

KIT
IV

EDITORIAL SKILLS

Judith Schifferle

Ready-to-Use
WRITING WORKSHOP ACTIVITIES KITS

**A practical and systematic way
to build basic writing skills
and teach the entire writing
process in grades 4 through 8**

The Center for Applied Research in Education, Inc.

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*To my dear mother, Josephine,
and
my husband, John*

ATTENTION: CORPORATIONS AND SCHOOLS

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About the *Ready-to-Use Writing Workshop Activities Kits*

The *Ready-to-Use Writing Workshop Activities Kits* offer a proven and effective method for teaching the process of writing. Each of the six workshop kits contains 25 or more ready-to-use activities for improving basic writing skills in grades 4-8:

- KIT I: *Word Skills* features activities with word banks and vocabulary lists that encourage students to actively use words from their listening vocabulary in writing. Parts of speech and their usage are also included, along with a clip-and-use sensory vocabulary game and a graded spelling/learning station.
- KIT II: *Sentence Skills* offers exercises in using simple, compound, and complex sentences—including how to identify and generate them—as well as using figures of speech, such as similes, metaphors, and hyperbole.
- KIT III: *Paragraph Writing Skills* involves the students with lessons in descriptive, persuasive, narrative, and expository writing.
- KIT IV: *Editorial Skills* reinforces the students' editorial strengths. Each lesson features a specific writing improvement skill, including agreement, tenses, fragments, and run-ons.
- KIT V: *Letter and Report Writing Skills* gives the students practical experience in writing both business and personal letters, preparing "workable" lists, and using some fresh approaches to report writing.
- KIT VI: *Notetaking and Outlining Skills* helps students to prepare for longer writing assignments with exercises in summarizing, notetaking, and outlining.

You'll find that the *Ready-to-Use Writing Workshop Activities Kits* provide a practical four-step system for teaching that will:

- Give students frequent and varied opportunities to write
- Help students to write for a specific purpose
- Cause students to experience many styles and forms of writing, including sentences, paragraphs, lists, and summaries
- Involve students purposefully in their peers' writing
- Provide the student writer with immediate feedback from a specific audience (namely, two peers and the teacher)

Each activity is divided into two parts: "Warming Up," an introductory exercise and/or statement, and "Writing Activities," the beginning of the workshop process.

Here's how the four-step system works:

- Step 1: Student prepares a rough draft using the "Writing Activities" section of an activity. Any piece of writing, at least a paragraph in length, would be suitable.
- Step 2: Two peer editors are chosen by the student to read and discuss the rough draft.
- Step 3: Teacher and student meet for a brief conference to assess how the writing has progressed.
- Step 4: Student recopies his or her work, has the final copy checked by the teacher, and displays the completed lesson in the classroom.

You can easily and productively turn your classroom into an efficient writing workshop by reproducing several activities at one time, thereby offering your students a variety of assignments from which to choose. You may also prepare five or six activities and divide your class into groups based on need or interest. Finally, you may reproduce each activity as a single lesson for the whole class. It's a proven system that students and teachers can readily adapt according to their own needs and interests.

The *Ready-to-Use Writing Workshop Activities Kits* will challenge and delight your students. You'll find the workshop atmosphere and ready-to-use activities time-saving and conducive to learning. Your students will discover that writing *can* be a stimulating, effective, and pleasurable means of communicating!

Judith Schifferle

How to Turn Your Classroom into a Writing Workshop

Your first goal is to involve students in the four steps of the Writing Workshop System. Reproduce these pages for your students:

1. Writing Workshop Student Directions, page 6. (You may also want to make a large classroom poster of the steps for handy reference.)
2. Writing Workshop Editor's Key, page 7.
3. Editing practice activity. (A sample page and answer key can be found on pages 8 and 9. Kit IV is devoted entirely to editing. You may also reproduce your students' writing samples to provide *several* practice sessions.)

Plan large group lessons using these materials. Have the students keep the materials in individual writing folders.

You can use the *precomposing activities* from Kits I and II prior to or along with the *writing activities* from Kits III-VI. Kit I features vocabulary, parts of speech and usage, and a bonus spelling learning station. In Kit II, the skills include sentence writing and manipulation and using figures of speech.

Step 1: Rough Draft

Give your students a choice of several kinds of writing activities. If you can devote large blocks of time solely to writing, then reproduce about fifteen activities from Kits III-VI. Each activity features easy-to-follow "Warming Up" directions to help the students begin.

Once students begin producing rough drafts, they will move through the remaining three steps at their own pace. They may become involved in one or more steps during a class period. The length of a rough draft depends on the type of writing activity chosen, the grade level, and your students' abilities.

Step 2: Peer Editing

How far editors should go in making suggestions and editing is an important and sensitive issue. An editor should always point out at least one positive aspect of the writing. Develop constructive ways of criticizing and questioning. A good question from an editor will help the writer to clarify and/or expand the writing. Encourage editors to make specific comments. Decide who has the final say about suggested changes in case of disagreement.

To train editors, distribute copies of several writing samples from your class. Use the Editor's Key as the basis for class discussions on the proofreading process, or use the specially tailored exercises in Kit IV, *Editorial Skills*. Schedule weekly large group practice lessons that highlight a specific skill or reproduce lessons according to students' needs.

Have both editors sign their names to the rough draft. This will help you identify who the most effective editors are. See the practice activity on page 9 for the recommended heading.

Note: Requiring *two* editors is practical and workable because it gives the writer different responses and feedback in a minimum amount of time. Also, students are less self-conscious about working with one or two students at a time than if they were to read their writings in front of the entire class.

Students with weak reading and language skills may begin by dictating their writing to another student or onto a tape, which can be transcribed later. All writers should read their stories *aloud* to at least one of their editors and accept written and verbal comments and questions.

Be aware of your students' attitudes toward reading and editing another student's work. Use the reproducible survey on page 10 to help keep the lines of communication open. Plan a group discussion to discuss the results of the survey once the Writing Workshop System has been in use for a few weeks.

Step 3: Student/Teacher Conferences

Meet individually for three to five minutes with your students after they have completed Steps 1 and 2. Just as the two student editors have done, focus on at least one specific positive feature of the student's writing, such as an effective opening. Then pick one aspect that could be strengthened. Kits III and V contain reproducible checklists that will help you keep track of these strong and weak areas. (Students should keep these checklists in their folders for ready reference.) Proofread for anything the editors may have missed.

If students *are* ready for a conference, and if class time has run out, designate a place where writing is to be left, such as a writing box or folder.

You may decide to include an extra step in the system here—revision. This would be done only if major changes or additions were necessary in the rough draft.

Step 4: The Final Copy

Now the student makes a final copy, incorporating any suggestions made by the two peers and you. After you check and initial the final copy, it may be displayed in the class as a writing model for other students.

