

Bible-Based Writing Lessons

Implementing the Structure and Style® Writing Method

Student Book

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These lessons are not intended as a Bible curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write.

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Contents

Introduction		5
Scope and Sequence		8
Adapting the Schedule		10
Note Making and Outlines (IEW Unit 1)		
Lesson 1	The Story of Noah Begins	
	Preparations for the Flood	11
Writing from Notes (IEW Unit 2)		
Lesson 2	Into the Ark	
	The Waters Abate	19
Retelling Narrative Stories (IEW Unit 3)		
Lesson 3	The Miracle at Cana	29
Lesson 4	The Prodigal Son	37
Lesson 5	The Tale of the Talents	45
Summarizing a Reference (IEW Unit 4)		
Lesson 6	The Apostle Paul on Love	51
Lesson 7	Building the Temple	59
Lesson 8	Faith in Christ	67
Writing from Pictures (IEW Unit 5)		
Lesson 9	Daniel and the Lions' Den	77
Lesson 10	Queen Esther	85
Lesson 11	The Plagues of Egypt	91
Summarizing Multiple References (IEW Unit 6)		
Lesson 12	Jesus Walks on the Sea	99
Lesson 13	Temptation in the Desert	109
Lesson 14	Relationships	119
Lesson 15	Wisdom in Proverbs	135

Inventive Writing (IEW Unit 7)

Lesson 16	The Good Samaritan, Part 1	147
Lesson 17	The Good Samaritan, Part 2	153
Lesson 18	The Garden of Eden	159

Formal Essay Models (IEW Unit 8)

Lesson 19	Faith in Christ	167
Lesson 20	Foreshadowing in the Bible	175
Lesson 21	The Responsibilities of a Christian, Part 1	183
Lesson 22	The Responsibilities of a Christian, Part 2	193
Lesson 23	The Responsibilities of a Christian, Part 3	201

Formal Critique and Response to Literature (IEW Unit 9)

Lesson 24	The Miracle at Cana	207
Lesson 25	Ruth	213
Lesson 26	Saul's Conversion	225
Lesson 27	David and Goliath	233

Classical Arrangement for Argumentative Essays

Lesson 28	The Golden Calf, Part 1	245
Lesson 29	The Golden Calf, Part 2	257
Lesson 30	Jonah, Part 1	261
Lesson 31	Jonah, Part 2	273

Appendices

I.	Modified MLA Format	281
II.	Adding Literature	283
III.	Critique Thesaurus	285
IV.	Vocabulary Chart (Cards in Student Book only)	287
V.	The Five Canons of Rhetoric by Andrew Pudewa (Teacher's Manual only)	

Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various Bible passages and topics, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

It is important to note that these lessons are not intended as Bible curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write. The primary purpose is for students to learn structure and style in writing.

Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Modified MLA Format**
- **Appendix II: Adding Literature**
This appendix suggests various novels to be read or listened to alongside the writing lessons. These great stories will enhance the students' understanding of the themes within the student lessons, build vocabulary, and model various elements of Structure and Style.
- **Appendix III: Critique Thesaurus**
The Critique Thesaurus provides a list of literary terms and their synonyms that are often used when critiquing various forms of literature, as well as a list of character qualities. This will help you include specific words to make your critique and literature analysis essay sound sophisticated.
- **Appendix IV: Vocabulary Chart** (Cards in Student Book only)
The vocabulary words are an important part of these lessons. You should try to include some of these words in each composition you write. The goal is that these great words will become part of your natural writing vocabulary.
- **Appendix V: The Five Canons of Rhetoric by Andrew Pudewa** (Teacher's Manual only)

Checklists

Each lesson includes a checklist that details all the requirements of the assignment. You should check off each element when you are sure it is included in your paper. With each assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

Teacher's Manual

The Teacher's Manual includes all of the Student Book contents (except the vocabulary cards) with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

Teaching Writing: Structure and Style

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or online streaming. For more information, please visit IEW.com/TWSS.

