp; ow: low, thou, thorough, how</i>	Correct Given Paragraphs: Monarch butterfly starts out as a caterpillar.	Contractions	Nouns		Final copy of original biographical report

**Endurance**

**Boldness**

**Red Series**

# Red Series -- Level A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 5-A</b> Week 1	Woman at the well; Jews and Samaritans did not like each other; Jesus spoke to her.	R-controlled words: <i>fir, turn, her</i>	Correct Given Paragraphs: Character is developed inside a person. Salt stabilizes body.	Sentence structure	Adverbs	Quotation and speech tags	KWO: Woman at well
	Police are human; be kind & courteous to them; police are kind. Boys were scared of police.	Open syllables: <i>Bi/ble, o/pen</i>	Correct Given Paragraphs: Police	Contractions	Adjectives & contractions		KWO: Police
	14,000 ways salt is used.	Ee & eg Says Long e: <i>speak, seem, leave</i>	Correct Given Paragraphs: Salt is one of the four taste buds on the tongue.	Three types of sentences	Pronouns		Write an original opening paragraph or biographical report
Week 2	Tongue; taste buds can be taught to like some tastes.	Oo sounds: <i>food, good, look</i>	Correct Given Paragraphs: Hudson Taylor went to China to teach about Jesus.	Subordinators	Subordinate clauses		Final copy original biographical report
<b>6-A</b> Week 1	Kidneys filter; slow down the use of salt.	Double o sounds: <i>feud, threw</i>	Correct Given Paragraphs: Christians can slowly be defeated. Satan tries to make us love the world.	Noun markers (articles)	Plural nouns		KWO: Kidneys
	Salt was a precious commodity-- "salt tax"	Ng sounds: <i>sing, song, sang</i>	Correct Given Paragraphs: Ministries and missions.	Capitalization rules	Possessive nouns		KWO: Salt
Week 2	William Borden died in 1913.	Sounds of ch: <i>Christ, chivalry, chum</i>	Correct Given Paragraphs: Dead Sea, the saltiest sea on earth.	Subordinate clauses	Subordinators		Write original opening paragraph and informative report
Week 3	Frank/ snowflakes; reminds of sin; when God forgives our sin, He forgets.	A = Short o Sound: <i>talk, small, taught, always</i>	Correct Given Paragraphs: Martin Luther started Reformation.	Interjections	Quotations & speech tags:	SSS5	Final copy of informative report

**Initiative**

**Thoroughness**

**Red Series**

## Red Series -- Level A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 7-A</b> Week 1	Lighthouse children work hard.	Add suffixes--change spelling of root words: <i>truthful, smiling</i>	Correct Given Paragraphs: Christ is the only true source of light.	Be, a Helper, Link Verbs	Semi-colon usage		KWO: Lighthouses
	Peddler shows a hidden Bible; tells others about Jesus; Waldensians' plan	Double consonants in middle of word--first syllable short: <i>hidden, happy</i>	Correct Given Paragraphs: Peter Waldo took the Gospel to many parts of Europe.	OCCTI (five things in a paragraph)	Subject part & predicate part		KWO: Peddler
	"Let the Lower Lights Be Burning" song	Two vowels together = long sound: <i>bead, die, rain</i>	Correct Given Paragraphs: Light makes us grow. Light gives us color.	Rhyme scheme (A-B-C-B)	Action verbs		Write rhyme scheme . Write rhyming verse (A-B-C-B scheme).
	The Lord and Satan are compared to a lion in the Bible. Jesus is the true head lion.	Sounds of ea: <i>great, beat, head, year</i>	Correct Given Paragraphs: When people see you, they think of how you look and act. Smile.	Verb phrases	Comma usage		Final copy of original poetry
<b>Red 8-A</b> Week 1	Mr. Brown's car died; he found money under the car; he depended on God.	Nk sounds: <i>bank, ink, bunk</i>	Correct Given Paragraphs: David was one of the great men in the Bible.	Homophones: <i>write -- right here -- hear</i>	Subject-verb agreement		KWO: Mr. Brown
	Amy Carmichael was a missionary in India. She set up nurseries.	/ Before e except after c unless it says ay as in <i>neighbor</i> and <i>weigh</i> ; <i>weigh, die</i>	Correct Given Paragraphs: Jews went into hiding with Scriptures.	Confusing words	Introductory material		KWO: Amy Carmichael
	Candles need three things: fuel, oxygen, high heat.	Unusual consonant clusters at the end of words: <i>judge, badge, itch</i>	Correct Given Paragraphs: Witnesses in court	Double and triple adjectives	Using words to show sequence and order		Rough draft of comparing/contrasting report
	Job's story tells about the conflict between Satan and God.	Unusual consonant combos: <i>felt, lamb, hymn</i>	Correct Given Paragraphs: Counseling can help solve problems.	Coordinating conjunctions	Noun markers (articles)		Final copy of comparing/contrasting report
<b>Truthfulness</b>							
<b>Compassion</b>							

# Red Series -- Level B

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 1-B</b> Week 1	Wa tribe in Burma	Tion says <i>shun: ration, notion</i>	Correct Given Missionary visits other country while ambassador represents a nation.		Five parts of a sentences CAVES		KWO: Wa Tribe
	John Calvin	Le--end of word grabs consonant in front: <i>bub/ble, peo/ple</i>	Correct Given Paragraphs: John Calvin established a government	Prepositional phrases	Prepositions		KWO: John Calvin
	Warrasa; Gedeo culture; missionaries came to minister to the people.	Double consonants in middle of first syllables: <i>big/ger, hop/per</i>	Correct Given Paragraphs: Self, pride, bitterness, greed, moral impurity	Main subjects	Plural possessive nouns		Write an original biographical report
	Feet brings good news. They stumble and twist.	Open first syllable is long: <i>o/bey, be/tween</i>	Correct Given Paragraphs: Frostbite feet	Ly Openers	Subject part/predicate part	Adverbs	Final copy of biographical report
<b>Red 2-B</b> Week 1	Hyenas & jackals stalk prey; attack and kill the injured.	Homophones: <i>to, too, two</i>	Correct Given Paragraphs: No man can live or die without Christ.	Plural nouns	Conjunctive adverbs		KWO: Hyenas and jackals
	Ducklings; mother ducks call them; they need to obey.	Adding suffixes to multi-syllable words ending in <i>y</i> : <i>impurity, impurities</i>	Correct Given Paragraphs: John and Charles Wesley and George Whitefield met to seek God.	Ly openers -- dashes	Noun markers (articles)		KWO: Ducklings
	Fire at night. All asleep. God saved all eight kids of the Wesley family.	Number words	Correct Given Paragraphs: Animal populations	Dates, numbers, & places in text	Punctuating quotations -- SSS5		Write original opening paragraph for historical report/ write historical report
	Mother & John; mother prayed; practice praying three times a day and Daniel	Y says ee at end of two or three syllable words: <i>history, every</i>	Correct Given Paragraphs: Wesley told the Englishmen about Christ.	Helping verbs & verb phrases	Past participle verb tenses	Interjection sentence openers	Final copy historical report

## Peacemaking

## Boldness

## Red Series



## Red Series -- Level B

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 3-B</b> Week 1	Endurance based on hope; Elijah, John, and Daniel endured.	<i>Ent, ant, ance, ence</i> are different; <i>chance</i>	Correct Given Paragraphs: Reproach strengthens our faith.	Prefix <i>re</i>	Action verbs	Adverbs	KWO: Elijah, John and Daniel
	John Bunyan was put in jail for preaching; he wrote <i>Pilgrim's Progress</i> .	<i>Gh</i> sounds like <i>ff</i> : <i>tough, rough</i>	Correct Given Paragraphs: Bunyan published books while in jail.	Subordinators	Subordinate clause openers	Introductory material	KWO: John Bunyan
	Wind; low pressure (thinner air); movement of air	<i>Le</i> grabs consonants before it: <i>Bi/ble</i>	Correct Given Paragraphs: Libel and slander-defamation	Hyphenated words	Understood subject	Sequence & enumeration	Write rough draft of instructional report
	Hurricanes; trees torn to shreds; palm trees are elastic fibers.	<i>Tion</i> says <i>shun</i> : <i>rations, motion</i>	Correct Given Paragraphs: Pathogens are organisms in the air.	Be, a Helper, Link verbs	Helping verbs and verb phrases	Negative words/double negatives	Final copy of instructional report
<b>Red 4-B</b> Week 1	Magical powers; Paul and Silas preached in Phillippi and were put in prison.	<i>Are, air, and "ear" = air: bare, hair,</i>	Correct Given Paragraphs: Brave Christians taken to prison and executed.	Writing for nouns and pronouns interchangeably	<i>Ing</i> openers	Using words to show order or sequence	KWO: Paul and Silas
	Isaac Jogues was a French Jesuit priest; founded Mission of Martyrs.	<i>Ou + ow</i> says <i>ou</i> : <i>fowl, foul, ouch</i>	Correct Given Paragraphs: Chicken eggs hatch in twenty-one days. Chicks crack the shell.	Coordinating conjunctions	Past participle	Change <i>y</i> to <i>i</i> when add <i>es</i> to words	KWO: Isaac Jogues
	Creatures struggle at birth and are rewarded; growth in the Lord.	<i>Ou</i> Says long <i>oo</i> : <i>rouge, group</i>	Correct Given Paragraphs: Crops come from seeds that have been sown.	Noun markers (articles)	Adjectives	Series of three or more items commas usage	Rough draft of comparing/contrasting report
	Harvest; one soybean bears 1,000; one kernal of corn bears 1,500 kernels; manifold harvest	<i>S</i> says <i>z</i> : <i>as, wise</i>	Correct Given Paragraphs: Purpose of history is exaltation of Christ.	Prepositions	Prepositional phrase openers		Final copy of comparing/contrasting report

### Endurance

### Joyfulness

## Red Series -- Level B

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 5-B</b> Week 1	John MacGregor, Scottish adventurer taken captive by Arabs.	I before e except after c: <i>receive, relief</i>	Correct Given Paragraphs: Salt maintains balance; it creates thirst.	Strong active verbs with helpers	Colon usage	Possessive nouns	KWO: John Bunyan
	Hudson Taylor was a missionary; learned about China; did God's work.	Two Vowels together Long e, a and short e: <i>team, great</i>	Correct Given Paragraphs: James and Betty Taylor's preparation.	Punctuating quotations	Nouns		KWO: Hudson Taylor
	God is a God of initiative.	Ayley long e at end of word: <i>obey, portray</i>	Correct Given Paragraphs: Salt used as a season and preservative.	Sentences vs. clauses	Subordinators	Subordinate clause openers	Take notes & write original informative report
	Frances Ridley Havergal; Hebrew & Greek scholar; brought others to Christ; "Ever, Only, All for Thee"	A says short o: <i>call, all, walk, author</i>	Correct Given Paragraphs: Salt covenant; salt is a symbol of purity and vitality.	Helping verbs and verb phrases	Adverbs	Subject verb agreement	Final copy of original informative report
<b>Red 6-B</b> Week 1	Packrat collects attractive articles.	One vowel is long combinations: <i>child, bind</i>	Correct Given Paragraphs: Laodicea needed a good supply of water.	OCCTI (five things a paragraph contains)	Writing nouns and pronouns interchangeably	Subordinate clauses	KWO: Packrats
	Determined monk; committed to God; taught religion; Martin Luther	Soft/ hard c sounds: <i>candy, center</i>	Correct Given Paragraphs: End justifies the means.	Capitalization rules--proper nouns	Dashes	Proper nouns	KWO: Martin Luther
	Sodom & Gomorrah; Lot did not influence his family; they let the city influence them.	Sounds of <i>ch</i> : <i>chum, Christ, chivalry</i>	Correct Given Paragraphs: Osmosis causes fish in salt water to drink more water.	Plural nouns	Adjectives		Write rough draft of analogy
	Biblical characters set examples for us	Unusual short <i>u</i> sounds: <i>above, couples</i>	Correct Given Paragraphs: Luther and Reformation said government needed checks and balances.	Negative words and double negatives	Conjunctive adverbs		Final copy of analogy

**Initiative**

**Thoroughness**

**Red Series**

# Red Series -- Level B

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 7-B</b> Week 1	Red squirrel	Adding suffixes: <i>clouded, sinned</i>	Correct Given Paragraphs: Lyon (French city), trade and commerce	Helping verbs & verb phrases	Then vs. than	Quotation marks with special words	KWO: Red squirrel
	Young man had valuable commodities; the Word of God; family understood love of Jesus (Waldensians)	Long and silent <i>e schwa</i> with silent <i>e</i> : <i>iriate, immediate</i>	Correct Given Paragraphs: Peter Waldo lived in Lyon. Few copies of the Bible	Capitalization rules	Coordinating conjunctions	Comma usage and coordinating conjunctions	KWO: Young man's commodities (Waldensians)
	Waldensian poem	Soft and hard <i>c</i> : <i>cat, cent</i>	Correct Given Paragraphs: Light spreads everywhere. It dispells darkness.	Positive, comparative, superlative degrees of words	Introductory material	Punctuation: colon usage	Take notes to write original poetry
	Laser is an acronym for light amplification by stimulated emission radiation.	Silent <i>e</i> or short <i>i</i> or <i>schwa</i> sound: <i>favorite, promise</i>	Correct Given Paragraphs: Your expression cancels anything you say. Smile.	Subordinators	Subordinate clause openers		Final copy of original poetry
<b>Red 8-B</b> Week 1	Mary Slessor ( <i>Cloud of Witnesses</i> )	<i>U</i> affects the sounds of <i>g</i> : <i>vague, unique</i>	Brighten home first; light	Objective and subjective cases of pronouns	Appositives	KWO: Mary Slessor	
	Dead Sea Scrolls found by Bedouin shepherds.	<i>Ch</i> Sound spelled unusual near the end of words: <i>potential, feature</i>	Correct Given Paragraphs: Daniel's personal discipline amazed others.	Direct objects	Common nouns	KWO: Dead Sea Scrolls	
	Appealing to authorities	Unusual consonants at the beginning of words: <i>ditch, hedge</i>	Correct Given Paragraphs: David's singing	Five things in a paragraph (OCCTI)	Infinitives, action verbs, Be a Helper, Link Verbs		Outline and write original personal letter
	Properties of light	<i>Zh</i> un sound at the end of words: <i>vision, erosion</i>	Correct Given Paragraphs: Dead Sea Scrolls; Monastic communities hid the light (Essenes AD 70).	Interjections as sentence openers	Main subjects	Subject Verb Agreement	Final copy of personal letter

**Truthfulness**

**Compassion**

**Red Series**

# Red Series -- Level C

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 1-C</b> Week 1	John Calvin; translated the Bible into French; published <i>Institutes of the Christian Religion</i> .	<i>Tion, sion</i> say <i>shun</i> and <i>chun</i> : <i>nation, suspension</i>	Correct Given Paragraphs: Ambassadors of countries and of Christ	Prepositions and prepositional phrases	Sequencing & enumeration		KWO: John Calvin
	Diplomat came to Burma; Adoniram Judson went to Burma.	O says short <i>u</i> : <i>love, blood, couple</i>	Correct Given Paragraphs: Diplomat to Burma--Judson; God's Word	Dates, numbers, and places in text	Capitalizing references to people; proper nouns	Capitalizing references to people	KWO: Adoniram Judson
	Walter Wilson was an atheist; he became a Christian; showed students the peanut for a riddle to get their attention.	Soft/ hard <i>c</i> : <i>candy, center</i>	Correct Given Paragraphs: Walter Wilson becoming a minister	Outline original notes for informative report	Quotation marks and writing dialogue		Write informative report about a culture that received the gospel
	Hudson Taylor learned the Chinese language; he witnessed for God.	Hard and soft <i>g</i> : <i>game, gem</i>	Correct Given Paragraphs: John Calvin studied the Bible.	Main subject & prepositional phrases	Double & triple adjectives	Double & triple adjectives	Final copy of informative historical report about culture
<b>Red 2-C</b> Week 1	Predators: spider webs are a trap for prey; traps and snares.	<i>Kn</i> and <i>ph</i> : <i>knew, orphan</i>	Correct Given Paragraphs: God's laws; Christians experience persecution.	Prepositions	Prepositional phrases	Introductory material	KWO: Predators
	Pain is a good sign that alerts us about dangers in our physical well-being.	Sounds of <i>ch</i> : <i>Christian, chief, chute</i>	Correct Given Paragraphs: Lions live in groups called prides. Jesus--Lion of Judah	Sequencing and enumeration	Noun markers (articles)		KWO: Pain is good
	Violent mobs tried to break-up John Wesley's meetings; he continued teaching and preaching.	Plural nouns	Correct Given Paragraphs: Cape dogs are brutal predators	Direct objects	Indirect objects	Capitalizing and punctuations of dates & numbers	Rough draft of original informative historical report
	Friction teaches us about persecution.	<i>Ent, ant, ance, and ence</i> : <i>different, rampant, chance</i>	Correct Given Paragraphs: Constitution writers had need to use Christian philosophy	Infinitives, action verbs, Be, a Helper, Link verbs	Past participle verb tense	Colon	Final copy of informative, historical report

**Peacemaking**

**Boldness**

**Red Series**

## Red Series -- Level C

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 3-C</b> Week 1	Words can hurt people (sticks and stones); a scar remains.	Ce, ci, t says sn: <i>conscious, ocean</i>	Correct Given Paragraphs: Paul wrote about defamation, and he clarified the truth.	Main subjects	Comma usage with subordinate clause openers		KWO: Words hurt
	Trees have a growth layer called cambium; new growth each year.	A, e, i, o, u says schwa: <i>against, indicate</i>	Correct Given Paragraphs: Bark on trees have tissue called phloem. This carries food to all parts of a tree.	Subject verb agreement	Combine two sentences using a semi-colon		KWO: Cambium
	Christian and Faithful were both charged ( <i>Pilgrim's Progress</i> ).	Sounds of ou: <i>out, should, trouble, you</i>	Correct Given Paragraphs: Publication, libel, and slander	Past participles	Subject verb agreement following a verb		Rough draft of allegorical story
	Christian & Faithful were beat and put in a cage; were made object of public ridicule ( <i>Pilgrim's Progress</i> ).	S says z: <i>as, abuse</i>	Correct Given Paragraphs: Body's defense-pathogens epidermis layers of skin	Dashes	Sentences vs. clauses	Capitalization rules	Final copy of allegorical story
<b>Red 4-C</b> Week 1	Beautiful butterflies; struggle to escape from the chrysalis; some can fly 650 miles.	Or, ore, our says or: <i>forlorn, restore, pour</i>	Correct Given Paragraphs: To bestow good will and kindness.	Positive, comparative, superlative degrees of words	Coordinating conjunctions join two sentences		KWO: Butterflies
	Hugh M'Kail born in 1640; Because he was a Christian he was condemned to death.	Ng, nk at the end of words: <i>sing, sink</i>	Correct Given Paragraphs: Paul and Silas were charged with disorder; they were beaten.	Semi-colons	Appositives	Introductory material	KWO: Hugh M'Kail
	Bless means to cover; God covers our sin with His blood.	Words ending in s, f, z usually ends in two consonants: <i>pass, off, fizz</i>	Correct Given Paragraphs: Farmers learned how to make seeds grow.	Quotations	Conjunctive adverbs		Take notes and write original biographical report
	Analogies in nature; rewards in heaven; bring forth the known hand.	l before e except after c: <i>believe, receive, vein</i>	Correct Given Paragraphs: Exaltation of God; believers are His bride.	SSS5--Super Short Sentences of five words or fewer	Subject-Verb agreement in complete sentences		Final copy of original biographical report
<b>Endurance</b>							
<b>Joyfulness</b>							

**Red Series**

## Red Series -- Level C

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 5-C</b> Week 1	Charles Finney preached in Sodom, NY; man called Lot accepted Christ	<i>Shun</i> & <i>chun</i> sounds at the end of words: <i>solution</i>	Correct Given Paragraphs: Roman soldiers were given their pay in salt. It was called <i>wage</i> and <i>salary</i> .	Negative words	Appositives		KWO: Charles Finney
	Salt is used for seasoning and preservation; salt retards bacteria.	Adding suffixes: <i>con-trolling, producing</i>	Correct Given Paragraphs: Hudson Taylor's youth	Subordinate clauses & sub clause openers Hyphens	Subordinate clauses in various places		KWO: Salt--seasoning and preservative
	Mr. Taylor prayed on behalf of God's people in Kilsyth.	R-controlled words that say <i>ar: hair, care, bear</i>	Correct Given Paragraphs: Salt contains minerals.	Colon Use	Dates, numbers, & places in a sentence		Take notes and write personal essay
	Deceptions; Criminals know how to escape from prison; Vidocq helped French police.	Sounds of <i>gh</i> and <i>ff</i> sound: <i>through, thorough</i>	Correct Given Paragraphs: Arab caravan and salt covenant	Descriptive adjectives	Noun markers (articles)		Final copy of personal essay
<b>Red 6-C</b> Week 1	Dead Sea has 30% salt and 70% water. There are other minerals.	Long & short double oo: <i>food, look</i>	Correct Given Paragraphs: Christian life; Laodicea; water supply	Conjunctive adverbs	Parallelism		KWO: Dead Sea
	Salt overpowers the tastes of other foods.	Adding suffixes	Correct Given Paragraphs: Hebrew word for Vision -- vision of ministry	Subject & predicate part of a sentence	Coordinating conjunctions join two related sentences		KWO: Salt overpowers tastes in food.
	Lukewarm-neither hot nor cold	Silent <i>e</i> with short <i>i</i> Sound: <i>favorite, notice, forgive</i>	Correct Given Paragraphs: Dead Sea -- Salt Sea	<i>Ly</i> words as sentence openers	Sequencing and enumeration		Rough draft of instructional report
	Martin Luther; keep Bibles in education; wrote <i>Large and Small Catechisms</i>	<i>Le</i> grabs the consonant before it: <i>able, dribble</i>	Correct Given Paragraphs: Germany -- Age of Reason and French Rationalism	Punctuating quotations	Punctuating dates in a sentence		Final copy of original instructional report

**Initiative**

**Thoroughness**

**Red Series**

## Red Series -- Level C

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Red 7-C</b> Week 1	French physicist, Jean Bernard Foucault-light reflects	Double consonants in the middle of words = first syllable short: <i>hap/py, flim/sy</i>	Correct Given Paragraphs: Bright lights of lighthouses	Subordinate clause openers	Helping verbs & verb phrases		KWO: Jean Bernard Foucault
	U.S. in Cold War with Soviet Union, Brother Andrew	/=y sounds in the Middle of Words: <i>sen-ior</i>	Correct Given Paragraphs: City of Lyon; French center of Commerce	Direct objects	Indirect objects		KWO: Cold War
	Milton's poem: "Late Night Massacre." Waldensians taught the New Testament. They were persecuted in 1855.	Silent e with short / or schwa sound: <i>rela-tive, fortunate, novice</i>	Correct Given Paragraphs: Jean Bernard Leon Foucault light of Christians	Strong verbs	Adjectives & predicate adjectives		Write a rough draft original letter of appeal
	Light and darkness	/ before e except After c: <i>receive, achieve, vein</i>	Correct Given Paragraphs: Family training	Parallelism	Semi-colon used to combine two sentences	Negative words	Final copy of letter of appeal
<b>Red 8-C</b> Week 1	Dark Ages--copied the Scriptures in Latin, keeping many in darkness.	Gh is silent & says ff. <i>eight, tough</i>	Correct Given Paragraphs: Nehemiah accomplishes goals.	Nouns (common & proper)	Redundancy in writing		KWO: Dark Ages
	"Jesus Bids Us Shine" - song	Silent <i>gh</i> With long <i>i</i> & other long <i>i</i> Families: <i>sigh, sight</i>	Correct Given Paragraphs: Counseling--Paul	Comparative, positive, & superlative degrees	Pre-write: rhyme scheme	Write an original rhymed verses	KWO: "Jesus Bids Us Shine" Write an original rhymed verses
	Light and surfaces; glass absorbs colors; black is not a color.	<i>U</i> affects the sound of <i>g</i> : <i>vague, unique</i>	Correct Given Paragraphs: Law system light to a nation; Biblical principles	Parenthetical statements	Determining a sentence's independent clause		Original rough draft of informative science report
	Cowbird ate eggs from nest.	<i>Ay, ey, say, Long a</i> at the end of words: <i>hay, hey</i>	Correct Given Paragraphs: Problem as a classroom or prison--human authorities	Comma & semi-colon usage in three or more word with a series within commas	Understood subject (you)		Final copy of informative science report

**Truthfulness**

**Compassion**

**Red Series**

## Blue Series -- Level Pre A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 1 - Pre A</b> Week 1	God created everything -- He started from scratch.	Plural nouns: <i>dog -- dogs</i> <i>mess -- messes</i>	Correct Given Sentences: God created everything.	Prepositions			KWO for sentence writing
	Amy Carmichael (child) wanted to help children; she wrote a poem. Amy was the oldest child in her family.	Plural nouns: <i>child -- children</i>	Correct Given Sentences: Amy Carmichael	Prepositions			KWO for sentence writing
	Henri Dunant started the Red Cross in Italy; Clara Barton started it in America.	Y=i: <i>my, fly</i>	Correct Given Sentences: Henry Dunant	Main subjects			Rough draft of book report
	John Adams was a lawyer; he thought George Washington should be the President of the U.S.	Ch says <i>ch: choo, choo</i>	Correct Given Sentences: John Adams	Adjectives			Final copy of book report
<b>Blue 2 - Pre A</b> Week 1	Old & New Testament; Jesus died and arose; four Gospels; "He is here."	Homophones: <i>one, won</i>	Correct Given Sentences: Jesus died and rose again.	CAVES			KWO for sentence writing
	Rules are important; Old Testament shows God's laws; like a schoolmaster	Silent e: <i>kite, tame</i>	Correct Given Sentences: God's laws	Verbs			KWO for sentence writing
	Pharisees made their own rules; they did not have pure hearts.	Two vowels make the first vowel long: <i>glue, need</i>	Correct Given Sentences: Pharisees	Be, a Helper, Link verbs			Rough draft informative report
	Antarctic winters; baby penguins kept warm by their parents; we must obey parents.	Th diagraph: <i>the, thin</i>	Correct Given Sentences: Baby penguins	OCCTI			Final copy of informative report

**Creativity**

**Obedience**

**Blue Series**



## Blue Series -- Level Pre A

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 3 - Pre A</b> Week 1	Books copied by hand by scribes; God's Word never goes away; bad kings burned Bibles.	Prefix <i>un</i> : <i>undo</i> , <i>unmade</i>	Correct Given Sentences: Books copied by hand.	Proper nouns: people & places			KWO for sentence writing
	Baby sperm whales stay by mother; God loves us and rescues us if we stray.	Ck at the end of Words: <i>duck</i> , <i>lack</i>	Correct Given Sentences: Baby sperm whales	Coordinating conjunctions			KWO for sentence writing
	Eli was a dog; got hit by a car; chewed his cast off his leg.	Hard C: <i>cat</i> , <i>comb</i>	Correct Given Sentences: Eli's cast	Proper nouns			Writing a rough draft of story
	John Wycliffe; translated the Bible; helped men teach about Jesus.	Short vowel words that end in double Consonants: <i>fluff</i> , <i>small</i>	Correct Given Sentences: John Wycliffe	Synonyms & antonyms			Final copy of story
<b>Blue 4 - Pre A</b> Week 1	God's law is many parts; fulfill Jesus' commands; how to obey.	Compound words: <i>doghouse</i> , <i>within</i>	Correct Given Sentences: Jesus fulfills commands.	Noun markers			KWO for sentence writing
	Ezra was a scribe; wrote down God's laws; God's laws are important.	Hard & soft g: <i>gift</i> , <i>get</i>	Correct Given Sentences: Ezra the scribe	Three types of sentences			KWO for sentence writing
	Mary Slessor was a missionary to Africa; taught the people about God.	Possessive nouns: <i>dog</i> , <i>dog's</i>	Correct Given Sentences: Mary Slessor	Transition words			Rough draft of informative report about diamonds or termites
	Termites destroy wood; wood has to be treated to kill them. Termites lay eggs in wood.	Ar words: <i>art</i> , <i>card</i> , <i>part</i>	Correct Given Sentences: Termites	Nouns			Final copy of informative report about diamonds or termites