Encourage the workshop atmosphere! Use every available space for the materials and for displaying the writing activities. Spread them around the room so traffic flows rather than bunches in one area. If display space is limited, collect the writing in looseleaf binders and list all the titles of the writings on separate Contents pages.

To help keep track of the activities students have worked on, reproduce the Progress Sheet on page 12. As you return each final copy, you or the student can write the title on the tracking sheet. Students can keep these running inventories in their folders until the end of the term.

As students progress, they may want to try creating their *own* activities. Reproduce the form on page 11 and let your workshop thrive!

Remember, clear and effective writing begins with frequent practice. The *Ready-to-Use Writing Workshop Activities Kits* will turn your classroom into a productive workshop of aspiring readers, editors, advisors, decision makers—and writers!

WRITING WORKSHOP SYSTEM: STUDENT DIRECTIONS

Step 1: Do your *rough draft*.

Step 2: Get *two editors*.

Step 3: Ask for a *teacher conference* or leave your writing in the *writing box*.

Step 4: *Recopy* your writing, have it *checked*, and *display* it.

WRITING WORKSHOP EDITOR'S KEY

Here is a list of some common editing symbols. Use this proofreader's key whenever you are asked to be an editor. It will help you edit the writing sample.

SOME MARKINGS	HOW INDICATED IN COPY	THEIR MEANINGS
≡	come here.	Capitalize this letter.
/	Come Here .	Use a small letter instead of a capital.
^	^a Is brekfast ready? ^	This is a caret. Use it when you want to add a letter, word, or punctuation.
⊙	This is the end ⊙	Add a period.
^,	After they left, we slept.	Add a comma.
^;	Don't go there; it's late.	Add a semicolon.
^:	such as peas, carrots, and corn.	Add a colon.
/	If the wrong punctuation is there, cross it out and write the correct one.	Change to the correct punctuation.
¶	end. [¶] Start a new line.	Make a new paragraph.
“ ”	“Walk with me,” he said.	You need quotation marks.
⌋	basket ⌋ ball	Join these two words or letters together.
/	Harry had two big huge sundaes.	Eliminate this word or letter.
—	John and Jane ^{were} was happy.	Eliminate this word or letter and use the one written above it.
~	switch <u>teh</u> around <u>words</u>	Switch (transpose) the words or letters to the correct place.
	I like ice cream a lot.	Separate these words.

PRACTICE ACTIVITY FOR WRITING WORKSHOP

DIRECTIONS: This is a writing sample that will help you practice being an editor, the second step of the Writing Workshop. Write down one specific thing you like about this piece of writing. Ask one question that will help the writer clarify or expand something in the paragraph. Use your copy of the Writer's Workshop Editor's Key to help you proofread this writing. Then sign your name in the spot for "Editor 1" or "Editor 2."

Writing Workshop
Rough Draft

(Writer's name)

(Editor #1)

I like

Question:

(Editor #2)

I like

Question:

Meet sally Brown

There is a girl named Sally Brown she move here with her parents. Some of the kids at school tease her because of the way she looks and her accent. When Sally told her parent's about her problem at school they said Oh, Sally, that happens to every new kid. Think about it. If you changed Sally's name to the name of some new kid in this school than you might stop and think before you tease him or her.

PRACTICE ACTIVITY FOR WRITING WORKSHOP—ANSWER KEY

DIRECTIONS: This is a writing sample that will help you practice being an editor, the second step of the Writing Workshop. Write down one specific thing you like about this piece of writing. Ask one question that will help the writer clarify or expand something in the paragraph. Use your copy of the Writer's Workshop Editor's Key to help you proofread this writing. Then sign your name in the spot for "Editor #1" or "Editor #2."

Dana Peters

(Writer's name)

Jane Ortiz

(Editor #1)

I like the way you organized your sentences.

Question: How did Sally Brown look?

Tommy Jones

(Editor #2)

I like how you stayed on the topic.

Question: What kind of accent did Sally have?

S
Meet Sally Brown

→ There is a girl named Sally Brown. ^SShe move^d
^(When? From where?) here^A with her parents. Some of the kids at
 school tease her because of the way she looks^(Her clothes? Her hair?)
^(What kind?) and her^A accent. When Sally told her parent's
 about her problem at school they said, "Oh,
 Sally, that happens to every new kid." Think
 about it. If you changed Sally's name to the
 name of some new kid in this school, ^ethen
 you might stop and think before you tease
 him or her.

WRITING WORKSHOP SURVEY

TO THE STUDENT: How do you feel about reading and editing another person's writing? It's important to remember the writer's feelings. Always look for at least one *good* point and write it down on the paper. Be specific with your comments. Was the writer clear? Were the adjectives descriptive? Will your comments help improve the writing piece?

This survey is meant to help you think about choosing and being an editor. Do not sign your name. A class discussion will be held at a later time to discuss results of the survey.

1. I try to pick editors who _____

2. Whenever I am asked to be an editor, I feel _____

3. I would like to be an editor if _____

4. I might not want to be an editor if _____

5. When reading someone else's writing, I try to look for _____

6. I think good writing is _____

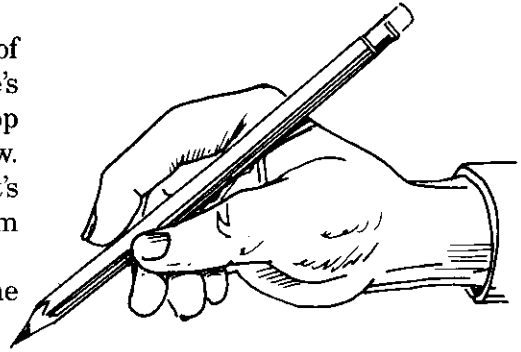
Name _____

Date _____

WRITE YOUR OWN ACTIVITY

TO THE STUDENT: Did you know that *you* are one of the best sources for ideas for writing? It's true! Here's your chance to create an original Writing Workshop Activity. All you have to do is fill in the section below. Then get your idea approved by the teacher. Once it's approved, you can start writing your own classroom activity!

HINT: Need some ideas? Try looking through some old magazines, used workbooks, or textbooks.



I would like to design and make a writing activity. It would be about:

My title would be _____

My WARMING UP section (directions) would say _____

Some of my WRITING ACTIVITIES would be _____

I will need _____

Approved by:

(Teacher's Name)

(Date)

Name _____

Term 1 2 3 4

WRITING WORKSHOP PROGRESS SHEET

DIRECTIONS: This Progress Sheet will help student and teacher keep track of the activities the student has completed. The teacher should write the title of each activity on the tracking sheet below after the final copy has been returned to the student. The student can keep this sheet in his or her folder until the end of the term.

