

# The Write Right Quick Kit

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The *Character Quality Language Arts* (CQLA) program and *Meaningful Composition* (MC) books are designed for families who desire to study God's Word, biblical principles, and godly character while developing excellent writing skills. For more help in how to teach writing, check out our *Writing Quick Kit* or *The Write Right Quick Kit* -- (an audio cd and booklet set) or schedule a teacher or student writing seminar.

For more information about other curriculum items (including speech and debate); teaching audios for homeschooling parents; character books (including the popular *Character Sketches* books); *The Well-Trained Heart* (homeschooling book); *Raising Kids With Character* book; additional parenting and character training materials written by the Reishes; *The Write On, Peter Pan* (secular e-book and print writing series); and/or to schedule a (1) CI speaker, (2) *Almost 3 R's Teacher Workshop*, (3) Teacher and/or Student Writing Seminar, (4) SAT Essay Workshop, or (5) *Raising Kids With Character* seminar (Christian parenting), contact us:

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Note: Character Ink (CI) was formerly known as Training for Triumph (TFT).  
See our Products and Services offered in the Appendix of this book.







# Part I

## *Paragraphs*

**Section A: Paragraphs, Sentences, Words**

**Section B: Understanding Paragraph Breaks**

# Part I: Paragraphs--Section A: Paragraphs, Sentences, Words

## Lesson 1. Writings Start With Paragraphs

**Writings** are made with paragraphs.

**Paragraphs** are made with **sentences**.

**Sentences** are made with words.

**Words** are made with **letters**.

### Remember This!

Thinking about writing a one-hundred-word paper is like thinking about writing an eight-hundred-letter paper. **Essays are made up of content--** which means paragraphs.

### Tricky Trick to Help It Stick

Five parts of a paragraph: OCCTI

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

## Lesson 2. Five Parts of a Paragraph: OCCTI

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
- Indented

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.



# Part I: Paragraphs--Section B: Understanding Paragraph Breaks

## Lesson 1. "Train" Paragraphs

If you have done any paragraph writing before, with CI books or other sources, I hope that you have learned the most important aspect of paragraph writing: **a paragraph is a unit of thought.**

If you have used materials that had you write "100 words about X," that is okay. It is a benchmark for knowing when you are done writing. However, it doesn't help you learn *how* to write.

Remember this progression about writing:

1. **Words are made up of letters.**
2. **Sentences are made up of words.**
3. **Paragraphs are made up of sentences.**
4. **Reports, essays, letters, stories are made up of paragraphs.**

Guess what you should focus on? If you guessed the paragraph--**a unit of thought**--you are right.

So let's start again with what this lesson began with: **a paragraph is a unit of thought.**

That means that **every paragraph will be about a topic.**

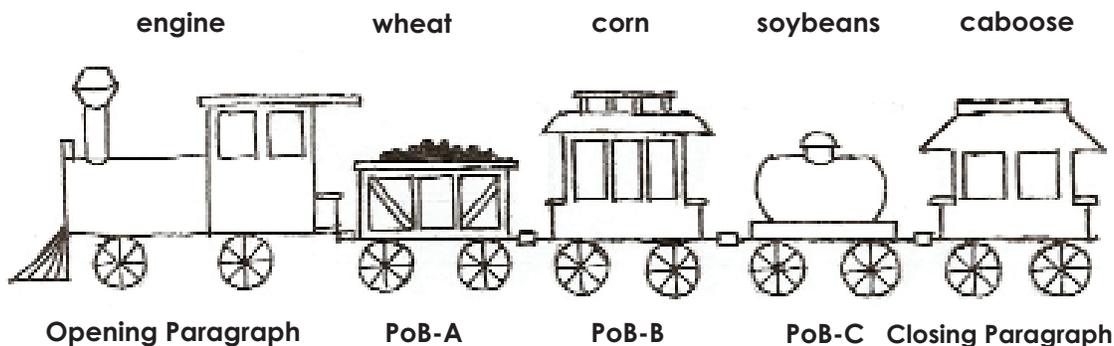
First of all, you need to understand about Paragraphs of the Body (P'soB) and Opening Paragraphs and Closing Paragraphs.

**Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph). P'soB stands for Paragraphs of Body (more than one PoB).**

### Remember This!

**PoB** stands for **Paragraph of the Body** (referring to a non-opening or non-closing paragraph). **P'soB** stands for **Paragraphs of Body** (more than one PoB).

### Example 1



What does this have to do with writing?