**Orderliness**

**Virtue**

**Blue Series**

## Blue Series -- Level Pre A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 5 - Pre A</b> Week 1	Feelings of anger; Jesus wants us to listen. Think before speaking.	Open syllables: <i>o/pen, he</i>	Correct Given Sentences: Think before speaking	Adverbs ( <i>ly</i> words)			KWO for sentence writing
	Dogs have good memories ; they remember who is mean to them; evil for evil	Oo sounds: <i>foot, boot</i>	Correct Given Sentences: Dogs have memories.	Pronouns ( <i>he, she, they</i> )			KWO for sentence writing
	Volcanoes erupt; bad anger builds pressure; angry words.	Contractions: <i>I'm, can't</i>	Correct Given Sentences: Volcanoes	Adjectives			Rough draft of a letter
	Ten Commandments "Thou shalt not kill"; be kind to others; love and forgive.	Short vowel words ends in double consonants: <i>small, fluff</i>	Correct Given Sentences: Ten Commandments	Parts of a paragraph OCCTI			Final copy of a letter
<b>Blue 6 - Pre A</b> Week 1	Jacob's brother Esau; Jacob cheated Esau; they were reconciled; don't be angry.	A short a sound: <i>talk, small, all</i>	Correct Given Sentences: Jacob and Esau	Alphabetizing			KWO for sentence writing
	Wolves are an example of reconciliation; submit our will; we cannot have our own way.	Ng sounds: <i>sing, long</i>	Correct Given Sentences: Wolves	Ly openers ( <i>actually</i> )			KWO for sentence writing
	Doing laundry; family chores; add soap, wash, and dry; good skill for children	Letters ea says short e: <i>bread, head</i>	Correct Given Sentences: Doing laundry	Sequencing words			Rough draft of instructional report
	Corrie ten Boom; hid Jews from the Nazis; Corrie spoke about Jesus.	Or says er: <i>word, work</i>	Correct Given Sentences: Corrie ten Boom	Pronouns			Final copy of instructional report

**Love**

**Responsibility**

**Blue Series**

## Blue Series -- Level Pre A

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 7 - Pre A</b> Week 1	Lions are adversary of other animals; Jesus is the adversary of Satan; He protects us from Satan	Double Consonants in a word -- first syllable short: <i>mommy, hobby</i>	Correct Given Sentences: Lions and Satan	Action verbs			KWO for sentence writing
	A person with a broken bone; God is our healer, He is our adversary.	Suffixes	Correct Given Sentences: God is our healer.	Be, a Helper, Link Verbs			KWO for sentence writing
	Gladys Aylward was a missionary to China; people threw stones at her; she showed people God's love	Two vowels make the first vowel long: <i>people, seeing</i>	Correct Given Sentences: Gladys Aylward	Adverbs			Rough draft of book report
	Hawks and foxes; hunter shoots the fox; we need to be like a hawk, with God's view.	Y at the end of two syllable words: <i>happy, daddy</i>	Correct Given Sentences: Hawks and foxes	Five parts of a sentence (CAVES)			Final copy of book report
<b>Blue 8 - Pre A</b> Week 1	Obey authorities; parents and grandparents; obey God's authority; decide to follow Jesus.	Homophones: <i>to, two, too</i>	Correct Given Sentences: Obeying authorities	Interjections			KWO for sentence writing
	God gave manna; Isreal wanted meat; they lusted for meat.	Magic e words: <i>made, cake</i>	Correct Given Sentences: God gives manna.	Homographs			KWO for sentence writing
	Poem: "Woman Who Lived in a Shoe" ;she had many children; she taught them God's Word.	Ay words: <i>bay, day</i>	Correct Given Sentences: "Woman Who Lived in a Shoe"	Finishing lines of rhymed verse (couplets)			Outline original poem
	Ants and insects get trapped in a spider's web; we get trapped when we do wrong.	Ch says <i>ch: choo, choo</i>	Correct Given Sentences: Ants and insects	Write original couplet	Confusing words		Final copy of original poem
<b>Wisdom</b>							
<b>Decisiveness</b>							

## Blue Series

# Blue Series -- Level A

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 1-A</b> Week 1	Children earned quarters, did a good job.	Long first vowel; a silent e or a at the end: <i>cake, bite, bike</i>	Correct Given Paragraphs: Keep up good works; God is using us.	Main subjects	Understood subject: you		KWO: Children earn quarters
	Clara Barton helped in the Civil War. She started the Red Cross.	Two vowels together that say long e: <i>keep, leak</i>	Henri Dunant arrived in Italy in the middle of the battle.	Introductory material	Compound words: any-one		KWO: Clara Barton
	Poem: "Trying to Walk in the Steps of the Savior"	Sh and wh diagraphs: <i>ship, should, who, when</i>	George Washington Carver: graduated; he was in charge of the greenhouse.	Plural nouns: steps, songs	Verbs in past tense		Writing rhymed verse A-B-C-B; rhyme scheme
	George Washington Carver Museum; God's little workshop	Unusual one-vowel-is-long combinations: <i>child, blind, mold</i>	John Adams was a powerful leader in the American Revolution.	Noun markers (articles)	Infinitives		Final copy of poetry
<b>Blue 1-A</b> Week 1	Law teaches us to fear God; law explains what sin is; we should obey God's commandments.	R-controlled long e & a: <i>hear, pear, dear, bear</i>	Correct Given Paragraphs: Sometimes Christians do wrong things. We should follow God's law.	Subject parts & predicate part	Five parts of a sentence (CAVES)		KWO: Law teaches us to fear God.
	God made all people; everything belongs to God; we should live like He wants us to.	Homophones: <i>ant, aunt</i>	Correct Given Paragraphs: Old Testament shows us what Christ would be like.	Action verbs	Be, a Helper, ILink verbs		KWO: God made everything.
	Billy hit a softball so hard; his ball got caught; father told him to call for help-- will obey parents?	Le grabs the consonant before it: <i>little, fiddle, needle</i>	Correct Given Paragraphs: Farmers need good soil for crops. Soil needs to not be hard or soft.	Adverbs	Combine two sentences with a (compound sentence)		Rough draft of original story with continuing paragraph
	1789 French started to rebel; they tried to take God out of society completely.	Ng sounds: <i>thing, bang, strong</i>	Correct Given Paragraphs: Baby in womb; God's perfect plan	Writing with nouns & pronouns interchangeably	Verb phrases		Final copy of original story

**Creativity**

**Obedience**

**Blue Series**

## Blue Series -- Level A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 3-A</b> Week 1	Letter of the law; spirit of the law; person's heart	Soft & hard <i>th</i> : <i>thin</i> , <i>the</i>	Correct Given Paragraphs: God's law tells us what we should do.	Proper nouns	Commonly confused words		KWO: Letter of the law
	William Tyndale; Bibles to England; people bought Bibles.	A Says short o sound: <i>all</i> , <i>call</i>	Correct Given Paragraphs: The Bible is always right. People say the Bible is not true.	SSS5 super short sentences of five or less words	Capitalization rules		KWO: William Tyndale
	People loved to listen to Jesus; Jesus taught people how to know God fully.	<i>Kn</i> & <i>ph</i> sounds: <i>knot</i> , <i>phone</i>	Correct Given Paragraphs: Jesus fulfilled prophecies of the Old Testaments.	Suffixes that do not change the spelling of root words	Subordinate clauses vs. sentences		Outline and write an original informative report
	Animals can tell earthquakes are coming; China noticed this first.	Numbers: <i>two</i> , <i>twenty</i> , <i>one hundred</i>	Correct Given Paragraphs: Fossils are dead animals that have turned to stone.	Dates, numbers, and places in text	Interjection sentence openers		Final copy of informative report
<b>Blue 4-A</b> Week 1	How germs spread; Insect bites; germs in food	Double consonants in middle of word: first syllable short: <i>hap/py</i> , <i>sil/ly</i>	Correct Given Paragraphs: Two types of righteousness, God's and man's.	Prefix <i>un</i> : <i>ungodly</i> , <i>unfaithful</i>	Three types of sentences	Verb phrases	KWO: Germs
	Miner had diamond; sold it to Thomas Pitt; Regent diamond	Vowel diphthongs: <i>toil</i> , <i>foy</i>	Correct Given Paragraphs: Pharisees created the oral law. They lost sight of God's law.	Commas -- separating three or more items	Compound words: <i>outside</i> , <i>seaport</i>		KWO: Regent Diamond
	Conscience is like a traffic light; Dick's father tells him the red light says "thou shalt not."	Short <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i> : <i>stand</i> , <i>let</i> , <i>sob</i> , <i>rid</i> , <i>hut</i>	Correct Given Paragraphs: Two thousand kinds of termites in the world.	Prepositions	Prepositional phrases		Rough draft of personal essay
	U.S. Supreme Court; Justice John Marshall; power of the Supreme Court	Double consonants in middle of word first syllable short: <i>hap/py</i> , <i>sil/ly</i> , <i>flim/sy</i>	Correct Given Paragraphs: Black Death: the worst plague in history	Nouns	Main subjects		Final copy of original personal essay

**Orderliness**

**Virtue**

**Blue Series**

# Blue Series -- Level A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 5-A</b> Week 1	Volcanoes; dangers -- mud slides, hot lava	Consonant blends: beginning of words or syllables: <i>tree, clean, small</i>	Correct Given Paragraphs: Anger, sin, and wrath -- God helps us deal with anger.	Five things in a paragraph (OCCTI)	Subject and predicate parts	KWO: Volcanoes	
	Blood pressure makes heart work harder; tension causes high blood pressure; heart overworked	Open syllables have long vowel sounds: <i>be/cause, go/pher, ba/by</i>	Correct Given Paragraphs: Israel judges murder cases --innocent until proven guilty.	Adjectives	Possessive nouns	KWO: Blood pressure	
	Girl tripped another girl accidentally; she would never hurt anyone on purpose.	R-controlled words-- or -- or: <i>store, word</i>	Correct Given Paragraphs: Sets and collections--God invented in sets; He has a purpose.	Contractions	Pronouns	Rough draft for original personal essay	
	Mother against drunk drivers; innocent until proven guilty	Normal r-controlled Words Says er: <i>her, stir, fur</i>	Correct Given Paragraphs: Anger affects our blood stream; heart can't work right	Adverbs	Semi-colons	Final copy of original personal essay	
<b>Blue 6-A</b> Week 1	David Brainerd took the Gospel to Indians in New England.	Ey and y says long e at the end of words: <i>monkey, bunny</i>	Correct Given Paragraphs: Roman slave traders -- Onesimus stayed in Paul's house.	Subordinators	Subordinate clauses	KWO: David Brainerd	
	God made us like animals; memory is like a recording; need to practice memorizing.	Long & short double oo: <i>book, boot</i>	Correct Given Paragraphs: Wolves fight to win; when done they become friends	Subordinate clauses vs. sentences	SSS5 super short sentence of five words or less	KWO: Practice memorizing	
	Doves are peaceful animals; but when two fight one dies; they cannot forgive.	Other spellings for the long and short double o sound: long & short double o shorts: <i>would, through, rouge</i>	Correct Given Paragraphs: Criminals & lie detectors: nerves shows that people are lying.	Interjection sentence openers	Capitalization rules	Rough draft of body of original informative report	
	Dennis & Carmen; broke turtle is angered & forgives; friends again	Ng sounds: <i>sang, sing, song, sung</i>	Correct Given Paragraphs: Memories--ready to forgive	Quotation rules	Writing quotations	Three types of sentences	Final copy of original informative report

**Love**

**Responsibility**

**Blue Series**

## Blue Series -- Level A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 7-A</b> Week 1	James Oglethorpe; debtors were allowed to go to the new world instead of prison.	EI says ay: weigh, vein, feign	Correct Given Paragraphs: When we hurt someone we should make it right; become friends again	Verbs	Passed vs. past	Strong verbs	KWO: James Oglethorpe
	Jim broke a leg and needed a cast; can't take cast off to early	Two vowels make long sound: treat, speak	Correct Given Paragraphs: Chain reactions; people get angry; Bible says ask forgiveness.	Proper nouns	Possessive nouns		KWO: Jim's broken leg
	Peter needs to ask Mrs. Green to forgive him; he ate her blueberries; had to repay her a dime.	Sounds of ea: great, beat, head, year, heart	Correct Given Paragraphs: Criminals sent to jail; law-breaker punished for crimes.	Add ing to word that end in e: deserving, sparing	Prepositions	Prepositional phrases	Rough draft of biographical report
	Poem: "I Am Now a Sinner Saved by Grace."	Double consonants in middle of word first syllable short: hap/py, fun/ny	Correct Given Paragraphs: Tend a wound right away; prevent infection; needs to heal correctly	Contractions	Rhyme scheme		Final copy of biographical report
<b>Blue 8-A</b> Week 1	Sally stole grapes; mother saw her; she brought grapes back.	Hard c sounds: can, could, sick	Correct Given Paragraphs: Bad desires; ask for God's help.	Capitalization words	Possessive pronouns		KWO: Sally stole grapes.
	Greeks: New Testament written in Greek, different cities had different governments.	Soft c sounds: since, cite, peace	Correct Given Paragraphs: Incas in South America believed in false gods; there is only one God.	Homophones	Coordinating conjunctions		KWO: New Testament in Greek.
	Raccoons are smart; trapper uses mirrors in traps; reaches into the water.	Sight words: does, not, the	Correct Given Paragraphs: Men trap animals; God sees traps Satan sets for us.	Be, a Helper, Link verbs	Five things a sentence must have (CAVES)		Rough draft informative report
	God's children are tempted to do wrong; obey mothers; be strong & faithful children of God.	Sounds of ou: you, through	Correct Given Paragraphs: Building in Machu Picchu - the mystery of dead abandon cities	Series of three or more items	Adjectives		Final copy of original informative report

**Wisdom**

**Decisiveness**

**Blue Series**

# Blue Series -- Level B

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 1-B</b> Week 1	Creativity; success in life-time; creativity is from God.	Unusual <i>r</i> -controlled words that say er: <i>word, world</i>	Correct Given Paragraphs: Good works; person's name; God-given purpose	Adverbs	Ly Openers		KWO: Creativity is from God
	Last Supper; Jesus washed the disciples' feet; how to treat others	Words with <i>s</i> says <i>z</i> : <i>as, wise</i>	Correct Given Paragraphs: Father gave his children quarters; good work fellowship & team work	Prepositions	Prepositional phrases	Prepositional phrase openers/main subjects	KWO: Last Supper
	Red Cross founded; Clara Barton founded U.S. Red Cross; helped wounded men during the Civil War.	Double consonants in the middle of a word - first syllable short: <i>hap/ppy, sun/ny</i>	Correct Given Paragraphs: Good works; witness to unsaved people	Semi-colon usage	Outline story about creatively doing good	Transition words	Rough draft of body of an original story
	George Washington Carver; depended on God; taught Sunday evening Bible classes	Open syllable long vowel sounds: <i>Bi/ble, be/long</i>	Correct Given Paragraphs: George Washington Carver grew peanuts and sweet potatoes	Subject & predicate parts of a sentence	Strong & active verbs with helpers		Final copy of original story
<b>Blue 2-B</b> Week 1	Military men on aircraft deck; obeyed orders first; we should obey Jesus.	Schwa sound in beginning or middle of words: <i>against, counsel, or counselors</i>	Correct Given Paragraphs: True spirit of law; Christ was only perfect person; we should obey God's law	Noun markers (articles)	Plural nouns	Be, a Helper, Link verbs and verb phrases	KWO: Military men obey
	Fulfill the law of God; Daily walk on earth; live by His principles	Adding suffix to root word: <i>fulfilled, trying</i>	Correct Given Paragraphs: Man fined for starving dog; God's word defines sin clearly.	Past participles	Possessive pronouns		KWO: Fulfill the law of God
	God's laws reflect meaning and function; harvest crops; living tissues make up a plant	Number words	Correct Given Paragraphs: Tabernacle institutions & ceremonies; brass loaves	Homophones: <i>to, too, two</i>	Conjunctive adverbs		Write rough draft of body of personal essay
	Caravan went two miles cobblestone streets; King Louis XVI executed and forgave.	Digraphs of <i>sh, wh, th; short, what, the, thin</i>	Correct Given Paragraphs: French Revolution vast poverty; European society eroded.	Dates, numbers & places in text	Positive, comparative, & superlative degrees of words		Final copy of original personal essay

**Creativity**

**Obedience**

**Blue Series**



## Blue Series -- Level B

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 3-B</b> Week 1	Punctuality; reverence for time commitments demonstrates respect for other people	Soft & hard g: <i>gum, gem</i>	Correct Given Paragraphs: Roman governors burned Bibles; Christians arrested; --Eusebius, historian	Semi-colon used to combine two related sentences	Main subject & simple subject		KWO: Punctuality; reverence for time commitments
	Ancient documents called the Dead Sea Scrolls were found in caves; they contained books of the Bible.	Sounds of <i>ough</i> : <i>bough, through, bought</i>	Correct Given Paragraphs: Destruction of Bibles; ten years later Bibles produced; God's Word stands.	Comma after introductory material	Subject - verb agreement		KWO: Dead Sea Scrolls
	Eight thousand earthquakes a day; geologists Union; Richter scale & seismograph	Soft and hard c sound, use k Instead of c: <i>cent, can, kiss, keg</i>	Correct Given Paragraphs: William Tyndale captured/imprisoned; Tyndale prayers answered.	Sequencing words	Subjective & objective case of pronouns		Rough draft of body of scientific informative report
	Diocletian destroyed, the Bible; copied on vellum or parchment; Roman government destroyed	Sh in middle of words: <i>crescendo, spacious, ration</i>	Correct Given Paragraphs: Earthquakes snap along fault lines	Possessive nouns	Subject-verb agreement and subject following verb		Final copy of body of scientific informative report
<b>Blue 4-B</b> Week 1	Law of sin; addictions; gravity; eagle soaring; God's truth in our heart	Pinched diphthongs: <i>foul, down</i>	Correct Given Paragraphs: In the Psalms David writes of God's law; spirit of the law	Adjectives	Five things in a paragraph (OCCTI)		KWO: Law of sin
	Grief & sorrow; Israel was intermarrying with other nations; Ezra begged God for nation's forgiveness.	Plural words: <i>roofs, halves, crutches, people, deer</i>	Correct Given Paragraphs: Alexander the Great's empire was divided into three parts.	Series of three or more items	Five parts of a speech (CAVES)	Writing with nouns & pronouns interchangeably	KWO: Ezra begs God
	Termites in wood; secure in darkness; build light in tight tunnels	R-controlled words: <i>far, for, her, burn, fir</i>	Correct Given Paragraphs: Termite-kings, queens, workers, soldiers; sensors on legs & antenna	Comma usage combining two complete sentences, (CS) coordinating conjunction (cc)	Contractions		Rough draft of cause & effect report
	Units of measurement; weights & standards; God's interest in precise measurement	Unusual spelling for short u sounds: <i>love, blood, couple</i>	Correct Given Paragraphs: Termite nests are finely ground wood; workers repair damage to nests.	Prepositions	Prepositional phrase openers		Final copy of cause & effect report

**Orderliness**

**Virtue**

**Blue Series**

## Blue Series -- Level B

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 5-B</b> Week 1	Anger over Scott's death; Mike asked for forgiveness; Jesus forgives.	Contractions vs. possessive pronouns	Correct Given Paragraphs: Discipline in anger destroys relationships.	Paragraph formation in dialogue	Punctuating quotations		KWO: Jesus forgives
	Cities of refuge; motive for murder; for those who accidentally killed a person	Irregular plural nouns --new spelling: <i>women, children</i>	Correct Given Paragraphs: God created cities of refuge such as Kadesh and Shechem.	Passed vs. past	Nouns		KWO: Cities of refuge
	Cause of volcanoes; magma fifty-one hundred miles below the surface; rises to the earth's surface	<i>l</i> before <i>e</i> except after <i>c</i> , only if it says <i>ay: yield, receive, vein, weight</i>	Correct Given Paragraphs: Volcanoes have complex & erratic behavior; amount of gases change pressure	Colons	Appositives		Rough draft of body of original dialogue essay
	Threshold of anger; affects blood pressure without resolution	Open syllables with long vowel sounds: <i>o/pen, Bible</i>	Correct Given Paragraphs: Heart attack; blood clot carried in blood stream; anger can cause them	Positive, comparative, superlative degrees	Strong, active verbs with helpers		Final copy of body of original dialogue essay
<b>Blue 6-B</b> Week 1	Onesimus; Paul helped him find freedom in Christ; God granted forgiveness.	Sounds of <i>ch</i> : <i>Christ, chief, chute</i>	Correct Given Paragraphs: Criticisms are important and valuable.	Proper nouns	Prepositions	Rough draft from KWO	KWO: Onesimus and Paul
	Attitudes cause hurtful actions and words; we should ask forgiveness and correct attitudes.	Spellings for the short <i>u</i> sounds: <i>other, love, tough, touch</i>	Correct Given Paragraphs: We learn to grow with criticism.	Adjectives	Double & triple adjectives		KWO: Attitudes cause hurtful actions and words.
	David Brainerd hurt Mr. Whittelsly; he said, "He has no more grace than this chair"; asked forgiveness	Suffixes that do not change the root word: <i>government, fulfillment</i>	Correct Given Paragraphs: David Brainerd ministered to Indians.	Hyphenated words	Capitalization rules	Subordinators	Rough draft of personal letter of reconciliation
	When wolves fight, they either reconcile or die; if neither submits one will die.	Soft & hard <i>c</i> sounds: <i>cat, cent</i>	Correct Given Paragraphs: Wolf packs; position of dominance; chain of command	Adverbs ( <i>ly</i> words & others)	Subordinate clause openers	Phrases, clauses & sentences	Final copy of personal letter of reconciliation

**Love**

**Responsibility**

**Blue Series**

## Blue Series -- Level B

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 7-B</b> Week 1	Chinese Christians & missionaries; Wiley Glass angry at a man; had to give anger to God	Suffixes that don't change root words: <i>closed, playing</i>	Correct Given Paragraphs: Restoration of fellowship for God & man	Capitalization rules	Capitalizing references to people			KWO: Chinese Christians and missionaries
	Reason in face of emotion; going through all the doors of your adversary's thoughts	Sounds of <i>ea: bread, earth, plead</i>	Correct Given Paragraphs: Opponent in lawsuit; clear Scriptural response to the law of God	Subordinators	Subordinate clause openers			KWO: Reason in face of emotion
	17th & 18th centuries; Black Death; men women & children were imprisoned. No sanitary conditions	<i>Shun &amp; chun</i> sounds at the end of words: <i>ascension, vacation</i>	Correct Given Paragraphs: Settle quarrels quickly; Jesus & the Sermon on the Mount	Effect/affect	Coordinating conjunctions	Commas usage with coordinating conjunctions		Rough draft of original story
	Infections--serious adversary; healing is a normal function; prompt attention is needed	Ng sounds: <i>sing, rung</i>	Correct Given Paragraphs: Pain alerts the brain; prompts attention to injuries; endormophines	Introductory material	Appositives			Final copy of original story
<b>Blue 8-B</b> Week 1	Famous thinkers & philosophers; The Thinker; rejects God's standards	Short vowel & <i>ll, ss, ff, zz: hill, stiff, miss, fizz</i>	Correct Given Paragraphs: Lust violates God's standards; covenant with our eyes; Job 31:1	Verbs - action, infinitives, Be, a Helper Link verbs	Direct objects	Five things in a paragraph		KWO: Famous thinkers and philosophers
	Machu Picchu and the Incas; quarry granite and stone; weighed ten to twenty tons	Double consonants in the middle of words -- short syllables: <i>af/ter, help/er</i>	Correct Given Paragraphs: Aristotle had radical ideas; wanted three classes; lusted for power and wealth	<i>Lie/ lay</i>	Negative & double negative words			KWO: Machu Picchu and Incas
	Traps and pitfalls; comes in many shapes & sizes; dead fall trap	Vowel diphthongs: <i>toi/, toy</i>	Correct Given Paragraphs: Trapping coyotes; he investigates and is tricked by smell.	<i>Sit/ set</i>	<i>Ing</i> openers			Rough draft of biographical report
	Musk rats sun themselves; trappers study their habits; they move a lot and can be trapped easily.	Unusual sounds for short <i>u: other, love, touch</i>	Correct Given Paragraphs: Socrates manipulated others.	<i>Are/ our</i>	<i>Rise/ raise</i>	Nouns		Final copy of biographical report

### Wisdom

### Decisiveness

## Blue Series

# Blue Series -- Level C

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 1-C</b> Week 1	Poem: "Do Good Unto the Household of Faith"	Soft & hard c sounds; <i>candy, city</i>	Correct Given Paragraphs: Believers spiritually wealthy; we need to glorify God.	Capitalize proper nouns	Punctuate poetry	Adjective & predicate adjectives	Write rhymed verse	
	Creativity; God created the world; death and life are in the power of the tongue.	Soft & hard g sounds; <i>gem, gum</i>	Correct Given Paragraphs: Carry out good works; dusty roads; foot washing; give the good news	Comma usage with a series of three or more items	Quotation marks		More rhymed verse	
	Martin Avdeitch was a shoemaker; had visitors; waited on Jesus; Jesus visited him.	Multi-syllable words: <i>hyp/o/crite, con/se/quences</i>	Correct Given Paragraphs: George Washington Carver; found what the peanut was made for	Conciseness techniques	Quotations		Rough draft of story about someone doing good works	
	Henry Richards was a missionary to Banzamateka; fruitful ministry.	Soft & hard c and g: <i>gum, gem, candy, city</i>	Correct Given Paragraphs: Curious plant doctor books became treasure chests with nuggets of wisdom	Split quotations	Prepositional phrases	Determining main subjects by identifying PP's	Final copy of story	
<b>Blue 2-C</b> Week 1	Psalms 14:2-3; when God sees us, he sees Christ in us.	Compound words	Correct Given Paragraphs: Spirit of the law; we should never break the law.	Infinitives, action verbs, Be, a Helper, Link verbs	Prepositions	Prepositional phrases	Take notes & write opening paragraph KWO: God sees us	
	Old Testament law was misunderstood; Romans 3:31; Christians in bondage	Plural nouns	Correct Given Paragraphs: God reveals a detailed picture of life and ministry of Christ.	Direct objects	Indirect objects	Predicate nominatives	KWO: Christians in bondage	
	Christ and Tabernacle candles; Christ is the light of the world; altar, veil, & incense	Homophones	Correct Given Paragraphs: Minerals in the soil; harvest removes minerals; fruits and vegetables	Noun markers (articles)	Past participles & verb phrases		Rough draft of body--personal journal entry	
	Louis XVI and Robespierre; Reign of Terror; tyranny of the masses	Sounds of <i>ch</i> : <i>christian, chief, chute</i>	Correct Given Paragraphs: 1792 divorce was legalized; worshipped reason rather than God	Making numbers & letter plural	Colons	Introductory information	Final copy of personal essay (journal entry)	