- | | |
|-----------|-----------|
| 1. _____ | 16. _____ |
| 2. _____ | 17. _____ |
| 3. _____ | 18. _____ |
| 4. _____ | 19. _____ |
| 5. _____ | 20. _____ |
| 6. _____ | 21. _____ |
| 7. _____ | 22. _____ |
| 8. _____ | 23. _____ |
| 9. _____ | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | 26. _____ |
| 12. _____ | 27. _____ |
| 13. _____ | 28. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |

About Kit IV

No one is perfect—and writers are no exception. Even professional journalists often spend hours polishing and refining their compositions before handing them over to an equally exacting editor. This practical and straightforward kit offers your beginning editors and writers simple and creative lessons in improving their editorial skills.

You can get your classroom workshop started by reproducing and distributing the following forms to your students: the Writing Workshop Directions (page 6), the Editor's Key (page 7), and the sample editing practice activity (pages 8 and 9). These will help your students become familiar with the four basic steps of the Writing Workshop System.

Each of the lessons in this kit stresses a specific writing improvement skill such as writing an effective introduction or ending, using parts of speech effectively, the importance of being consistent, and varying sentence lengths.

The lessons are conveniently set up with space for the editor's name, the date, a line for the editor to write one positive statement about the writing sample ("I Like"), and a separate line where the editor offers at least one suggestion for improvement ("My Question").

In addition, each lesson allows the students to practice basic proofreading skills with the help of an Editor's Key. Besides improving the content of the writing, the students are also learning to correct common spelling, punctuation, and capitalization errors.

As a special "bonus" to the teacher, a listing of follow-up suggestions is included, which offers additional activities for the lessons.

A detailed Answer Key in the back of the kit shows an edited version of each story lesson. The editing marks and sample corrections give you and your students a simple guide against which to check the completed activity pages.

A special Skills Index is also included in the back for teacher-use.

Your students' writing won't be perfect—whose is?—but with the help of this kit, it will certainly improve. So, round up your editorial entourage, and get those pens and pencils flowing!

Kit IV
Editorial Skills
(Agreement, Tenses, Fragments, Run-ons,
Clarity, Expansion)

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ONE OF THOSE DAYS
(writing an effective introduction)

WARMING UP: Your opening must make the reader want to read the rest of your composition. You will get your reader's attention if you **write an effective introduction**. Here are six suggestions you can use:

1. Think about where your story begins. Describe your setting thoroughly. You can make your setting more realistic by describing sounds, sights, smells, and textures.
2. Think about the tone of the speaker in the composition. Is the speaker enthusiastic, calm, angry, confused, excited, frightened, or happy? Use specific words in your introduction that show this tone.
3. Describe one character thoroughly. You can describe the character through his or her physical appearance, or you can describe the character's personality traits. Is he or she brave, cowardly, smart, or disorganized?
4. Open your composition with a question. (Have you ever known someone who ...?)
5. Use dialogue in your introduction.
6. Hint at something important, exciting, or mysterious that is about to happen.

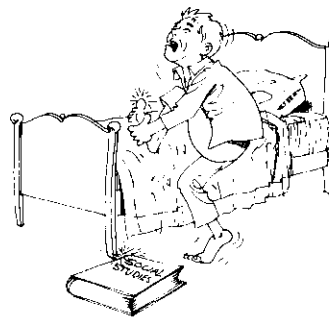
WRITING ACTIVITY: Complete the accompanying worksheet page for this lesson.

ONE OF THOSE DAYS

TO THE STUDENT: Read the following story. Use one of the suggestions from the WARMING UP section of Lesson 1 to write a one-paragraph introduction in the space provided. Write one specific thing you like about this writing. Then write one question that will help the writer clarify or expand an idea in the composition. Use your Editor's Key to help you proofread this writing.

One of those days

The first thing that happened was that when I got out of bed I stubed my toe on my 3000 pound social studes book. I new I should of put it back on my desk when I finished that chapter last night. As I hopped around in pain, I looked for my slippers that was suppose to be wright near my bed. Not there. Then I rememberd playing fetch last night with my dog and my eyes caught sight of one next to my dresser and one in front of the closet. On my way across the room, I stumbled over my sweatshirt I wondered if I was going to get out of my room alive. I picked it up put it in my laundry bag and made for the door, putting on my slippers. Once I got to the kitchen, I saw we were having my favorite brekfast pancakes and eggs. Maybe it wasnt going to be one of those days after all.



I LIKE _____

MY QUESTION: _____

CAVE EXPLORERS

(improving the setting)

WARMING UP: Your readers will be able to imagine themselves right into your story if you **describe the setting effectively**. To do this, use your senses. Describe important objects by shape, color, texture, form; mention smells and sounds.

WRITING ACTIVITY: We could have known more about the cave described below if the writer had used more description. Put a star (★) next to any place you think more detail could have been used. Write one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in the paragraph. Use your Editor's Key to help you proofread this writing.

cave explorers

Alex and me we went to explore a cave that we herd about in school thursday nancy told us about it at lunch she told whair it was. We figered it was just beyond whair we usually go hiking from what she said. Alex and me decided to go on saterday. When we got their we went inside, it was spooky. We looked around with are flashlights. We walked all the way to back wall and then turned around and came back to the opening. We found mostly old bottles, animal nests and bats. We spent about a half hour in there, then left.

I LIKE _____

MY QUESTION: _____

TELL ME MORE**(supporting general statements with detail)**

WARMING UP: Paragraphs will be easier to write if you remember to **support general statements with specific details.**

WRITING ACTIVITIES:

(A) Write down a specific thing you like about this piece of writing at the bottom of the page. Using your Editor's Key, help this writer by proofreading this piece of writing.

taking care of my bike

I know Ive got to keep it clean. And be carful wen I ride it. I should fix stuff that breaks. And follow rules of the rode.

(B) Next, help this writer by asking some questions about what has been written in this paragraph. Your questions should help the writer think of more details to add to what has already been said. The first one is done for you.

1. _____
2. _____
3. _____
4. _____

(C) List some details that the writer could include in answer to your questions.

1. _____
2. _____
3. _____
4. _____

I LIKE _____

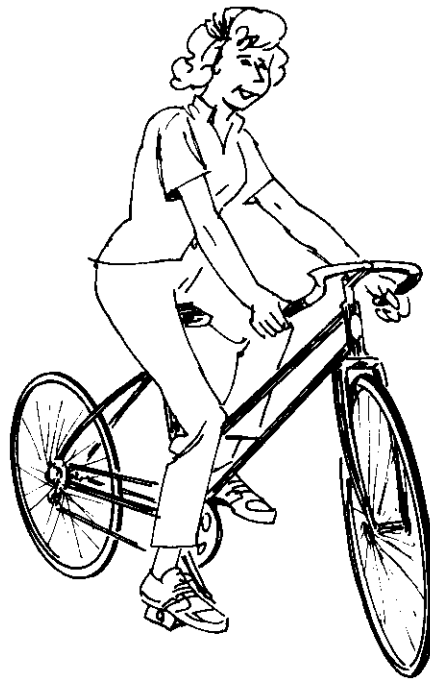
SHIFTING GEARS

(Starting new paragraphs)

WARMING UP: Your writing will be easier to read if you **start a new paragraph when there is a shift in time, setting, action, or meaning**. When riding a bicycle that has gears, you are able to adapt and control your speed by using the gears. When you are writing, you need to do the same thing. For example:

1. If part of a story takes place in the morning, but then the action moves to the early afternoon, start a new paragraph.
2. If a character is involved in some action and then the action ends, start a new paragraph.
3. If the story opens in one place and then moves to another location, start a new paragraph.
4. If you are explaining something and have finished with one part, start a new paragraph.

