

Lesson Reproducibles

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Writing Formats/Topics

A campaign commercial for a political candidate

A classified ad for a used car

An encyclopedia entry about the Venus flytrap

A “help wanted” notice

A short story about a mysterious murder

A blog entry about a favorite book

The opening lines of a trailer for a new movie

An advertising headline for a restaurant

A biography about a famous historical figure

Types of Leads

Analogy or comparison – compares or contrasts two different things

Anecdote or case history – provides a real-life scenario or nonfiction story

Direct address – addresses reader using second person “you”

Fact – contains an interesting bit of information about the topic

Metaphor – a figure of speech to show how two unlike things are similar in one important way; states something *is* something else

Description – explains the setting, characters, or factual events

One word/phrase – starts with a specific image or sound such as “Zing!”

Controversial statement – takes a stand on the topic

Statistic – reveals a detail about the topic, based on quantitative data

Summary – crystallizes what will be addressed

From *A Writer's Guide to Nonfiction* by Elizabeth Lyon (2003), adapted for middle school.

From *Winterdance: The Fine Madness of Running the Iditarod*

By Gary Paulsen

I do not hold the record for the person coming to disaster soonest in the Iditarod. There have been some mushers who have never left the chutes. Their dogs dove into the spectators or turned back on the team and tried to go out of the chutes backwards. But I rank close.

There is a newspaper photo somewhere showing me leaving the chutes, that shows Wilson with his tongue out the idea of his mouth and a wild look in his eye as he snakes the team out and away from the starting line with a great bound. (It also shows me apparently smiling; for the record the smile is not humor but the first stages of rictus caused by something close to terminal fright.)

We made almost two blocks. The distance before the first turn. Wilson ran true down the track left by the previous thirty-one teams. Until the turn. At the end of the block there was a hard turn to the right to head down a side street, then out of town on back trails and alleys and into the trees along the highway away from Anchorage.

I remember watching the turn coming at alarming speed. All the dogs were running wide open and I thought that the only way to make it was to lean well to the right, my weight far out to the side to keep the sled from tumbling and rolling.

I prepared, leaned out and into the turn and would have been fine except that Wilson did not take the turn. He kept going straight, blew on through the crowd and headed off into Anchorage on his own tour of discovery.

I could not stop them. The sled brakes and snowhook merely scraped and bounced off the asphalt as we passed, tearing it off the car (why in God's name are they all made of plastic?), and for a space of either six blocks or six miles—at our speed, time and distance became irrelevant—I just hung on and prayed, screaming “WWHOA!” every time I caught my breath. Since I had never used the command on the team before it had no effect whatsoever and so I got a Wilson-guided tour of Anchorage.

I heard later that at the banquet some people had been speaking of me and I was unofficially voted the least likely person to get out of Anchorage. Bets were made on how soon I would crash and burn. Two blocks, three. Some said one. It was very nearly true.

We went through people's yards, ripped down fences, knocked over garbage cans. At one point, I found myself going through a carport and across a backyard with fifteen dogs and a fully loaded Iditarod sled. A woman standing over the kitchen sink looked out with wide eyes as we passed through her yard and I snapped a wave at her before clawing the handlebar again to hang on while we tore down her picket fence when Wilson tried to thread through a hole not much bigger than a housecat. And there is a cocker spaniel who will never come into his backyard again. He heard us coming and turned to bark just as the entire team ran over him; I flipped one of the runners up to just miss his back and we were gone, leaving him standing facing the wrong way barking at whatever it was that had hit him. (1994, pp. 144–145.)

From "Lulu, Queen of the Camels"

By Cullen Murphy

Geckos darted about.

In the stockades the females have been separated from the males.

Early one morning Lulu Skidmore pulled off the highway and on to this road.

The sandy embankment on both sides was strewn with the yellow fruit known as desert apples.

The desert in Dubai is as much a time as it is a place: it begins the moment resistance to it relents.

Down the road a little ways was a compound of low-slung other buildings.

Twenty-five miles southeast of Dubai, at Nakhlee, on the highway to Hatta, a gatepost sign you could easily miss marks an unpaved road to the right.

The desert runs unbroken from Dubai City to the Hajar Mountains.

The males have been separated from one another.

Camels stood in wire stockades everywhere: black camels from Saudi Arabia, tan camels from the Emirates, white camels from Sudan.