**Creativity**

**Obedience**

**Blue Series**

## Blue Series -- Level C

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 3-C</b> Week 1	Voltaire wrote inflammatory things: Bible found in almost every home; Bible in Guinness	ee-uh sounds at the end of words: a <i>Indian, envious, miscellaneous</i>	Correct Given Paragraphs: What a man sows he will also reap; God uses this to see a person's actions.	Nouns (common & proper) a person, place, thing idea	Dashes		KWO: Voltaire
	Persecution; God's authority; John Bunyan's <i>Pilgrim's Progress</i> .	Consonant clusters at the beginnings of words: <i>dodge, catch</i>	Correct Given Paragraphs: two crisis; false doctrine attacked scriptures; Emperor Anthonius Pius	Subject & predicate parts of sentences	Prefix: de	Introductory material or non-essential information	KWO: John Bunyan and <i>Pilgrim's Progress</i>
	Scientific discipline of archeology; W.F. Albright; <i>Value of the Bible</i> .	Words that end with the sound of seed; <i>concede, succeed, supercede</i>	Correct Given Paragraphs: Constantinople fell; Johann Gutenberg; William Tyndale	Subject verb agreement	Subject verb agreement with special subjects		Rough draft of body of persuasive essay
	Thermodynamics; even simple life forms are very complex.	Ey & y says long e at the end of words: <i>sorry, infinity</i>	Correct Given Paragraphs: Everything is temporary; organic evolution	Main subject	Sentences vs. clauses		Final copy of persuasive essay
<b>Blue 4-C</b> Week 1	Benjamin West, Quaker; 7-4-1776 America declared independence; <i>Sovereign in the Affairs of Men</i> .	Suffixes to root words/ final consonant doubled: <i>skipping, flogging, flogged</i>	Correct Given Paragraphs: Newly married couple; wants to be alone; prayer closet. alone with God	Then vs. than	Quotation rules	Split quotations	KWO: Benjamin West
	Nehemiah, walls of Jerusalem restore righteous life God wants for believers.	Foreign words	Correct Given Paragraphs: Supplication prayer, expression for the soul; intercession	Capitalization rules	Coordinating conjunctions	Comma usage with coordinating conjunctions	KWO: Nehemiah
	Poem: "Press on, Dear Saint, Press On"	Sounds: soft/hard c: <i>cent, can</i>	Correct Given Paragraphs: John heart condition went home after forty-six years in India as a missionary	Degrees of comparison	Colon usage		Take notes and write original poetry
	Miner put the large diamond in his leg. Thrown overboard by captain: Regent Diamond	Silent e with short i sounds or schwa: <i>favorite, promise</i>	Correct Given Paragraphs: Prayer closet privacy; helps avoid Satan, brings us close to Christ	Subordinators	Subordinate clause openers	ss	Final copy of original poetry

**Orderliness**

**Virtue**

**Blue Series**

# Blue Series -- Level C

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 5 -C</b> Week 1	Friend or enemy; Paul was an enemy of Christians in the early church: Matthew 5:46	i before e except after c unless it says ay: <i>believe, receive, neighbor</i>	Correct Given Paragraphs: Enemy--desire him harm, congratulate and show love	Strong, active verbs with helpers	Colon usage	Possessive	KWO: Paul-enemy of Christians
	Adoniram Judson died at age sixty-one; wife Emily; Jesus' dying love	Two vowels that make a long e and short e sound: <i>team, bread</i>	Correct Given Paragraphs: Love our enemies feed them and rejoice that they don't stumble.	Punctuating quotations	Nouns		KWO: Adoniram Judson
	Sun radiates five hundred sextillion horsepower. God's design; the earth receives two billion light	Ay and ey say long a at the end of words: <i>hay, hey</i>	Correct Given Paragraphs: Animals respond to day and night; affects of the sun are amazing.	Clauses vs. sentences	Subordinators	Subordinate clause openers	Final draft of original informative report
	Cowboys; cool desert night; longhorn dies; vul- tures and coyotes attack bones	Letter a says short o sounds: <i>bald, taught, law</i>	Correct Given Paragraphs: Good samaritan; Jews hated them; locate and treat injuries	Helping verbs and verb phrases	Adverbs	Subject verb agreement	Final copy of informative report
<b>Blue 6 -C</b> Week 1	Reverence; Hebrew shachah; Vietnam War; Prisoners held in camps.	R-controlled words say long a: <i>bare, hair, bear</i>	Correct Given Paragraphs: Sermon on the Mount: Matthew 5: 38-42; God brings punishment.	Writing with nouns and pronouns	ing openers	Words that show order or sequence	KWO: Vietnam War
	Savings account pays interest; the longer money is invested the more money is earned.	Pinched diphthongs: <i>foul, fowl</i>	Correct Given Paragraphs: Marinus went to magistrate; wanted to become centurion	Coordinating conjunctions	Change y to i when adding es to words: <i>bunny, bunnies</i>	Past participles	KWO: Saving accounts
	Restitution--Dollar value of damages; discretion of courts, restitution	Long double o sounds: <i>rouge, group</i>	Correct Given Paragraphs: Lions are untameable; tame lion killed boy.	Nouns markers (articles)	Adjectives		Rough draft of comparing/contrasting report
	Nazis -- Albert Speer -- Third Reich, said he wasn't guilty; he confessed and was not executed.	Words with s saying z: <i>as, wise</i>	Correct Given Paragraphs: Current law system; feudal courts (Middle Ages) God gave the law to his people.	Preposition	Prepositional phrase openers		Rough draft of comparing/contrasting report

## Blue Series

Love

Responsibility

## Blue Series -- Level C

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Grammar or Structural Analysis	Composition
<b>Blue 7 C</b> Week 1	God's laws; minced oaths; do not take the Lord's name in vain.	Confusing endings: <i>rampant, difference, chance</i>	Correct Given Paragraphs: Character: trustworthy; make careless promises; make promises good.	Prefix re	Action verbs	Adverbs	KWO: God is law
Week 2	Loon, journey south; tried to take off; ate too many fish.	Silent <i>gh</i> : <i>through, neighbor, blight</i>	Correct Given Paragraphs: God blinds the eyes of pursuers; soldiers; bloom, family; trap door	Subordinators	Subordinate clause openers	Introductory material	KWO: Loons
Week 3	King David -- Ark of God to Jerusalem. God's instructions on how to move the ark	Le grabs the consonant before it: <i>Bible, table</i>	Correct Given Paragraphs: Legal system; penalties; Jezebel; Proverbs 25:18; God destructs perjures.	Hyphenated words	Understood subject	Sequencing and enumerating	Rough draft body of original instructional essay
Week 4	Twenty greatest unanswered questions of science; Job learned four thousand years ago about science.	<i>Shun</i> and <i>chun</i> at end of words: <i>salvation, question</i>	Correct Given Paragraphs: Bodies are temples; doctors are advisors; you have responsibility.	Be, a Helper, Link verbs	Helping verbs and verb phrases	Negative words and double negatives	Final copy of instructional essay
<b>Blue 8 C</b> Week 1	Fear of the Lord; moral purity; Proverbs 16:6 thought, word; and deed judged by the Lord	Rule breakers: <i>dessert, desert</i>	Correct Given Paragraphs: Metaphor similes = foxes are crafty. similes use words <i>like</i> and <i>as</i> .	Five parts of sentence (CAVES)	Semi-colon usage		KWO: Fear of the Lord
Week 2	Limbs of wild trees (sense) fruit trees need pruned; bark, leaves, flowers, and fruit are observed	Foreign words	Correct Given Paragraphs: God led Israel to the Promise land; Paul's freedom from guilt.	Prepositions	Prepositional phrases		Take notes and write original comparison paragraph KWO
Week 3	Raccoon saw bright object; farmer had trap for him; raccoon had to chew his foot off.	Two consonants in middle of words; first syllable short: <i>hap/py, film/sy</i>	Correct Given Paragraphs: Diseases and insects attack trees; need pruned; dutch elm disease	Possessive nouns	Main subjects		Rough draft body of original informative report
Week 4	Body cold for too long; gangrene means eating sore; minor injuries frost bite and poor circulation	Open syllables have a long vowel sounds: <i>o/bey, be/tween</i>	Correct Given Paragraphs: Gangrene; pain and blood pressure; brown, foul, smelling fluid	Subject and predicate	Adverbs	Ly Openers	Final copy of informative report

Wisdom

Decisiveness

Blue Series

# Green Series-- Level Pre A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Composition
<b>Green 1- Pre A</b> Week 1	After the flood; all spoke the same language; God changed their speech because of sin.	Plural nouns: <i>dog, dogs, mess, messes</i>	Correct Given Sentences: After flood, people spoke the same language.	Prepositions			KWO for sentence writing
	Clara was alert to people's needs; Clara Barton started the Red Cross.	Plural nouns: <i>child, children</i>	Correct Given Sentences: Clara Barton; nurse started the Red Cross.	Prepositions			KWO for sentence writing
	Our eyes see light reflected off objects; focus, eye problems teach us about spiritual problems.	<i>y = my, fly</i>	Correct Given Sentences: eyes, light, focus, near-sighted people see close up.	Main subjects			Take notes for one-two paragraph book report; write a rough draft
	Get scared; eyes get wider; get cold--goose bumps; God made our bodies alert.	<i>Ch says ch: choo, choo</i>	Correct Given Sentences: Scared, eyes widen, goose bumps	Adjectives			Final copy of original book report
<b>Green 2 - Pre A</b> Week 1	Hudson Taylor, missionary to China; got his body ready; translated the book of Luke into Mandarin	Homophones: <i>one, won</i>	Correct Given Sentences: Hudson Taylor missionary to China. Taught himself how to speak Chinese.	CAVES			KWO for sentence writing
	George Whitefield -- Gospel preacher; projected his voice; pressure on vocal cords	Silent <i>e: kite, tame</i>	Correct Given Sentences: George Whitefield, projected his voice when he preached.	Verbs			KWO for sentence writing
	Susanna Wesley was a godly woman; John Wesley washer son; he wrote while riding his horse.	Two vowels first make the first vowels long sound: <i>glue, need</i>	Correct Given Sentences: Susanna and John Wesley	Be, a Helper, Link verbs			Writing journal entry/ personal essay
	Bees look for pollen; scout bee, tell other bees; Christians need to be telling others about God's love.	<i>Th</i> : diagraph: <i>the, thin</i>	Correct Given Sentences: Teller bees come back and tell where to get pollen.	OCCTI			Final copy of personal essay/ journal entry

**Alertness**

**Self-Control**

## Green Series



## Green Series -- Level Pre A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural	Second editor Duty	Composition
<b>Green 3 - Pre A</b> Week 1	God made Adam from dust; He breathed air in him; our bodies have eighteen elements, water most common	Prefix <i>un</i> , re: <i>undo</i> , <i>redo</i> , <i>remake</i>	Correct Given Sentences: Bodies dust, with God we have life.	Proper nouns: people and places			KWO for sentence writing
	William Borden to Egypt to serve the Lord; he died young; he gave up everything to follow Christ.	Ck at the end of words: <i>duck lack</i>	Correct Given Sentences: William Borden missionary to Cairo	Coordinating conjunctions			KWO for sentence writing
	Church leader was proud in spirit; focused on the good he did; asked for God's mercy	Hard c: <i>cat, comb</i>	Correct Given Sentences: Proud man vs. godly man	Proper nouns			Writing a rough draft story/outline original story
	Weasel--skilled in fighting and very fast; God wants us to use our strength to help others.	Short vowels that end in double consonant: <i>Fluff, small</i>	Correct Given Sentences: Weasel--quick reflexes kills animals quickly.	Synonyms and antonyms			Final copy of original story
<b>Green 4 - Pre A</b> Week 1	Prodigal son ran away; spent his money; went home to father and repented	Compound words: <i>doghouse, within</i>	Correct Given Sentences: Prodigal son ran out of money, returned home.	Noun markers			KWO for sentence writing
	Fallow ground--dry and hard; Charles Finney preached in New York; changed the town.	Hard and soft g: <i>gift, get</i>	Correct Given Sentences: Fallow ground; William Finney preached at revivals.	Three types of sentences			KWO for sentence writing
	Plows ground, one row at a time; metal plows; huge tractors loosen the soil for planting.	Possessive nouns: <i>dog, dog's</i>	Correct Given Sentences: Plows loosen the soil for planting.	Transitions words			Rough draft of Informative report on farm machinery
	Mary Slessor, missionary to Africa; had many fears, knew things that were hard for her	Ar words: <i>art, card, part</i>	Correct Given Sentences: Mary Slessor missionary	Nouns			Final copy of informative report on farm machinery

### Gratefulness

### Humility

## Green Series

# Green Series -- Level Pre A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Composition
<b>Green 5 - Pre A</b> Week 1	Shimei was mean to King David; King David ran away; he was meek; Moses was strong.	Open syllables: <i>o/pen, he</i>	Correct Given Sentences: Meekness vs. strong; Shimei said mean things to King David	Adverbs: <i>ly</i> words: <i>really, gladly</i>			KWO for sentence writing
	Bud-trained police dog; learn to obey; rescue dogs help police	Oo sounds: <i>foot, boot</i>	Correct Given Sentences: Trained dogs-rescue dogs	Pronouns: <i>he, she, they</i>			KWO for sentence writing
	Gladys Alyward--missionary to China; people were mean to her; she showed God's love.	Contractions: <i>I'm, can't</i>	Correct Given Sentences: Gladys Alyward missionary showed God's love.	Adjectives			Rough draft of biographical report
	Heaven is a perfect place; Jesus was friends with Jews; he gave up everything for us.	Short vowel words that end in double consonant: <i>fluff, small</i>	Correct Given Sentences: Heaven is perfect; Jesus died for us.	Five parts of a sentence OCCTI			Final copy of biography
<b>Green 6 - Pre A</b> Week 1	Hungry--food; thirsty--water; David hungered and thirsted for God.	Letter a says short o sound: <i>talk, small, all</i>	Correct Given Sentences: Hunger and thirst for God.	Alphabetizing			KWO for sentence writing
	Ants small but work hard; The Bible says ants show us how to be diligent.	Ng: sounds: <i>sing, long</i>	Correct Given Sentences: Ants work hard; they show us how to be diligent.	Ly openers			KWO for sentence writing
	Monk lived in Rome and stopped fights in the name of Jesus.	Ea says short e: <i>bread, head</i>	Correct Given Sentences: Telemachus stopped fights.	Sequencing words			Rough draft for informative report
	Pilgrims went to New World to seek God on a ship called the Mayflower.	Or says short e: <i>word, work</i>	Correct Given Sentences: Pilgrims seek God in the New World.	Pronouns			Final copy of informative report

**Meekness**

**Diligence**

## Green Series

# Green Series -- Level Pre A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Composition	
<b>Green 7 - Pre A</b> Week 1	Gorillas--mean/gentle; live in groups in good families; male guards his family	Double consonant in Middle = first syllable short: <i>hap/py, kit/ty</i>	Correct Given Sentences: Gorilla families live in groups.	Action verbs			KWO for sentence writing	
	William and Catherine helped poor people in England; started East London Revival Society	Suffixes: <i>harmful, joyful</i>	Correct Given Sentences: William and Catherine Booth helped people.	Be, a helper, link verbs			KWO for sentence writing	
	Man went on a trip; bad men hurt him; church leader walked by him; helpful men came by (Good Samaritan)	Two vowels make first vowel long: <i>lead, road</i>	Correct Given Sentences: Man hurt poor man; church leader walked by him.	Adverbs				Rough draft letter
	Body had 206 bones; bones held together by sacs; bitterness make bones weak	Y at end of two syllable words: <i>happy, daddy</i>	Correct Given Sentences: Bones in body break and diseases	Five Parts of a Sentence CAVES				Final copy of letter
<b>Green 8 - Pre A</b> Week 1	George did not have food for children; cried out to God; baker brought bread and rolls (Mueller)	Homophones: <i>to, two, too</i>	Correct Given Sentences: Food needed; God was faithful; baker brought bread.	Interjections			KWO for sentence writing	
	Silver and gold are impure; heat to make dross come to the top; make sure metal is pure	Magic e words: <i>made, cake</i>	Correct Given Sentences: Impure gold and heated silver skim off dross.	Homographs			KWO for sentence writing	
	Poem: "Pure Gold Heat Up," take off dross; refined gold worthy value	Ay words: <i>bay, day</i>	Correct Given Sentences: Heat gold to make pure, remove dross	Lines of rhymed verse couplets				Rough draft of poetry/write original couplets
	Naaman was sick; Elisha helped him; Naaman tried to give Elisha gifts; his servant stole the gifts.	Ch says <i>ch: choo, choo</i>	Correct Given Sentences: Naaman/Elisha servant stole	Confusing words: <i>are, our</i>				Final copy of original poem

## Gentleness

## Sincerity

## Green Series

# Green Series -- Level A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Essay
<b>Green 1-A</b> Week 1	People followed Jesus; some traveled one hundred miles to hear His Sermon on the Mount	Long first vowel with silent e at the end: <i>cake, bite, bike</i>	Correct Given Paragraphs: People of Babylon; God created different languages;	Main subjects	Adjectives	Correct Given Paragraphs: 1776 and Christmas	KWO: People follow Jesus
	Eyelids sweep up and down to wet the eye; Tear glands keep eyes moist and clean.	Long e sound in ee and ea words: <i>keep, leak</i>	Correct Given Paragraphs: Palestine is where Christ performed many miracles; walked on water	Reading quoted words	Compound words	Correct Given Paragraphs: Jesus met Zacchaeus	KWO: Eyelids help wet eye
	God knows things we cannot see; God sees all that is in our hearts; God sees all things.	Double consonant with first vowel making its short sound: <i>hap/py, sil/ly</i>	Correct Given Paragraphs: A myopic Christian sees only his own desires	Prepositions	Prepositional phrases	Correct Given Paragraphs: Dedicate ourselves to God	Write an original scientific/informative report
	Oh, What a happy child am I; so weep or sigh because I'm blind, I can't and I won't.	One vowel is long combo: <i>ild, ind, old</i>	Correct Given Paragraphs: Emergency needs quick and clear decision; central nervous system	Contractions	Rhymed verse (A-B-C-B) rhymed scheme	Correct Given Paragraphs: Nervous system has on/off switch	Final copy science/informative report
<b>Green 2-A</b> Week 1	Bees live only five-six weeks because they overwork; God gave Israelites one day off a week.	Two sounds of ear: <i>hear, pear, dear, bear</i>	Correct Given Paragraphs: John on the Island of Patmos; Greek alphabet helps us understand NT.	Subject and predicate parts	Sentences: five parts of a sentence CAVES	Correct Given Paragraphs: Journals of John Wesley	KWO: Bees and Israelites
	Lillian Trasher, missionary to Egypt; men wanted to kill Christians; Lillian rescued two babies.	Homophones and confusing words: <i>there, their</i>	Correct Given Paragraphs: Antioch failed to destroy Jewish culture; five Macabee sons revolted	Action verbs	Be, a helper, verbs		KWO: Lillian Trasher
	Shadrack, Meshack, and Abednego refused to bow down to King Nebuchanezzar.	Two vowels together make long sound: <i>bee, rain, seem, die</i>	Correct Given Paragraphs: Math applies to understand God	Adverbs	Combine two complete sentences with CC	Correct Given Paragraphs: Constantine was first Christian ruler; Rome began to crumble.	Write an original informative report
	Enthusiastically obey the Holy Spirit; put your heart and soul into everything you do.	Ng words: <i>thing, bang, strong</i>	Correct Given Paragraphs: Mayflower Compact; American colonies; 1770 tensions grew	Writing with nouns and pronouns interchangeably	Verb phrases		Final copy of original informative report

**Alertness**

**Self-Control**

**Green Series**

## Green Series -- Level A

Unit- Level- Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second editor Duty	Composition
<b>Green 3-A</b> Week 1	Poem: Thank-you God, that we are one. For all things I call my own, are really gifts from you.	<i>Th</i> digraphs: hard <i>th</i> ( <i>the</i> ); soft <i>th</i> ( <i>thin</i> )	Correct Given Paragraphs: People's ideas of God; idolatry will not be faithful; all of God's character	Rhyme scheme in poetry	Proper nouns		Writing original poetry
Week 2	Ten men called "Jesus, Jesus." He told them to go to priest; they felt better; one said thank-you	<i>A</i> Says short <i>o</i> : <i>call, all, walk</i>	Correct Given Paragraphs: Traveling musician; he was poor; went to prison; George Handell	Capitalization rules	SSS5 super sentence of five words		KWO: Ten men go to Jesus
Week 3	Boastful Pharisees and lowly publican asked God for mercy; He forgave him.	<i>Kn</i> and <i>ph</i> : <i>knew, know, orphan, pharisee</i>	Correct Given Paragraphs: Publican prayed in humility and asked God's forgiveness.	Suffixes that don't change spelling of root words	Subordinate/ clauses vs. sentences		Rough draft of original informative report
Week 4	1741 George Fredrick Handel; wrote his greatest work called Handel's "Messiah."	Numbers: <i>two, ten, twenty, one hundred</i>	Correct Given Paragraphs: Eyelids droop; blinking eyes moist and clean eyes	Dates, numbers, and text	Interjection sentence openers		Final copy of informative report
<b>Green 4-A</b> Week 1	Prodigal son afraid to go home and repent; his father forgave him and threw a party.	Double consonant in the middle of words: <i>sorry, sinned</i>	Correct Given Paragraphs: Greek language complicated; in John 2:14 Paul used the future tense	Prefix <i>un</i> Verb phrases	Three types of sentences		KWO: Prodigal son goes home
Week 2	Plow turns top soil below, plows compressed plow pan; this can happen in a person's heart.	<i>Oi</i> : <i>soil, toil, foil</i>	Correct Given Paragraphs: Break up the fallow ground; hearts become matted down; repenting	Compound words: <i>inside, sandbox</i>	Commas separating items in a series		KWO: Plow pan, people's hearts
Week 3	Marcus hurt his sister; his dad talked to him; he felt closer to God when he lived the Golden Rule.	Short vowel words: <i>had, bed, him, dog, run</i>	Correct Given Paragraphs: Prodigal son did not like rules; ran away then returned home	Prepositions	Prepositional phrase openers		Rough draft of original personal essay
Week 4	Jonathan Edwards told people the truth; he inspired the Great Awakening with his sermons.	Double consonant in the middle of words: <i>hap/py</i>	Correct Given Paragraphs: Lawyers ask questions; God knows all the answers, reveals truth	Nouns: common and proper	Main subjects		Final copy of original personal essay

**Gratefulness**

**Humility**

**Green Series**

# Green Series -- Level A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Composition
<b>Green 5-A</b> Week 1	Bread is a valuable staple; made from wheat; needs water and sun; Christians need God in order to grow.	Consonant blends: <i>free, clean, small</i>	Correct Given Paragraphs: Meekness should be a quality of a believer; a meek person trusts God.	Five things in a paragraph OCCCTI	Subject and predicate part		KWO and Write an Original Opening Paragraph
	Grasshopper's double life, locusts were a plague; resisting God's will is the opposite of meekness.	Open syllables with long first vowel; <i>be/gan, Bi/ble, o/pen</i>	Correct Given Paragraphs: Otto Koning was a missionary to Indonesia his pineapples were stolen.	Adjectives / Action verbs	Possessive nouns		KWO: Grasshoppers and resisting God
	Too-wan had been a Christian for twenty years; learned to love and be kind to his neighbors	Sounds of <i>or: worm, hom</i>	Correct Given Paragraphs: Mr. Koning was God's junk fixer; he won many souls.	Contractions	Pronouns		Rough draft of personal essay
	Oxen yoked together; Paul warned not to be yoked with non-Christians.	<i>Er, ir, ur</i> makes sound of <i>er</i> sound: <i>her, fir, bur</i>	Correct Given Paragraphs: God appeared to Moses in the burning bush; Moses led his people.	Adverbs	Semi-colons		Final copy of personal essay
<b>Green 6-A</b> Week 1	Squanto was a slave in 1605; became friends with the Pilgrims; he also became a Christian.	Y Says ee at the end of two syllable Words: <i>sorry, merry</i>	Correct Given Paragraphs: God sent His Son into the world; He fulfilled God's laws.	Subordinators	Subordinate clauses	Correct Given Paragraphs: David hungered and thirsted after God. Expressed it in the Psalms	KWO: Squanto, friend or Pilgrims
	George Carver was born a slave; read as he scrubbed the floor; found a use for the peanut	Short and long oo: <i>took, book</i>	Correct Given Paragraphs: Adam Clarke's mother taught seven children to fear God.	Clause vs. sentence subordinators/ subordinate clauses	SSS5 sentence of five words or fewer		KWO: George Carver and peanuts
	God's Holy Word is the Bible; He guided Moses to write parts; Jesus' disciples wrote part of it.	<i>Ou</i> says long and short oo in <i>ould, ought, ouge: would, rouge, through</i>	Correct Given Paragraphs: Shepherds must be aware of the dangers their sheep face.	Interjection sentence openers	Capitalization		Rough draft of original report on the Bible
	Kayla didn't think she'd ever learn to skate; kept on trying; stuck to it and learned to skate	<i>Ng</i> words: <i>sang, sing, song, sung</i>	Correct Given Paragraphs: Squanto was sold into slavery; God used him to help the Pilgrims.	Quotation rules	Writing quotations/ three types of sentences		Final copy of report on Bible

## Meekness

## Diligence

## Green Series

# Green Series -- Level A

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second editor Duty	Composition	
<b>Green 7-A</b> Week 1	Traveler to Jerusalem was beaten and left for dead; Levite did not help; Good Samaritan helped him.	<i>Ei</i> says <i>ay</i> : <i>weigh</i> , <i>vein</i> , <i>feign</i>	Correct Given Paragraphs: Lady says myrrh bush is bitter, Marie says she is bitter, myrrh is perfume.	Verbs	Passed vs. past/ strong verbs		KWO: Good Samaritan	
	Fanny Crosby was blinded as a child; she went to NY school for the blind; she wrote many hymns.	Two vowels say a long vowel sound: <i>treat</i> , <i>speak</i>	Correct Given Paragraphs: Grandma read Bible to me; I accepted Christ at age three; Fanny Crosby	Proper nouns	Possessive noun/ capitalization rules	Correct Given Paragraphs: Fanny Crosby's hymns, she wrote eight thousand of them.	KWO: Fanny Crosby	
	King Saul tried to kill David; David spared Saul's life, Saul never tried to kill David again.	Sounds of <i>ea</i> : <i>great</i> , <i>beat</i> , <i>year</i> , <i>head</i> , <i>heart</i>	Correct Given Paragraphs: Hebrew word for herb is same as word for plant; God created herbs.	Adding <i>ing</i> to words that End in <i>e</i> : <i>hiding</i> , <i>caring</i>	Prepositions		Correct Given Paragraphs: Lord is judge over all the earth.	Informative report about someone who did or did not show mercy
	Dolphins will help others in danger; live in pods; have saved dogs and humans	Double consonant in middle of two syllable words: <i>hap/py</i> , <i>fun/ny</i>	Correct Given Paragraphs: Bones are held together by cartilage sockets; rides on a cushion of oil	Contractions			Correct Given Paragraphs: Stress affects our bodies. It creates adrenaline.	Final copy of original report about someone who did or did not show mercy
<b>Green 8-A</b> Week 1	God made Daniel wise; he always obeyed God; Daniel was thrown in lion's den; God saved him.	Hard <i>c</i> : <i>cat</i> , <i>camp</i>	Correct Given Paragraphs: Prayer in Greek means to worship; worshipful heart is tuned to God	Possessive pronouns	Capitalization words	Correct Given Paragraphs: God answered prayers of George Mueller, because he had a pure heart.	KWO: Daniel was wise	
	Gold and silver are heated to make impurities float to the top (dross); needs refined many times	Soft <i>c</i> : <i>city</i> , <i>center</i>	Correct Given Paragraphs: George Mueller opened an orphan house in 1836; he spent hours praying.	Homophones: <i>to</i> , <i>too</i> , <i>two</i>	Coordinating conjunctions	Correct Given Paragraphs: Double minded means you will have a divided heart.	KWO: Gold and silver refined	
	Opportunistic agents, virus, bacteria, parasites; these make people sick; good and bad bacteria	Sight words: <i>the</i> , <i>from</i> , <i>what</i>	Correct Given Paragraphs: Silver and gold refined by heat; dross floats to top; needs refined seven times	Be, a Helper Link verbs	Five things sentences must have CAVES	Correct Given Paragraphs: Christian families wanted the U.S. to be founded on godly principles	Write body of scientific/informative report	
	Dear God, I leave my needs in your hands; confident you will answer my prayer, Amen	Sounds of <i>ou</i> : <i>you</i> <i>through</i>	Correct Given Paragraphs: Viruses are organisms that cause infection on healthy bodies.	Adjectives	Series of three of more items	Correct Given Paragraphs: Church needs to be a strong body and resist false doctrine	Final copy of scientific/informative report	