The Student Resource Packet

The *Student Resource Packet* (SRP) is a free download referenced throughout these lessons. Please follow the instructions on the blue page for downloading this very helpful resource at no cost. If you prefer not to print so many pages, you may purchase a hard copy. Please visit IEW.com/SRP.

Adapting the Schedule

Groups who follow a schedule with fewer than thirty-one weeks will have to omit some lessons. Because there are several lessons for each of the nine IEW units, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

Suggested Weekly Schedule

While there may be slight variations, here is a general breakdown of what a week will look like:

Day 1

1. Introduce new concepts/structural model.
2. Follow the lesson instructions to read the source text, make a key word outline, and tell back the meaning of each line of notes.
3. Study the vocabulary words for the present lesson.

Day 2

1. Review the key word outline from Day 1. If a note is unclear, check the source text and add what you need in order to understand it.
2. If a new element of style is introduced, read about it and complete the practice exercise for it.
3. After you are sure you understand your outline(s), write a paragraph(s) using only the outline(s). Try not to look back at the source text while you are writing. Write in your own words. Follow the checklist and indicate the required elements as instructed.

Days 3 and 4 may be completed by students more independently, but parents or teachers should be available to help as necessary and to edit.

Day 3

1. Finish writing your composition. Check each item on the checklist when you are sure you have completed it. Let an editor proofread.
2. Review all vocabulary words learned thus far.

Day 4

1. Write or type a final draft making any corrections your editor asked you to make. Check off each item on the checklist when you have included and labeled it.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Days 1 and 2 will require direct instruction from the teacher or parent. If you are working with a class that meets only once per week, Days 1 and 2 should be combined and taught on the day of class.

Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
Unit 1 1	The Story of Noah Begins Preparations for the Flood introduction to structure	introduction to style	ache, deplorable, construct, annihilate	
Unit 2 2	Into the Ark The Waters Abate number rule, title rule	-ly adverb	rupture, secure, sleek, proceed	<i>Shipwreck at the Bottom of the World</i> by Jennifer Armstrong
Unit 3 3	The Miracle at Cana		deplete, superior, amphora, reveal	
4	The Prodigal Son	who/which clause	destitute, employ, serf, frivolous	<i>The Bronze Bow</i> by Elizabeth George Speare
5	The Tale of the Talents	strong verb banned words: say/said	dutiful, foolish, prominent, astute	
Unit 4 6	The Apostle Paul on Love topic-clincher sentences		cherub, chimes, faithful, persist	
7	Building the Temple	because clause banned words: go/went	lavish, craftsmen, chisel, adept	<i>The Yearling</i> by Marjorie Kinnan Rawlings
8	Faith in Christ	quality adjective	miraculous, confident, pursue, admire	
Unit 5 9	Daniel and the Lions' Den	banned words: good, bad	envious, lair, dejected, vanquish	
10	Queen Esther	www.asia clause	fortitude, valor, vile, frolic	
11	The Plagues of Egypt	#2 prepositional opener banned words: see/saw	omnipotent, lament, stubborn, daring	<i>A Christmas Carol</i> by Charles Dickens
Unit 6 12	Jesus Walks on the Sea source and fused outlines	banned words: think/thought, big, small	tread, gale, apparition, astound	
13	Temptation in the Desert	#3 -ly adverb opener	adore, discern, cunning, apex	<i>Up from Slavery</i> by Booker T. Washington
14	Relationships		bond, absolve, liberty, throne	
15	Wisdom in Proverbs	#6 vss opener	judicious, sage, imprudent, culminate	