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Disneyland

At Disneyland there were a lot of people who wanted to ride on the same rides as we did, so we had to wait in line for a long time. That part wasn't so great, but except for that, Disneyland was a lot of fun. My favorite ride was Splash Mountain, but I liked the food there, too. There was popcorn and chili cheese fries. My son, Sam, really liked the hamburgers there because they were barbecued and had a lot of good stuff on them, but I liked the chili cheese fries the best. Sometimes we make them at home now because they were so good. Anyway, Sam and I had a great time at Disneyland. He liked the ride with the bumper cars. He wanted to drive since the day he was born. He stood in line on his 16th birthday to get his license the minute the DMV opened up. He got to practice driving at Disneyland. It was fun.

Revision

Disneyland

My mouth still waters at the thought of those delicious chili cheese fries. The potatoes so hot they almost burn the top of your mouth; the cheese, melted to just the right temperature, gently oozing down the side of the dish; the aroma of chili pungent with the Texas Prairie spices. I couldn't believe it; I was finally at Disneyland, and my senses were going wild.

Most people remember a thrilling ride, or the crowds of people milling around the acres and acres of land designed to help visitors forget their everyday lives for a few precious hours. Not me. I remember the food—rich, delicious, and everywhere. Pleasures for the palate, just another dimension of this magical kingdom designed to fulfill every wish and dream.

You see, when I was growing up, we ate plain food. Good, healthy, wholesome food (at least by 1960s standards), but plain. Meatloaf, tuna on toast, chicken and dumplings, fruit in Jell-O molds, and at least a weekly dose of liver. That's why now that I found myself at Disneyland, surrounded by rides, shops, and sights designed to create a lifetime of memories, what amazed me most were the chili cheese fries. Gloriously hot, gooey, savory, chili cheese fries. Ahhh . . . they were definitely an E-ticket ride.

Types of Endings

Nonfiction Endings:

Summary	rounds up the piece's main points
Call-back	refers back to the lead as a reminder of the main point stated at the beginning
Thematic reprise	reflects on the piece's meaning and provides the take-away message
Encouraging message	concludes with a "pep talk," making the reader feel optimistic
Quotation	concludes with a direct statement that sums up the piece's main message or theme
Ta-da!	uses a grand statement that provides the reader with closure: licks the envelope

From *A Writer's Guide to Nonfiction* by Elizabeth Lyon (2003), adapted for middle school.

Fiction Endings:

Epiphany	wraps up the story with a sudden insight by the character
Moral	reveals a lesson for the reader
Image	provides a visual connection to a key point in the story
Irony	notes the incongruity between what the character says and does and how the story turns out
Tragedy	ends on a dark note, prompting the reader to consider how the final events reveal the theme
Surprise	ends with an unexpected turn of events
Hollywood ending	provides the perfect ending, in which everything works out fine

From "How to Write a Strong Ending in Fiction" by Lisa Scott (2008), adapted for middle school.

Sample Endings

From “Someone to Lean On” by Gary Smith (2001)

Summers, though, are still the most difficult time for Radio. Should a traveler ever get lost in upstate South Carolina some July or August day and find himself wandering near the railroad tracks in Anderson and happen to notice an old boarded-up school with a FOR SALE sign planted in the weeds out front, he ought to take a little look at the abandoned McCants Junior High football field just behind it. He might just see a man with sprinkles of white hair gesturing wildly at thin air, screaming, “All wight, tomowwow’s Thuhsday, dat’s a light day! You wear yo’ shorts an’ T-shirts, no pads, an’ be on da fiel’ at four o’cwock on da nose, you got dat, boys?”

Just smile and wave. It’s only Radio, living the dream. (p. 98)

ANSWER: Ta-da!

From “Shadow of a Nation” by Gary Smith (2001)

(first paragraph of article) Singing. Did you hear it? There was singing in the land once more that day. How could you not call the Crows a still-mighty tribe if you saw them on the move that afternoon? How could your heart not leave the ground if you were one of those Indian boys leading them across the Valley of the Big Horn? (p. 116)

(last paragraph) He wants to go back to the reservation someday and help kids to take the risk, to see both the beauty and the danger of the circle. But he may never live there again. He rolls down the car window. He listens to the air. There is no singing in the land. There is only a quiet, sad-happy song inside a young man’s heart. (p. 138)

ANSWER: Call-back

From “Eyes of the Storm” by Gary Smith (2001)

It’s midday in the dead of summer. Amanda starts running and realizes after three laps that she has almost nothing left, and there’s only one way to come close to Michelle’s seven-minute mile. Her face turns scarlet, her body boils, her stomach turns. Nature screams at her to stop. Instead, she sprints. She sprints the entire last lap.