## Gentleness

## Sincerity

## Green Series

# Green Series -- Level B

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Composition
<b>Green 1-B</b> Week 1	Marie hated glasses; she went to an optometrist; she got glasses; for the first time she could see clearly.	Or says er: word, world	Correct Given Paragraphs: Alexander the Great conquered the known world; Greek was spoken.	Adverbs	Ly words	Correct Given Paragraphs: Study God's Scriptures; experience God's promises	KWO and outline and write original continuing paragraph
Week 2	A pipe that weighed eighteen hundred pounds rolled over a boy; Arnold lifted the pipe; later he could not do it	Gh is silent or Says ff: eight, tough	Correct Given Paragraphs: After battle loss Washington read Paine's "The Crisis" to his men.	Prepositions and main subjects	Prepositional phrases	Correct Given Paragraphs: Jesus traveled and taught	KWO: Pipe rolls over boy
Week 3	Right eye offends; pluck it out; right hand offends cut it off; Matthew 5:29-30	Double consonant in the middle of word makes first syllable Short: sun/ny, hap/py	Correct Given Paragraphs: Wedding in Cana; Jesus turned water into wine; Christ's first miracle	Semi-colon usage	Reference materials		Rough draft for report on vision problems
Week 4	Eyes do not see objects; sees light reflected; curved surfaces is called a cornea	Open syllables are long: Bible, be/long	Correct Given Paragraphs: Cataracts; aging, diseased lenses, evil causes spiritual lenses to cloud	Strong active verbs with helpers	Subject and predicate parts of a sentence	Correct Given Paragraphs: Study of the law; need to have objective legal and moral standards	Final copy for informative report on vision problems
<b>Green 2-B</b> Week 1	Daniel and Samson; similar leaders followed God's directions; Samson eyed a woman.	A, e, i, o, u, made schwa sound: against, counselor	Correct Given Sentences: Enthusiasm; emotion is contagious; we need to serve God with enthusiasm.	Noun markers (articles)	Plural nouns	Correct Given Paragraphs: Daniel's friends refused to bow; Shadrack, Meshach, and Abednego	KWO: Daniel and Samson
Week 2	Janet did not come when her mother called. Her mother waited fifteen minutes.	Suffixes change the spelling of foot Words: fulfilling	Correct Given Paragraphs: God's judgment; geology	Past participles	Speech tags		KWO: Janet doesn't obey
Week 3	John Wesley is an inspiration to Christians; David Brainerd influenced John Wesley.	Number words	Correct Given Paragraphs: King Charlemagne could not write; needed his advisors	Homophones: to, too, two	Conjunctive adverbs	Correct Given Sentences: Hebrew word Torah means law. God's laws	Rough draft for original journal entries (personal essay)
Week 4	1770 King George III wanted to place colonies under his control; America declared independence.	sh, th, ch, and wh digraphs: short, the, what, thin, choke	Correct Given Paragraphs: Alfred the Great was King of England; he prayed and wept before God.	Dates, numbers and places in text	Positive, comparative, & superlative words	Correct Given Paragraphs: We need air to speak. Greek word for air is pneuma.	Final copy of journal entries (personal essay)

**Alertness**

**Self-Control**

**Green Series**



## Green Series -- Level B

Unit- Level- Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Composition
<b>Green 3-B</b> Week 1	Ruth had been through many sorrows; she trusted God for her needs; Boaz and Ruth married; had a son	Hard and soft g: <i>game, gem</i>	Correct Given Paragraphs: Nebuchadnezzar brought Israelites back to Babylon for slave labor.	Subordinators	Subordinate clause		KWO: Ruth and Boaz marry
	Eyelids are shields to protect our eyes; God gave us shields of faith to protect spiritual sight.	Spelling for er: <i>her, turn, first, syrup, sugar</i>	Correct Given Paragraphs: Nebuchadnezzar boasted in his power and went mad.	Commas after introductory material	Main subject and subject-verb agreement		KWO: Eyelids shield our eyes
	Publican thanked God for everything; Pharisee praised himself; those who exalt themselves will be abased.	Hard and soft c: <i>cat, cent</i>	Correct Given Paragraphs: The Lord freed the children of Israel; the musicians praised God.	Synonyms/antonyms introductory material	Ellipsis marks (...) Objective and subjective case of pronouns		Write factual, comparative descriptive paragraphs
	"Come Ye Thankful People Come, Raise the song of Harvest Home" (old Hymn of Thanksgiving)	Le grabs consonant before it: <i>Bi/ble, fid/dle</i>	Correct Given Paragraphs: Jonah was angry at God; God showed him mercy in the fish.	Possessive nouns	Understood subject Poetry		Final copy factual, comparative paragraphs
<b>Green 4-B</b> Week 1	Three forces make a plow work, pull, lift push-down and turns over the soil for planting	Ow and ow says <i>ou</i> as in <i>ouch: foul, down</i>	Correct Given Paragraphs: Prodigal son demanded his inheritance; money and friends vanished.	Adjectives OCCTI	Words that show order or sequence		KWO: Three forces of a plow
	America lost love for God; Jonathan Edwards told people the truth; Edwards preached powerful sermons.	Ea says long e, short e, and long a: <i>bead, bread, great</i>	Correct Given Paragraphs: Jonathan Edwards had four sisters; in 1716 he enrolled in college; early training	Series of three or more items with nouns and pronouns interchangeably	Five parts of a sentence (CAVES)	Johnathon Edwards maintained a pure life. He had nine children	KWO: Jonathon Edwards
	Prodigal son took his inheritance and went far away; his father welcomed him back.	R-controlled words: <i>far, for, her, burn, fir</i>	Correct Given Paragraphs: Plants die from too much water or not enough; balance is needed	Comma usage two complete sentences (cs) with cc	Various conjunctions Past participles		Rough draft of original story
	Tears are formed in lacrimal glands; tears wash eyes; special chemicals retard bacteria	O says short u: <i>love, blood, couple</i>	Correct Given Paragraphs: Ezra cast himself down before God; mourning is an emotional response.	Fanboys Prepositional phrase openers	Prepositions		Final copy or original story

### Gratefulness

### Humility

## Green Series

# Green Series -- Level B

Unit- Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Composition
<b>Green 5-B</b> Week 1	"Trust me, it was an accident," said Millie; beautiful spirit of forgiveness; some things are accidents; not place blame	Contractions vs. possessive pronouns	Correct Given Paragraphs: When serving others we should not expect a reward.	Subject and predicate part of main subject of sentences	Paragraph formation in dialogue Punctuating quotations		KWO: Spirit of forgiveness
	Two oxen yoked together; must work as a team; two different animals do not work together.	Uncommon spelling for plural nouns: <i>man- men, child- children</i>	Correct Given Paragraphs: Mr. Koning closed the clinic because the tribesman stole his pineapples.	Passed vs. past	Nouns	Correct Given Paragraphs: Mr. Koning begged God for help; needed to fix any junk for natives.	KWO: Oxen work as team
	Not natural to be meek; we need a relationship with God to be meek.	<i>l</i> before <i>e</i> except after <i>c</i> unless it says <i>ay</i> : <i>yeild, vein, receive, weight</i>	Correct Given Paragraphs: Wheat is a fruit; it grows from seeds; meekness is a fruit of the Holy Spirit.	Colon usage	Action verbs infinitives; Be, a Helper, Link verbs		Rough draft original informative report
	New recruits in training camp; need to obey drill sergeants, dentist office aching jaw	Open syllable is long syllable: <i>o/pen, Bi/ble</i>	Correct Given Paragraphs: God made and kept a covenant; He sealed his covenants in His blood.	Possessive nouns; (possessive common nouns)	Strong action verbs with helpers	Correct Given Paragraphs: Teeth are for eating, speaking, and our appearance. We need healthy teeth.	Final copy of informative report
<b>Green 6-B</b> Week 1	Analogy: sheep and Christians; sheep need a shepherd; we need the Lord.	Sounds of <i>ch</i> : <i>Christ, chief, chute</i>	Correct Given Paragraphs: Righteousness important in Scriptures; man cannot be righteous.	Proper nouns	Similies and metaphors Prepositions	Correct Given Paragraphs: Nehemiah was a man of God. He prayed for the nation of Israel.	KWO: Sheep and Christians
	Hunger and thirst are built-in influences to help nourish us, God also nourished his children.	Sounds and spellings of the letter <i>y</i> : <i>yam, baby</i>	Correct Given Paragraphs: Tracy was a surgeon; Adam was a minister of God; God taught Adam.	Adjectives	Double and triple adjectives Prepositional phrase openers	Correct Given Paragraphs: Adam Clarke was dedicated to Christ; he became a minister	KWO: God nourishes His children
	No place in England for God-fearing families; so some came to the New World	Words with suffix <i>ment</i> : <i>government, contentment</i>	Correct Given Paragraphs: Lions, bears, and wolves are dangerous to sheep; shepherds care for sheep.	Hyphenated words	Capitalization words Subordinatos	Correct Given Paragraphs: Those who desire change in the church were called Puritans. Preachers became trained.	Rough draft of informative report about Pilgrims
	Adam lived for social status; jealous of the clothes the other boys had; did not respect authority	Hard and soft <i>c</i> : <i>cat, cent</i>	Correct Given Paragraphs: Squanto was an English speaking Indian who helped the Pilgrims.	Adverbs ( <i>ly</i> words to others)	Subordinate clause openers	Correct Given Paragraphs: Infants need to wean from milk to solid food. Christians need the meat of God's Word.	Final copy of informative report about Pilgrims

**Meekness**

**Diligence**

**Green Series**

# Green series -- Level B

Unit- Level- Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second editor Duty	Composition
<b>Green</b> 7-B Week 1	Ball hit Ronny on the forehead; older boy took him to first aid; Ronny appreciated the help.	Ue words: <i>blue, rescue</i>	Correct Given Paragraphs: Man went to Jerusalem; he was beaten; Good Samaritan helped him.	Quotation rules	Capitalizing references to people Capitalization rules	Correct Given Sentences: "Safe in the Arms of Jesus" knows no cultural or national boundaries	KWO: Ronny hit with ball.
	Prisoners learned the song, "Safe in the Arms of Jesus," by Fanny Crosby, who wrote eight thousand hymns.	Spellings for oo sound: <i>school</i>	Correct Given Paragraphs: Fanny Crosby said the first thing she will see is her Savior.	Subordinators	Subordinate clause openers	Correct Given Sentences: 250,000 seed-bearing plants, man consumes the products of herbs, products of soil.	FKWO: Fanny Crosby writes eight thousand hymns
	We need to forgive offenders, bitterness causes our bones to dry up and age prematurely.	Tion says <i>shun</i> or <i>chun</i> : <i>portion, invention</i>	Correct Given Paragraphs: Stems and leaves are fibers; our bodies need fiber to prevent disease.	<i>Affect/effect</i>	Coordinating conjunctions Comma usage with coordinating conjunctions	Correct Given Paragraphs: Government has power and authority. God is all powerful.	Rough draft cause and effect report
	Fanny Crosby's hymns were sung at Dwight Moody's revival services.	Ng words: <i>sing, rung</i>	Correct Given Paragraphs: Bitterness hinders a person; newborns have three hundred bones.	Introductory material	Appositives (re-namers)	Correct Given Paragraphs: Arthritis is when joints are inflamed. Cruelty, bitterness and anger harm us physically.	Final copy of cause and effect report
<b>Green</b> 8-B Week 1	Viruses are smaller than bacteria; attacks cells; viruses can disguise themselves and poison cells.	Two consonants at the end of one syllable words contain short vowel sound: <i>hill, miss</i>	Correct Given Paragraphs: Prayer in Greek means to worship; prayer is expressed in reverence.	Verbs: action, infinitives, be, a Helper Link Verbs	Direct objects Five things in a paragraph OCCTI	Correct Given Paragraphs: George Mueller had an orphan house. The Lord was the great provider	KWO: Viruses smaller than bacteria
	Chicago was destroyed by a fire; Spafford sent family to England; his three daughters died in a shipwreck.	Double consonant in middle of word makes closed syllable have short sound: <i>after</i>	Correct Given Paragraphs: George Mueller saw starving kids; he gave them bread.	<i>Lie/lay</i>	Negative words Double negatives	Correct Given Paragraphs: True gold melts into yellow liquid. Fool's gold bums and sizzles. Pure gold and silver wear down fast.	KWO: Chicago destroyed; Spafford goes to England
	John Newton was a captive of a slave ship; he was captured by pirates and made a slave.	Oi and oy diphthongs: <i>soil, toil, foil</i>	Correct Given Paragraphs: Pure in heart glorify God; double minded Christians are not sold out to God.	<i>Sit/set</i>	/ng openers	Correct Given Paragraphs: Values of society are undermined by pluralism. Judgements are made.	Rough draft of biographical report
	The need for pure hearts and hands in both the Old and New Testaments.	Words containing gn: <i>gnaw, gnat</i>	Correct Given Paragraphs: Virus occupies living cells; strong cells resist virus; virus attack weak cells	<i>Rise vs. raise</i>	Nouns Are vs. our	Correct Given Paragraphs: Viruses are infectious organisms. Strong cells resist viruses. Weak cells allow viruses in.	Final copy of biographical report

**Gentleness**

**Sincerity**

**Green Series**

# Green Series -- Level C

Unit-Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Composition	
<b>Green 1-C</b> Week 1	After a loss in battle, George Washington read his men Thomas Paine's "The Crisis."	Hard and soft c sounds: <i>candy, city</i>	Correct Given Paragraphs: God created many languages after the flood.	Prepositions	Prepositional phrases Determining subjects by identifying prepositional phrases	Correct Given Paragraphs: Jesus saw the needs of the multitudes. So should we.	KWO: George Washington reads to men.	
	Pen can do good or harm; Karl Marx's "Das Kapital" made Vladimir Lenin a cruel man.	Hard and soft g sounds: <i>general, God</i>	Correct Given Paragraphs: Sea of Galilee resembles a harp; Jesus preached and healed around this sea.	Comma usage with three or more items	Quotation marks	Correct Given Paragraphs: Jesus visited Jericho, met a tax collector Zacchaeus,	KWO: Take notes and write original opening paragraph	
	Matthew 7:3-5: Cast the beam from own eye so you can see to cast the beam out of other's eyes.	Multi-syllable words syllable by syllable: <i>hyp/o/crite, con/se/quenc/es</i>	Correct Given Paragraphs: Myopia is near-sightedness; Christian myopia is when we think of ourselves.	Cause and effect in Scripture				Rough draft of biographical report
	"Open My Eyes, That I May See" Clara H. Scott; "All the Way My Savior Leads Me" Fanny Crosby.	Hard and soft c and g sounds: <i>game, gem, candy, city</i>	Correct Given Paragraphs: Litigation means to contest the law; Christians must search for the truth.	Capitalizing proper nouns Adjectives and predicate adjectives	Punctuating poetry: Rhyme schemes	Correct Given paragraphs: The body has two systems. The sympathetic and the parasympathetic; Like on and off switches		Final copy of biographical report
<b>Green 2-C</b> Week 1	When Alfred the Great was a boy he ran to a chapel and prayed; was a godly ruler of England.	Compound words: <i>newspaper, eyeball</i>	Correct Given Paragraphs: John Wesley wrote volumes in his journals; he even wrote while on his horse.	Infinitives, action verbs, Be, a Helper, Link verbs	Prepositions Prepositional phrases		KWO: Alfred the Great	
	Daniel prayed three times a day; he was thrown in lions den; Darius found him alive.	Plural nouns	Correct Given Paragraphs: Daniel's friends trusted God and survived the fiery furnace.	Direct objects	Indirect Objects Predicate nominatives		KWO: Daniel prays three times a day	
	1859 -- one school -- 120 Girls were unconverted; in July, sixty-three out of 120 were converted; Hudson Taylor.	Homophones: <i>are -- our</i>	Correct Given Paragraphs: King Charlemagne could not write; needed his advisors.	Noun markers (articles) Past participles verb tense and verb phrases	Capitalizing and punctuating dates & numbers			Rough draft of original journal entry/ personal essay
	In 1600 two groups of Christians did not like the church of England, Puritans and Separatists.	Sounds of <i>ch</i> : <i>Christian, chief, chute</i>	Correct Given Paragraphs: The Mayflower Compact was the first legal document signed in the New World.	Making numbers and letters plural Sequencing and enumerating	Colons Introductory materials			Final copy of personal essay/ journal

## Green Series

**Alertness**

**Self-Control**

# Green Series -- Level C

Unit/Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second editor Duty	Composition
<b>Green 3-C</b> Week 1	God is perfect, just and righteous; principles of God's Word are non-optional; God is merciful.	Double consonants in the middle of words: <i>hap/py, silly</i>	Correct Given Paragraphs: The true image concept of God is often misunderstood; Charles Spurgeon	Singular and plural possessive nouns	Dashes		KWO: God is perfect, and just, and righteous
	Body has the same chemicals as dust; without the breath of life, the body decomposes.	<i>Shun</i> sound at the end of words: <i>man-sion, nation</i>	Correct Given Paragraphs: Israelite captives were used as slave labor; Hanging Gardens	Prefix Subject and predicate part of sentence	Introductory material or non-essential information		KWO: Body has same chemicals as dust
	Analogy of humility; opening and closing the eye; bowing our head to God; Psalm 95:6	Diphthongs of <i>ow</i> : <i>how, follow, knowledge</i>	Correct Given Paragraphs: Classical period; age of reason; Romantic period; musical styles	Subject-verb agreement Capitalization rules	Subject-verb agreement with special subjects		Rough draft of informative report
	George Handel was having trouble composing; friend gave him twenty-nine verses of the Bible; wrote "Messiah"	<i>Ey</i> and <i>y</i> say long e at the end of words: <i>words, sorry, monkey</i>	Correct Given Paragraphs: Jonah was angry at God; he did not understand God's mercy.	Main subject	Sentences vs. clauses		Final copy of informative report
<b>Green 4-C</b> Week 1	Prodigal son had sorrow; he repented; Godly sorrow draws us close to God.	<i>l</i> before <i>e</i> except after <i>c</i> unless it says <i>ay</i> : <i>believe, receive, vein</i>	Correct Given Paragraphs: Prodigal son took his inheritance and spent it all; his father accepted him back.	Descriptive adjectives	Coordinating conjunctions joining two sentences		KWO: Prodigal son; sorrow draws to God
	David mourned over his sins; mourning is an emotional response; can cause lack of appetite	Scientific words	Correct Given Paragraphs: Jonathon Edwards had eleven children who had spirits of obedience.	Appositives	Comma and semi-colon in series of three or more words		KWO: David mourned over sin; mourning cause loss of appetite
	Fallow ground; like breaking up your heart; the word of God sows; sow righteousness	Pinched diphthongs and other spelling for long <i>o</i> : <i>follow, crown, knowledge</i>	Correct Given Paragraphs: Plow pans in the spirit harden our hearts; God must break the hardness.	Semi-colon usage to combine two related sentences	Conjunctive adverbs		Rough draft of biographical report
	Jonathon Edwards gave the famous sermon "Sinners in the Hands of an Angry God."	Long and short <i>ea</i> : <i>reach, break</i>	Correct Given Paragraphs: Bodies emotions and hormones; hypothalamus controls the hormones.	Positive, comparative and superlative words Helping verbs and verb phrases	Adverbs <i>ly</i> words and others Strong verbs or adverbs?		Final copy of biographical report

## Gratefulness

## Humility

## Green Series

# Green Series -- Level C

Unit/ Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second Editor Duty	Essay	
<b>Green 5-C</b> Week 1	Meekness by the birth, youth, and ministry, of Christ; Christ gave His will to God.	To change or not to change y to i: <i>authority, authorities</i>	Correct Given Paragraphs: Christians cannot change on their own; God alone can produce meekness.	Clause Subordinators	Subordinate clause openers/ subordinate clauses in a sentence	Correct Given Paragraphs: The goal and reward of meekness can earn us the right to be heard.	KWO: Christ meek; gives will to God	
	Moses killed a slave master; forty years later God appeared to Moses who had to learn meekness.	Silent e with a long a sound or <i>schwa</i> : <i>irate, immediate</i>	Correct Given Paragraphs: Oxen need to work together, two different animals cannot work together.	Negative words and double negatives	Appositives/ possessive proper nouns/root words that end in s	Correct Given Paragraphs: Mr. Koning learned the biblical principles-ownership; took good care of his property.	KWO: Moses learned meekness	
	Marriage requires both people to submit to God and each other; each partner must follow God.	Double consonant in the middle of words: <i>marriage, approach</i>	Correct Given Paragraphs: Seeds are dormant until they are germinated; meekness is developed.	Hyphens used to separate connected words Noun makers (articles)	Adding suffixes to two or three syllable words	Correct Given Paragraphs: God gave manna to Israel. Vengeance belongs to God. Nothing is impossible	Correct Given Paragraphs: God gave manna to Israel. Vengeance belongs to God. Nothing is impossible	Rough draft or original informative report
	James said humans cannot control their tongues; only the spirit of God can change our attitudes.	Adding suffixes: <i>controlling, wickedness</i>	Correct Given Paragraphs: Partners have skills and interests; partners have to be sensitive to each other.	Ly words as sentence openers	Colons	Correct Given Paragraphs: Lack of mercy manifests tension. It affects our teeth and jaws	Correct Given Paragraphs: Lack of mercy manifests tension. It affects our teeth and jaws	Final copy of original informative report
<b>Green 6-C</b> Week 1	True meditation is spiritual nourishment; Christians need to read and meditate on Scripture; concordance	Hard and soft g sounds: <i>game, gem</i>	Correct Given Paragraphs: Man cannot have righteousness on their own; God must input it.	Descriptive adjectives	Commas and coordinating conjunctions	Correct Given Paragraphs: David hungered and thirsted after God. We need to be men and women after God's heart.	KWO: Meditation is spiritual nourishment	
	Adam Clarke preached for fifty-two years; he was known for his poignant quotes on various topics.	Hard and soft c sounds: <i>cat, city</i>	Correct Given Paragraphs: Adam saw many people accept Christ; he loved his parents; family after.	Punctuating dates in sentences Quotations	Capitalize & punctuating dates & numbers	Correct Given Paragraphs: Grass and plants contain cellulose. Sheep have a bacteria that break down cellulose.	Correct Given Paragraphs: Grass and plants contain cellulose. Sheep have a bacteria that break down cellulose.	KWO: Adam Clarke
	Nehemiah: man of God; Jerusalem was in ruins; God helped him rebuild the walls.	Hard and soft c and g sounds: <i>candy, city, gem, game</i>	Correct Given Paragraphs: Adam Clarke preached for over fifty years; he wrote a commentary on the Bible.	Conjunctive adverbs	Quotation review	Correct Given Paragraphs: William Bradford in New England. Daniel Webster-commemorating landing of the Pilgrims.	Correct Given Paragraphs: William Bradford in New England. Daniel Webster-commemorating landing of the Pilgrims.	Rough draft or original informative essay/ outline original paragraphs for informative report
	Hunger and thirst cause us to seek essential things; we should hunger and thirst after God.	Adding suffixes: <i>controlled, wickedness</i>	Correct Given Paragraphs: Hypothalamus monitors substances in our bodies and blood stream.	Adverbs (ly words) as sentence openers	Take notes and write a closing paragraph	Correct Given Paragraphs: Nourishment gives us energy when adequate nourishment is received, we store fat; Spiritual fat can be stored.	Correct Given Paragraphs: Nourishment gives us energy when adequate nourishment is received, we store fat; Spiritual fat can be stored.	Final copy of original informative report

**Meekness**

**Diligence**

## Green Series

# Green Series -- Level C

Unit/ Level Week	Passage	Spelling	Editor Duty	Grammar or Structural Analysis	Grammar or Structural Analysis	Second editor Duty	Composition
<b>Green</b> 7-C Week 1	Greek word for herb means: "to dig"; God created herbs for nutrients; Myrrh means bitter tasting.	Sounds of <i>ei</i> and <i>ie</i> : <i>conceive, feign</i>	Correct Given Paragraphs: We need to show mercy as Jesus did when he followed His Father.	Parenthetical phrases	Write with lists of three or more? Subordinate clauses in various places		KWO: Greek words, herbs for nutrients
	Fanny said she was okay with her blindness because the first thing she saw would be Christ.	Rule breakers	Correct Given Paragraph: God used Fanny Crosby's songs to encourage people.	Use of subordinate clauses	Direct objects and indirect objects Indirect objects		KWO: Fanny Crosby would see Christ one day.
	If you cut through a chicken bone, it contracts; ligaments hold knee joints together.	Le endings: <i>bundle, snuggle</i>	Correct Given Paragraphs: President can pardon criminals; God can pardon us from sin.	Singular & plural possessive nouns	SSS5 -- sentence of five words or fewer Negative words/double negatives		Rough draft of instructional essay
	Arthritis is inflamed joints; bitterness makes pain worse; a bitter man cannot accept mercy of forgiveness.	Or or er	Correct Given Paragraphs: Arthritis is inflamed joints; bitterness hurts us	Adjectives and predicate adjectives	Predicate nominative		Final copy of instructional essay
<b>Green</b> 8-C Week 1	Secret motives of a man's heart should not be greed or pride; our motives should please the Lord.	Short vowel <i>ll, ss, ff</i> , zz: <i>hill, fizzle, stiff</i>	Correct Given Paragraphs: Moses was an interceder; Jesus is our spotless interceder.	Adverbs ( <i>ly</i> words and others)	Strong verb or adverbs? Nouns	Correct Given Paragraphs: George Mueller had an orphan house in Bristol. The Lord provided.	KWO: Motives should please Lord
	Silver and gold refined by melting; impurities (dross) is skimmed off; it must be refined many times.	To change or not y to <i>i: try, tries, play, played</i>	Correct Given Paragraphs: Orphanage had no food for breakfast; George thanked God; food came (Mueller)	Verbal openers		Correct Given Paragraphs: Silver & gold are refined by heat. The dross is skimmed off. They need to be heated many times.	KWO: Silver and gold refined
	In 1920 American schools were Bible based; by 1970 teaching creation in school was illegal.	Sight words	Correct Given Paragraphs: Heat is energy; mercury in a thermometer moves up by that energy	Appositives	Then vs. than Series of three or more items	Correct Given Paragraphs: Religious beliefs are beneficial to the moral fiber of our nation. Our nation is fast becoming unconcerned about morals.	Rough draft of persuasive report
	Jesus said that His disciples "Beware of the leaven of the scribes and pharisees." Matt. 16:5-12	Open syllables have long vowel sounds: <i>o/pen</i>	Correct Given Paragraphs: Our families are under attack.	Understood subject: <i>You</i>	Past participles Interjection sentence openers	Correct Given Paragraphs: Opportunistic prey on our physical bodies. Members of church need to help strengthen their leaders.	Final copy of persuasive report

**Gentleness**

**Sincerity**

**Green Series**





# Section VI: Appendix

## Section VI: Appendix

**Appendix A:** Sample Lesson from CQLA Blue 1-B.....page 290

**Appendix B:** Sample Spelling Notebook Pages and SN Table of Contents.....page 376

# Green 1-B: Week 1 - - Sample Weekly Lesson

Character Focus: Alertness

\*Use corresponding cd

## Vocabulary Box

Words related to **seeing with understanding**--verbs

apprehend	apprise	ascertain
categorize	classify	comprehend
conclude	deduces	delineate
derive	determine	discern
distinguish	infer	interpret
observe	perceive	postulate
presume	recognize	register
surmise	unearth	validate

## Vocabulary Box

Words related to **not seeing with understanding**--verbs

delude	disregard	distort
misconceive	misconstrue	misdirect
misinform	misread	mistake
stymie	underate	unresolved

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

The experienced Indian was elected to choose a susceptible candidate. He observed the bison herd and chose one with poor vision and a short temper. By using the wind to his advantage, the hunter slowly crept up to the unsuspecting animal. At just the right time, the brave let out a deafening scream. The startled cow immediately began to run in fright.