WRITING ACTIVITY: Complete the accompanying worksheet page for this activity.



SHIFTING GEARS

TO THE STUDENT: Insert the paragraph sign (¶) where you think this writer needs to begin a new paragraph. Use your Editor's Key to help you proofread. Write one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in the composition.

Bike Hike

Getting up at dawn wasn't easy for dana and Chris, but there planned bike hike was the first thing they thought about when the alarm clock rang. They dressed, packed their knapsacks and were off. As they reached the town line and took route 81 heading toward casper lake they were glad they had got a early start cars whizzed by. even though the morning sun warmed their skin, they were glad to have sweatshirts on. They rode along, thinking their own thoughts, and once in a while, shouted something back and fourth. Later that morning, they stopped at a roadside stand and boughta ice cream cone. After a while they rode on and arrived at Casper Lake. They could seee their favorite picnic table perched on the knoll besides the lake. When they got their, Chris and Dana tore open there knapsacks and ate their lunch. It was only 11:30, but they were hungry. Then they relaxed and started to head back home.

I LIKE _____

MY QUESTION: _____

AND THEN I WOKE UP!**(writing an effective ending)**

WARMING UP: Sometimes writers take the easy way out just to end a story. For example, if the story has had unusual or strange things happen in it, a writer might simply end it by stating that "it was only a dream" or "then I woke up." By using imagination, it is possible to **write an effective ending.**

WRITING ACTIVITIES:

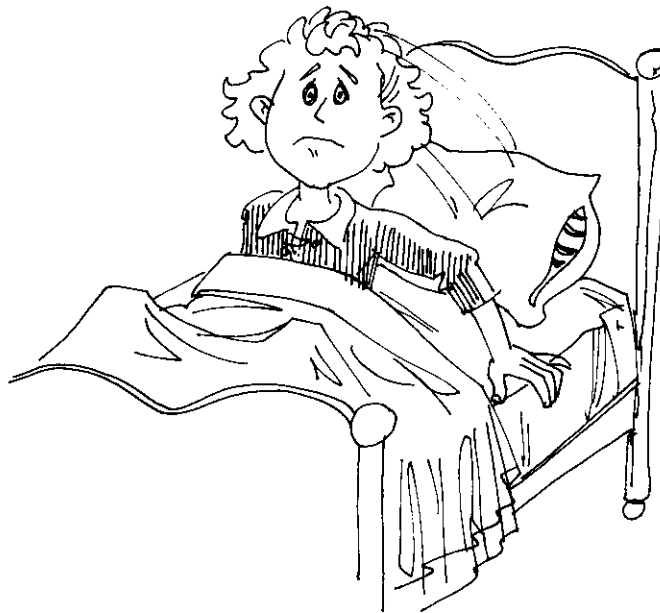
(A) Write one specific thing you like about the story. Ask one question that will help the writer clarify or expand an idea in the composition. Proofread the paragraph on the accompanying worksheet for this exercise, using your Editor's Key.

(B) Here are some ideas for possible story endings for the worksheet page:

1. The strange things were the result of a scientific experiment.
2. A movie was being filmed on Main Street, and these were special effects.
3. Hidden cameras were recording people's reactions to some new inventions.

4. Write a possible story ending of your own: _____

(C) Rewrite the ending of the worksheet story on separate paper using one of the four suggestions listed in section (B) above. Give the story a title.



AND THEN I WOKE UP!

TO THE STUDENT: Edit the following paragraph using your copy of the Editor's Key.

TITLE: _____

I don't often go down town during the week, but I decided to go on Wensday after school. I no it was Wensday becuz I was wearing my sneakers which I only do on gym day. Well, what a suprizе when I got to main st I saw sum strange things. First, I notised a dog walking up the side of the city savings bank I was amaze. He walked right over to the big clock hanging over the main door. Good grief! The clock had letters instead of numbers. I looked up in the sky and saw a helacopter about to land on the roof of the bank. The only thing was that the blade was on the bottom, not the top of the helacopter. I couldn't beleive my eyes. Then I started to feel funny. I felt someone shaking me, it was my mother. She said, wake up it's time to go to school. So it was only a dream.

I LIKE _____

MY QUESTION: _____

THAT'S NOT WHAT I MEANT!**(using words accurately)****WARMING UP:** Your writing will be easier to understand if you use words accurately.**WRITING ACTIVITY:** Using your copy of the Editor's Key, proofread this list of sentences. Find any words that are used incorrectly and cross them out. Write the correct word above it.

1. If you think that brownie is bigger then this one my brother said kindly, "than take it yourself.
2. Arabella's sneakers were nowheres to be seen and she were all ready late for school.
3. It was alright for Mr. Jones to except the award and spend it on a vacation for hissself and his family.
4. Now that singing group calls itself shattered glass they were formally known as Hammer.
5. The doctor toll me to imply the medicine on the affected area.
6. Their are less forests today because people has chopped down so meny trees.
7. Even though that loud music effects my hearing, listening to it has a good affect on my mood.
8. They're seemed to be some fighting between the four dogs, but there alright now.
9. One thing everyone liked about joe bob clinger when he bought his new motercycle he didn't flout it and make everyone jellous.
10. We ate the meal altogether than left for the movies.
11. First he rined the car, then he preceeded to wash it.
12. It seemed that she took her intelligents for granite and didn't study to hard.
13. The class all stood to recite the pledge of the legions.
14. Cary thought it was alright if he brang his cousin a long with him.

GETTING A LOCKER**(improving subject-verb agreement)**

WARMING UP: Your writing will be easier to understand if you **make sure that your subject and verb always agree**. A singular verb is used in a sentence with a singular subject. A plural verb is used in a sentence with a plural subject.

WRITING ACTIVITY: If the verb does not agree with the subject, cross it out and write the correct form above it. Write one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in this composition. Use your copy of the Editor's Key to proofread this writing.

Getting a Locker

Now that were in 7th grade, I get a lock and locker of my own. We need to have a locker because now we change classes and need to have a place to keep our stuff. Axshully, each of the kids are responsible for either buying a lock of their own or renting it from the school. If you rent it and it gets lost, you pay the school three dollars. If not, you get \$2.50 back at the end of the year. Everyone in the class have his lock and locker numbers recorded in book so's the homeroom teacher can keep track of who has what, ect.