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
Unit 7 16	The Good Samaritan, Part 1 body paragraphs		empathy, beneficent, venture, exemplar	<i>The Magician's Nephew</i> by C.S. Lewis
17	The Good Samaritan, Part 2 introduction and conclusion	#5 clausal opener	contentment, prosperity, endure, jubilant	
18	The Garden of Eden	#1 subject opener #4 -ing opener	rapport, design, existence, pronounce	
Unit 8 19	Faith in Christ		infuse, resource, relying, secure	<i>Escape from Warsaw</i> by Ian Serrailier
20	Foreshadowing in the Bible citations		typology, gallant, traverse, instigate	
21	Responsibilities of a Christian, Part 1 the super-essay	quotation, question		
22	Responsibilities of a Christian, Part 2	alliteration, 3sss		<i>Joan of Arc</i> by Mark Twain
23	Responsibilities of a Christian, Part 3	dramatic open-close		
Unit 9 24	The Miracle at Cana			
25	Ruth	simile/metaphor		<i>Carry On, Mr. Bowditch</i> by Jean Lee Latham
Response to Literature 26	Saul's Conversion the TRIAC model		depraved, celestial, profess, struggle	
27	David and Goliath		catapult, bronze, taunt, fatal	
Argumentative Essays 28	The Golden Calf, Part 1 developing proofs	triple extensions		<i>The Trojan War and the Adventures of Odysseus</i> by Padraic Colum
29	The Golden Calf, Part 2 thesis statement			
30	Jonah, Part 1 refutation			
31	Jonah, Part 2		review all	

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: The Story of Noah Begins and Preparations for the Flood

Goals

- to be introduced to the Unit 1 Note Making and Outlines structural model
- to create a key word outline (KWO)
- to retell the content of a source text using just your outline
- to use new vocabulary words: *ache, deplorable, construct, annihilate*

Assignment Schedule

Note: Classes that meet only one day per week should complete Days 1 and 2 on class day.

Day 1

1. Read pages 12–13 to become familiar with the overall goal of structure and style as well as the process for this lesson.
2. Read “The Story of Noah Begins” on page 14. Create a key word outline as instructed on page 15.
3. Test your outline by covering the source text and formulating sentences using the key words of your outline. It is perfectly all right if it is not the same as the original source text! Use your key words to create full sentences in your own words.
4. Cut out and study the vocabulary words for Lesson 1: *ache, deplorable, construct, annihilate*.

Day 2

1. Read “Preparations for the Flood” on page 16 and create a key word outline just as you did previously with “The Story of Noah Begins.” Use the blank outline on page 17 to write down your key words, symbols, numbers, or abbreviations from each sentence.
2. Cover the source text and tell the meaning of each line of notes.

Day 3

1. Retell both of your outlines for extra practice.
2. Review the vocabulary words for Lesson 1: *ache, deplorable, construct, annihilate*.

Day 4

1. You are done for this week! This is the shortest week you will have in these lessons. Go out and enjoy the sunshine while you can.

Literature Suggestion

Acquire *Shipwreck at the Bottom of the World* by Jennifer Armstrong to read for Lessons 2–3.

Structure

What is *structure*? The dictionary defines structure as “the arrangement of and relations between the parts or elements of something complex.”

Think of the building of the ark. Before anything could begin, God had to give the plans for Noah and his sons to follow. They had to follow the plans so that each part of the ark was in its proper place. Getting an ark of such gigantic proportions to float doesn’t just happen! Each part had to be placed in its own spot, and each step had to be completed in its proper order for it to function as it should. The plan is the structure.

Writing in many ways is similar to building the ark; only when you write, you work with facts and ideas. If you began writing without planning, your facts and ideas would probably not be arranged in the most logical way. Your composition would not be structured well and would not communicate your thoughts effectively. In this course, you will learn how to “draw plans” for everything before you write. Your “plans” are outlines, and they will follow a particular model of structure for each type of composition.

Style

What comes to your mind when you hear the word *style*? Many people think of clothes. Clothes come in a variety of styles. One would dress differently to attend a royal ball than to tend a garden. That is because formal events require a formal style of clothing, whereas casual settings do not.

Similarly, there are also different styles of language. Below are two sentences that communicate the same information in different styles. Which do you like better?

The door closed.

The door of the ark miraculously closed by the power of God’s hand.