The watch says 7:05 as she crosses the line. Amanda can’t believe she ran that fast, and she laughs as she reels and vomits near the flagpole. She laughs. (p. 181)

ANSWER: Encouraging message

From “As Time Runs Out” by Gary Smith (2001)

“My own team—everybody can join. This is it, baby, my ultimate pregame talk. I *need* this one, *gotta* have it. Gotta have so many people calling my answering machine each day that they can’t get through. Gotta have people all over the country opening their windows and shouting it out: ‘JIMMY VEEEEEE! DON’T GIVE UP!’” (p. 288)

ANSWER: Quotation

From “An Unknown Filly Dies, and the Crowd Just Shrugs” by William C. Rhoden (2007)

One animal breaks an ankle on national television in a Triple Crown race and sets off a national outpouring of emotion. A four-year-old collapses and dies in full view on a sunny afternoon and not many seem to notice. Or care.

As they say, it's the business.

But what kind of business is this? (p. 83)

ANSWER: Thematic reprise

From “What Keeps Bill Parcells Awake at Night” by Michael Lewis (2007)

What this is, he can't—or won't—specify. But when your life has been defined by the pressure of competition and your response to it, there's a feeling you get, and it's hard to shake. You wake up each morning knowing the next game is all that matters. If you fail in it, nothing you've done with your life counts. By your very nature you always have to start all over again, fresh. It's an uncomfortable feeling, but it's nonetheless addictive. Even if you have millions in the bank and everyone around you tells you that you're a success, you seek out that uncomfortable place. And if you don't, you're on the wrong side of the thin curtain that separates Cyclone Hart from Vito Antuofermo. “It's a cloistered, narrow existence that I'm not proud of,” says Parcells. “I don't know what's going on in the world. And I don't have time to find out. All I think about is football and winning. But hey,” he sweeps his hand over his desk and points to the office that scarcely registers his presence. “Who's got it better than me?” (p. 180)

ANSWER: Quotation and Thematic reprise

From “Baseball for Life” by Sara Corbett (2007)

I thought back to an earlier conversation we'd had, as Jarrod and Jesse tried to describe all the ways in which they were different from each other, despite being best friends.

“He likes rap and I don't.”

“He's neat and I'm messy.”

“I hate the Red Sox,” Jesse announced.

“I hate the Yankees,” Jarrod responded.

Jesse lifted his chin defiantly, “Someday I'm going to hit a home run off of you,” he said.

“Ain't gonna happen,” said Jarrod. Then both boys started to laugh.

I then asked them what they thought was the best part of playing elite baseball. Jarrod stared at the sky for a moment, appearing to think. Jesse looked sideways at Jarrod, as if seeking permission. “I'm gonna say it,” Jesse said. Then he turned to face me. “It's about winning,” he said. “But not just about winning—it's fun too. I want to do it for the rest of my life.”

He paused and looked to his friend.

“Same as Jess,” Jarrod said solemnly. He added, “Baseball for life.”

Jesse understood this to be a pact. He looked back at Jarrod. “Baseball for life,” he said. (p. 239)

ANSWER: Quotation and Encouraging message

From *My Life in Dog Years*

By Gary Paulsen

It seemed like there'd always been an Ike in my life and then one morning he wasn't there and I never saw him again. I tried to find him. I would wait for him in the morning by the bridge, but he never showed again. I thought he might have gotten hit by a car or his owners moved away. I mourned him and missed him. But I did not learn what happened to him for thirty years.

I grew and went into the crazy parts of life, army and those other mistakes a young man could make. I grew older and got back into dogs, this time sled dogs, and ran the Iditarod race across Alaska. After my first run I came back to Minnesota with slides of the race to show to all the people who had supported me. A sporting goods store had been one of my sponsors and I gave a public slide show of the race one evening.

There was an older man sitting in a wheelchair and I saw that when I told a story of how Cookie, my lead dog, had saved my life his eyes teared up and he nodded quietly.