You're suppose to keep your locker neat, but that's really hard to do we only get three minutes between classes and you jist about have time to get your books and shove some papers in their for later. Now that Ive had this locker for for months, I cant rember what I did with my stuff before.

I LIKE _____

MY QUESTION: _____

A TENSE SITUATION
(using verb tenses consistently)

WARMING UP: Your writing will make more sense to your readers if you **use consistent verb tenses**. If you start your paragraph using the present tense, then all your verbs should be in the present tense. The same rule applies for past and future tenses.

WRITING ACTIVITY: Cross out verbs that need to be rewritten for tense consistency and write the correct verb over the one crossed out. Write one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in the story. Use your copy of the Editor's Key to proofread this piece of writing.

a tense situation

On tuesday, our class got a real surprize. We walk into math class and mz Baylor the teacher announces that we were going to have a surprize quiz that period on ratios. We all groaned. Some of us are nervous because we are not sure we totally understand ratios. Anyways, we take the test and I can tell the way my palms were sweating and my sholders hurt that I was 100% sure about ratios. But I did the best I could. At the end of the period, mz Baylor tells us we will get our tests back on Thursday.

Well, it's Thursday and I'm just walking out of math and I'm holding this paper with an unbeleiveable B written on top. I can't tell you how relieved I am. Now, on to science class. What is this I am hearing mr. Green say we're having a surprize quiz on fossil feuls. Oh, no!

I LIKE _____

MY QUESTION: _____

VARIOUS VERBS

(using specific verbs)

WARMING UP: Your writing will be more interesting to read if you **use specific verbs** instead of common or general ones. For example:

Diane said, "My grade in math is A this term."

becomes

Diane (said), "My grade in math is A this term."

WRITING ACTIVITY: Notice that there are parentheses around some of the verbs in this story. Write your suggestions for different verbs to use above each set of parentheses. Write down one specific thing you like in this story. Ask the writer one question that will help clarify or expand an idea in this piece of writing. Use your copy of the Editor's Key to proofread this piece of writing.

Kim (called) Joe at about 10:30 on Saturday. The phone rang 5 times before Joe answered. Kim (said), Hay Joe want to go roller skating at 12:30. Joe (said) I can't go that erly. I (got) to clean my room and do some other chores. "Like what Kim (said). Joe (said) Well, first off I half to sweep the gerage. Then he (said) Im suppose to fold my laundry and put it away. Kim (said) "When do you clean your room." Joe (said) I'm doing that now. Kim (said) Can you make it at 2:00. I think so (said) Joe. That sounds good, Joe, Kim (said). See you then." Kim hung up the phone and asked her mother if she needed any help around the house.

I LIKE _____

MY QUESTION: _____

DEAR SALLY**(using adverbs to describe verbs)**

WARMING UP: You can make the action in your writing more vivid if you **use adverbs to describe verbs**.

WRITING ACTIVITY: Insert a caret (^) where you think an adverb would be helpful. Then write in your suggestion. Write one specific thing you like about this letter. Write one question that will help the writer clarify or expand an idea in this letter. Proofread the personal letter below, using your copy of the Editor's Key.

February 15

Dear Sally

Even though it's been three weeks since you moved I really miss you. School is jist the same accept for math, which is getting harder. Last Saturday our science class went on a field trip to the acquarium. Remember we use to go to the science museum? We voted this year and we decided 26-0 to go to the acquarium instead. Anyways, we were suppose to meet in front of the library at quarter of 8 don't think it wasn't hard to get up on a Saterdag. You should of seen how sleepy everyone looked. Everyone jist stood there

The bus trip was OK, but bumpy as usual. When we got their, we seen a million things. There was a bunch of seperate tanks and one huge main tank. The glass for the main tank is about a foot and a half thick. There's some weired fish in that place. I seen a piranha with sharp little teeth.

I hope maybe we can see each other.

Sincerely,

Joanna

I LIKE _____

MY QUESTION: _____

PICTURE WORDS**(using adjectives)**

WARMING UP: Your writing will help draw pictures in your readers' minds if you use adjectives to describe persons, places, and things.

WRITING ACTIVITY: Insert a caret (^) where you think the writer could have used an adjective, and write in your suggestion above the caret. Write down one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in this paragraph. Use your copy of the Editor's Key to help proofread the piece of writing below.

My Room

I really like my room. Best thing about it is I don't have to share it any more with my brother. Because last month my sister got married she moved out and he got her room. I stayed in mine.

I got it fixed up pretty good. It's pretty big. I have a bed and a dresser. There is a closet just as you walk into the room. There are two windows. My stereo is on a table next to one window. The speakers are on two bookcases along the wall. I got a rocking chair next to the bed. I put some really neat posters on the wall. There's a rug on the floor. It took me a couple of weeks to set the room up after my brother moved out, but I really like it now.

I LIKE _____

MY QUESTION: _____

ADDING WORD MAGIC**(using figures of speech: similes and metaphors)**

WARMING UP: You can add some word magic to your writing if you **use figures of speech such as similes and metaphors**. For example, if you are describing a very warm room, you could write a simile such as: *The room was as warm as an oven, so I opened a window.* As a metaphor, the same sentence could be written as: *The room was an oven, so I opened a window.*

WRITING ACTIVITY: Draw a star (★) in each place where you think a simile or a metaphor could be used. Then write in your suggestion. Write one specific thing you like about this writing. Write one question that will help the writer clarify or expand an idea in the paragraph. Use your copy of the Editor's Key to proofread the following piece of writing.

The screen door slammed loudly behind me as I started off for school I stood on the porch as I worked my arms thru the straps of my back pack. That science book made it heavyer than usual. I hopped down the front steps and started down the street. The morning sun shined. The air was warm and heavy a slight breeze blue some dried leaves behind me as I walked along. One leave was caught in a little gust of wind and I looked around to see it spin around and around. I heard the breaks of a delivery truck as it slowed down to make the turn at the corner. As I turned the corner I felt the strap of my pack pull against my sore sholder musle. I had really landed hard against that wall at practice yesterday. Then I saw Ellen walking down her driveway. I hurried a little bit too meat her and we walked the rest the way together.