You probably like the second sentence better because it is more descriptive. When you write, you must realize that the readers are not with you and cannot see, hear, or feel what is in your mind. This means that you must fill in the details and paint vivid pictures with your words. Descriptive words will help readers see, hear, feel, and experience the scene you are writing about as the second sentence does. The IEW elements of style will give you the tools you need to do just this.

Key Word Outlines

Before you write, you will practice the first step of learning *structure* in writing: key word outlining.

Structure is how you organize the things you write. Key word outlining will help you gather information and help you organize that information in your compositions.

When you outline, you will use words, symbols, numbers, and abbreviations to help outline quickly. There are some commonly accepted symbols and abbreviations listed for you in the *Student Resource Packet* (SRP). You may use these or make up some of your own. Below are a few symbols that are commonly used. What do you think each means?



The Editor

Selecting and ‘hiring’ an editor is key to your writing success. You will need to acquire an editor to complete your assignments in this book. The purpose of the editor is to look over your work to amend anything that is not correct or complete. When you receive your paper back with the corrections marked, you will then rewrite your paper including the changes suggested by your editor. This process is very important because through the editing process you will receive useful feedback from your editor and learn correct spelling, punctuation, and proper grammar usage.

The Process

Step 1

Read “The Story of Noah Begins” on page 14.

Step 2

After reading the source text, read through it again choosing no more than three key words from each sentence that will best help you remember the meaning of the sentence. (Underlining the words in the source text as you select them can help!) Write the words on the blank outline on page 15.

Note: You may use symbols, numbers, and abbreviations freely for your outline. They do not count as words. However, be sure you can remember what they mean!

Step 3

Test your outline by covering the source text and formulating sentences using the key words of your outline. It is perfectly all right if it is not the same as the original source text!

Repeat steps for “Preparations for the Flood.”

Source Text

The Story of Noah Begins (Genesis 6:5–8)

Then the LORD saw that the wickedness of man was great on the earth, and that every intent of the thoughts of his heart was only evil continually.

The LORD was sorry that He had made man on the earth, and He was grieved in His heart. The LORD said, “I will blot out man whom I have created from the face of the land, from man to animals to creeping things and to birds of the sky; for I am sorry that I have made them.” But Noah found favor in the eyes of the LORD.

Note: Because the texts used in this book are pulled directly from Scripture (New American Standard Bible (NASB) translation), the sentences are often separated using a semi-colon as opposed to a period. When outlining, treat a semi-colon as a period. This means that you can take two to three key words from before the semicolon and after the semicolon. Each will have its own line in the outline.

Key Word Outline

- I. _____
1. _____
2. _____
3. _____
4. _____

Source Text

Preparations for the Flood

(Genesis 6:17–22)

“Behold, even I am bringing the flood of water upon the earth, to destroy all flesh in which is the breath of life, from under heaven; everything that is on the earth shall perish. But I will establish My covenant with you; and you shall enter the ark—you and your sons and your wife, and your sons’ wives with you. And of every living thing of all flesh, you shall bring two of every kind into the ark, to keep them alive with you; they shall be male and female. Of the birds after their kind, and of the animals after their kind, of every creeping thing of the ground after its kind, two of every kind will come to you to keep them alive. As for you, take for yourself some of all food which is edible, and gather it to yourself; and it shall be for food for you and for them.” Thus Noah did, according to all that God had commanded him, so he did.

Key Word Outline

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 12: Jesus Walks on the Sea**Goals**

- to be introduced to the Unit 6 Summarizing Multiple References structural model
- to create source outlines from multiple references
- to create a fused outline
- to write a 1-paragraph report based on “Jesus Walks on the Sea”
- to continue practicing the topic-clincher rule
- to ban weak verbs and adjectives: *think/thought, big, small*
- to use new vocabulary words: *tread, gale, apparition, astound*

Assignment Schedule

Note: Classes that meet only one day per week should complete Days 1 and 2 on class day.