When the event was over he wheeled up to me and shook my hands.

"I had a dog like your Cookie—a dog that saved my life."

"Oh—did you run sled?"

He shook his head. "No. Not like that. I lived up in Twin Forks when I was young and was drafted to serve in the Korean War. I had a Labrador that I raised and hunted with, and left him when I went away. I was gone just under a year; I got wounded and lost the use of my legs. When I came back from the hospital he was waiting there and he spent the rest of his life by my side. I would have gone crazy without him. I'd sit for hours and talk to him and he would listen quietly... it was so sad. He loved to hunt and I never hunted again." He faded off and his eyes were moist again. "I still miss him...."

I looked at him, then out the window of the sporting goods store. It was spring and the snow was melting outside but I was seeing fall and a boy and a Lab sitting in a duck blind. Twin Forks, he'd said—and the Korean War. The time was right, and the place, and the dog.

"Your dog," I said. "Was he named Ike?"

He smiled and nodded. "Why, yes—but how... did you know him?"

There was a soft spring rain starting and the window misted with it. That was why Ike had not come back. He had another job.

"Yes," I said, turning to him. "He was my friend...." (1998, pp. 35–36)

Perfect Tones

silly	resigned
sincere	determined
nostalgic	frustrated
friendly	curious
carefree	calm
poignant	frightened
passionate	
sarcastic	
funny	
deliberate	
anxious	
wise	

Sign #1: Pond Turtles

Pond turtles live on all the continents except Antarctica. They live in fresh water such as rivers, lakes, and ponds. In North America, these pond turtles live mostly in Washington and western Canada. Pond turtles can grow as long as 16 inches! Bugs should watch out. Pond turtles eat them for breakfast, lunch, and dinner. The longest-living pond turtle is forty years old. That's ancient!

Sign #2: Western Pond Turtles

The western pond turtle is one of the most common turtles in the northwestern United States and Canada. They are primarily found in Washington and western British Columbia. Their shell, or carapace, ranges in size from 4" to 16" depending on the age. A few Western Pond Turtles live to the ripe old age of forty. Their low-carbohydrate insect diet is supplemented by small fish, frogs, and plants.

Sign #3: *Clemmys Marmorata*

The *Clemmys marmorata*, also known as *Pseudemys umbrina*, is best known as the western pond turtle. It is one of two native North American species of the testudines order and the crown group *Chelonia*. Its diet consists mostly of the larvae of caddis flies, dragonflies, and nymphs. Recorded size at 4.7–7.2 in. (12–18 cm). Life expectancy: four decades. Mature at seven. Features a low carapace with shields that have a network of lines radiating from growth centers. Extirpated: British Columbia. Near Extinction: Washington State.

Forbidden Words

afraid	scare
alarm	shock
creep	spook
dread	startle
fear	surprise
flesh	sweat
fright	terrify
panic	terror
petrify	unbelievable

**From *Winterdance: The Fine Madness
of Running the Iditarod***

by Gary Paulsen

Caught up in anxiety, not wishing to cause problems with the race, I harnessed my dogs too soon, way too soon, and tied the sled off to the bumper of the truck. The difficulty with this was that I had pulled number thirty-two and with the dogs tied on the side, harnessed, and ready to go, waiting to go, crazy to go—every team going up to the chutes had to be taken past my team—they had to wait. Dogs do not wait well. An old Inuit belief states that dogs and white men stem from the same roots because they cannot wait, have no patience, and become frustrated easily, and it showed mightily then. (p. 141)

Sentence Grid for Gary Paulsen’s Paragraph:

Sentence Number	Number of Words	First Two Words	Last Word
1.			
2.			
3.			
4.			

Types of Clauses:

A **clause** is a sentence part that contains a subject and verb.

An **independent clause** can stand alone as a grammatically correct sentence:

“She began the new book...”

A **dependent clause** cannot stand alone:

“When she began the new book...”

Types of Sentences:

Simple: A sentence made up of one independent clause that may contain a direct object or prepositional phrase:

“The students chose a book.”

“The students raved about the book.”

Compound: A sentence made up of two or more independent clauses, which are joined by a conjunction such as *and*, *but*, or *or*:

“The students raved about the book, and the author was delighted to receive their complimentary e-mails.”