Think of your **paper's paragraphs as parts of a train:**

1. **The three paragraphs in the middle of a 5 Paragraph Essay (Paragraphs of Body A, B, & C) are the body of the train--the cars in the middle.**
  - a. You do not have wheat, corn, and soybeans in your "cars."
  - b. You have **three different topics** (three quotes or three colors) or three aspects of a topic/three REASONS).
  - c. By itself, each paragraph of a post is just a paragraph--maybe a one paragraph essay (if you added an opening sentence and a closing sentence).
2. Now that you have the cars in your train, **you need an engine**
  - a. The **engine is the Opening Paragraph** of the paper.
  - b. It **tells your reader that a report or essay is coming.**
  - c. It tells your reader **what the paper is going to be about.**
  - d. Yes, your **Opening Paragraph will be your train's engine.**
3. What else do you need? The **caboose**, of course!
  - a. The caboose of your paper will be a Closing Paragraph.
  - b. It **will tell your readers that your paper ("train") is ending.**
  - c. It **will tell your readers what your paper was about.**
  - d. It will leave your reader interested and satisfied.

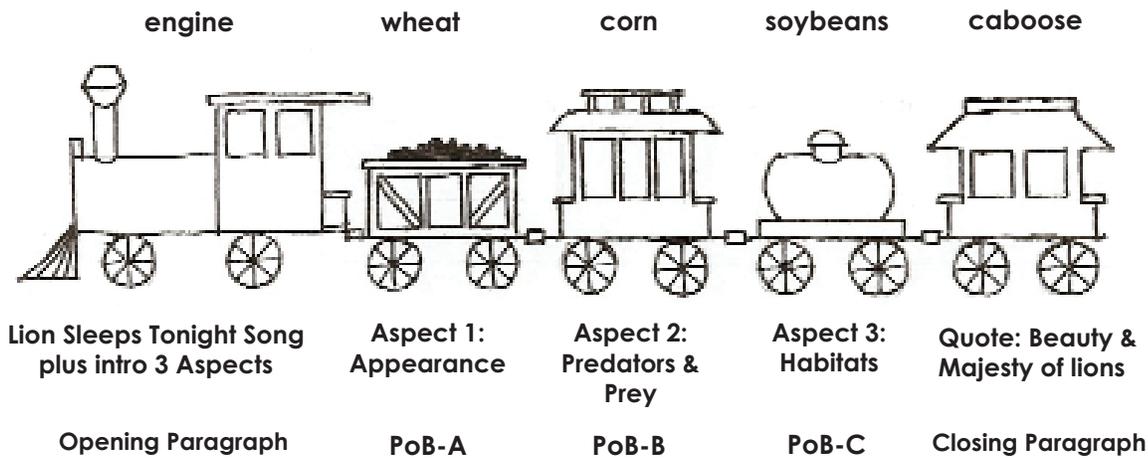
Long Train/Short Train.....Long Post/Short Paper

Just like a train, a paper can be long or short.

- (1) It can have **one engine and two cars = 1 Opening Paragraph + 2 P'soB.**
- (2) It can have **one engine, one car, and one caboose = 1 Opening Paragraph + 1 PoB + 1 Closing Paragraph.**
- (3) It can **have five cars -- one engine, three cars, and one caboose = 1 Opening Paragraph + 3 P'soB + 1 Closing Paragraph.**
- (4) It can have many, many train cars--each one a car by itself, but all put together to create one long train--one long paper.

**Note: If your paper does not contain an Opening Paragraph and/or a Closing Paragraph, you will want to add a Thesis Statement to the beginning of your paper and what I call a "Thesis Statement Reloaded" (or "Title Reloaded") to the end of your paper.**

## Example 2



## Lesson 2. Paragraph Writing Help

Do You Need to Change Your Pre-Writing Strategies?

### Questions to Ask Yourself

1. Do I tend to ramble in my writings?
2. Do I often get off subject?
3. Do I frequently wonder when to end a paragraph and start a new one?
4. Do I have trouble determining how to open or close a writing?
5. Do I have trouble finding interesting ways to introduce/start my writings?
6. Do I not do a good job of "linking" one paragraph to the next?
7. Do I run into blocks as I am writing--because I am not sure of what to write next?
8. Do I know when something is "done," or do I always wonder if a paper should end here or there?

## Effective Order for Writing

- (1) Thesis Statement--statement of what your paper will be about
- (2) PoB TOPICS
- (3) PoB OUTLINE
- (4) PoB PARAGRAPHS (writing body)
- (5) Opening Paragraph (outlining and writing)
- (6) Closing Paragraph (outlining and writing)

### Topics of P'soB

PoB-A \_\_\_\_\_

PoB-B \_\_\_\_\_

PoB-C \_\_\_\_\_

PoB-D \_\_\_\_\_

### Sentence-by-Sentence Outlining

The Sentence-by-Sentence (S-by-S) Outlining Method is one in which you outline each Sentence of each Paragraph (using key words, symbols, phrases, or sentences--whatever works for you). This method helps you know ahead of time what each paragraph will contain, where you are short on information, when another paragraph needs started, etc.