Day 1

1. Read New Structure: Summarizing Multiple References on page 100 and The Process on page 101.
2. Following The Process, select facts from Source A just as you did in Unit 4 (Summarizing a Reference). Choose no more than five facts and place them on the source outline on page 104.
3. Repeat the same process for Source B.
4. Once you have notes from both sources, select five to seven facts from the source outlines and place them on the fused outline on the bottom of page 104. This report paragraph will need topic and clincher sentences.
5. Use the fused outline to tell back in complete sentences the ideas you will include in your paragraph.

Day 2

1. Review your fused outline.
2. Complete Structure Practice on page 105 and Style Practice on pages 106–107.
3. Study the new vocabulary words for Lesson 12: *tread, gale, apparition, astound*.
4. Write your paragraph using your fused outline, style practice ideas, and checklist. Highlight or bold two or three key words that repeat or reflect in the topic and clincher sentences.

Day 3

1. Finish writing your paragraph. Check off each item on the checklist when you are sure you have completed it.
2. Turn in your rough draft to your editor with the completed checklist attached.
3. Review all vocabulary words introduced thus far.

Day 4

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Literature Suggestion

Finish reading *A Christmas Carol* by Charles Dickens. Acquire *Up from Slavery* by Booker T. Washington for Lessons 13–15.

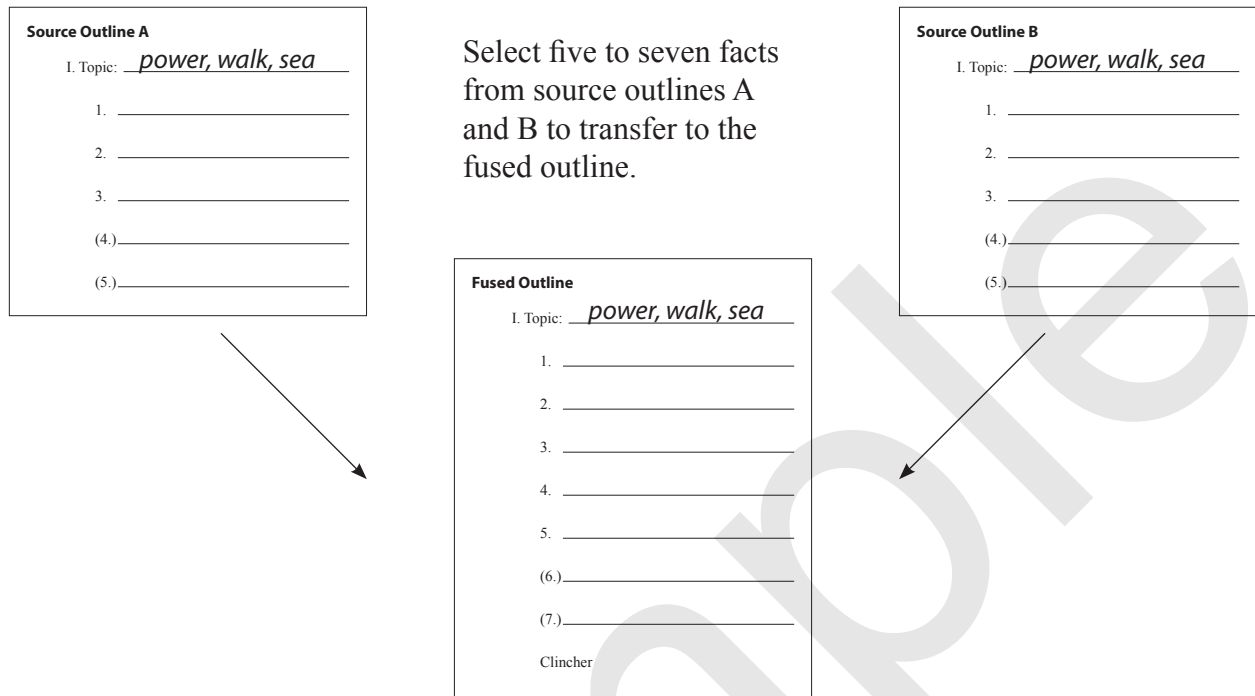
New Structure

Summarizing Multiple References

When you are asked to write a research report, your teacher may require that you use several sources from which to gather facts. In this lesson you will write a 1-paragraph report, but you will have more than one source text. This means that you will first make a key word outline about a specific topic from each source. Recall what you did in Unit 4 (Summarizing a Reference) when you chose a limited number of facts that you found to be important or interesting. In Unit 6 (Summarizing Multiple References), you will use the same process when outlining the source texts individually.