Complex: A sentence made up of an independent clause and at least one dependent clause:

“When the author learned how much the students liked her work, she decided to write more books.”

Compound-Complex: A sentence made up of two or more independent clauses and at least one dependent clause:

“When the author announced she was writing more books, the students were delighted, but she surprised them by writing about a different subject than they expected.”

Sentences Inspired by *Bat Loves the Night*

PART 1: Combine these sentences inspired by the first half of the book

Bats are mammals.
They can really fly.
They are very successful at surviving because they fly.
There are more than nine hundred bat species.
They live in every habitat.
There is the subarctic tundra habitat.
There is the tropical forest habitat.
There is the desert habitat.
Birds rule the air by day.
Bats are the monarchs of the night.

PART 2: Combine these sentences inspired by the second half of the book.

Bat is waking.	She shakes her fur.
She's upside down.	Her fur is thistledown.
She usually hangs upside down.	She unfurls her wings.
She hangs by her toenails.	Her wings are made of skin.
Her eyes are beady.	The skin is fine.
Her eyes are open.	The bones show through.
Her pixie ears twitch.	The bones are like fingers.

Standing Sentences

Directions for Creating Cards:

1. On pieces of card stock large enough to be read easily from the back of the room, write each of the words below—capitalized on the front and lowercase on the back.
2. For the lesson extension's punctuation mark cards, use an ink color that's different from the one you use for the word cards. (Use these cards once the sentence is fully assembled and students wish to edit it.)
3. Laminate the cards and clip them together for long-term use.

Words for Standing Sentence:

my	and
dog	gives
is	warm
fuzzy	wet
mocha-colored	slobbery
chocolate	kisses
brown	

Character List

A very old man or woman

A newly elected politician

An expectant mother or father

A successful businessperson

An overworked airline pilot

An experienced plumber

A wildly creative Web designer

A professional athlete

A frustrated teacher

An always-late pizza delivery person

Your Old Friend, Silent e

(Sung to the tune of “Old Time Rock & Roll” by Bob Seger)

You’ve got your old friend, silent e

What do you do with it

What can it be?

When you add a suffix to a word

You drop that e off

Haven’t you heard?

You want to make MOVE, MOVING...

You want to make GROOVE, GROOVING...

You’ve got to get that e out of the way

Just drop that e off

Hear what I say!

(repeat first verse)

Double Down the Ending

(Sung to the tune of “Pop Goes the Weasel”)

If you want to use a one-syllable word

And you have to add an ending

If the word ends with a consonant

Double it—add the ending

Like *-er, -ed, -est, -ing*

Or other similar endings

If the word ends with a consonant

Double it—add the ending.

Taking y and i to the Ball Game

(Sung to the tune of “Take Me Out to the Ball Game”)

Change the y to an *i*

Before the ending goes on

Like *-es, -ed, -er, -est*

But never *-ing*

Change the y to an *i*

Before the suffix goes on

Every time the y follows a consonant

Just CHANGE IT!

Capital Collection

Proper Nouns	<p>Example:</p> <p>Page 19, paragraph 3 of <i>The Hunger Games</i> by Suzanne Collins (2008):</p> <p>The Treaty of Treason gave us the new laws to guarantee peace, and as our yearly reminder that the Dark Day must never be repeated, it gave us the Hunger Games.</p>
First Word of Dialogue	<p>Example:</p> <p>Page 25, paragraph 1 of <i>Fahrenheit 451</i> by Ray Bradbury (1951):</p> <p>“Give me a pencil and some paper, quick,” I said, and wrote it down.</p>
Abbreviations, Acronyms, and People’s Titles	<p>Example:</p> <p>Page 88, paragraph 1 of <i>People</i> magazine, February 9, 2009:</p> <p>Myeia Bautista sobbed with joy when she heard the Blue Eagles of South Cobb High School in Austell, GA, were one of the 103 groups picked to march in the Inauguration Day parade.</p>
Publication Titles and Other Headings	<p>Example:</p> <p>From the summer reading list on the librarian’s desk</p> <p><i>Holes, Hatchet, Harriet the Spy</i></p>
Other	<p>Example:</p> <p>From a flyer to parents about school attendance zones</p> <p>Southwest region</p>