Like a shock wave, panic wend through the herd. A large cow--one of the leaders--noticed what was happening. She, too, followed the younger bull's example and took to flight when she saw the frightened animal. Soon, the entire herd was stampeding in a thundering, massive, volatile blur. Yelling and waving wildly, the carefully positioned hunters directed the ubiquitous bison into the direction they wanted the animals to go.

Extensions

Suddenly, terror flashed through the female leader. She hadn't been alert to her path, but had blindly followed the lead of the inexperienced bull. It was the worst thing she could have done. Before she could change her course, she ran off a sheer cliff, tumbled through the air, and with a hideous thud, crashed to the ground. The others behind her also realized too late what was happening. They could do nothing to reverse their course, and they, too, were plunged to their deaths.

As quickly as it began, the hunt ended. The entire group perished. If the leader cow had only been a vanguard--alert to recognize danger that the others overlooked--she might have saved herself and possibly the others as well. Her lack of alertness resulted in the loss of her life.

Further Study: Read Isaiah 55:8-9 and discuss how God's ways are higher than ours.

<> **1a.** Read this week's passage aloud.

<> **1b.** On the lines provided, write three words related to not *seeing with understanding* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Antonyms for *to see with understanding*

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

<> **1c.** On the lines provided, write two sentences with two of the words from your list, showing how the lead bison did *not* see with understanding.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

<> **1d.** In the second paragraph of the passage, highlight the word *volatile*.

<> **1e.** Look up this word in the dictionary and write its definition in your own words on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

<> **1f. Extensions:** In the second paragraph of the passage, highlight the word *ubiquitous*.

<> **1g. Extensions:** Look up this word in the dictionary and write its definition in your own words on the lines provided.

\_\_\_\_\_  
\_\_\_\_\_

<> **1h.** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

\_\_\_\_\_

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)

**Note:** If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

\_\_\_\_\_

Character Focus: God sees differently than we see.

Optional Penmanship Practice

And seeing the multitudes, he went up into a mountain.

Matthew 5:1

Optional Penmanship Practice

And seeing the multitudes, he went up into a mountain, and when he was sat down, his disciples came to him, and he opened as his mouth and taught them saying.

Matthew 5:1

Further Study: Study the character quality of alertness in *The Power for True Success*, pages 35-37.

**Teacher Tip:** The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA *Teacher's Guide* and at the TFT Website ([www.tfths.com](http://www.tfths.com)). It is entitled the "Vocabulary Packet."

The DD box in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

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(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

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(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

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**<> 1i. Extensions:** Write a sentence about the character quality for this month using this DD word.

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**<> 1j. Further Extension:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Like a shock wave, panic traveled swiftly through the land.

PP Opener

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- <> **1k.** In your notebook, copy this week’s passage at the level directed by your teacher.
- <> **1l.** (T) Review your copy with your teacher and correct any errors.
- <> **1m. Optional:** Memorize Proverbs 6:16–19.

**Optional Penmanship Practice**

Alertness: Being aware of that which is taking place around me so I can have the right response to it.

## 2. Spelling: Or Says er

**Examples: word, world**

- <> **2a.** In the third paragraph of the passage, underline the word *worst*.

*Or* says *er* as in *term* in that word. This is a different r-controlled principle than most words that say *or* as in *for*. Many times *or* does not say *or* as in *for* but says *er* as in *word*, such as in the following words:

- |          |          |         |
|----------|----------|---------|
| 1. worst | 2. worry | 3. word |
| 4. work  | 5. world |         |

Do you see a pattern with these r-controlled words? *Or* words that begin with a *w* generally do not say *or* as in *for* but say *er* as in *word*.

Of course, there are other instances in which *or* says *er*, such as when a word (or root word) ends with *or*.

- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

- <> **2c.** Add this week’s new words (minus the **Optional** Words) to page 30 of your *Spelling Notebook*.

- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

- <> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

**Teacher Tip:** R-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*.

*Or Says er* as in *Word*

word	work
world	worth

Write any **Review Words** that your teacher gives you on the lines provided.

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Words Example	Syllabication	Write it **	Tip	Your Tip
o-bey	o-bey	obey	Think o • bey	
<b>All</b>				
1. bachelor*	bach-e-lor		2 syllables, 3 vowels - a, e, o	
2. attorney*	at-tor-ney		2 t's; 1 r; 1 n	
3. candor*	can-dor		Think can • dor	
4. projector	pro-jec-tor		Think project • or	
5. enamored*	en-am-ored			
6. censor*	cen-sor			
7. incubator	in-cu-ba-tor		1 consonant each-- n, c, b, t	
8. escalator	es-ca-la-tor		1 consonant each-- s, c, l, t, r	
9. governor*	gov-er-nor			
10. calculator	cal-cu-la-tor			

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it **	Tip	Your Tip
<b><u>Extensions</u></b>				
11. anorexia*	an-o-rex-i-a	_____		_____
12. benefactor*	ben-e-fac-tor	_____		_____
<b><u>Further Extension</u></b>				
13. hemorrhage	hem-or-rhage	_____	or in the middle is silent	_____
14. expectorant*	ex-pec-to-rant	_____	Think <i>expect</i> • <i>or</i> • <i>ant</i>	_____
<b><u>Optional</u></b>				
15. recognize	rec-og-nize	_____		_____
16. observe	ob-serve	_____		_____
17. discern	dis-cern	_____		_____
18. apprehend	ap-pre-hend	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

### 3. Editor Duty: Correct Given Paragraph(s):

#### Adverbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the adverbs.

In the 4th century B.C., alexander the great lead his greek troops on a campaign of conquest that reached as far east as india. he amazingly left behind a sprawling empire that brought the greek language and culture too much of the known world. with greatly increased travel and trade, the greek language eventually became the major method of communication

god later raised up the roman Empire to replace greece as the dominant political power throughout the new testament period. the highly trained armies of rome not only conquered palestine and other nations but they also established a network of roads throughout it's vast empire. Greek continued to be the language spoke throughout the Roman Empire even though latin was the official language of the government

Because greek were so versatile that it could express either simple ideas or complex abstractions they appealed equal to the intellectual and to the common man. paul and the other early christians traveled the roman roads they proclaimed the gospel to jew and gentile alike, using the precision of the greek tongue

### 4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Highlight the correct spelling of each **All** word.

- |              |           |
|--------------|-----------|
| 1. bachelor  | bachalor  |
| 2. attorney  | attorney  |
| 3. candor    | cander    |
| 4. projector | projecter |



- |                |            |
|----------------|------------|
| 5. enamerd     | enamored   |
| 6. censor      | censar     |
| 7. incubater   | incubator  |
| 8. escalator   | escalater  |
| 9. governor    | governer   |
| 10. calculater | calculator |

<> **4b. Optional:** Highlight the correct spelling of each **Extensions** word.

- |                |            |
|----------------|------------|
| 11. anorexia   | aneraxia   |
| 12. benefactor | benefactor |

<> **4c. Optional:** Highlight the correct spelling of each **Further Extension** word.

- |                 |             |
|-----------------|-------------|
| 13. hemorrhage  | hemorrhage  |
| 14. expectorant | expecterant |

<> **4d. Optional:** Highlight the correct spelling of each **Optional** word.

- |               |           |
|---------------|-----------|
| 15. recognize | recogniz  |
| 16. observ    | observe   |
| 17. discern   | descern   |
| 18. aprehend  | apprehend |

<> **4e. Optional:** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

### KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author’s words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

# can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

<> can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

## 5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week’s passage:

- (1) Read the first paragraph to yourself.
  - a. Determine the topic of the entire paragraph.
  - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
  - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
  - b. Write those **3–5 words** on the line provided for sentence one.
  - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

**Optional: In place of all of this week’s writing assignments, you and your teacher may desire to complete the “How to Create and Write From a Key Word Outline” information from the CQLA Teacher’s Guide.**

### Extensions--Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

(You may use up to six words for Sentence Three.)

Sentence 4 \_\_\_\_\_

Sentence 5 \_\_\_\_\_

(You may use up to six words for Sentence Five.)

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

Sentence 4 \_\_\_\_\_

(You may use up to six words for Sentence Four.)

Sentence 5 \_\_\_\_\_

Sentence 6 \_\_\_\_\_

### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

Sentence 1 \_\_\_\_\_

Sentence 2 \_\_\_\_\_

Sentence 3 \_\_\_\_\_

(You may use up to seven words for Sentence Three.)

Sentence 4 \_\_\_\_\_

#### Sample KWO Paragraph Three

Topic of paragraph 3: Plunging to their deaths

Sentence 1: terror flashed → female leader

Sentence 2: ~~alert~~ 2 path / followed bull

Sentence 3: worst thing done

Sentence 4: before change path crashed ground

Sentence 5: others realized 2 late

Sentence 6: ~~reverse~~ course plunged death

#### Sample Paragraph From KWO Paragraph 3

Overwhelming fear coursed through the female leader instantly. Failing to alert herself to the looming threat of doom, she unknowingly followed the inexperienced bull. This decision proved to be one of the worst that she had ever made. Unable to alter her course, she ran off the precipice, careening through the air, and with a sickening thud, hit the ground. Realizing too late what was occurring, the others that were following could do nothing. Unable to reverse their course, they also plunged to their demise.

## Alternative Writing for Green 1-B: Week One

- Read a book about the history of glasses, and write a book report using the Book Report Outline in the *Teacher's Guide*.
- Write 3–4 paragraphs about the sense organs; you might write one paragraph per organ and an opening paragraph.
- Write an essay on the verses found in Matthew 13:13–16.

## 6. Grammar: Adverbs

<> **6a.** In the second paragraph of the passage, highlight the following words:

1. too
2. wildly
3. carefully

The words you highlighted are *adverbs*. You should remember that adverbs are modifiers (or describers) that **describe any of the following**:

1. **Verbs:** She quickly **spoke**. (How did she speak?)
2. **Adjectives:** He is extremely **alert**. (How much? How alert?)
3. **Other adverbs:** He listened very **attentively**. (How attentively?)

Adverbs answer any of the following questions:

1. **How?** She **quickly** spoke.
2. **When?** He is **never** alert.
3. **To what extent?** He listened **very** carefully.
4. **Where?** The clouds float **above**.

You can often quickly spot adverbs by locating the verbs that they modify. Adverbs **are often called *ly* words because they usually end in *ly***. However, not all adverbs end in *ly*, such as the following:

1. tomorrow
2. down (also a preposition)
3. never
4. always
5. very
6. sometimes
7. up (also a preposition)
8. often

Oftentimes adverbs that tell *when* do not end in *ly*.

<> **6b.** In this week's passage, draw arrows from the adverbs you have already (in the second paragraph) highlighted to the words they modify.


Adverbs are helpful in writing because they add detail to sentences. They are especially useful because they can be placed in various places in a sentence, such as the following:

1. She **blindly** followed the lead of the inexperienced bull.
2. She followed the lead of the inexperienced bull **blindly**.
3. **Blindly**, she followed the lead of the inexperienced bull.

Since some placements sound better than others, **find the best location for each adverb you use in a sentence**. For example, even though placing the adverb at the end of a sentence is not incorrect, it does not always sound as clear as other placements.

### Grammar Card: Adverb (Abbreviated: ADV)

- Describes/modifies:
  - Verbs: **greatly** thanked (To what extent?)
  - Adjectives: a **truly** grateful boy (How grateful?)
  - Other adverbs: **very** greatly thanked (To what extent?)
- Answers one of these four questions:
  - How?**
  - When?**
  - Where?**
  - To what extent?**
- Often ends in *ly*
- May be in various places in a sentence:
  - Kindly, she thanked her mother.
  - She kindly thanked her mother.
  - She thanked, kindly, her mother.
  - She thanked her mother kindly.
- It is easier to spot adverbs if you first find all of the verbs.

 You will know when to use an adverb and when to use an adjective by how the describer sounds.

🔑 You will know when to use an adverb and when to use an adjective by how the describer sounds.

- ↔ 6c. In the sentences provided, complete the following steps:
- (1) Highlight the verbs in one color (all three types).
  - (2) Highlight the adverbs with a different color.
  - (3) Draw an arrow from each adverb to the word it modifies.
  - (4) At the end of each sentence, write what question that adverb answers.
    - a. How?
    - b. When?
    - c. To what extent?
    - d. Where?

### All

1. British General William Howe had recently captured Fort Washington. \_\_\_\_\_
2. The weather was extremely frigid. \_\_\_\_\_
3. He would stealthily take the enemy at dawn. \_\_\_\_\_
4. He could definitely sense that the spirits of his men were very low. \_\_\_\_\_
5. General Washington optimistically read a pamphlet to his men. \_\_\_\_\_
6. It challengingly began, "These are the times that try men's souls." \_\_\_\_\_
7. Those words quickly sank into the hearts of the weary soldiers. \_\_\_\_\_
8. Without these words of inspiration, Washington and his men actually may have failed. \_\_\_\_\_
9. The pen can actually be used for good. \_\_\_\_\_

### Extensions

1. He now set up for winter quarters. \_\_\_\_\_
2. Washington's men were greatly discouraged. \_\_\_\_\_
3. The Delaware River was icy and their numbers were very few. \_\_\_\_\_
4. Washington soon developed a plan. \_\_\_\_\_
5. Many historians actually consider the battles of Trenton and Princeton the first real successes of Washington's campaign. \_\_\_\_\_
6. It can also, unfortunately, be used for evil. \_\_\_\_\_


Adverbs answer the following four questions:

1. When? obeyed **immediately**
2. How? obeyed **submitively**
3. To what extent? obeyed **completely**
4. Where? went **uptown**

**Teacher Tip:** Be sure your level B student knows that any word, not just *ly* words, modifying a verb, adverb, or adjective is an adverb.

## Grammar Card: Adverb—Adverbial Clause (*ly* Clause), Adverb Phrase, or Adverb Opener

- Clause (group of words containing a subject and a verb) that begins with an *ly* word or another adverb
- Adverbial clause at the beginning of a sentence usually requires a comma after it if:
  - It is fairly long: **Joyfully obeying her mom and dad**, Sarah completed the tasks set before her.
  - You hear a definite pause: **Gladly complying**, the boys stacked the wood.
- A one-word adverb opener requires a comma if a pause is heard: **Clearly**, Jesus is the Good Shepherd.
- Terms - adverb phrases and adverb clauses are often used interchangeably

 **Place the comma where you hear the pause. The comma may be directly after the adverb (where the sentence's main subject comes next) or after the entire adverbial phrase or clause.**

<> **6d.** Study the Grammar Card about adverbs provided in this lesson.

<> **6e. Optional:** Make a Grammar Card about adverbs, or add new information to an existing card.

<> **6f. Optional:** In your notebook, write sentences with adverbs and draw arrows from the adverbs to the words they modify.

**Basic Level:** Write fifteen sentences.

**Extension:** Write fifteen sentences using information from a character book or another source.

**Further Extension:** Write twenty sentences containing information from a character book or another source.

### Help Box for 6b

You should have marked the following words:

1. too → followed
2. wildly → yelling and waving
3. carefully → positioned

## 7. Write On: Sentence Openers

<> **7a.** In the last three paragraphs of the passage, highlight the following sentence openers:

1. Like a shock wave,
2. Soon,
3. Yelling and waving wildly,
4. Suddenly,
5. Before she could change her course,
6. As quickly as it began,

In CQLA, you will learn how to write all kinds of sentences. Sentence variety makes writing more interesting.

Sentence variety has to do with sentence length, sentence structure, and more. One type of sentence that you will learn to write extensively is the sentence that contains a sentence opener.

**A sentence opener is part of a sentence that begins with a clause or phrase that is not needed in order to make the sentence a real sentence.** A sentence opener might be a prepositional phrase, an adverb, a subordinate clause, etc.

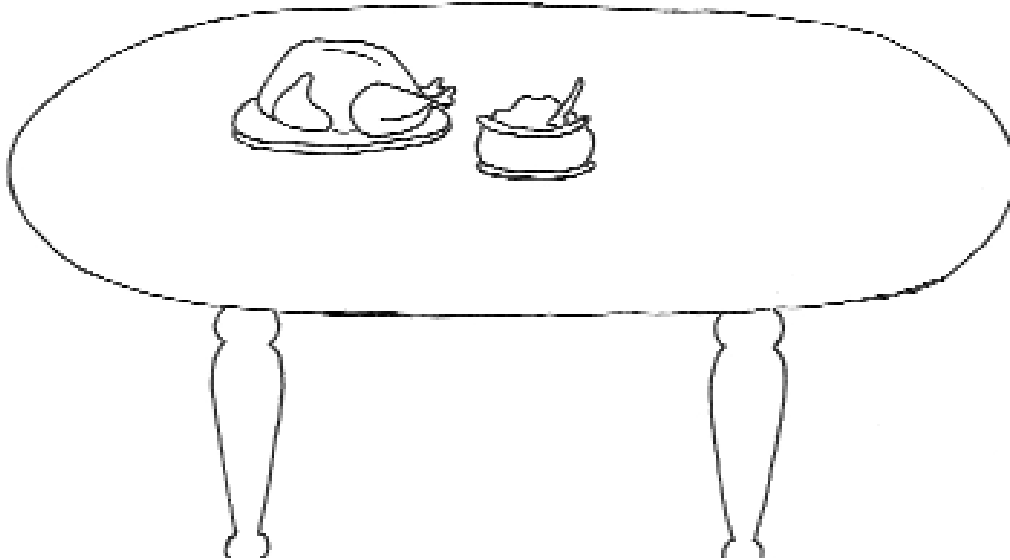
CQLA will help you learn to write with sentence openers by teaching you various parts of speech --which, you will, in turn, use to write sentences with sentence openers. For example, you are learning adverbs this week—and you will use your ability to locate and write with adverbs to write sentences containing adverb openers.

In order to write well with sentence openers, you first must understand what a sentence contains—what constitutes a sentence. We will do this by “going out for dinner”!

**Teacher Tip:** As with all non-essential information or introductory material, the adverbial clause or *ly* opener requires a comma to set it off when it is not needed to make the sentence complete. The first benchmark for comma usage should be as follows: If this clause, phrase, or word were not here, would a complete sentence remain? If so, set it off with a comma. The second benchmark is the voice inflection. If the voice goes down when reading the opener, a comma is often required. The combination of these two benchmarks usually indicates the need for comma usage.

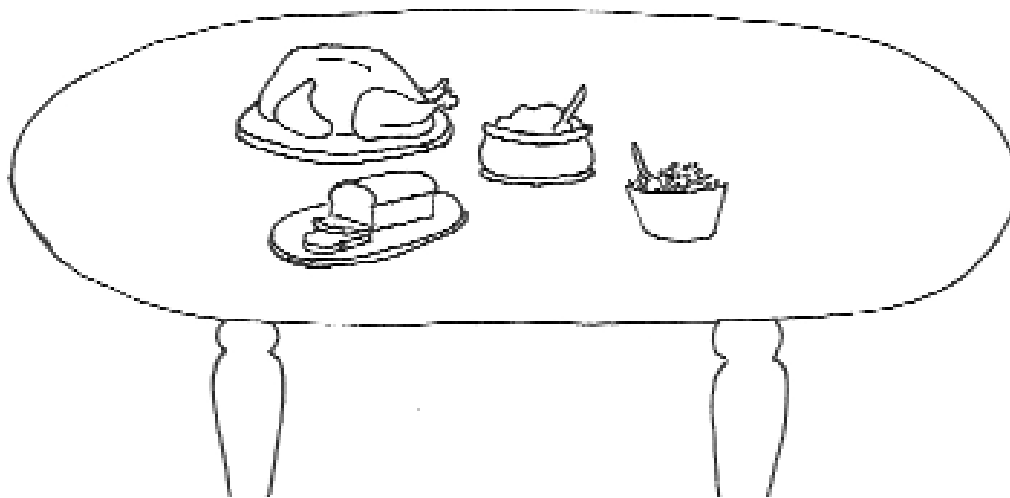
**When you sit down to eat a meal, you often want the main parts**—the meat and starch (for instance, meatloaf and mashed potatoes or chicken and rice). **This is the “bare bones” of the sentence.** It is what is needed to make a sentence a real sentence—and what is needed, in most cases, to make a meal a real meal.

In the meat and starch example, your meat might be your main subject (what the sentence is about) and your starch might be your main verb (what the main subject did or does).



(meat--subject) (starch--verb)  
The bison ran.

Of course, most people like to add bread, vegetables, salad, etc. to the meat and starch—to make the meal more filling and enjoyable. **You do this to your sentence when you add adverbs, adjectives, prepositional phrases in the middle, etc.** You make your “bare bones” meal sentence—the subject and verb (the meat and potatoes) into more of a sentence by adding these other items to your “menu.”

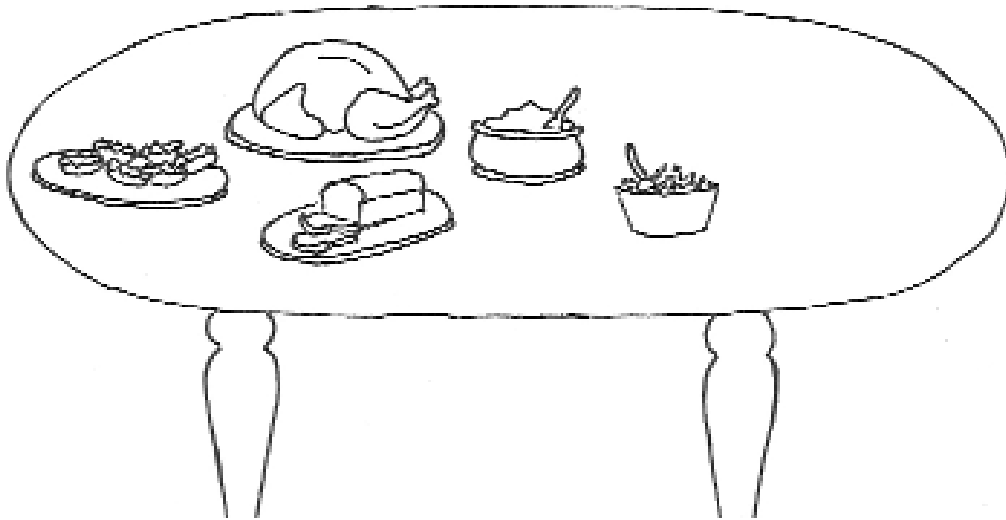


(meat--subject) (starch--verb) (bread--adverb) (vegetables--prepositional phrase)  
The bison ran quickly over the cliff.

Now, that is definitely a meal—meat, starch, bread, veggies. However, some people like to order an appetizer when they go out to eat. Of course, a person doesn't always want an appetizer—if the meal is a big meal, an appetizer often makes the person too full—it's just too much.

However, sometimes a person will order an appetizer to eat before his real meal arrives. The appetizer is like a sentence opener. **It is a phrase or words that come before the real sentence.** It adds interest to the sentence just like an appetizer adds interest to the real meal. It adds more details, just like the appetizer adds more details to the meal. Sometimes it even makes the sentence more satisfying, just like an appetizer might make a meal more satisfying.

And, just like an appetizer is not needed to make a meal a real, complete meal, a sentence opener is not needed to make a sentence a real, complete sentence. **A meal of meat and starch is a real meal—just like a sentence with a subject and verb is a real sentence.** However, an appetizer can be put at the beginning of the meal for special occasions. And the sentence opener can be added to the beginning of a sentence to create a special sentence, too.

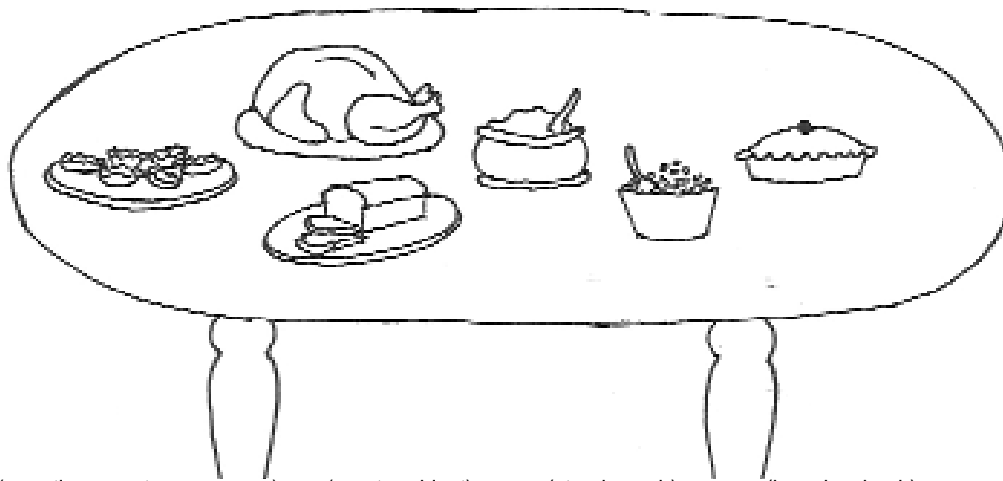


(appetizer--sentence opener) (meat--subject) (starch--verb) (bread--adverb) (vegetable--prepositional phrase)  
Without thinking, the bison ran quickly over the cliff.

Some people are not satisfied with a regular meal. A person might have a sweet tooth—and want dessert after the regular meal. Now, obviously, he doesn't have to have a dessert—the meal is still enjoyable and is still a real meal without dessert, but a special piece of pie at his favorite restaurant just seems to be a perfect ending to a delicious meal.

So it is with phrases and clauses at the end of a sentence. A sentence is a sentence with the subject and verb. But sometimes a person will add information to the end of his sentence-- clauses and phrases at the end. Then his sentence is even more detailed and lengthy.





(appetizer--sentence opener) (meat--subject) (starch--verb) (bread--adverb)  
 Without thinking, the bison ran quickly  
 (vegetable--prepositional phrase) (dessert--another prepositional phrase)  
 over the cliff to the ground.

You will learn more about sentence openers, describers, and ending phrases and clauses throughout your CQLA book. You will become a master sentence writer—and a master report and essay writer—when you are done with this book.

For now, just keep your eyes open for sentence openers that are added to the beginning of a real sentence. Pay close attention to how the **rest of the sentence is a real sentence without the opener**. Notice how most sentence openers are followed with commas (since you hear a pause when reading a sentence opener aloud).

**Teacher Tip:** You might want to tie your closing paragraph into your opening paragraph by continuing a quote, making reference to something you wrote in the opening, or continuing a story. Strong closings tie the whole report together and leave the reader satisfied with his reading.

**After the sentence opener ends, the real sentence begins.** Once the appetizer is eaten, the real meal is brought out.

For example, in the sentences you highlighted earlier in this lesson, notice how the real sentence begins after the comma—after the sentence opener ends. (The “real” sentence is in bold font.)

1. Like a shock wave, **panic wend through the herd.**
2. Soon, **the entire herd was moving in a thundering, massive stampede.** (Comma following soon is optional.)
3. Yelling and waving wildly, **the carefully positioned hunters directed the ubiquitous bison in the direction they wanted the animals to go.**
4. Suddenly, **terror flashed through the female leader.**
5. Before she could change her course, **she ran off a sheer cliff, tumbled through the air, and with a hideous thud, crashed to the ground.**
6. As quickly as it began, **the hunt ended.**
7. If the leader cow had only been a vanguard--alert to recognize danger that the others over looked--**she might have saved herself and possibly the others as well.**

↔ **7b. Extensions:** Write new sentence openers in the blanks provided. Be sure to place a comma following each one that you hear a pause in.

1. \_\_\_\_\_ panic spread through the herd.
2. \_\_\_\_\_ the entire herd was moving in a thundering, massive stampede.
3. \_\_\_\_\_ the carefully positioned hunters directed the stampeding bison in the direction they wanted the animals to go.
4. \_\_\_\_\_ terror flashed through the female leader.
5. \_\_\_\_\_ she ran off a sheer cliff, tumbled through the air, and with a hideous thud, crashed to the ground.
6. \_\_\_\_\_ the hunt ended.
7. \_\_\_\_\_ she might have saved herself and possible the others as well.

