

The Fox was looking for food. He saw the Crow in a tree. The Crow held a piece of cheese in her beak. The Fox wanted the cheese. He thought how to get it. Then, he went over to the tree.

The Fox first said hello to the Crow. The Crow did not say anything. She did not want to drop her cheese. The Fox started to praise the Crow. He talked about her feathers and wings. He acted like he wanted to hear her sing. He said her voice could make her Queen of the Birds.

The Crow loved the praise. She wanted to be Queen of the Birds. She ignored her fears and her cheese. She opened her beak to sing. The cheese fell into the Fox's mouth. The Fox said thank you. He said her voice was nice. Then, he asked where her brains were.



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. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

☞ 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 (correct those!), but the real focus of this item is to **hear** mistakes. You will be surprised how many errors can be **heard!**

<> **2. Do the first task (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 with a pen or pencil when you have completed it since this task does not need "coded" in your paper.**

**Note:** The CC provided in this lesson has three check boxes for items done one time per paragraph since the essay provided contains three paragraphs. If you did an Opening Paragraph and Closing Paragraph (or you are using a longer essay or report), you will have more paragraphs than three. Just go ahead and do the CC over three of the paragraphs of the body of your paper (even if the body of your paper is longer) for this week’s assignments.

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**. Place a check mark in each **CC** box with a pen or pencil when this step is completed.

- **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, LFAM 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.

**<> 3. Check the sentences of one of your paragraphs for CAVES, and check off the box with a pen or pencil when you are finished. Be sure to change any sentences that are not real sentences to make them into sentences.**

AI1

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--OCCTI. Place a check mark in each CC box with a pen or pencil when this step is completed.

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

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.

**A paragraph is said to be a “real,” complete paragraph when it has the five elements of OCCTI:**

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences<sup>+</sup>
- Indented

<sup>+</sup>If a paragraph is **dialogue**, it may not contain three or more sentences. Remember, **in dialogue, each time the speaker changes, a new paragraph is begun**--regardless of how many sentences were spoken.

**<> 4. 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.**

All All All

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. **“Code” the CC boxes in the same way that you coded the located verbs in your paper.**

Be sure to circle all of the following verbs (not just the sentence’s main verb):

- 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.**

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**

Box 5b

When you are studying verbs, you have to remember that **anytime 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 accidentally marking a word as a verb when it is not one. This task 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, and 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 compositions.

**Note: Be sure you circle (not highlight) and use a light color for verbs in this task. When you complete the entire Checklist Challenge, you will have many words, phrases, and sentences coded. If you highlight all of your verbs (instead of circling them), your additions will be difficult to see when you put them into your final copy due to too much highlighting (and your paper will look too “cluttered” for your teacher to check quickly).**

↔ **5a. Complete the “circling verb” task 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. Be sure to “code” the CC boxes and the additions(s) in your paper.**

↔ **5b. Optional- -Memorize Being, Helping, and Linking verbs by learning the BHL verb song provided in the box (Box 5b).**



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. “Code” the CC boxes in the same way that you coded the added verbs in your paper.

<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.

<> 6. Do the “change the boring verb” task. Be sure to “code” the CC boxes and the addition(s) in your paper 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. **“Code” the CC boxes in the same way that you coded the added adverbs in your paper.**

**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.

**<> 7. Do the adverb task. Be sure to “code” the CC boxes and the addition(s) in your paper when you have completed this item.**



Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded the added adjectives in your paper.**

**Examples**

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	horrific	incapable	significant
presumptuous					

🔑 **An adjective is a describer that describes a noun or a 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 kinds of adjectives to use are the ones that tell **what kind**. These are more interesting adjectives.

**<> 8. Do the adjective task. Be sure to “code” the CC boxes and the addition(s) in your paper 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, you should still “code” the CC check box and the title in your paper 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

☞ **Tips:**

- **Center your title at the top of the first page of your composition.**
- **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-fewer 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 miner's report, you could possibly give it one of the titles listed below:

- Something catchy: **"Pilfered Through Pride"**
- Something comical: **"The Great Cheese Robbery"**
- Something bold: **"Tricked!"**
- A song title or line: **"What Does the Fox Say"**
- Something biblical: **"The Destructive Power of Flattery"**
- Something about character: **"Pride Comes Before the Fall"**
- A Scripture: **"A Flattering Mouth Works Ruin"**
- Something informative: **"How the Fox Tricked the Crow"**
- Other: **"The Queen of the Birds (or Not)"**