Dear Abby,

I am writing you today because I have tried to talk to my mom so many times about this text messaging deal and every time I do she always changes the subject or she just says, "No." This is really frustrating me because all my friends have unlimited texting and I don't. So a lot of times when they keep texting me I can't text back because I don't have unlimited texting like they do. I am asking you today if you have any advice or suggestions on what I should ask my mom. I have tried a lot of things, but nothing seems to work. I would appreciate a response back. Thank you,

Textless in Topeka

4U txlss ;)

FWIW i know where ur comin frm. LOL
wn i wz a kid my mom dnt gt unlmted txtng
ethr & it mde me rely rely mad & :-!!!! but
I day i srchd the net 4 a deal LOL and i fnd
I :-D so I pt it on my tbl and sd yo mom it
wud mn alot to me if u jst tok a lk at ths &
constr it sh did & sd TYVM 4 duin ths so i
wll set it. LOL I waz so :-D!!!! ROFL. FWIW
my advs to u dont B mad and B patnt u nvr
no she cld say ya mabe SWIM? THX for kpin
patnt evn tho UR mom sys no. jst remember
dnt B X-(& hpe 4 +++.

PWB abby :)

Texting Key

Vowels are omitted from words if those words can be understood without them, for example *wrds*

Unnecessary words, such as *an*, *and*, and *the*, are often omitted.

Capital letters and punctuation marks are used only when necessary.

Paragraphing is unnecessary.

4U means *for you*.

;) is a wink to show you understand.

Numerals often stand for words, such as 1/*won* and 4/*for*.

:-D means very pleased.

↑ means *up*.

+++ means a big yes.

yo means *dear* or *hello*.

duin means *doing*.

FWIW means *for what it's worth*.

LOL means *laugh out loud* or that something is funny.

wz means *was*.

& means *and*.

rely means *really*.

:-(means unhappy.

!!!! shows emphasis.

TYVM means *thank you very much*.

ROFL means rolling on the floor laughing.

B means *be*.

SWIM means *see what I mean?*

THX means *thanks* or *thank you*.

UR means *your* or *you're*.

X-(means crabby.

PWB means *please write back*.

Challenge

A Warm summer day in June. the slight breiz was comferting. we sat like stunps in the grassey feald whating Four Someone to do the dare. No one Had the courage to do the dare even if it was eating the worm that sat in the middle Circle. Tonya sat in a grin looking everyone and then looking at the worm. Her Thoughts were She Did the dare So She didnt half to eat the slimy worm. The circle was still realy quite no one moved no one Brehed. There eyes were looking at the worm with discust. The Chalenge between the worm and the Kids was vary grate there mouths were were gawked open and there eyes were opend as wide as could be. The gigel from Tonya was so agreeing that I couldnt let Her get away with Calling me a chicken. By the tine I thought about eating the worm it Had manged over to me. I felt myself say out loud "I will do it. I will eat that worn!" every one looked at me in anaznent I picked up the worm and I about stuck it in my mouth and Tonya yelled "tear it in Half." I took the worm pout 4 Fingers around it and polled it in 2 parts. One part I stuck in my mouth and gulped it and the other Half Went Down write after and From then on when we played truth or dare they never called me a chicken

Editor's Marks

	Delete material.	The writing is is good.
	Correct the spelling or spell it out.	We are learning ^{sp} 2 traits this weak ^{sp} week
	Close space.	To day is publishing day.
	Insert a letter, word, or phrase.	My teacher has books. ^{wonderful}
	Change a letter.	She is a great w riter.
	Add a space.	Don't forget a [#] good introduction.
	Transpose letters or words.	She read the piece with flair!
	Change to a capital letter.	We have j. k. [≡] Rowling to thank for Harry Potter's magic.
	Change to a lowercase letter.	"The P roof is in the P udding" was his favorite saying.
	Start a new paragraph.	"What day is it?" he inquired. [¶] "It's Groundhog Day," she replied.
	Add a period.	Use all the traits as you write ◉

Challenge

It was a warm summer day in June; the slight breeze was comforting. We sat like stumps in the grassy field, waiting for someone to do the dare. No one had the courage to do the dare since it was eating the worm that sat in the middle of the circle!

Tanya sat with a grin, looking at everyone and then looking at the worm. Her thoughts were that she had done the dare, so now she didn't have to eat the slimy worm.

The circle was still really quiet. No one moved; no one breathed. Their eyes were looking at the worm with disgust. The challenge between the worm and the kids was very great. Their mouths gawked open and their eyes opened as wide as could be.