## Paragraph Outlining Lines

### All--Paragraph A of Body

Topic of PoB-A \_\_\_\_\_

LINK/Transition (+)--Sentence \_\_\_\_\_

Support Sentence (SS-1) \_\_\_\_\_

SS-2 \_\_\_\_\_

SS-3 \_\_\_\_\_

SS-4 \_\_\_\_\_

SS-5 \_\_\_\_\_

SS-6 \_\_\_\_\_

SS-7 \_\_\_\_\_

SS-8 \_\_\_\_\_

### All--Paragraph B of Body

Topic of PoB-B \_\_\_\_\_

LINK/Transition (+)--Sentence \_\_\_\_\_

Support Sentence (SS-1) \_\_\_\_\_

SS-2 \_\_\_\_\_

SS-3 \_\_\_\_\_

SS-4 \_\_\_\_\_

SS-5 \_\_\_\_\_

SS-6 \_\_\_\_\_

SS-7 \_\_\_\_\_

SS-8 \_\_\_\_\_

### All--Paragraph C of Body

Topic of PoB-C \_\_\_\_\_

LINK/Transition (+)--Sentence \_\_\_\_\_

Support Sentence (SS-1) \_\_\_\_\_

SS-2 \_\_\_\_\_

SS-3 \_\_\_\_\_

SS-4 \_\_\_\_\_

SS-5 \_\_\_\_\_

SS-6 \_\_\_\_\_

SS-7 \_\_\_\_\_

SS-8 \_\_\_\_\_

### Remember This!

Use transition words and phrases at the beginning of each paragraph as needed for the **LINK/Transition** to go from one paragraph to another.

### Remember This!

The paragraph's topic sentence (or LINK) falls within the first two sentences of a paragraph eighty percent of the time. Don't make your reader wait too long to determine what your paper is about!

### Remember This!

There are **two primary benchmarks** you may use to determine whether or not your outline is adequate--for any type of writing:

(1) You can **write directly from it** without looking back in your source.

(2) **You like it!** If you can write from it, but you don't like it or it is extremely difficult for you to create/write from or it is not your "style," that outlining method might not be the best for you.

# Lesson 3. Using Transitions Well

## Transition Words and Phrases

**For transition sentences, you will often use transition words.** Consider the following words and phrases for introducing continuing paragraphs--as well as for showing **chronology, comparisons, contrasts, cause/effect**, and more in sentences within paragraphs.

### To Indicate Time or Order

- after
- next
- second, etc.,
- another
- for a minute
- to begin with
- previously
- simultaneously
- afterward
- last
- at first
- finally
- during the morning
- afterwards
- in the meantime
- before
- at last
- formerly
- soon
- most important
- generally
- immediately
- then
- at length
- rarely
- meanwhile
- later
- in order to
- eventually
- once
- first
- usually
- at the same time
- ordinarily
- subsequently
- concurrently

### To Show Addition or More

- and
- than
- equally important
- last
- next
- consequently
- thus
- in addition to
- too
- first
- finally
- likewise
- in the same way
- therefore
- furthermore
- also
- second, etc.,
- not only-but also
- similarly
- for example
- otherwise
- moreover
- both-and
- again
- as well as
- in fact
- for instance
- besides
- another
- further
- in the second place
- as a result
- however

### To Indicate Space or Directions

- at the left
- on top
- above
- surrounding
- beside
- beyond
- across
- at the right
- below
- over
- opposite
- behind
- in the forefront
- under
- in the center
- beneath
- straight ahead
- at the rear
- next to
- in the foreground
- nearer
- on the side
- under
- at the top
- at the front
- nearby
- within sight
- adjacent
- along the edge
- around
- at the bottom
- in front of
- in the distance
- out of sight
- in the background

### To Introduce an Illustration or Example

- thus
- in other words
- for example
- in particular
- for instance
- specifically
- namely
- such as
- to illustrate

(continued on next page)

(continued from previous page)

## Transition Words and Phrases (continued)

### To Contrast

- on the contrary
- nevertheless
- on the other hand
- at the same time
- contrarily
- in spite of
- rather
- while this may be true
- notwithstanding
- in contrast
- or
- but
- yet
- nor
- however
- on one hand
- conversely

### To Compare or Show Similarities

- similarly
- likewise
- in like fashion
- in like manner
- analogous to

### To Show Concession or Exceptions

- although
- even though
- at any rate
- granted that
- at least
- while it may be true
- still
- in spite of
- thought
- of course

### To Emphasize

- above all
- surely
- also
- indeed
- in fact
- furthermore
- truly
- in truth
- in addition
- of course
- again
- certainly
- besides

### To Give an Example or Illustration

- for example
- as an illustration
- for instance
- in particular
- to illustrate
- thus
- in other words

### To Give Details or Specific Example(s)

- specifically
- to enumerate
- especially
- in detail
- in particular
- namely
- to explain
- including
- to list

### To Summarize

- therefore
- in conclusion
- finally
- in brief
- consequently
- as a result
- thus
- accordingly
- in short

### To Give Suggestions or Challenges

- for this purpose
- therefore
- to this end
- with this in mind
- with this purpose in mind

### To Show the Results of or Consequences of Something

- so that
- accordingly
- since
- with the result that
- for this reason
- due to
- thus
- therefore
- as a result
- consequently
- so
- in other words
- hence
- because
- then