**<> 7c. Further Extension:** On the lines provided write five sentences about this week's passage with five different types of sentence openers. Besure to follow eah sentence opener with a comma.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## 8. Optional Spelling Practice: Six “S” Spelling Secret

- <> **8a. Optional:** Take a spelling "pre-test" in your notebook.
- <> **8b. Optional:** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **8c. Optional:** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 9. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

- <> **9a.** Follow these steps for writing your rough draft report from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
  - (2) Read your first line of notes and consider what you want your sentence to say.
  - (3) Practice saying your sentence aloud to get it just the way you want it.
  - (4) Write your first sentence in your notebook, or key your report on the computer.
  - (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
  - (6) Indent the beginning of each paragraph five spaces.
  - (7) Repeat these steps for each line of notes, writing on every other line.

**Optional:** In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA *Teacher's Guide*.

- <> **9b.** Read your report aloud. Do you like the way it sounds?

Two ways to add *ly* openers are as follows:

1. One-word *ly* opener:  
Follow a lone *ly* word with a comma if you hear a pause: Meekly, Jesus calls us unto Himself.
2. *Ly* clause opener:  
Follow an *ly* clause with a comma if you hear a pause: Meekly calling us to Himself, Jesus desires for us to become meek.

## 10. Grammar: *Ly* Openers

<> **10a.** In this week's passage, underline the *ly* words at the beginning of sentences: *Soon* and *Suddenly*.

An *ly* word at the beginning of a sentence is a great sentence opener for adding variety. There are several different ways to add *ly* words to the beginning of sentences, such as the following examples:

1. **One-word *ly* sentence-opener: Follow this *ly* word with a comma if you hear a pause.**
  - a. **Meekly**, Jesus calls us unto Himself.
  - b. **Slowly**, the husband responded to his wife's request.
2. ***Ly* clause-opener: Follow an *ly* clause with a comma if you hear a pause.**
  - a. **Meekly calling us to Himself**, Jesus desires for us to become meek.
  - b. **Slowly responding to his wife's request**, the husband did not become angry.

***Ly* sentence-openers are non-essential information**, which have words that are not needed to make a complete sentence. (Any introductory material is also considered non-essential information--it is not needed to make the sentence a real sentence.) A sentence opener is the "appetizer" before the real meal--before the real sentence.

1. **Amazingly**, God sees things we do not.
2. **Similarly**, we should see things through God's eyes.
3. **Fortunately**, God gives us His Spirit to see things His way.
4. **Carefully being prepared for Satan's tactics**, we will pray and read the Bible.

Reread the sentences provided, noticing the openers. Do you see that the rest of the sentences are still complete without the *ly* openers?

🔑 Place the comma where you hear the pause. The comma may be directly after the adverb (where the sentence's main subject comes next) or after the entire adverbial phrase or clause.

<> **10b.** Study the Grammar Card about adverbs-adverbial clause openers provided in this lesson.

<> **10c. Optional:** Make a Grammar Card about adverb openers, or add new information to an existing card.

<> **10d.** In the sentences provided, add punctuation after the *ly* openers according to the rules you learned this week.

Note: Some are one-word openers and some are *ly* clauses or phrases.

### All

1. Actually when the basic needs of people are met, those individuals become the most enthusiastic and effective promoters of those who helped them.
2. Unwittingly the disciples sent the children away.
3. Amazingly Moses received God's law on Mt. Sinai and gave it to the children of Israel.
4. Actually the Sermon on the Mount is a declaration of the original intent of God's law.
5. Amazingly Jesus fulfilled every commandment of God's Law.
6. Fortunately Christ knew the difference between His life calling, the time to be sent out, and the necessary preparation.
7. Willingly He spent over eighteen years in preparation.
8. Amazingly the effort the people expended resulted in a greater attentiveness to benefit from the teaching they sought.

<> **10e. Extension:** Place commas following the adverb phrase openers. Remember, the comma will fall *after* the entire opener--when the real sentence begins.

1. Carefully sensing that effective ministry to individuals begins with the authorities God has placed over them He often communicated truth specifically to those who were responsible to lead their families.
2. Actually ministering to many people Christ often spoke in desert regions.
3. Loudly bellowing to the wind the herd moved in a stampede.
4. Miserably realizing her fate the female felt terror.
5. Blindly following the others she ran off a sheer cliff.
6. Seemingly after a moment of time the hunt ended.

<> **10f. Optional:** In your notebook, write sentences using *ly* openers (adverb openers and adverbial clause openers) punctuated according to the rules learned above.

**Basic Level:** Write ten sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write fifteen sentences containing information from a character book or another source.

## 11. Vocabulary/Structural Analysis: Wacky Words

### Homophones: lead vs. led

<> **11a.** In the third paragraph of the passage, highlight the word *lead* (pronounced leed).

The word *lead* in this case is a noun—a thing. They followed his lead (his cue).

The word *leads* (pronounced leeds) is also a current or future tense verb meaning to *lead*--like *God leads his children along*. **The past tense of the verb lead is led.**

The reason *led* is a Wacky Word and often confusing to readers and writers is because the past tense of lead (leed) is led--God led His children along.

That sounds easy enough: lead is current or future and led is past:

1. He leads us beside still waters.
2. He led us beside still waters.

That isn't the confusing part! The confusion lies in the fact that there is another word also spelled lead--and it sounds like *led*!!!

This word lead-pronounced *led* is an element--like pencil *lead* or a *lead* pipe. It is a material that things are made of.

The word lead (ledd), like pencil lead, is spelled just like the current or future tense of lead (leed)!

This is just like the words *read* (pronounced *reed*) and *read* (pronounced *red*). But the difference is that *lead* (pronounced *leed*) and *lead* (pronounced *ledd*) do not have anything to do with each other. That makes it even more confusing.

Remember these tips:

1. Lead (pronounced *leed*):
  - a. Future or present tense of the verb lead
  - b. **Pronounced leed**
  - c. Use to mean to have people follow you:
    - (1) They will **lead us up the mountain**.
    - (2) They **lead (leed) us safely**.
    - (3) He **leads us into paths of righteousness**.
2. Led
  - a. Past tense of verb lead (leed)
  - b. Tells that someone has led you somewhere
    - (1) They **led us into the mountain**.
    - (2) He **led us into paths of righteousness**.
3. Lead (pronounced ledd)
  - a. An element that things are made of
  - b. NOT the past tense of lead (leed), like *read* and *read*
  - c. Used to describe what something is made of
    - (1) The **pencil lead** broke in the middle of his test.
    - (2) The **lead pipe** dropped with a clang.

<> **11b.** Fill in each blank provided with the correct Wacky Word--*lead*, *led*, and *lead*.

1. It was a fatal mistake to follow the \_\_\_\_\_ of the inexperienced bull.
2. He was unable to \_\_\_\_\_ them to safety.
3. The \_\_\_\_\_ of the pencil broke.
4. They were \_\_\_\_\_ to their deaths.

<> **11c.** On the lines provided, write three sentences using *lead*, *led*, and *lead*.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> **12.** Use the Checklist Challenge located after this week’s lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
  - (2) Insert revisions with pen or pencil into your rough draft paper.
  - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher’s Guide* or as directed by your teacher.
  - (4) Check off (or code) each item’s check box on the Checklist Challenge for this week.

**Optional:** In place of the week’s Checklist Challenge you and your teacher may desire to Complete the “How to Complete the Checklist Challenge” information from the CQLA *Teacher’s Guide*.

## 13. Optional Spelling Practice: Write That Word!

- <> **13a. Optional:** On the lines provided, write two spelling words that you have never used \ in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

- <> **13b. Optional:** Complete the following steps for one of the words you listed in 13a.

- (1) Look up the word’s meaning in the dictionary if you are not able to use it correctly in sentence.
- (2) On the lines provided, write a sentence containing that word.

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- <> **13c. Optional:** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

**Teacher Tip** If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

## 14. Grammar: Weekly Quizzes

- <> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.
- <> **14b.** Do the Weekly Review Quiz provided after this week’s lesson.

## 15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

## 17. Composition: Final Copy Report From Key Word Outline

- <> **17a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?



## Optional: Extra Practice

- 1E. In your notebook, write ten sentences containing adverbs, using information from a character book or another source.
- 2E. In your notebook, write more notes about vision problems, using information from a character book or another source.
- 3E. In your notebook, write your essay about vision problems using your Key Word Outline from this lesson.
- 4E. Edit and revise your essay from this lesson using this week's Checklist Challenge.
- 5E. In your notebook, write twelve *or* says *er* words.
- 6E. Read a book about bison.
- 7E. Find twenty sentences with adverb openers in a character book or another source, and copy them in your notebook.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays your teacher desires.

**Teacher Tip:** Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

**Note:** In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

# Checklist Challenge Green 1-B: Week One

Character Focus: Alertness

**Complete the Checklist Challenge (CC) by using these guides:**

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Be sure that you do not make changes to your report or essay that detract from or make your writing sound worse. Only include changes that *improve* your writing. Of course, get permission from your teacher to skip any CC items.

ALL LEVELS

FURTHER EXTENSION only

BASIC LEVEL only

BASIC and EXTENSION only (No FURTHER EXTENSION)

EXTENSION only

All levels—checks will vary

EXTENSIONS

All  All  All  E's

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

☞ **Focus on content errors at this time.**

All  All  All  E's

Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words) as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb on to + BHL verb).

**Be sure you circle the verbs in your writings, as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss one. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

All  All  All  E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All  All  All  E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later

extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All  All  All  E's

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

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All  All  All  E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

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

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All  E's

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

All

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

Consider the following ideas:

- Something catchy: Mad Dash
- Something comical: Don't Follow the Leader
- Something bold: Un-Alert!
- A song title or line: I Can See Clearly Now
- A Scripture: Watch Ye Therefore
- Something biblical: Be Vigilant
- Something about character: Lacking Alertness and Attentiveness
- Something informative: Blind Following the Blind?
- Other: Look Before You Leap

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

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

☞ **Tips:**

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

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

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

All All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

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

All All All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

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

All

Start one or more of your sentences with an **adverb** (ly word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

☞ The comma may be directly after the adverb or shortly after it, depending on where you “hear” it.

E's

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

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

FE

Add either a **subordinate clause opener** or a **prepositional phrase opener** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Subordinate clause openers-
  - **When the victim has been digested**, the leaf gradually reopens and waits for another insect to come too close.
  - **Once an insect touches any one of the three trigger hairs located on the inside**, the hinge cells shrink rapidly.
- Prepositional phrase openers--
  - **In this way**, there is no way for it to get loose. (Optional comma)
  - **Through their sneaky, subtle methods**, they catch their prey.

☞ **Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.**

FE

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare**.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison**.

All

All

All

E's

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

## Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the 1. SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
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21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
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26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_
35. \_\_\_\_\_
36. \_\_\_\_\_

37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_
41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Subordinators--Extensions

One Minute or Two Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
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16. \_\_\_\_\_
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19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

## Coordinating Conjunctions (FANBOYS)

Thirty Seconds

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## BHL Verbs

Two Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
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12. \_\_\_\_\_
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22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_



# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. Based on the passage, what are the male and female bison called:
  - a. male \_\_\_\_\_
  - b. female \_\_\_\_\_
2. Why would the passage describe the landing of the bison as a hideous thud? \_\_\_\_\_  
\_\_\_\_\_
3. How do you suppose the Indian knew which bison to look for to lead astray?  
\_\_\_\_\_
4. Write a sentence comparing the young Indian finding the bison with poor vision and a short temper to Satan finding us in a weakened state in order to lead us off of a moral or ethical cliff.  
\_\_\_\_\_  
\_\_\_\_\_

## II. Outlining

5. When you create an outline from source material, what are the most important kinds of words to use?  
\_\_\_\_\_
6. When you create an outline from source material, do you use words from the sentence openers first and foremost? \_\_\_\_\_
7. Why or why not? \_\_\_\_\_  
\_\_\_\_\_

## III. Grammar and Usage

8. What three words do adverbs usually describe?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
9. Adverbs answer four main questions. What are those questions?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting.

10. **Extensions:** List six non-ly adverbs.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

11. **Extensions:** What are two of the ways to add ly openers to sentences?

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

12. Where do you place a comma when you add an ly opener to a sentence?

\_\_\_\_\_

13. Write two sentences about this week's passage with adverb openers.

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

#### IV. Write On: Sentence Openers

14. Which part of the meal is a sentence opener most like? \_\_\_\_\_

15. Why? \_\_\_\_\_  
\_\_\_\_\_

16. Is a sentence opener needed to make a sentence a real sentence? \_\_\_\_\_

17. **Extensions:** List the two ways you can know where to place a comma following a sentence opener:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

18. List four types of sentence openers you could add to a real sentence to make it more interesting.  
(**Extensions:** List six.)

- a. \_\_\_\_\_
- b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

e. **Extensions:** \_\_\_\_\_

f. **Extensions:** \_\_\_\_\_

## V. Homophones

19. Write sentences using the two short e homophones—*led* and *lead*.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

20. Make corrections in the Wacky Word sentences as needed.

a. She was lead astray by her “friend.”

b. The pencil led was broken.

c. She wanted to lead the children in the right way.

## VI. Revising and Editing

21. List four Banned Words.

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

22. What is a thesis statement/the function of the thesis statement? \_\_\_\_\_

\_\_\_\_\_

23. What is a “thesis statement reloaded”? \_\_\_\_\_

\_\_\_\_\_



# Lesson Plans

## Green 1-B: Week One

For a Five-Day Week

**Character Focus: Alertness**

<b>Vocabulary Box</b> Words related to <b>seeing with understanding--verbs</b>			<b>Vocabulary Box</b> Words related to <b>not seeing with understanding--verbs</b>		
apprehend	apprise	ascertain	delude	disregard	distort
categorize	classify	comprehend	misconceive	misconstrue	misdirect
conclude	deduces	delineate	misinform	misread	mistake
derive	determine	discern	stymie	underate	unresolved
distinguish	infer	interpret			
observe	perceive	postulate			
presume	recognize	register			
surmise	unearth	validate			

### Day One

#### 1. Copying and Comprehension: Passage and Vocabulary All

The experienced Indian was elected to choose a susceptible candidate. He observed the bison herd and chose one with poor vision and a short temper. By using the wind to his advantage, the hunter slowly crept up to the unsuspecting animal. At just the right time, the brave let out a deafening scream. The startled cow immediately began to run in fright.

Like a shock wave, panic wend through the herd. A large cow--one of the leaders--noticed what was happening. She, too, followed the younger bull's example and took to flight when she saw the frightened animal. Soon, the entire herd was stampeding in a thundering, massive, volatile blur. Yelling and waving wildly, the carefully positioned hunters directed the ubiquitous bison into the direction they wanted the animals to go.

#### Extensions

Suddenly, terror flashed through the female leader. She hadn't been alert to her path, but had blindly followed the lead of the inexperienced bull. It was the worst thing she could have done. Before she could change her course, she ran off a sheer cliff, tumbled through the air, and with a hideous thud, crashed to the ground. The others behind her also realized too late what was happening. They could do nothing to reverse their course, and they, too, were plunged to their deaths.

As quickly as it began, the hunt ended. The entire group perished. If the leader cow had only been a vanguard--alert to recognize danger that the others overlooked--she might have saved herself and possibly the others as well. Her lack of alertness resulted in the loss of her life.

#### 2. Spelling: Or say er

Examples: word, world

#### All

- |                |              |             |
|----------------|--------------|-------------|
| 1. bachelor    | 2. attorney  | 3. candor   |
| 4. projector   | 5. enamored  | 6. censor   |
| 7. incubator   | 8. escalator | 9. governor |
| 10. calculator |              |             |

#### Extensions

- |              |                |
|--------------|----------------|
| 11. anorexia | 12. benefactor |
|--------------|----------------|

#### Further Extension

- |                |                 |
|----------------|-----------------|
| 13. hemorrhage | 14. expectorant |
|----------------|-----------------|

#### Optional Words

- |               |             |             |
|---------------|-------------|-------------|
| 15. recognize | 16. observe | 17. discern |
| 18. apprehend |             |             |

### Day Two

#### 3. Editor Duty: Correct Given Paragraph(s)

Adverbs

#### 4. Optional Spelling Practice: Choose the Correct Spelling

#### 5. Study Skills/Prewriting: Write Key Word Outline for Informative Re-Telling Essay

Extensions--Paragraph One of Body: 5 Sentences

Paragraph Two of Body: 5 Sentences

Paragraph Three of Body: 6 Sentences

Paragraph Four of Body: 4 Sentences

#### 6. Grammar: Adverbs

### Day Three

#### 7. Write On: Sentence Openers

#### 8. Optional Spelling Practice: Six "S" Spelling Secret

#### 9. Composition/Creative Writing: Write Rough Draft Report From Key Word Outline

#### 10. Grammar: Ly Openers

### Day Four

#### 11. Vocabulary/Structural Analysis: Wacky Words

Homophones: lead vs. led

#### 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

#### 13. Optional Spelling Practice: Write That Word!

### Day Five

#### 14. Grammar: Weekly Quizzes

#### 15. Spelling: Spelling Test

#### 16. Dictation: Dictation Quiz

#### 17. Composition: Final Copy Report From Key Word Outline

Optional: Extra Practice

# Lesson Plans

## Green 1-B: Week One

For a Four-Day Week

**Character Focus: Alertness**

### Day One

#### Vocabulary Box

Words related to **seeing with understanding--verbs**

apprehend	apprise	ascertain
categorize	classify	comprehend
conclude	deduces	delineate
derive	determine	discern
distinguish	infer	interpret
observe	perceive	postulate
presume	recognize	register
surmise	unearth	validate

#### Vocabulary Box

Words related to **not seeing with understanding--verbs**

delude	disregard	distort
misconceive	misconstrue	misdirect
misinform	misread	mistake
stymie	underate	unresolved

### 1. Copying and Comprehension: Passage and Vocabulary All

The experienced Indian was elected to choose a susceptible candidate. He observed the bison herd and chose one with poor vision and a short temper. By using the wind to his advantage, the hunter slowly crept up to the unsuspecting animal. At just the right time, the brave let out a deafening scream. The startled cow immediately began to run in fright.

Like a shock wave, panic wend through the herd. A large cow--one of the leaders--noticed what was happening. She, too, followed the younger bull's example and took to flight when she saw the frightened animal. Soon, the entire herd was stampeding in a thundering, massive, volatile blur. Yelling and waving wildly, the carefully positioned hunters directed the ubiquitous bison into the direction they wanted the animals to go.

#### Extensions

Suddenly, terror flashed through the female leader. She hadn't been alert to her path, but had blindly followed the lead of the inexperienced bull. It was the worst thing she could have done. Before she could change her course, she ran off a sheer cliff, tumbled through the air, and with a hideous thud, crashed to the ground. The others behind her also realized too late what was happening. They could do nothing to reverse their course, and they, too, were plunged to their deaths.

As quickly as it began, the hunt ended. The entire group perished. If the leader cow had only been a vanguard--alert to recognize danger that the others overlooked--she might have saved herself and possibly the others as well. Her lack of alertness resulted in the loss of her life.

### 2. Spelling: Or say er

Examples: word, world

#### All

- |                |              |             |
|----------------|--------------|-------------|
| 1. bachelor    | 2. attorney  | 3. candor   |
| 4. projector   | 5. enamored  | 6. censor   |
| 7. incubator   | 8. escalator | 9. governor |
| 10. calculator |              |             |

#### Extensions

- |              |                |
|--------------|----------------|
| 11. anorexia | 12. benefactor |
|--------------|----------------|

#### Further Extension

- |                |                 |
|----------------|-----------------|
| 13. hemorrhage | 14. expectorant |
|----------------|-----------------|

#### Optional Words

- |               |             |             |
|---------------|-------------|-------------|
| 15. recognize | 16. observe | 17. discern |
| 18. apprehend |             |             |

### 3. Editor Duty: Correct Given Paragraph(s) Adverbs

### 4. Optional Spelling Practice: Choose the Correct Spelling

### Day Two

### 5. Study Skills/Prewriting: Write Key Word Outline for Informative Re-Telling Essay

Extensions--Paragraph One of Body: 5 Sentences

Paragraph Two of Body: 5 Sentences

Paragraph Three of Body: 6 Sentences

Paragraph Four of Body: 4 Sentences

### 6. Grammar: Adverbs

### 7. Write On: Sentence Openers

### 8. Optional Spelling Practice: Six "S" Spelling Secret

### Day Three

### 9. Composition/Creative Writing: Write Rough Draft Report From Key Word Outline

### 10. Grammar: Ly Openers

### 11. Vocabulary/Structural Analysis: Wacky Words Homophones: lead vs. led

### 12. Composition and Editing: Edit and Revise Using the Checklist Challenge

### Day Four

### 13. Optional Spelling Practice: Write That Word!

### 14. Grammar: Weekly Quizzes

### 15. Spelling: Spelling Test

### 16. Dictation: Dictation Quiz

### 17. Composition: Final Copy Report From Key Word Outline

### Optional: Extra Practice

# Answer Keys Green 1-B: Week One

## 3. Editor Duty: Correct Given Paragraph(s):

### Adverbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight the adverbs.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

In the **fourth** century B.C., **A**lexander the **G**reat **led** his **G**reek troops on a campaign of conquest that reached as far **east** as **I**ndia. **H**e **amazingly** left **behind** a sprawling empire that brought the **G**reek language and culture **to** much of the known world. **W**ith **greatly** increased travel and trade, the **G**reek language **eventually** became the major method of communication.

**G**od later raised up the **R**oman Empire to replace **G**reece as the dominant political power throughout the **N**ew **T**estament period. **T**he highly trained armies of **R**ome not only conquered **P**alestine and other nations, but they also established a network of roads throughout **its** vast empire. Greek continued to be the language **spoken** throughout the Roman Empire even though **L**atin was the official language of the government. *(A comma is optional before even though)*

Because **G**reek **was** so versatile that it could express either simple ideas or complex abstractions, **it** appealed **equally** to the intellectual and to the common man. **P**aul and the other early **C**hristians traveled the **R**oman roads. **T**hey proclaimed the **G**ospel to **J**ew and **G**entile alike, using the precision of the **G**reek tongue.

## 4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Highlight the correct spelling of each **All** word.

- |                     |                 |
|---------------------|-----------------|
| 1. <b>bachelor</b>  | bachalor        |
| 2. attorney         | <b>attorney</b> |
| 3. <b>candor</b>    | cander          |
| 4. <b>projector</b> | projecter       |
| 5. enamered         | <b>enamored</b> |

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- |                |            |
|----------------|------------|
| 6. censor      | censar     |
| 7. incubater   | incubator  |
| 8. escalator   | escalater  |
| 9. governor    | governer   |
| 10. calculater | calculator |

<> **4b. Optional:** Highlight the correct spelling of each **Extensions** word.

- |                |            |
|----------------|------------|
| 11. anorexia   | aneraxia   |
| 12. benafactor | benefactor |

<> **4c. Optional:** Highlight the correct spelling of each **Further Extension** word.

- |                 |             |
|-----------------|-------------|
| 13. hemorrhage  | hemorrhage  |
| 14. expectorant | expecterant |

<> **4d. Optional:** Highlight the correct spelling of each **Optional** word.

- |               |           |
|---------------|-----------|
| 15. recognize | recogniz  |
| 16. observ    | observe   |
| 17. discern   | descern   |
| 18. aprehend  | apprehend |

Note: The four questions that adverbs answer are similar, so do not be concerned if your student lists the wrong one, as they are fairly subjective.

**Teacher Tip:** Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

## 6. Grammar: Adverbs

<> **6c.** In the sentences provided, complete the following steps:

- (1) Highlight the verbs in one color (all three types).
- (2) Highlight the adverbs with a different color.
- (3) Draw an arrow from the adverb to the word it modifies.
- (4) At the end of each sentence, write what question that adverb answers.
  - a. How?
  - b. When?
  - c. To what extent?
  - d. Where?

**All**

1. British General William Howe had recently → captured Fort Washington. **When?**



2. The weather **was** **extremely** → frigid. **To what extent?**
3. He **would** **stealthily** → **take** the enemy at dawn. **How?**
4. He **could** **definitely** → **sense** that the spirits of his men **were** **very** → low.  
**To what extent? To what extent?**
5. General Washington **optimistically** → **read** a pamphlet to his men. **How?**
6. It **challengingly** → **began**, “These **are** the times that **try** men’s souls.” **How?**
7. Those words **quickly** → **sank** into the hearts of the weary soldiers. **How?**
8. Without these words of inspiration, Washington and his men **actually** → **may have failed**. **How?**
9. The pen **can** **actually** → **be used** for good. **How?**

### Extensions

1. He **now** → **set** ← **up** for winter quarters. **When, Where?**
2. Washington’s men **were** **greatly** → **discouraged**. **To what extent?**
3. The Delaware River **was** icy and their numbers **were** **very** → few.  
**To what extent?**
4. Washington **soon** → **developed** a plan. **When?**
5. Many historians **actually** → **consider** the battles of Trenton and Princeton the first real successes of Washington’s campaign. **How?**
6. It **can** also, **unfortunately**, → **be used** for evil. **How?**

## 10. Grammar: *Ly* Openers

<> **10d.** In the sentences provided, add punctuation after the *ly* openers according to the rules you learned this week.

Note: Some are one-word openers and some are *ly* clauses or phrases.

### All

1. Actually<sub>1</sub> when the basic needs of people are met, those individuals become the most enthusiastic and effective promoters of those who helped them.
2. Unwittingly<sub>1</sub> the disciples sent the children away.
3. Amazingly<sub>1</sub> Moses received God’s Law on Mt. Sinai and gave it to the children of Israel.
4. Actually<sub>1</sub> the Sermon on the Mount is a declaration of the original intent of God’s Law.

5. Amazingly<sub>1</sub> Jesus fulfilled every commandment of God's Law.
6. Fortunately<sub>1</sub> Christ knew the difference between His life calling, the time to be sent out, and the necessary preparation.
7. Willingly<sub>1</sub> He spent over eighteen years in preparation.
8. Amazingly<sub>1</sub> the effort the people expended resulted in a greater attentiveness to benefit from the teaching they sought.

<> **10e. Extension:** Place commas following the adverb phrase openers. Remember, the comma will fall *after* the entire opener--when the real sentence begins.

1. Carefully sensing that effective ministry to individuals begins with the authorities God has placed over them<sub>1</sub> He often communicated truth specifically to those who were responsible to lead their families.
2. Actually ministering to many people<sub>1</sub> Christ often spoke in desert regions.
3. Loudly bellowing to the wind<sub>1</sub> the herd moved in a stampede.
4. Miserably realizing her fate<sub>1</sub> the female felt terror.
5. Blindly following the others<sub>1</sub> she ran off a sheer cliff.
6. Seemingly after a moment of time<sub>1</sub> the hunt ended.

## 11. Vocabulary/Structural Analysis: Wacky Words

Homophones: lead vs. led

<> **11b.** Fill in each blank provided with the correct Wacky Word--*lead*, *led*, and *lead*.

1. It was a fatal mistake to follow the   *lead*   of the inexperienced bull.
2. He was unable to   *lead*   them to safety.
3. The   *lead*   of the pencil broke.
4. They were   *led*   to their deaths.

# Weekly Review Quiz Answer Key

## I. Comprehension and Vocabulary

1. Based on the passage, what are the male and female bison called:

- a. male cow
- b. female bull

2. Why would the passage describe the landing of the bison as a *hideous thud*?

**No Answer Key needed. Answers will vary.**

Example: Because of the heavy weight of the bison falling a far distance (i.e. large cow/sheer cliff)

3. How do you suppose the Indian knew what kind of bison to look for to lead astray? He choose one with poor vision and a short temper.

4. Write a sentence comparing the young Indian finding the bison with poor vision and a short temper to Satan finding us in a weakened state in order to lead us off of a moral or ethical cliff. Just like the Indian brave looked for a weak bison to trick, Satan looks for Christians in a weakened state to trick

**Answers will vary.**

## II. Outlining

5. When you create an outline from source material, what are the most important kinds of words to use? nouns and verbs

6. When you create an outline from source material, do you use words from the sentence openers first and foremost? no

7. Why or why not? You are looking for essential material.

## III. Grammar and Usage

8. What three words do adverbs usually describe?

- a. verbs
- b. adjectives
- c. other adverbs

9. Adverbs answer four main questions. What are those questions?

- a. how
- b. when
- c. to what extent
- d. where

10. **Extensions:** List six non-ly adverbs.