I LIKE _____

MY QUESTION: _____

SUMMER STORM**(using figures of speech: personification and hyperbole)**

WARMING UP: Your writing will be more effective if you **use figures of speech** such as personification and hyperbole. **Personification** gives human quality to an inanimate object. For example: **The wind hissed angrily at the door.** **Hyperbole** is deliberate exaggeration to emphasize a point. For example: **I told her a thousand times not to go by that house.**

WRITING ACTIVITY: Draw one star (★) in each place where you think personification could be used, and draw two stars (★★) where you think hyperbole would be appropriate. Then, on separate paper, write your suggestions for the sections you starred. Write one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in the paragraph. Use your copy of the Editor's Key to proofread this piece of writing.

summer storm

The rain had started then stopped in an ordinary way that Saturday in July as people at the store where I worked weren't worried—heavy rains had been forecast before. But then as I walked to the stock room to check my schedule before I went home I looked through the plate glass windows and saw the color of the sky. It was green. Then suddenly, the rain started again but this time it came down so hard I couldn't see the bus stop across the street. Great I thought to myself I have to take the bus home in this. I left work and ran to the shelter. I was glad it was there. The bus came soon although I could barely hear or see it coming. As we travelled slowly thru the streets, I could see water rushing and swirling into sewers which were beginning to overflow already. Cars were driving slowly. Trees bent in the wind. The bus finally stopped at my street and I ran for it. Glad to be home!

I LIKE _____

MY QUESTION: _____

THE STRANGER

(condensing writing)

WARMING UP: Your writing will be more clear if you leave out unnecessary words or phrases.

WRITING ACTIVITY: Draw a line through any words or sentences that are unnecessary or repetitious. Write one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in the paragraph. Use your copy of the Editor's Key to proofread this piece of writing.

the stranger

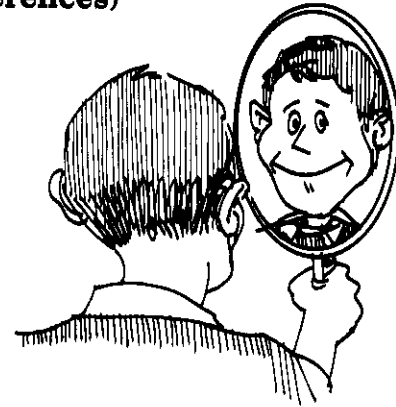
A stranger would be notised right away in our village. you see, were located in a valley surrounded on 3 sides by tall high mountins. The only way to come into the village would be the main road south of the village. But noone remembers seeing him either walking or riding in. He just sort of appeared. I first notised him last Wedesday. I never saw a green hat like the one he was wearing all floppy and beat-up and raggedy and old. I thought it oddly strange that he couldn't look me in the eye when I walk by him. I asked a couple of folks around the village if they notised the stranger. They had notised him too. They notised him walking around the village mostly. Nobody knew wear he slept. Mac Smith the postman said to me on friday "Tomorrow," he said, I'm going to ask that fella what he's doin here. "Good idea," I said. Funny, that friday was the last day anyone seen the stranger. Noone saw him go or leave. He just disappeared as quietly and silent as he appeared.

I LIKE _____

MY QUESTION: _____

WHICH ONE IS HE?**(clarifying pronoun references)**

WARMING UP: To avoid confusing your readers, make sure it is clear whom *he*, *she*, or *it* refers to in your writing.



WRITING ACTIVITY: Put parentheses around any pronoun used in an unclear way. Write the correct noun over the parentheses. Write down one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in the paragraph. Use your copy of the Editor's Key to proofread this piece of writing.

Joe is Jim's older brother because hes older it seems like he gets more privileges For instance, he can stay up later week nights and out later on friday and saturdays. But he gets one extra job around the house to. Becuase he's younger he gets a smaller allowance. He also has to go more plases with his parents. But some people say that its not always better to be the older brother. Just ask him the next time you see him mowing the grass. That's his extra job.

I LIKE _____

MY QUESTION: _____

GOOD MANNERS

(avoiding shifts in person)

WARMING UP: Your writing will make more sense to your readers if you **avoid shifts in person**.

First person means that the subject is speaking.

I have learned good manners from many people.

Second person means the subject is being spoken to.

You must have noticed certain polite behavior.

Third person means the subject is being spoken of.

When people think about other people's feelings, they will have good manners.

WRITING ACTIVITY: This paragraph begins with the third person, then shifts to the second and the first. Cross out any subjects that shift from the third person and write in the correct form of the subject above. Write one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in the paragraph. Use your copy of the Editor's Key to proofread this paragraph.

Good manners

Children learn good manners from other people, you see grown ups behave in courteous ways. For instints when some one talks I notised that one person let the other person finish what they are saying. You should say thank you when some one gives you something and please when I want something. At the table, they should sit and eat quietly and not talk with my mouth full of food. You should be kind to other people. That is good manners to. People should think about other people's feelings, and you will have good manners.

I LIKE _____

MY QUESTION: _____

THE CANISTER**(recognizing sentence fragments)**

WARMING UP: Your writing will improve if you learn to **recognize fragments and know when to use them**. Sentence fragments can leave the reader asking questions. For example:

In the park at noon.

This is a fragment that makes the reader wonder what happened in the park, and to whom or what did it happen. A complete sentence would read:

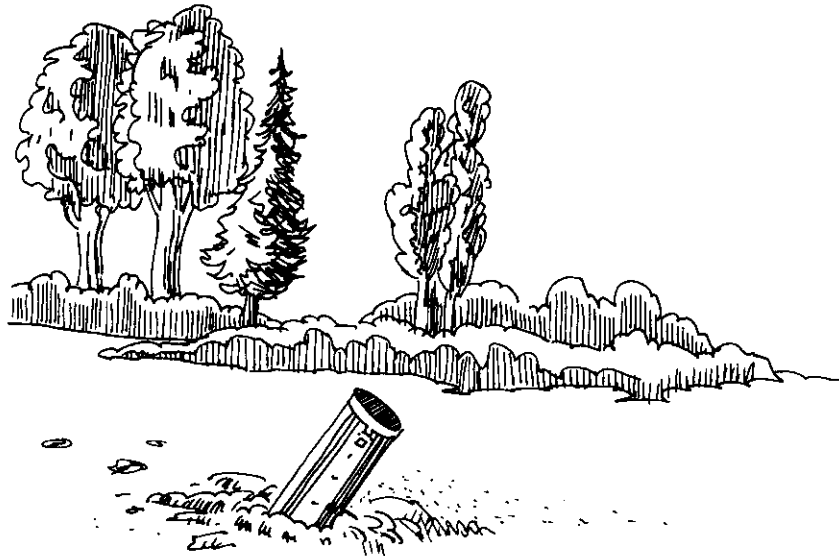
We went to a concert in the park at noon.

However, that same fragment is acceptable if it is part of a dialogue. For example:

Ellen asked Jo, "Where shall I meet you tomorrow?"

Jo replied, "In the park at noon."

WRITING ACTIVITY: Complete the accompanying worksheet page for Lesson 17.



THE CANISTER

TO THE STUDENT: Place a star (★) next to each fragment that needs rewriting in the story below. Then rewrite the fragments on separate paper. Write one specific thing you liked about this story. Then write one question that will help the writer clarify or expand an idea in the paragraph. Proofread the story using your Editor's Key.