After you have completed the source outlines, create a fused outline. You do this by choosing important and interesting facts from the source outlines and placing them on the fused outline. Use the fused outline to write the paragraph.

The process looks like this:



The Process

Step 1

Read Source A. Select three to five facts on the topic (power to walk on the sea) that you find important or interesting and add them to the outline for Source A.

Step 2

Read Source B. Select three to five facts on the topic (power to walk on the sea) that you find important or interesting and add them to the outline for Source B.

Step 3

Select five to seven facts from source outlines A and B to transfer to the fused outline.

Step 4

Test your fused outline by retelling the facts transferred.

Step 5

Write your paragraph from your fused outline. Be sure to follow the requirements on the checklist.

Source A

Jesus Walks on the Sea

(Matthew 14:22–33)

Immediately He made the disciples get into the boat and go ahead of Him to the other side, while He sent the crowds away. After He had sent the crowds away, He went up on the mountain by Himself to pray; and when it was evening, He was there alone. But the boat was already a long distance from the land, battered by the waves; for the wind was contrary. And in the fourth watch of the night He came to them, walking on the sea. When the disciples saw Him walking on the sea, they were terrified, and said, “It is a ghost!” And they cried out in fear. But immediately Jesus spoke to them, saying, “Take courage, it is I; do not be afraid.”

Peter said to Him, “Lord, if it is You, command me to come to You on the water.” And He said, “Come!” And Peter got out of the boat, and walked on the water and came toward Jesus. But seeing the wind, he became frightened, and beginning to sink, he cried out, “Lord, save me!” Immediately Jesus stretched out His hand and took hold of him, and said to him, “You of little faith, why did you doubt?” When they got into the boat, the wind stopped. And those who were in the boat worshiped Him, saying, “You are certainly God’s Son!”

Source B**Jesus Walks on the Sea**

(Mark 6:45–52)

Immediately Jesus made His disciples get into the boat and go ahead of Him to the other side to Bethsaida, while He Himself was sending the crowd away. After bidding them farewell, He left for the mountain to pray.

When it was evening, the boat was in the middle of the sea, and He was alone on the land. Seeing them straining at the oars, for the wind was against them, at about the fourth watch of the night He came to them, walking on the sea; and He intended to pass by them. But when they saw Him walking on the sea, they supposed that it was a ghost, and cried out; for they all saw Him and were terrified. But immediately He spoke with them and said to them, “Take courage; it is I, do not be afraid.” Then He got into the boat with them, and the wind stopped; and they were utterly astonished, for they had not gained any insight from the incident of the loaves, but their heart was hardened.

Source Outlines

Make a key word outline on your own paper formatted like this.

Topic: *power to walk on the sea*

Source A: *Matthew 14:22–33*

I. Topic: *power, walk, sea*

1. _____
2. _____
3. _____
- (4.) _____
- (5.) _____

Source B: *Mark 6:45–52*

I. Topic: *power, walk, sea*

1. _____
2. _____
3. _____
- (4.) _____
- (5.) _____

Choose some of the notes you took from both sources and put them in a logical order.

Fused Outline

I. Topic: *power, walk, sea*

1. _____
2. _____
3. _____
4. _____
5. _____
- (6.) _____
- (7.) _____

Clincher

Structure Practice**Topic and Clincher Sentences**

Paragraphs in Unit 6 compositions must follow the topic-clincher rule.

Remember the topic-clincher rule:

The topic sentence and the clincher sentence **MUST**
repeat or reflect two or three key words.

A topic sentence tells the main idea of the paragraph. Write an idea for a clear topic sentence for your paragraph recounting the narrative of Jesus walking on the sea. Highlight two or three key words as you will in your paragraph.