⇔ **9. Do the title task above. Be sure to “code” the CC box and the addition(s) in your paper when you have completed this item.**

**\*Note: From now on, the tasks say something like, *If you have already done this, just code the CC box and the item in your paper. These items should be found in your paper and coded. If a paragraph does not contain the item, add it to that paragraph and it in the paper and on the CC charts.***



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, but stronger, word. **If you do not have any Banned Words, just “code” the CC check box(es) as directed by your teacher (or place a check mark in each one that represents a paragraph with no Banned Words).**

**Banned Word List**

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

\*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ **Advanced students should omit as many Banned Words as possible throughout all paragraphs.**

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.

**<> 10. Do the Banned Word task above. Be sure to “code” the CC boxes and the addition(s) in your paper when you have completed this item.**

**\*Note: From now on, the tasks say something like, *If you have already done this, just code the CC box and the item in your paper. These items should be found in your paper and coded. If a paragraph does not contain the item, add it to that paragraph and code it in the paper and on the CC charts.***

**All** Add a sentence to the beginning of your paper that describes the whole piece. This is called the **Thesis Statement**. *If you have already done this, you should still “code” the CC check box and the Thesis Statement in your paper 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?
- Essay 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 paper without telling the reader exactly what it is about.
- Do not say: *In this paper you will learn about . . .*
- Be sure this Thesis Statement is truly representative of the content of your *entire* composition.
- Your Thesis Statement is your commitment to write about that topic. It should cleverly introduce your composition's subject.
- 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.

In the essay 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 essay is about.

**<> 11. Do the Thesis Statement task. Be sure to “code” the CC box and the addition(s) in your paper when you have completed this item or if you already have one in your paper.**

**\*Note: From now on, the tasks say something like, *If you have already done this, just code the CC box and the item in your paper. These items should be found in your paper and coded. If a paragraph does not contain the item, add it to that paragraph and code it in the paper and on the CC charts.***

**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 paper. *If you have already done this, you should still “code” the CC check box and the Thesis Statement “Reloaded” as directed by your teacher.*

☞ You may choose to include Thesis Statement “Reloaded” that restates the title of your paper rather than the Thesis Statement--this would be the Title “Reloaded.”

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 statement (or statements) to your essay.

You do not want your reader to be left hanging--wondering where the ending to your essay is.

One way you can create a strong closing sentence is to re-word your Thesis Statement and create a Thesis Statement "Reloaded" at the very end.

Another 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 “Pride Comes Before the Fall,” you could close your essay with a sentence like the following: *Because of her pride, the Crow lost both her meal and her reputation.*

↔ 12. Do the closing sentence task from above. Be sure to “code” the CC box and the addition(s) in your paper when you have completed this item (or if you already have one in your paper).

**\*Note:** From now on, the tasks say something like, *If you have already done this, just code the CC box and the item in your paper. These items should be found in your paper and coded. If a paragraph does not contain the item, add it to that paragraph and code it in the paper and on the CC charts.*



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, you should still “code” the CC check box(es) and these words in your paper 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 that will add more depth to your writing.

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.”

<> 13. Do the “add a word you’ve never used before” task from above. Be sure to “code” the CC boxes and the addition(s) in your paper when you have completed this item.

**AI** Add one **SSS5—Super Short Sentence** of five words or fewer. *If you have already done this, you should still “code” the check box and the SSS5 in your paper as directed by your teacher.*

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

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.

**<> 14. Do the “add an SSS5” task from above. Be sure to “code” the CC box and the addition(s) in your paper when you have completed this item.**

**\*Note: From now on, the tasks say something like, *If you have already done this, just code the CC box and the item in your paper. These items should be found in your paper and coded. If a paragraph does not contain the item, add it to that paragraph and code it in the paper and on the CC charts.***

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 and sophisticated enough, you should still “code” the CC check box(es) and the advanced words in your paper 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.

<> 15. Do the “change one word” task above. Be sure to “code” the CC boxes and the addition(s) in your paper when you have completed this item.

**\*Note:** From now on, the tasks say something like, *If you have already done this, just code the CC box and the item in your paper. These items should be found in your paper and coded. If a paragraph does not contain the item, add it to that paragraph and code it in the paper and on the CC charts.*