The giggle from Tanya was so aggravating that I couldn't let her get away with calling me a chicken. By the time I thought about eating the worm, it had mangled its way over to me. I felt myself say out loud, "I will do it! I will eat the worm!" Everyone looked at me in amazement.

I picked up the worm, and I had just about stuck it in my mouth when Tanya yelled, "Tear it in half!" I took the worm, put four fingers around it and pulled it into two parts. One part I stuck into my mouth and I gulped it down—the other half went down right after it!

From then on, whenever we played truth or dare, they never called ME a chicken.

Editing and a Bit o' Revision Checklist

Writer: _____ Title of Work: _____

Got your pens ready? Here we go!

- ☐ 1. Read the paper backward, one word at a time. Circle all possible spelling errors in **BLUE, BLUE, BLUE**. Check your word list, ask a fellow writer, or check the dictionary for correct spellings.
- ☐ 2. Use **RED, RED, RED** to show how you used punctuation. Circle the mark you used at the end of each sentence and any other punctuation you tried.
- ☐ 3. Use **GREEN, GREEN, GREEN** to show how you used capitals on the beginning of each sentence and for proper nouns. Circle "I" when used as a personal pronoun.
- ☐ 4. Trace the first word of each sentence in **GREEN, GREEN, GREEN** and the end punctuation of each sentence in **RED, RED, RED**. This will give you a color-coded image of your sentence lengths. Make sure no more than FOUR sentences begin with the same word in your whole paper.
- ☐ 5. Use **ORANGE, ORANGE, ORANGE** to mark the beginning of each paragraph using the paragraph symbol: ¶. Think about how long your paragraphs are and if they need more sentences.
- ☐ 6. Use **PURPLE, PURPLE, PURPLE** to mark any places in your text where there are grammar and usage problems. Correct the problems later by working with a partner and/or using a print or online resource.
- ☐ 7. Highlight your favorite sentence in **YELLOW, YELLOW, YELLOW**. Write a quick note next to it that says why it is your favorite. I'll write back and tell you which one was mine.
- ☐ 8. Read your piece aloud with **VOICE, VOICE, VOICE**. If it doesn't grab your attention or make sense, back up, add in what is missing, clean up what is confusing, and then read it again. Listen to your text for grammar. See? Editing makes a difference!
- ☐ 9. Look at your paper one more time. Have you found **EVERYTHING** that you can to get it ready for a reader to enjoy?

Original Handwritten Version

Favorite Place

early morning the birds chirping, the warmth of the sun beating down on me, when I sit in my tent and put on my clo for a long day of fun. I open the tent's door, good morning my grandpa would say to me, just sitting there looking at him he reminded me of a brother and dad. the fresh sweet smell of baked oranges, like the first smell of a stake you instantly know what it is. Another beautiful morning at the lake. after we eat well go down to the lake and go fishing, to me fishing and the water is like being a kid loose in a candy store you now he will never want to leave. Once I got done with breakfast we went down to the lake, seeing the bluish green waters and the reflection like a mirror when you face it at the sun. we got in to

the boat and pushed off the shore and paddled to the middle. we casted our lines out and it reminded me of when you drop a paper out of a ship it keeps falling and falling until it hits the bottom, just sitting there in the boat like a kid looking at all the candy. looking in the water I saw 3 or 4 inch objects that were moving, I knew we were in a good spot. Then the quick jolt of the rod I knew it was time for me to prepare for the big hit. When the end of my rod went down I yanked it up the line made me think I was going to break my pole the force like your mom pulling you away from the candy aisle and not letting you get any candy. once I set him to the top he was big and fat. It took me and my grandpa to get him in. That is why that lake is my favorite place it has the biggest fish and I was always with my grandpa when we go to that favorite spot.