The Cannister

Karen and Bill wouldn't of notised the cannister at all if the sun wasn't hitting it just right. A dark metal cylinder about two ft. long buried in the dirt. Must have hit the ground hard to get buried like that, Karen said. Bill said, "Could of fallen out of a plane." Green powder was seeping out and Karen got some on her hand. "We'll come back after school," Bill said. Karen agreed.

At school, Karen sat at her desk feeling different. As if she could hear better. She thought she heard the kids talking all around her in the middle of class. She looked around and they were just sitting their quietly. Karen realized that she was reading their minds! Bill, she said as she raced to his side after class. "The powder." It lets me read minds. You were just thinking how starved you were." He looked at her unbelievable.

After school they went to the field. Their it was. The green powder on it had turned white. I wonder if the air made the powder turn white loose it's strength, Karen said. Now I can't read your mind at all.

Hidden behind the tree. The stranger smiled.

I LIKE _____

MY QUESTION: _____

RUNNING ON**(editing run-on sentences and comma splices)**

WARMING UP: Your writing will be easier to understand if you **avoid comma splices and run-on sentences**. Some examples are shown below:

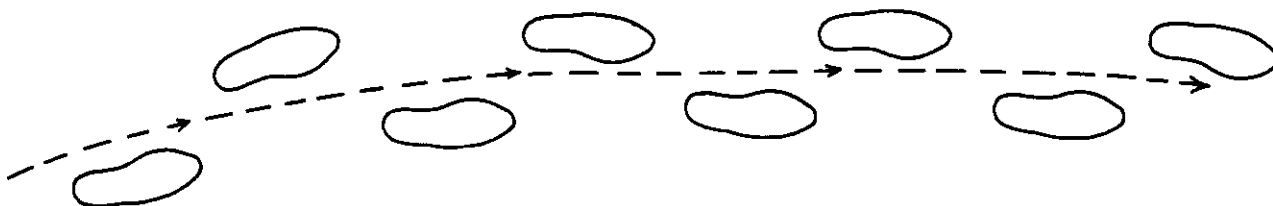
COMMA SPLICES: I started my homework at 6:30, I finished it at 8:00.

- | | |
|-----------------|--|
| becomes: | I started my homework at 6:30. I finished it at 8:00. |
| or: | I started my homework at 6:30 and finished it at 8:00. |
| or: | Having started my homework at 6:30, I finished it at 8:00. |

RUN-ON SENTENCE: When I left the house, I walked down one block and turned right onto Green Street and walked down two blocks to Main Street and I crossed the street and went into the drugstore.

becomes: When I left the house, I walked down one block. Then I turned right onto Green Street and walked down two blocks to Main Street. Finally, I crossed the street and went into the drugstore.

WRITING ACTIVITY: Edit the accompanying worksheet to this lesson.



RUNNING ON

TO THE STUDENT: Improve any run-on sentences or comma splices you find. Write one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in the paragraphs. Use your copy of the Editor's Key to proofread the following piece of writing.

Running On

This was the first five mile race I had ever entered, the starting time was 9:00 and by 8:30 a crowd of runners had already gathered at the judges stand. Most people were wearing bright colored T-shirts and shorts and as I walked over to pick up my number I thought about how they looked like a bunch of jelly beans. I strapped on my number and sat on the grass next to the road. At about 8:50, the guy announced on the loud speaker that everyone should take their place in the starting area.

At 9:00, the race started to the sound of a gun being shot and I started in the middle of the pack as soon as the race started I knew right away I could pass some of the people around me and I did, I felt great until the 2 mile mark where we headed up a hill and then my legs started to hurt. The next part, downhill, was easier I felt good again. From then it was mostly level and by the time it was finished I was hardly tired. You're probably wondering how I placed—10th! Not too bad for a beginner.

I LIKE _____

MY QUESTION: _____

CLEANING THE CAR

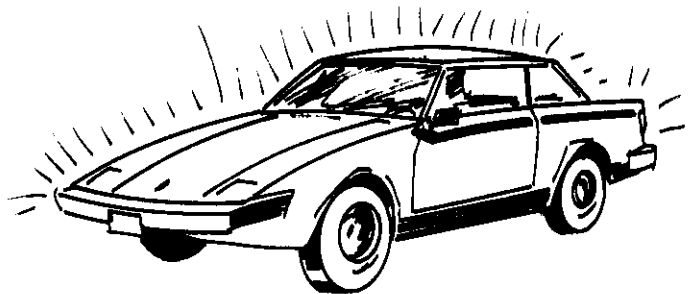
(using transitional words and phrases)

WARMING UP: The sequence of action in your compositions will be easier to follow if you **use transitional words and phrases**. Some examples are: after, after that, meanwhile, before, first, second, finally, when that is finished, in conclusion, afterward.

WRITING ACTIVITY: Insert a caret (^) in each place where you think the writer could have used transitional words or phrases. Then write your suggestions above each caret. Write one specific thing you like about this piece of writing. Write one question that will help the writer clarify or expand an idea in the paragraph. Using your copy of the Editor's Key, proofread the following piece of writing.

cleaning the car

One of the chores I do to earn my allowance is that I clean our family car once a week. I get all the stuff I need like hose, soapy water clear water sponge window cleaner and a shamie. A shamie is a piece of leather used to dry the car. it has to soak in the clear water to get soft before you can use it. Anyways, there is two parts to cleaning the car the inside and the outside. Inside, I use the window cleaner and paper towels and do all the windows. I wipe off the upholstery I vacume the floor. I wet down the outside of the car. I use the soapy sponge to wash the roof, hood, and trunk. I rince them I soap down the sides and rince them I do the wheels. I take the shamie, and wring it out good, and dry the whole car. The car is done.



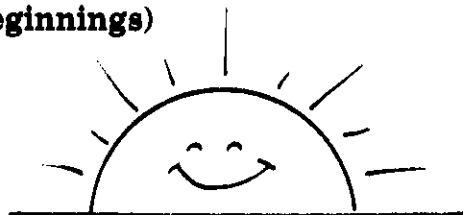
I LIKE _____

MY QUESTION: _____

FRESH STARTS

(varying sentence beginnings)

WARMING UP: Your writing will be more interesting to read if you **begin** your sentences in different ways.



WRITING ACTIVITY: Use a caret (^) and write your suggestions for different sentence beginnings in the space above the caret. Write one specific thing you like in this piece of writing. Write one question that will help the writer expand or clarify an idea in the paragraph. Using your copy of the Editor's Key, proofread the paragraph below.

earning my allowance

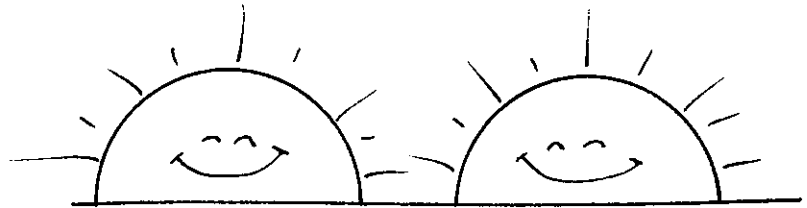
To get my allowance every week I've got to do some jobs around the house I have to make my bed and hang up my cloths. I have to empty the trash can when its full. Put the stuff in big plastic bags and take it to the garadge. I have to set the table for supper before my my mother gets home from work. But sometimes I forget if I start watching tv. I have to dry the dishes one week, and I have to wash them next. I have to clean my room on Saturday morning. If I do everything I get \$3.