Examples: later, how, not

**No Answer Key needed. Answers will vary.**

11. **Extensions:** What are two of the ways to add ly openers to sentences?

- a. Follow the ly word with a comma if you hear a pause.
- b. Follow the ly clause with a comma if you hear a pause.

12. Where do you place a comma when you add an ly opener to a sentence?

After the pause.

13. Write two sentences about this week's passage with adverb openers.

**No Answer Key needed. Answers will vary.**

#### IV. Write On: Sentence Openers

14. Which part of the meal is a sentence opener most like? appetizer
15. Why? It comes before the real sentence.
16. Is a sentence opener needed to make a sentence a real sentence? no
17. **Extensions:** List the two ways you can know where to place a comma following a sentence opener:
- When the opener ends.
  - When the real sentence begins.
18. List four types of sentence openers you could add to a real sentence to make it more interesting. (**Extensions:** List six.)
- Ly opener
  - sub clause opener
  - pp opener
  - interjection
  - Extensions:** ly clause/phrase opener
  - Extensions:** conjunctive adverb

#### V. Homophones

19. Write sentences using the two short e homophones—*led* and *lead*.

**No Answer Key needed. Answers will vary.**

20. Make corrections in the Wacky Word sentences as needed.

- led  
a. She was ~~lead~~ astray by her "friend."
- Lead  
b. The pencil ~~led~~ was broken.
- c. She wanted to lead the children in the right way. (No corrections are necessary.)

#### VI. Revising and Editing

21. List four Banned Words.

**No Answer Key needed. Answers will vary.**

22. What is a thesis statement/the function of the thesis statement? It is used to describe the entire report.
23. What is a "thesis statement reloaded"? It is added to the end of your writing to restate your thesis statement in some way.



# Green 1-B: Week Three

Character Focus: Alertness

## Vocabulary Box

Words related to **seeing with understanding--verbs**

apprehend	apprise	ascertain
categorize	classify	comprehend
conclude	deduces	delineate
derive	determine	discern
distinguish	infer	interpret
observe	perceive	postulate
presume	recognize	register
surmise	unearth	validate

## Vocabulary Box

Words related to **not seeing with understanding--verbs**

delude	disregard	distort
misconceive	misconstrue	misdirect
misinform	misread	mistake
stymie	underate	unresolved

## 1. Copying and Comprehension: Passage and Vocabulary

### This Week's Passage

All

And if thy right eye offend thee, pluck it out, and cast it from thee; for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

And if thy right hand offend thee, cut it off, and cast it from thee; for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

Matthew 5:29-30

## Optional Penmanship Practice

While we look not at the things which are seen, but at the things which are not seen: for the things which are seen are temporal; but the things which are not seen are eternal.

II Corinthians 4:18

↔ **1a.** Read this week's passage aloud.

The eye has an important function: being alert. It can be alert to things that are good or things that are evil. Jesus was saying that we must be alert to areas of sin in our lives.

↔ **1b.** On the lines provided, write three words related to *seeing with understanding* from the shaded Vocabulary Box located at the beginning of this week's lesson.

Synonyms for *to see with understanding*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

↔ **1c.** On the lines provided, using two of the words you listed, write two sentences telling how Jesus saw with understanding when He preached the Sermon on the Mount.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

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<> 1d. In this week's passage, highlight the word *profitable*.

<> 1e. Use a dictionary to look up this word. On the lines provided, write the definition in your own words.

Definition of *profitable*

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<> 1f. Based on this definition, write the meaning of the phrase "for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell" on the lines provided.

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<> 1g. In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

---

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)

**Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.**

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

---

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

---

---

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

**Teacher Tip:** Do not underestimate this spelling tip. Your student will need to know this in order to spell longer words later. If he does not seem to understand this syllabication concept, have him say the words slowly, syllable by syllable, and point out to him that the first syllable has a short vowel sound since it is a “closed-syllable” and, thus it, must end in a consonant.

**Teacher Tip:** A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant (e.g., l, a). When syllabating words, each syllable must contain a vowel sound. This sound may be made up of a y, one vowel, or a vowel combination (e.g., by, joy, read, beau). Syllables that end in a consonant are “closed” syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a “closed” syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., hap/py).

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(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_

(9) Write a sentence using this DD word on the lines provided.

---

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<> **1h. Extensions:** Write a sentence about the character quality for this month using this DD word.

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<> **1i. Further Extension:** Write a sentence about this week’s passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: if thy right eye offend thee, cast it from thee.  
Subordinate clause opener

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<> **1j.** In your notebook, copy this week’s passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher and correct any errors.

<> **1l. Optional:** Memorize Matthew 5:29–30.



## 2. Spelling/Structural Analysis: Double Consonant in the Middle of a Word Makes the First Syllable Short

Examples: hap/py, sun/ny

<> **2a.** In the passage, highlight the words *offend* and *members*.

Both of the words you highlighted have two consonants in the middle of them: The first consonant goes with the first syllable. The second consonant goes with the second syllable.

The first syllable of these two words makes a short vowel sound because the vowel has a consonant following it. When you syllabicate these words, you divide them between the two consonants in the middle of the word.

1. of/fend
2. mem/bers

These words are examples of **closed syllables**. A closed syllable is a **syllable that ends with a consonant**—as opposed to an open syllable word that ends in a vowel. A closed syllable is **usually a short vowel-sound syllable**.

1. dog
2. hit
3. cat
4. truck
5. pet

When a multi-syllable word has the first syllable ending in a consonant, that consonant usually makes that syllable short.

When two-syllable words have a double consonant in the middle, one consonant goes with the first syllable—making it short—and the other consonant goes with the second syllable.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 30 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Double Consonants in the Middle of Words

First Syllable Short:

ap/ple  
sun/ny  
dif/fer

R-controlled First Syllable:

car/riage  
hur/ry  
mer/ry

Other:

ap/point  
ac/quaint  
ac/cuse

Single Consonant in the Middle Keeps First Syllable Long

o/pen  
re/pose  
fo/cus  
sta/tion

Write any **Review Words** that your teacher gives you on the lines provided.

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Words	Syllabication	Write it**	Tip	Your Tip
<b>All</b>				
1. approximate*	ap-prox-i-mate	_____		_____
2. millennium*	mil-len-ni-um	_____	2 l's; 2 n's	_____
3. ballistic*	bal-lis-tic	_____	Think <i>ball • is • tic</i>	_____
4. upholster*	up-hol-ster	_____	Think <b>up</b> and <b>holster</b>	_____
5. vaccinate*	vac-ci-nate	_____	1st c hard; 2nd c soft	_____
6. asparagus*	as-par-a-gus	_____		_____
7. assurance*	as-sur-ance	_____		_____
8. battalion*	bat-tal-ion	_____		_____
9. vignette*	vi-gnette	_____	silent g; 2 t's	_____
10. villainous*	vil-lain-ous	_____		_____
11. mesmerize*	mes-mer-ize	_____		_____
12. billionaire*	bil-lion-aire	_____	Think <i>billion • aire</i>	_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it **	Tip	Your Tip
<b><u>Extensions</u></b>				
13. belligerence*	bel-lig-er-ence	_____		_____
14. vengeance*	ven-geance	_____	Think <b>venge •ance</b>	_____
15. broccoli*	broc-co-li	_____	2 c's; 1 l	_____
<b><u>Further Extension</u></b>				
16. malfeasance*	mal-fea-sance	_____		_____
17. cantankerous*	can-tan-ker-ous	_____	Think <b>can •tan •kerous</b>	_____
18. cappuccino	cap-puc-ci-no	_____	2 p's; 2 c's	_____
<b><u>Optional</u></b>				
19. comprehend	com-pre-hend	_____		_____
20. apprehend	ap-pre-hend	_____		_____
21. classify	clas-si-fy	_____		_____

**\*Commonly Misspelled**

**\*\*Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

### 3. Editor Duty: Correct Given Paragraph(s)

#### Prepositions, Infinitives, Appositives

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight four prepositions.

(3) In the first paragraph, highlight the *to + verb* that is not a preposition but is a special verb called an infinitive.

(4) **Extensions:** In the second paragraph, highlight the appositive, and place commas around it if you have not already done so.

In the average city of cana a wedding became a extraordinary event during this memorable wedding feast friends and relatives had gathered from all across galilee to celebrate the joyous occasion. During the festive wedding feast mary realized that the families of the bride and groom was facing an embarrassing moment. They had ran out of wine

Mary the mother of jesus quietly instructed the servants to follow her sons' directions. Christ than gave them instructions he told them to fill six stone pots to the brim with water

When the ruler of the feast drank wine from the pots he wondered why the bridegroom had held back his best wine. Christs' first miracle had made a wedding feast a extraordinary event. All of this took place in the little village of cana

### 4. Optional Spelling Practice: Choose the Correct Spelling

Further Study: Study the character quality of alertness in a character booklet.

<> 4a. **Optional:** Highlight the correct spelling of each **All** word.

1. approximate                      approxemate

2. millennium                      millenium

3. ballestic                          ballistic

- |                |             |
|----------------|-------------|
| 4. upholster   | upholstar   |
| 5. vaccinate   | vaccinate   |
| 6. asparagus   | asparegus   |
| 7. assurance   | assurance   |
| 8. battalun    | battalion   |
| 9. vignette    | vignete     |
| 10. villainous | villanous   |
| 11. mesmerise  | mesmerize   |
| 12. billionare | billionaire |

Further Study: Study the different kinds of people who came to listen to Jesus. Who were they and what were they like?

<> **4b. Optional:** Highlight the correct spelling of each **Extensions** word.

- |                  |              |
|------------------|--------------|
| 13. belligerence | belligerance |
| 14. vengence     | vengeance    |
| 15. broccoli     | brocolli     |

<> **4c. Optional:** Highlight the correct spelling of each **Further Extension** word.

- |                  |             |
|------------------|-------------|
| 16. malfeasence  | malfeasance |
| 17. cantankerous | cantankerus |
| 18. cappuccino   | cappacino   |

<> **4d. Optional:** Highlight the correct spelling of each **Optional** word.

- |                |            |
|----------------|------------|
| 19. comprehand | comprehend |
| 20. apprehend  | apprehand  |
| 21. clasify    | classify   |

<> **4e. Optional:** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

## Overview of Scientific Research Report

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

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

**I. TOPIC OF REPORT: You will be writing an informative report about a vision problem.** You may choose from one of the topics listed or choose a different one according to your teacher's instructions.

- A. Myopia--near-sighted vision
- B. Hyperopia--far sighted vision
- C. Strabismus--straying vision
- D. Astigmatism--irregular vision
- E. Presbyopia--loss of accomodating vision
- F. Cataracts--blocked vision

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

- A. **Basic** students will write **4 paragraphs** for the body (P'soB).
- B. **Extension** students will write **6 paragraphs** for the body (P'soB).

\*You may divide your paragraphs in any way you desire:

- 4 paragraphs all about one problem (1 paragraph per aspect of the problem)
- 4 paragraphs about 4 different problems (A, B, C, & D, for instance)
- 6 paragraphs--2 paragraphs per problem (3 problems)
- 6 paragraphs all about one problem--6 aspects of the same problem

**III. SENTENCES PER PARAGRAPH:**

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

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

**IV. OPENING PARAGRAPH:**

**Extensions--**students **will** write an opening paragraph.

**V. CLOSING PARAGRAPH:**

**Further Extension--**students **will** write a closing paragraph.

**VI. SOURCES:**

- A. **Basic** students will use **2 sources.** You will be told in the writing instructions what types of sources to use.
- B. **Extensions** students will use **3 sources.** You will be told in the writing instructions what types of sources to use.

**VII. QUOTATIONS**

**No** students **will** include quotations unless assigned by your teacher.

**VIII. SOURCE CITATION WITHIN YOUR REPORT:**

**No** students will cite sources within the text of your report.

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

**No** students **will** cite sources at the end of your report (i.e. create a list of **Works Cited**).

## 5. Research and Study Skills: Choose Your Topic and Sources

You have been given a list of topics from which to choose for your report. The first step in writing a report is to choose the topic you will be writing about.

### <> 5a. Start with the list of topics that are provided for you and think about these aspects of topic choosing:

- (1) You will be breaking your informative report down into paragraphs. Consider this when you choose your topic too.
  - a. For example, some topics are easy to break down, like in the case of four vision problems, you can easily choose four different problems for the body of your report.
  - b. **In these cases, you would spend one paragraph on each problem.**
- (2) More advanced writers may write about one problem--but put a different aspect in each paragraph. Just be sure each paragraph contains just that one aspect--and you change to a new paragraph when you change aspects of that problem.
- (3) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (4) You want to choose a topic that you know you can find information about easily.

### <> 5b. Write the topic you have chosen on the topic line below.

Topic: \_\_\_\_\_

#### Optional Penmanship Practice

. . . Because they seeing [with their physical eyes] see not [with their spiritual eyes] their eyes they have closed; lest at any time they should see with their eyes . . .

Paraphrase of  
Matthew 13:13

Character Focus: Alertness is knowing what is happening around me so that I can respond to it like Jesus would.

Character Focus: We need to show alertness to the needs of those around us.

#### Looking Ahead...at the "Overview Source" and "Overview Source Method"

In the "**Overview Source Method**" of writing, you will find one source (the "Overview Source") in the beginning **that helps you learn about your topic in a concise way**--and that will help you divide up information in your report more easily. Once you find this source, **you will use this source to decide what all you will put in your report, how you will break down the information, etc.** Then when you add other sources to the writing process, you will know where to plug in the information from that source(s) easily.

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

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

**Example: *Taking Care of Your Eyes***

- (2) Read that source (or section about your topic) thoroughly.

(3) Mark that source with sticky notes for possible paragraph breaks for your report.

The instructions for this will be detailed later.

**Example: Four different vision problems for four paragraphs**--one for each paragraph.

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

Example:

Paragraph of Body A (PoB A): *Myopia*

Paragraph of Body B (PoB B): *Hyperopia*

Paragraph of Body C (PoB C): *Strabismus*

Paragraph of Body D (PoB D): *Astigmatism*

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

**Examples: (1) M encyclopedia and (2) *Living With Vision Problems***

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

PoB A: *Myopia*

Support Sentence (SS) 1: *Near sightedness, refractive defect of the eye*

SS 2: *See nearby objects but distant objects blurred*

SS 3: *Eye ball too long or cornea too steep*

### <> 5c. Choose an “Overview Source” to help you become familiar with your topic.

You will be helped greatly in the researching, outlining, and writing process for research-based reports if you use what Training for Triumph calls the “Overview Source” when you first begin a writing project.

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

- (1) You want to choose **a source for this that contains information about all aspects of your topic**. For example, if you are writing about four different vision problems (one paragraph per problem), your “Overview Source” needs to contain information about all four problems, as well as some other information that you might desire to put in your opening or closing paragraph.

**Note: If you write about four different vision problems, you may choose four different overview sources--one example per problem for each.**

- (2) You want this source to be **one that you can read in one sitting--not a lengthy book about the topic**. For example, in the vision problem example, you might choose a juvenile non-fiction book vision problems entitled *Taking Care of Your Eyes*.
- (3) You want your source to be short enough that you can write the length of report using that as your first source, but not so short that the portions of it about your topic are shorter than your report will be.



- (4) You want your source to be long enough that you can find enough information for your topic, but not so long that wading through it is too laborious--and determining what information you want to use or do not want to use is too hard.
- (5) Note: With a varied topic such as this one, **you may need more than one “Overview Source”**--such as one encyclopedia entry for each vision problem. In that case, consider all of these “Overview Sources” together as one source in your total number of sources assigned (but detail each one separately in your list of Works Cited).
- (6) Generally speaking, online encyclopedias, books with long chapters that are each about a different vision problem or topic, etc. are good “Overview Sources.”

**<> 5d. Choose one or two other sources (based on your assigned number of sources) that contain information about your topic that will help you write your report.**

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

Choosing Sources

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

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

Transition Sentences

The transition sentence at the beginning of each paragraph (or the end of the previous paragraph) takes the reader from one paragraph to another. Make sure yours is clear.

Strong Verbs

Do not settle for boring words in your essay. Use a thesaurus to help you expand your vocabulary!

Good writers do not use weak verbs

Instead of	Use
say	exclaim, respond, shout, reply
walk	run, hasten, lumber, tiptoe
answer	reply, respond, reiterate, conclude
speak	interject, lament, spout, cry, concur
sit	lounge, recline, plop, slouch, straddle
like	enjoy, savor, adore, favor, prefer, pursue
become	blossom, develop, convert, change
eat	digest, inhale, slurp, taste, consume,
get	acquire, behold, occupy, receive

### Alternative Writing for Green 1-B: Week Three

- Write an essay of 4–5 paragraphs including an opening about the recent history of Palestine and Israel (1900 to the present).
- Write an essay of 4–5 paragraphs, including an opening, about how the eye functions.

## 6. Study Skills: Reference Materials

The Scripture in our passage this week describes the eye. Our eyes help us to be alert. There are other places in Scripture that mention the eye.

A concordance is a book that allows you to look up all the times a word is used in the Bible. It lists words alphabetically just like a dictionary would, but instead of giving the meaning of the words, it gives a list of Bible references.


- <> **6.** Search with a concordance to find Scriptures that contain the word *eye* or *eyes*. Write the Scriptures, including the reference, in your notebook.

**Basic Level:** Write six Scriptures.

**Extensions:** Write eight Scriptures.

### Grammar Card: Semicolon

- **Used to combine two complete, related sentences:**
  - Both sides must contain complete sentences
  - Both sides must be related to each other and about the same topic: We should be grateful to God; we should be grateful to others.
- **Also used to separate items in a series when some items in the series already contain commas**

 Each side must be a complete sentence (independent clause) in order to combine the two with a semicolon.

## 7. Punctuation: Semicolon Usage

- <> **7a.** In the first copy box of this week's passage, highlight the semicolon.

One of the uses of semicolons is to separate (or combine!) two complete sentences. It is important in good writing to use semicolons properly.

**You can use a semicolon to combine two complete sentences that have the same topic.** Using semicolons makes your writing more elaborate, creative, and detailed.

Semicolons are not difficult to use if you remember the following rules:

1. Use them to **combine two complete sentences**.
2. Use them to combine **two complete sentences that have the same topic**.
3. After the semicolon, **do not use a capital letter** like you would at the beginning of a sentence.
  - a. It is important to be alert to speakers. Being alert shows respect to the person talking.
  - b. It is important to be alert to speakers; being alert shows respect to the person talking.
  - c. Bats are alert. Deer are also alert.
  - d. Bats are alert; deer are also alert.
  - e. Jesus taught many truths in parables. Parables are interesting to read.
  - f. Jesus taught many truths in parables; parables are interesting to read.

- <> **7b.** In your notebook, complete the following steps for the sentences provided.

1. Combine two sentences into one using a semicolon between the two.
2. Mark the sentences with **CS**; **CS** to show that each side of the semicolon contains a complete sentence. (CS stands for complete sentence.)

Note: You may choose to complete this assignment in your CQLA book by marking through the capitalized letter and inserting a semicolon in the right place.

**CS**

**CS**

Example: I love to teach character to children; they enjoy the songs and lessons.

1. When we really see people, we first notice outward differences. We also detect differences in various unchangeable features.
2. Jesus told His disciples to pray that God would send out laborers into His harvest. The laborers need only be few in number if they are perceptive to people's needs.
3. The more we see the real needs of people, the more we are able to recognize the wide scope of resources which God gives us. By seeing others' needs, we can distinguish that good and perfect will of God.
4. We must be in a constant attitude of prayer. We must also learn how to ask appropriate questions.
5. As our lives are in tune with the Spirit of God, He will give us discernment. We will not misinterpret the real needs of the people around us.
6. One who discerns will examine himself before evaluating the actions of others. One who judges will condemn others for their visible problems without seeing the roots of those problems.
7. One who discerns will check all of the facts before reaching a conclusion. One who judges will form opinions on first impressions or hearsay.
8. A discerning Christian is one who detects a fault in another and is able to give him clear direction. He is then able to restore an offending brother rather than rejecting him.
9. Jesus instructed His disciples to see the spiritual needs of the people around Him. He compared the multitudes to fields of a ready harvest.
10. Discern means to see with understanding. Misjudge means to see without understanding.

#### Semicolons

- Used to join two complete sentences
- Used to join sentences that are about the same topic

**<> 7c. Optional:** In your notebook, write sentences with semicolons.

**Basic Level:** Write twelve sentences.

**Extension:** Write fifteen sentences.

**Further Extension:** Write twenty sentences containing information from a character book or another source.

**🔑 Each side must be a complete sentence (independent clause) in order to combine the two with a semicolon.**

**<> 7d.** Study the Grammar Card about semicolons provided in this lesson.

**<> 7e. Optional:** Make a Grammar Card about prepositional phrase openers, or add new information to an existing card.

### Topic Sentence

- Usually first sentence of essay
- Tells topic of entire essay
- Do not write, “In this essay you will learn . . .”
- Design creative way to introduce essay

### Help Box for 7a

You should have highlighted the semicolon between the following words:

1. thee; for
2. thee; for

## 8. Research and Study Skills: Write Your Thesis Statement and Begin Gathering Information

By now you should have your sources found, your “Overview Source” read, and your topic chosen. Since you are writing a research-based report, you need to be sure that you take notes on your topic in an organized way--and that you do not include anything in your notes that you will not need for your report, or leave out information you will need in order to write a strong report.

One way that you can be helped in this process is to write what is known as a **thesis statement--a statement declaring what your entire paper is going to be about**. This is similar to when you learned how to write the opening sentence of a paragraph--a sentence that tells what your entire paragraph is about. Only **in the case of a thesis statement, you will not write just what one paragraph is about--but you will write what the entire report is going to be about**.

For instance, if you were writing an opening sentence about one of the paragraphs in your report about myopia (if you are writing about multiple problems), you might write, *Myopia, also called nearsightedness, is caused by a refractive defect of the eye*. This would tell your reader that **your paragraph is going to be about the myopia**.

However, you cannot use that sentence for the thesis statement for your entire report because it only tells what that one paragraph is about--**the paragraph about the myopia. The thesis statement must tell what the entire report is about**.

Your thesis statement for the vision problem report might be, *Vision problems can cause a person to have limited sight that can interfere with their daily activities*.

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

### <> 8a. Follow these tips to write the thesis statement for your report.\*

- (1) Write one sentence that tells the reader what your report is about.
- (2) Be sure it includes all aspects of your report (i.e. about vision problems, not just myopia).
- (3) Tell your reader what you plan to include in your report (to a small extent list the vision problems your report includes).

### Examples of Thesis Statements

•Myopia, hyperopia, strabismus, and astigmatism are four vision problems that impair one's vision and can interfere with their daily activities..

•Vision problems such as myopia, hyperopia, strabismus, and astigmatism can cause difficulties with a person's ability to see properly.

•The cataract is a clouded lens that is often experienced by elderly people.

My thesis statement for this report: \_\_\_\_\_

**\*Note: If you do not feel prepared to write your thesis statement at this time, you may skip this assignment and come back to it after you complete assignment 8b.**

**<> 8b. Read and mark your "Overview Source" for possible aspects that you want to include in your report, following these tips:**

- (1) Skim through the text of your source to get an idea of the various aspects of your topic. **As you skim through your source, consider that you are writing four to six short paragraphs about your topic**--and your book or source contains many paragraphs! You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).

**Note: You will choose one vision problem for each paragraph. Each paragraph will be four to seven sentences in length. You will only be able to include highlights about each problem in that short space.**

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

- (a) Choose four to six different colors of small sticky notes--one color for each vision problem you will write about in your report.

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

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

Note: If you do not have five (or four) different colors of sticky notes, you may use one color but write PoB A: myopia, PoB B: hyperopia, PoB C: strabismus, and PoB D: astigmatism on them for each Paragraph of Body. (You will have several sticky notes that say PoB A and several that say PoB B, etc. if you use this method.)

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

Note: You may not get more than 50% of the information for your report from this "Overview Source." The purpose of the "Overview Source Method" is to help the student see how to break the information for his report down into paragraphs. Since each paragraph in this report is about a different vision problem, that breakdown is relatively easy. However, you will still need to get in the habit of using one source (the "Overview Source") to get the "big picture" (and a few details), then use your other source(s) to get most of the details.

- <> 8c. Now that you have determined your four to six paragraph topics (Paragraph of Body--PoB), list them, in the order you will include them in your report, on the lines provided.

Topic of PoB A: \_\_\_\_\_

Topic of PoB B: \_\_\_\_\_

Topic of PoB C: \_\_\_\_\_

Topic of PoB D: \_\_\_\_\_

Extensions--Topic of PoB E: \_\_\_\_\_

Extensions--Topic of PoB F: \_\_\_\_\_

## 9. Optional Spelling Practice: Six "S" Spelling Secret

- <> 9a. **Optional:** Take a spelling "pre-test" in your notebook.

- <> 9b. **Optional:** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

- <> 9c. **Optional:** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

## 10. Extensions--Wacky Words: Tips and Tricks

You have learned many Wacky Words (homophones and confusing words) in CQLA. You probably also learned many tricks and tips to help you. Do you remember some of these?

1. Hear—There is an **ear** in **hear**
2. Here—There is not an ear in here.
3. There—It is **here** and **there**. There is a **here** in **there**!
4. Their—The word **heir**, which can mean ownership, is in the word **their**, and their is a pronoun that shows ownership!
5. See—Do you see two eyes in the word **see**
6. Boar--Has an **a** and is an **animal**.
7. Then--Has an **e** and means **next**.
8. Isle--is like the word **island**.
9. Chord--Has an **h** like **chorus** (both musical).
10. Compliment--Has an **i--/** like compliments.
11. **Sensor**--Relates to the **senses**.
12. Farther—has an **a** in it and is for **area** (geography)
13. Further—has a **u** in it and is for **understanding** (further your thinking)
14. Wander—you **wander** in an **area** (wander is for moving around—geographical)
15. Wonder—you **wonder** and you **ponder**—think

➤ 10. Choose the correct homophone/confusing word for each sentence.

1. Can you hear/here the music playing?
2. Please put the book here/hear.
3. Hannah will place the table over there/their.
4. Rachel must be careful with their/there toys.
5. To be able to see/sea, is a gift from God.
6. The wild boar/bore was running frantically.
7. Marcus went for a bicycle ride, then/than came home.
8. Braden was stranded on a desert isle/aisle.
9. Ryan struck the right chord/cord.
10. Everyone appreciates a compliment/complement.
11. He changed the heat sensor/censure on the furnace.
12. It must go farther/further down the road to get to John's house.
13. Do you have anything further/farther to add?
14. Emily was just wandering/wondering if you would like to serve at the banquet.
15. The children were wondering/wandering through the woods trying to find their way home

# 11. Study Skills/Research: Create Outlining Cards for Informative Research Report

<> 11. Create outlining cards (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

- (1) Turn to the outlining cards following this entire writing lesson.
- (2) By now you should have chosen the vision problems that you wish to write about, so it should be fairly easy to plug the information that you have highlighted into the Paragraph and Sentence Outlining Cards.
- (3) Start with the first paragraph of the body of your report (PoB A) and complete the following steps:
  - a. **Write the topic of that paragraph on the Topic of Paragraph line.**
  - b. Open your “Overview Source,” and find the information you highlighted or marked with sticky notes for that topic.
  - c. **Fill in the sentence lines with the information about that animal from your “Overview Source” until you have some information for some of the sentences** (but not more than 50% of the sentence lines filled in). These will be your Support Sentences (SS)--the sentences that tell about what you introduced in your opening sentence.
  - d. Move to your other source(s) one at a time, and **fill in the rest of the sentence lines with notes about that animal using your other source(s).**

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

- e. Be sure to **use information from all of your sources for that problem.**
  - f. Do this for each of your four to six problems.
- (4) **You may cut out the cards or leave them all on the pages.**
- (5) **Optional:** You may flip over to the “Create a list of Works Cited” section and fill in bibliography cards for any sources you use during the outlining or you may save your sources and do the cards when assigned later.
- (6) Keep these tips in mind:
- a. A paragraph is a unit of thought. Each paragraph section should only contain information about one item. Do not put information about the myopia and hyperopia on the same paragraph space. Each of your items will be a separate paragraph. (Note: If you would like to write more than the assigned paragraphs, and your teacher agrees, you may create some additional note taking cards and do extra paragraphs. For example, you may do more paragraphs--with more vision problems or you may do two paragraphs over each vision problem, if desired.)