Write an idea for a clincher that repeats or reflects 2–3 key words from your topic sentence. Highlight the two or three key words you repeat or reflect.



Style Practice

Strong Verb Dress-Up

As we have done in previous lessons, we are banning two more boring and vague words from your vocabulary: *think/thought*.

In each pair of sentences below, a verb is in italics. Underline the verb that is stronger because it is easier to picture.

- | | |
|--|---|
| 1. The apostles <i>thought</i> they imagined a vision. | The apostles <i>feared</i> they imagined a vision. |
| 2. Crashing waves made them <i>think</i> they would die. | Crashing waves made them <i>believe</i> they would die. |

Banned Words

Verbs: *say/said* *go/went* *see/saw* *think/thought*

Using stronger verbs in your writing will help you create vivid images and feelings. To help you avoid banned words, there are lists of substitutes for them in the SRP. A thesaurus or your vocabulary words are also good places to find replacements for banned words.

Strong Verb Dress-Up and -ly Adverb Dress-Up

Use strong verbs to tell what the following might do in different parts of the report. Can you add an -ly adverb to some of your strong verbs?

1. the boat _____
2. the waves _____
3. Peter _____

Quality Adjective Dress-Up

We have not only banned verbs, but we have also banned the adjectives *good*, *bad*. In this lesson two more adjectives are banned: *big*, *small*

Look at the italicized adjective in each sentence below. Underline the word that creates a strong image or feeling in your mind.

1. *Big* waves crashed against the boat. *Enormous* waves crashed against the boat.
2. The boat felt *small* in the storm. The boat felt *insufficient* in the storm.

Banned Words

Adjectives: *good, bad* *big, small*

Use adjectives to describe the following things that will likely be in your report. Consider what they would look like, sound like, and feel like.

1. the storm _____
2. the disciples _____
3. the water _____
4. the boat _____

www.asia Clause Dress-Up

Write a sentence that includes a *www.asia* clause that you could use in your report.

#2 Prepositional Opener

Write a sentence that begins with a #2 prepositional opener that you could use in your report. Be sure to write 2 in the margin or label it with a [2] just before the sentence. (Do not underline it.)

Unit 6 Composition Checklist

Lesson 12: Jesus Walks on the Sea

Summarizing
Multiple
References

Name: _____



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- | | | |
|---|-------|-------|
| <input type="checkbox"/> name and date in upper left-hand corner | _____ | 5 pts |
| <input type="checkbox"/> composition double-spaced | _____ | 5 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 5 pts |
| <input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) | _____ | 5 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

STYLE

11 Dress-Ups (underline one of each)

5 pts each

- | | | |
|--|-------|-------|
| <input type="checkbox"/> -ly adverb | _____ | 5 pts |
| <input type="checkbox"/> <i>who/which</i> clause | _____ | 5 pts |
| <input type="checkbox"/> strong verb | _____ | 5 pts |
| <input type="checkbox"/> <i>www.asia</i> clause | _____ | 5 pts |
| <input type="checkbox"/> <i>because</i> clause | _____ | 5 pts |
| <input type="checkbox"/> quality adjective | _____ | 5 pts |

Sentence Openers (number; one of each as possible)

5 pts each

- | | | |
|--|-------|-------|
| <input type="checkbox"/> [2] prepositional | _____ | 5 pts |
|--|-------|-------|

CHECK FOR BANNED WORDS (-1 pt for each use): say/said, go/went, see/saw, think/thought, good, bad, big, small

_____ pts

MECHANICS

- | | | |
|---|-------|-----|
| <input type="checkbox"/> spelling, grammar, and punctuation (-1 pt per error) | _____ | pts |
|---|-------|-----|

VOCABULARY

- | | | |
|--|-------|-----|
| <input type="checkbox"/> vocabulary words - label (voc) in left margin or after sentence | _____ | pts |
|--|-------|-----|

Total: _____ 60 pts

Custom Total: _____ pts