Scoring Grid

PAPER:	Score 6	Score 5	Score 4	Score 3	Score 2	Score 1
Ideas						
Organization						
Voice						
Word Choice						
Sentence Fluency						
Conventions						
Presentation						

Typed Version

Favorite Place

early morning the birds chirping, the warmth of the sun beating down on me, well I sit in my tent and poot on my close for a long day of fun. I open the tents door, good moning my granpa wood sah to me, gist siting ther looking at him he reminded me of a bruther and dad. the fresh sweet smell of baken and ages, like the first smell of a stake you instintle now wut it is. Another butefol morning at the lake. after we eat well go dawn to the lake and go fishing, to me, fishing and the water is like leting a kid loos in a candy store you now he will never want to leve. Ones I got dun with brekfist we wint dawn to the lake, seanig the bluesh green waters and the reflecshin like a mear win you fase it at the sun. we got in to the bote and pushed of the shore and paduld to the mittel. We casted are lines awt and it remindid me of win you drop an anker of of a ship it keeps gowing and gowing intell it hits the botum, gist siting ther in the boat like a kid looking at all the candy. looking in the water I saw 3 or 4 inch objects that wir moving, I new we wir in a good spot tab the kwick jult ot my rod I now it was time for me to prepare for the big hit. Uank the end of my rod wint dawn I yanked it up the bind made me think I was gowing to brake my pole the fite like your mom puling you out of the candy ile and not leting you git innny candy. ones I set him to the top he larg and fat. It tack me and my grandpo to git him in. That is wy that lake is my faveret plase it has the bigist fish and I wus olwas with my grandpa win we go to that faveret spot

Edited Version

Favorite Place

Early morning, the birds chirping, the warmth of the sun beating down on me. Well I sit in my tent and put on my clothes for a long day of fun. I open the tent's door, "Good morning," my grandpa would say to me. Just sitting there looking at him, he reminded me of a brother and dad. The fresh sweet smell of bacon and eggs, like the first smell of a steak. You instantly know what it is: Another beautiful morning at the lake.

After we eat we'll go down to the lake and go fishing. To me, fishing and the water is like letting a kid loose in a candy store. You know he will never want to leave. Once I got done with breakfast we went down to the lake. Seeing the bluish green waters and the reflection like a mirror when you face it at the sun. We got in to the boat and pushed off the shore and paddled to the middle. We cast our lines out it reminded me of when you drop anchor off of a ship it keeps going and going until it hits the bottom.

Just sitting there in the boat like a kid looking at all the candy, looking in the water I saw three or four inch objects that were moving. I knew we were in a good spot to be. The quick jolt of my rod; I know it was time for me to prepare for the big hit. *Yank*, the end of my rod went down. I yanked it up. The bind made me think I was going to break my pole; the fight like your mom pulling you out of the candy aisle and not letting you get any candy. Once I got him to the top he was large and fat. It took me and my grandpa to get him in. That is why that lake is my favorite place. It has the biggest fish and I was always with my grandpa when we go to that favorite spot.

Cover Sheet for _____

Name _____ Date _____

Teacher's Name _____ Class _____

Please review your final paper carefully and answer each of the following questions.

1. Applying Handwriting Skills *[If you wrote your paper on the computer, skip to #2.]*

- ☐ Is my handwriting neat and legible?
- ☐ Did I take time to form each letter clearly?
- ☐ Do my letters slant in the same direction throughout?
- ☐ Does my spacing between words enhance readability?

2. Using Word Processing Effectively *[If you wrote your paper by hand, skip to #3.]*

- ☐ Is my choice of font style easy to read and appropriate for the audience?
- ☐ Is the font size appropriate?
- ☐ Did I use formatting such as boldfacing, underlining, and italicizing effectively?
- ☐ Does color enhance the look and feel of my piece—or does it weaken them?

3. Making Good Use of White Space

- ☐ Do my margins frame the text evenly on all four sides?
- ☐ Did I leave enough white space between letters, words, and lines to make the piece easy to read?
- ☐ Did I avoid cross-outs, smudges, and tears?
- ☐ Did I create a nice balance of text, text features, illustrations, photographs, and white space?

4. Refining Text Features

- ☐ Do my illustrations and photographs help to make the piece easy to understand?
- ☐ Did I include my name, date, title, page numbers, and other headers and footers?
- ☐ Are text features such as bulleted lists, sidebars, and timelines clear, well positioned, and effective in guiding the reader and enhancing meaning?
- ☐ Are charts, graphs, and tables easy to read and understand?

The information here is complete and accurate.

(your signature)

I checked the paper for presentation and found the information here to be complete and accurate.

(a classmate's, parent's, or other reader's signature)

Once your paper has been checked for presentation, attach this sheet to the final version and turn it in. Congratulations on a job well done!