- b. **Just write down key words for each sentence line, but be sure to include any details that are hard to spell or difficult to remember.**
- c. You will be using the “sentence-by-sentence” approach to notetaking for this report. That means that **you will write key words on each “sentence” line that you will use to create a complete sentence when you write your report.**

Example of Outlining Format

**For example:**

**Opening Sentence:** *myopia, nearsightedness = refractive defect*

**In your report, it might say:** *Myopia, also referred to as nearsightedness, is a refractive defect of the eye.*

## 12. Optional Spelling Practice: Write That Word!

<> **12a. Optional:** On the lines provided, write two spelling words that you have never used in writing.

1. \_\_\_\_\_ 2. \_\_\_\_\_

<> **12b. Optional:** Complete the following steps for one of the words you listed in 12a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

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<> **12c. Optional:** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_

# 13. Composition: Write Rough Draft of Informative Report About Vision Problems

## <> 13. Follow these steps to write your report:

- (1) Read your original thesis statement to remind yourself of what your report is about.
- (2) Read the topic of your first paragraph of the body and the sentence notes beneath it.
- (3) Add any notes to this paragraph that you desire, or mark through things you do not want, or re-number the sentence lines if you want your information in a different order.

**Note About Thesis Statement:** Since you are going to be writing an opening and a closing paragraph later you do not need to include your thesis statement in your report yet. You will tweak the rough thesis statement you wrote earlier and include it in the opening paragraph of your report (at the time of that writing). For now, you will just write the four to six Paragraphs of the Body (P'soB) of your report.

- (4) Write the first paragraph of the body of your report (PoB A) in your notebook (on every other line) or key it on the computer (double spaced).
- (5) Continue the steps above for the rest of your report.
- (6) Note: Do not use the personal pronouns *you* or *I* in your report. For instance, do not say, *You could develop cataracts as you age*. Instead, write *A person develops cataracts as he ages*.

**Note: Study redundancy box to help you become a better writer.**

### Redundancy

Redundancy occurs when a report, essay, or story uses the same word or phrase too many times. It might be that this word or phrase is used two times in a row, like in the case of *Myopia is also called nearsightedness. Myopia affects your ability to see far away.* Or it might be that this word or phrase is used too many times over a period of a few paragraphs (i.e. the word **myopia** many times throughout the report).

The problem that you will likely encounter in trying to reduce redundancy is that it can be difficult to find words that are good substitutes for certain words. For example, in the case of the word *myopia*, how many ways can you say *myopia* without saying *myopia*? How many words are true synonyms for the word *myopia*?

It is in these times that you must become creative! Maybe there will not be the perfect synonym for the word *myopia* (or other word you are using). Here are some ideas for reducing redundancy:

1. **Use pronouns expertly.** You may use the pronoun *it* for the *myopia*—but you must be careful when doing so.

- a. Do not use *it* if the previous sentence contained myopia and hyperopia. What is *it* in this case?
- b. Do not use *it* if you just used *it* several times (then *it* will become redundant!).
- c. Do not use *it* if you have not used the noun that *it* replaces fairly recently.

2. **Use obvious synonyms.** *Nearsightedness* or *shortsightedness*, etc. might all be obvious substitutions for myopia.

3. **Use less-than-obvious synonyms:** eyes, peepers, lenses to the world, pair of human lenses, etc.

## 14. Grammar: Weekly Quizzes

<> **14a.** Do the portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

## 15. Spelling: Spelling Test

<> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **15b.** (T) Have your teacher check your Spelling Test.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Word** section of next week's Spelling Lesson.

## 16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

## Optional: Extra Practice

- 1E. In your notebook, write fifteen sentences with semicolons, containing information from a character book or another source.
- 2E. In your notebook, write notes on another aspect of vision that you have not already used in this week's report.
- 3E. In your notebook, write an essay about vision, using your Key Word Outline from this lesson.
- 4E. Edit and revise your essay using this week's Checklist Challenge.
- 5E. In your notebook, write twenty double-consonant-in-the-middle words.
- 6E. Read a book about vision problems.
- 7E. Find ten sentences with semicolons from a character book, *Character Sketches*, or another source, and copy them in your notebook.
- 8E. In your notebook, copy ten Scriptures that have the words *see*, *view*, *appear*, or *discern*.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays your teacher desires.

## Outlining Cards

**PoB A:** \_\_\_\_\_  
(1st aspect or problem)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS8:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**PoB B:** \_\_\_\_\_  
(2nd aspect or problem)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS8:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.

Outlining Cards (Continued)

PoB C: \_\_\_\_\_  
(3rd aspect or problem)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB D: \_\_\_\_\_  
(4th aspect or problem)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.

Outlining Cards (Continued)

PoB E: \_\_\_\_\_  
(Extensions--5th aspect or problem)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

PoB F: \_\_\_\_\_  
(Extensions--6th aspect or problem)  
Opening/Transition Sentence: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS1: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS2: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS3: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS4: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS5: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS6: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS7: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
SS8: \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.

## Extra Outlining Cards

**PoB G:** \_\_\_\_\_  
(Optional-card)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS8:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**PoB H:** \_\_\_\_\_  
(Optional-card)  
**Opening/Transition Sentence:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS1:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS2:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS3:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS4:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS5:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS6:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS7:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )  
**SS8:** \_\_\_\_\_  
\_\_\_\_\_  
( \_\_\_\_\_ )

**Note:** The parenthetical lines on each outlining card are provided for the student to record from where (the page number & source title) the information was obtained. This will be used in reports when the student is assigned the addition of quotes and other source citation in text.



## Six "S" Spelling Secret Sheet

<p><b>1. SEE</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. TO SAY:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. TO SEPARATE:</b></p> <ol style="list-style-type: none"> <li>Fold the SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. TO SPELL:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. TO SPOT:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. STOP or START</b></p>
<p><b>1. To See:</b></p> <ol style="list-style-type: none"> <li>Copy the word you need to practice on the first empty line of this column.</li> <li>Look at this first word carefully.</li> <li>Pay attention to the parts of the word that follow spelling rules you already know.</li> <li>Look closely at the shape of the word.</li> <li>See if there are parts of the word you know easily.</li> </ol>	<p><b>2. To Say:</b></p> <ol style="list-style-type: none"> <li>Say the word you wrote in column one loud.</li> <li>Try to spell the word aloud with out looking in the SEE column.</li> <li>If you get stuck, look at the word in the SEE column.</li> <li>Note: If spelling a word aloud confuses you further, skip this step.</li> </ol>	<p><b>3. To Separate:</b></p> <ol style="list-style-type: none"> <li>Fold the SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</li> <li>Try to picture the word in your mind.</li> <li>Close your eyes to picture the word, if needed.</li> </ol>	<p><b>4. To Spell:</b></p> <ol style="list-style-type: none"> <li>With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</li> <li>If you get stuck, try to picture the word once more in your mind, and try again to write it.</li> </ol>	<p><b>5. To Spot:</b></p> <ol style="list-style-type: none"> <li>Uncover the word in the 1. SEE column.</li> <li>Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</li> </ol>	<p><b>6. To Stop/Start:</b></p> <ol style="list-style-type: none"> <li>If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</li> <li>If you spelled that word wrong, you should START the Six "S" Spelling Secret over again for that word.</li> </ol>

# Think Fast Grammar Quiz

Complete Shaded Parts

## Prepositions

Two Minutes or Three Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_
33. \_\_\_\_\_
34. \_\_\_\_\_
35. \_\_\_\_\_
36. \_\_\_\_\_

37. \_\_\_\_\_
38. \_\_\_\_\_
39. \_\_\_\_\_
40. \_\_\_\_\_
41. \_\_\_\_\_
42. \_\_\_\_\_
43. \_\_\_\_\_
44. \_\_\_\_\_
45. \_\_\_\_\_
46. \_\_\_\_\_
47. \_\_\_\_\_
48. \_\_\_\_\_
49. \_\_\_\_\_
50. \_\_\_\_\_

## Conjunctive Adverbs

One Minute

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Subordinators--Extensions

One Minute or Two Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

## Coordinating Conjunctions (FANBOYS)

Thirty Seconds

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## BHL Verbs

Two Minutes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_
31. \_\_\_\_\_
32. \_\_\_\_\_

# Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher \*

## I. Comprehension and Vocabulary

1. **Extensions:** What is the root word of profitable? \_\_\_\_\_
2. **Extensions:** What other words can be made with the word profit as its base?  
\_\_\_\_\_
3. Which word is used in the passage to mean "tossed"—*cast* or *caste*?  
\_\_\_\_\_
4. When did Jesus speak the words that comprise this week's passage?  
\_\_\_\_\_

## II. Outlining

5. This week's report is an example of how to divide up information that you get from source material for a longer report. How did you divide up your information?  
\_\_\_\_\_  
\_\_\_\_\_
- a. One vision problem per paragraph
- b. One vision problem for all paragraphs—with each paragraph containing a different aspect of that one problem
6. What word or words did you "google" or look in the encyclopedia when you did your research this week? \_\_\_\_\_  
\_\_\_\_\_
7. Describe what you can find/do in the following reference items:
  - a. dictionary \_\_\_\_\_
  - b. thesaurus \_\_\_\_\_
  - c. encyclopedia \_\_\_\_\_
  - d. concordance \_\_\_\_\_

## III. Grammar

8. What is the most common use of the semicolon? \_\_\_\_\_  
\_\_\_\_\_
9. After a semicolon, does the next word begin with a lower case letter or an upper case letter?  
\_\_\_\_\_
10. What does the abbreviation CS stand for? \_\_\_\_\_
11. How is a semicolon made? \_\_\_\_\_

\* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting.

12. List six prepositions that begin with *i*, *o*, *u*, or *w*:
- |          |          |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |

13. What are the two parts of speech that the word *to* may be a part of?
- a. \_\_\_\_\_
- b. \_\_\_\_\_

14. Where do you place a comma following a sentence opener? \_\_\_\_\_
- \_\_\_\_\_

15. **Extensions:** What are the two parts of a prepositional phrase? Give examples of both:
- a. \_\_\_\_\_
- b. \_\_\_\_\_

16. List two kinds of sentence openers that you have written with so far in this CQLA book.
- a. \_\_\_\_\_
- b. \_\_\_\_\_

#### IV. Homophones

17. Circle the correct homophone in the sentences given.
- a. Jesus led/lead his disciples.
- b. The pencil has led/lead in it.
- c. We should caste/cast our cares on Him.
- d. He picked up the led/lead pipe.

#### V. Editing and Revising

18. What is the role of the thesis statement? \_\_\_\_\_
- \_\_\_\_\_

19. **Further Extension:** If you are writing about three different kinds of vision problems, how many of them will you list in your opening paragraph that tells what your entire report is about? \_\_\_\_\_
- \_\_\_\_\_

20. What words can you substitute for words listed below that might be redundant in this week's report? List two for each one.
- a. see \_\_\_\_\_
- b. caused \_\_\_\_\_
- c. problem \_\_\_\_\_
- d. vision \_\_\_\_\_



# Lesson Plans

## Green 1-B: Week Three

For a Five-Day Week

**Character Focus: Alertness**

### Day One

#### Vocabulary Box

Words related to **seeing with understanding**--*verbs*

apprehend	apprise	ascertain
categorize	classify	comprehend
conclude	deduces	delineate
derive	determine	discern
distinguish	infer	interpret
observe	perceive	postulate
presume	recognize	register
surmise	unearth	validate

#### Vocabulary Box

Words related to **not seeing with understanding**--*verbs*

delude	disregard	distort
misconceive	misconstrue	misdirect
misinform	misread	mistake
stymie	underate	unresolved

### 1. Copying and Comprehension: Passage and Vocabulary All

And if thy right eye offend thee, pluck it out, and cast it from thee; for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

And if thy right hand offend thee, cut it off, and cast it from thee; for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

Matthew 5:29–30

### 2. Spelling/Structural Analysis: Double Consonant in the Middle of Word Makes the First Syllable Short

Examples: hap/py, sun/ny

#### All

- |                |               |                 |
|----------------|---------------|-----------------|
| 1. approximate | 2. millennium | 3. ballistic    |
| 4. upholster   | 5. vaccinate  | 6. asparagus    |
| 7. assurance   | 8. battallion | 9. vignette     |
| 10. villainous | 11. mesmerize | 12. billionaire |

#### Extensions

- |                  |               |              |
|------------------|---------------|--------------|
| 13. belligerence | 14. vengeance | 15. broccoli |
|------------------|---------------|--------------|

#### Further Extension

- |                 |                  |                |
|-----------------|------------------|----------------|
| 16. malfeasance | 17. cantankerous | 18. cappuccino |
|-----------------|------------------|----------------|

#### Optional

- |                |               |              |
|----------------|---------------|--------------|
| 19. comprehend | 20. apprehend | 21. classify |
|----------------|---------------|--------------|

### 3. Editor Duty: Correct Given Paragraph(s)

Prepositions, Infinitives, Appositives

### Day Two

### 4. Optional Spelling Practice: Choose the Correct Spelling

### 5. Research and Study Skills: Choose Your Topic and Sources

Paragraph One of Body: 7 Sentences

Paragraph Two of Body: 7 Sentences

Paragraph Three of Body: 7 Sentences

Paragraph Four of Body: 7 Sentences

Extensions:--Paragraph Five of Body: 7 Sentences

Extensions:--Paragraph six of Body: 7 Sentences

### 6. Study Skills: Reference Materials

### Day Three

### 7. Punctuation: Semicolon Usage

### 8. Research and Study Skills: Write Your Thesis Statement and Begin Gathering Information

### 9. Optional Spelling Practice: Six "S" Spelling Secret

### 10. Extensions--Wacky Words: Tips and Tricks

### Day Four

### 11. Study Skills/Research: Create Outlining Cards for Informative Research Report

### 12. Optional Spelling Practice: Write That Word!

### 13. Composition: Write Rough Draft of Informative Report About Vision Problems

### Day Five

### 14. Grammar: Weekly Quizzes

### 15. Spelling: Spelling Test

### 16. Dictation: Dictation Quiz

### Optional: Extra Practice

# Lesson Plans

## Green 1-B: Week Three

For a Four-Day Week

**Character Focus: Alertness**

Paragraph Two of Body: 7 Sentences  
 Paragraph Three of Body: 7 Sentences  
 Paragraph Four of Body: 7 Sentences  
 Extensions:--Paragraph Five of Body: 7 Sentences  
 Extensions:--Paragraph six of Body: 7 Sentences

- 6. **Study Skills:** Reference Materials
- 7. **Punctuation:** Semicolon Usage
- 8. **Research and Study Skills:** Write Your Thesis Statement and Begin Gathering Information

### Day One

Vocabulary Box			Vocabulary Box		
Words related to <b>seeing with understanding</b> -- <i>verbs</i>			Words related to <b>not seeing with understanding</b> -- <i>verbs</i>		
apprehend	apprise	ascertain	delude	disregard	distort
categorize	classify	comprehend	misconceive	misconstrue	misdirect
conclude	deduces	delineate	misinform	misread	mistake
derive	determine	discern	stymie	underate	unresolved
distinguish	infer	interpret			
observe	perceive	postulate			
presume	recognize	register			
surmise	unearth	validate			

#### 1. Copying and Comprehension: Passage and Vocabulary All

And if thy right eye offend thee, pluck it out, and cast it from thee; for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

And if thy right hand offend thee, cut it off, and cast it from thee; for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

Matthew 5:29-30

#### 2. Spelling/Structural Analysis: Double Consonant in the Middle of Word Makes the First Syllable Short

**Examples:** hap/py, sun/ny

##### All

- |                |               |                 |
|----------------|---------------|-----------------|
| 1. approximate | 2. millennium | 3. ballistic    |
| 4. upholster   | 5. vaccinate  | 6. asparagus    |
| 7. assurance   | 8. battallion | 9. vignette     |
| 10. villainous | 11. mesmerize | 12. billionaire |

##### Extensions

- |                  |               |              |
|------------------|---------------|--------------|
| 13. belligerence | 14. vengeance | 15. broccoli |
|------------------|---------------|--------------|

##### Further Extension

- |                 |                  |                |
|-----------------|------------------|----------------|
| 16. malfeasance | 17. cantankerous | 18. cappuccino |
|-----------------|------------------|----------------|

##### Optional

- |                |               |              |
|----------------|---------------|--------------|
| 19. comprehend | 20. apprehend | 21. classify |
|----------------|---------------|--------------|

#### 3. Editor Duty: Correct Given Paragraph(s)

**Prepositions, Infinitives, Appositives**

#### 4. Optional Spelling Practice: Choose the Correct Spelling

### Day Three

- 9. **Optional Spelling Practice:** Six "S" Spelling Secret
- 10. **Extensions--Wacky Words:** Tips and Tricks
- 11. **Study Skills/Research:** Create Outlining Cards for Informative Research Report
- 12. **Optional Spelling Practice:** Write That Word!

### Day Four

- 13. **Composition:** Write Rough Draft of Informative Report About Vision Problems
  - 14. **Grammar:** Weekly Quizzes
  - 15. **Spelling:** Spelling Test
  - 16. **Dictation:** Dictation Quiz
- Optional:** Extra Practice

### Day Two

#### 5. Research and Study Skills: Choose Your Topic and Sources

Paragraph One of Body: 7 Sentences



# Answer Keys Green 1-B: Week Three

## 3. Editor Duty: Correct Given Paragraph(s)

### Prepositions, Infinitives, Appositives

↔ 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

**Basic Level:** Correct the first two paragraphs.

**Extensions:** Correct all three paragraphs.

(2) In the first paragraph, highlight four prepositions.

(3) In the first paragraph, highlight the *to + verb* that is not a preposition but is a special verb called an infinitive.

(4) **Extensions:** In the second paragraph, highlight the appositive, and place commas around it if you have not already done so.

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

In the average city of Cana, a wedding became an extraordinary event. During this memorable wedding feast, friends and relatives had gathered from all across Galilee to celebrate the joyous occasion. During the festive wedding feast, Mary realized that the families of the bride and groom were facing an embarrassing moment. They had run out of wine.

Mary, the mother of Jesus, quietly instructed the servants to follow her Son's directions. Christ then gave them instructions. He told them to fill six stone pots to the brim with water.

When the ruler of the feast drank wine from the pots, he wondered why the bridegroom had held back his best wine. Christ's first miracle had made a wedding feast an extraordinary event. All of this took place in the little village of Cana.

## 4. Optional Spelling Practice: Choose the Correct Spelling

↔ 4a. **Optional:** Highlight the correct spelling of each **All** word.

1. approximate                      approxemate

2. millennium                      millenium

3. ballestic                              ballistic

4. upholster                              upholstar

**Teacher Tip:** Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

**Teacher Tip:** Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

- |                |             |
|----------------|-------------|
| 5. vaccinate   | vaccinate   |
| 6. asparagus   | asparegus   |
| 7. assurence   | assurance   |
| 8. battalun    | battalion   |
| 9. vignette    | vignete     |
| 10. villainous | villanous   |
| 11. mesmerise  | mesmerize   |
| 12. billionare | billionaire |

<> **4b. Optional:** Highlight the correct spelling of each **Extensions** word.

- |                  |              |
|------------------|--------------|
| 13. belligerence | belligerance |
| 14. vengence     | vengeance    |
| 15. broccoli     | brocolli     |

<> **4c. Optional:** Highlight the correct spelling of each **Further Extension** word.

- |                  |             |
|------------------|-------------|
| 16. malfeasence  | malfeasance |
| 17. cantankerous | cantankerus |
| 18. cappuccino   | cappacino   |

<> **4d. Optional:** Highlight the correct spelling of each **Optional** word.

- |                |            |
|----------------|------------|
| 19. comprehand | comprehend |
| 20. apprehend  | apprehand  |
| 21. classify   | classify   |

## 7. Punctuation: Semicolon Usage

<> **7b.** In your notebook, complete the following steps for the sentences provided.

- (1) Combine two sentences into one using a semicolon between the two.
- (2) Mark the sentences with **CS**; **CS** to show that each side of the semicolon contains a complete sentence. (CS stands for *complete sentence*.)

**CS** **CS**  
1. When we really see people, we first notice outward differences; we also detect differences in various unchangeable features.

**CS** ;  
2. Jesus told His disciples to pray that God would send out laborers into His harvest; the laborers need only be few in number if they are perceptive to people's needs.

**CS** **CS**  
3. The more we see the real needs of people, the more we are able to recognize the wide scope of resources which God gives us; by seeing others' needs, we can distinguish that good and perfect will of God.

**CS** **CS**  
4. We must be in a constant attitude of prayer; we must also learn how to ask appropriate questions.

**CS** **CS**  
5. As our lives are in tune with the Spirit of God, He will give us discernment; we will not misinterpret the real needs of the people around us.

**CS** **CS**  
6. One who discerns will examine himself before evaluating the actions of others; one who judges will condemn others for their visible problems without seeing the roots of those problems.

**CS** **CS**  
7. One who discerns will check all of the facts before reaching a conclusion; one who judges will form opinions on first impressions or hearsay.

**CS** **CS**  
8. A discerning Christian is one who detects a fault in another and is able to give him clear direction; he is then able to restore an offending brother rather than rejecting him.

**CS** **CS**  
9. Jesus instructed His disciples to see the spiritual needs of the people around Him; He compared the multitudes to fields of a ready harvest.

**CS** **CS**  
10. Discern means to see with understanding; misjudge means to see without understanding.

## 10. Extensions--Wacky Words: Tips and Tricks

<> 10. Choose the correct homophone/confusing word for each sentence.

1. Can you **hear** /here the music playing?
2. Please put the book **here** /hear.
3. Hannah will place the table over **there** /their.
4. Rachel must be careful with **their** /there toys.
5. To be able to **see** /sea, is a gift from God.
6. The wild **boar** /bore was running wildly.
7. Marcus went for a bicycle ride, **then** /than came home.
8. Braden was stranded on a desert **isle** /aisle.
9. Ryan struck the right **chord** /cord.
10. Everyone appreciates a **compliment** /complement.
11. He changed the heat **sensor** /censure on the furnace.
12. It must go **farther** /further down the road to get to John's house.
13. Do you have anything **further** /farther to add?
14. Emily was just wandering / **wondering** if you would like to serve at the banquet.
15. The children were wondering / **wandering** through the woods trying to find their way home.

## Weekly Review Quiz Answer Key

### I. Comprehension and Vocabulary

1. **Extensions:** What is the root word of profitable? profit
2. **Extensions:** What other words can be made with the word profit as its base?  
profitless, profitably, profiteer      **Answers will vary.**
3. Which word is used in the passage to mean “tossed”—cast or caste? cast
4. When did Jesus speak the words that comprise this week's passage?  
Sermon on the Mount (Matthew 5)

### II. Outlining

5. This week's report is an example of how to divide up information that you get from source material for a longer report. How did you divide up your information?
  - a. One vision problem per paragraph
  - b. One vision problem for all paragraphs—with each paragraph containing a different aspect of that one problem

**Answers will vary.**

6. What word or words did you “google” or look in the encyclopedia when you did your research this week? **Answers will vary.** Examples: vision problems, myopia, hyperopia, etc.

7. Describe what you can find/do in the following reference items:
  - a. dictionary - find a definition
  - b. thesaurus - find synonyms and antonyms
  - c. encyclopedia - find information on specialized areas of knowledge
  - d. concordance - index of words used by an author, e.g. of all words in the text (like a Bible concordance)

### III. Grammar

8. What is the most common use of the semicolon? to separate (or combine) 2 sentences
9. After a semicolon, does the next word begin with a lower case letter or an upper case letter? Lower case letter
10. What does the abbreviation CS stand for? complete sentence
11. How is a semicolon made? a period above a comma
12. List six prepositions that begin with i, o, u, or w:
 

a. <u>of</u>	b. <u>over</u>	c. <u>under</u>
d. <u>with</u>	e. <u>on</u>	f. <u>outside</u>

**Answers will vary.**

13. What are the two parts of speech that the word to may be a part of?
  - a. prepositional phrase
  - b. an infinitive
14. Where do you place a comma following a sentence opener? where you hear the pause (or just before the "real sentence" begins)
15. **Extensions:** What are the two parts of a prepositional phrase? Give examples of both:
  - a. preposition
  - b. object of the preposition
16. List two kinds of sentence openers that you have written with so far in this CQLA book.
  - a. prepositional phrase opener
  - b. subordinate clause opener

### IV. Homophones

17. Circle the correct homophone in the sentences given.
  - a. Jesus **led** /lead his disciples.
  - b. The pencil has led/ **lead** in it.
  - c. We should caste/ **cast** our cares on Him.
  - d. He picked up the led/ **lead** pipe.

### V. Editing and Revising

18. What is the role of the thesis statement? it is used to describe the whole report
19. **Further Extension:** If you are writing about three different kinds of vision problems, how many of them will you list in your opening paragraph that tells what your entire report is about? All of them
20. What words can you substitute for words listed below that might be redundant in this week's report? List two for each one.
  - a. see - observe, perceive
  - b. caused - triggers, initiates

c. problem - trouble, crisis

d. vision - eyesight, sight

**Answers will vary.**



# Spelling Notebook

Note: This is provided here for families who desire to create their own “homemade” Spelling Notebooks rather than purchasing them.

This section may be duplicated for your family’s use only.

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# How to Use the Spelling Notebook

## Purpose of the Spelling Notebook

This Spelling Notebook (SN) was designed to further cement spelling learning by providing “learning hooks” upon which to base the student’s spelling experiences. It teaches a word family/phonetic approach that helps students classify words with spelling commonalities together. This gives a student the advantage of using prior spelling knowledge (previously recorded words and families) along with new spelling words. The Spelling Notebook (SN) may be used in two different manners to assist in spelling learning: (1) Students record their new spelling words (already based on spelling commonalities) onto the proper SN pages, and (2) Students record misspelled words from their essays, reports, spelling tests, and dictation quizzes onto the corresponding SN pages.

## 1. Recording Weekly Spelling Words

- a. After a student copies the spelling words in his weekly lesson, the text instructs him to record these spelling words on certain SN pages.
- b. The student should turn to the indicated pages in his SN. There he will find columns of lines with a word above each column.
- c. He should record each spelling word from his weekly list on the pages indicated beneath the spelling pattern that each word follows.
- d. For example, if he is working on the *ei* and *ie* spelling patterns in his weekly lesson, he will turn to the SN page given. He will then place the words from his spelling lesson in the correct columns:
  - 1) *cei*—In this column, he will place the words *receive*, *conceive*, and *perceive*.
  - 2) *ie*—In this column, he will place the words *believe*, *relieve*, and *belief*.
  - 3) *ei* says *ay*—In this column, he will place the words *vein*, *rein*, and *veil*.

## 2. Recording Misspelled Words

- a. In this approach, the teacher chooses words that the student misspelled during his weekly dictation quiz, spelling test, and essay. (This may be three words or ten words, depending on his skill level and how many of the spelling words he will be working on from the weekly spelling lesson.)
- b. The most productive way to use these spelling words is for the teacher to analyze the spelling problem of each word with the student. For example, if the student spelled *happy* with only one *p*—*hapy*, the teacher would point out what the spelling error was. (The student failed to double the consonant in a two syllable first-vowel-short word.)
- c. The student and teacher would then look up this rule in the index of the SN and the student would record the word in the correct column of the corresponding page.
- d. Obviously, when a student mis-spells a word, he may just copy that word and study it for the next week. This is fine, too; however, if the student identifies the spelling problem (the exact part of the word he misspelled) and copies the word in the SN with words containing that same spelling, the spelling rule will be further cemented in the student’s mind.