I LIKE _____

MY QUESTION: _____

MORE FRESH STARTS**(varying sentence beginnings)**

WARMING UP: Your writing will be more interesting to read if you **begin your sentences in different ways.**



WRITING ACTIVITY: Cross out the sentence beginnings that are repeated and write your suggestions for different beginnings above the crossed-out section. For example:

I wake up at about 8:00 a.m. on Saturday. Then I eat breakfast. Then I get ready to do some work around the house. Then I begin by cleaning my room.

Write one specific thing you like about the following piece of writing. Write one question that will help the writer clarify or expand an idea in the paragraph. Using your copy of the Editor's Key, proofread this piece of writing.

My paper root

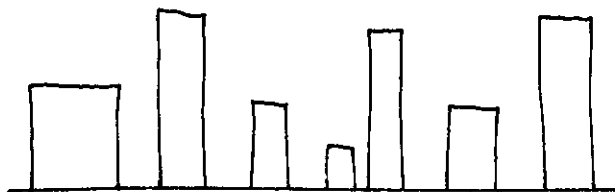
For three year, I have had a paper root in my naborhood. I walk down to the corner and pick up my papers at about 3 o'clock. Then I go to the houses on orange ave. That's where my best freind's house is. Then I turn left on to adams st and deliver the papers their. Thats where that vicious dog all ways trys to bite me. Then I turn write at the end of adams st and start the houses on Baker ave. Thats where my aunt Elizabeth lives. Then I'm finished with my root and I go home.

I LIKE _____

MY QUESTION: _____

THE LONG AND SHORT OF IT**(varying sentence lengths)**

WARMING UP: Your paragraphs will flow more smoothly if you **vary the lengths of your sentences** by mixing shorter sentences with longer sentences.



WRITING ACTIVITY: Read the paragraph below, and decide which of the shorter sentences could be kept and which ones could be combined. Then, using your copy of the Editor's Key, proofread this paragraph. Write one specific thing you like about the paragraph. Write one question that will help the writer clarify or expand an idea in the story.

the mixed up monster

Poor Horribula shes just graduated from monster school. She looks enuf like a monster. She feels like a failure. Shes so upset Heres why. She trys to snarl. She trys to screem. Harty laughter comes out her mouth. She trys to tair and split and rip things with her claws. Her claws make gorgeous designs and patterns. She trys to stomp and luch as she moves along the street. She ends up skiping. She trys to breath fire. Sweet insence floats from her nostrils. What a mixed up disaster of a monster. Poor Horribula.

I LIKE _____

MY QUESTION: _____

WHAT FOLLOWS WHAT?**(using sequence)**

WARMING UP: Your writing will make more sense if you think about **sequence**. This means that you should put your ideas in the best possible order.

WRITING ACTIVITY: Read the story below and insert a circled number in front of each sentence to show where you think it should be placed in the story. The first one is done for you. Write one specific thing you like about it. Write one question that will help the writer expand or clarify an idea. Use your copy of the Editor's Key and proofread the following piece of writing.

Five years with Rex

I new right away he was smart. His first place win in dog training school was only the beginning he has won twelve ribbons so far, seven for obedience, that is, nowing the commands I give him and 5 for showing him against other german sheperds for his looks and how he moves around the ring. Tomorrow Rex will be Five years old. When Rex was one year old I took him to dog training school which was evry wednesday night for twelve weeks in the school gym. I hope he lives a long time. He won first place in the contest at the end of school. Rex makes me proud when he wins ribbons but most of all I like him because hes a good freind.

I LIKE _____

MY QUESTION: _____

DIALOGUE DELIRIUM**(using dialogue)**

WARMING UP: It's easier for your readers to understand written dialogue if you remember to **start a new line when you change speakers**. For example:

"Hey Sam, where's my saw?" "I don't know. Didn't you put it on the bench?" "Oh, yes, I see it."

becomes

"Hey Sam, where's my saw?"

"I don't know. Didn't you put it on the bench?"

"Oh, yes, I see it."

WRITING ACTIVITY: Use the paragraph sign (¶) to show when a new dialogue line is needed in this story. Write one specific thing you like about it. Write one question that will help the writer clarify or expand an idea. Use your copy of the Editor's Key to proofread the following piece of writing.

When I waked up I knew it was Saturday. Oh good, I thought, I'll sleep reel late. That's when I saw my mother looking at me. So much for sleeping. "It's time to get up." Umm ... I said. After breakfast the project for the day is THIS ROOM. Umm I said again. What part of it are you going to start with." "My closet," I murmured. Will you throw anything out? Like what? Like that pile of magazines and those blue sneakers. There's a lot of good pitchers in those and those are my most comfortable sneakers! At least put them in a neat pile." "My sneakers or my magazines? "you know what I mean," she said in a disgusted voice. "Well saterday will soon be over if all we do is talk abowt it so come down to breakfast now." OK, mom. And so, that's how Saturday began for me.

I LIKE _____

MY QUESTION: _____

A SPOT FOR SPEAKERS

(practice in adding dialogue)

WARMING UP: When you are telling a story that has characters who are able to speak, you should **add dialogue to make your story more realistic.**



WRITING ACTIVITY: Draw a star (★) in each place where you think dialogue could be used. Write one specific thing you like in the writing. Write one question that will help the writer to expand or clarify an idea. Using your copy of the Editor's Key, proofread the story.

Making The Team

I had ben waiting all weak to hear. Did I make the basket ball team or didn't I. I saw the times for tryouts posted on the bullitin board I asked my friend if he was going to try out. He said he didnt think so because he wanted track instead.

I went to the tyouts and to three practices. I had a good feeling because the last two practices went good. Finaly on tuesday, at 3:10 the coach saw me walking down the hall he had a list in his hand. He congradulated me on making the team. I said thanks and I'd see him at practice.

I LIKE _____

MY QUESTION: _____

IV-22: THE LONG AND SHORT OF IT Write your own description of a “mixed-up monster.” You and your editors should focus on varying sentence lengths.

IV-23: WHAT FOLLOWS WHAT? Write your own story about having a real or imaginary pet. You and your editors should focus on sequencing.

IV-24: DIALOGUE DELIRIUM Write your own narrative using dialogue. It can feature you and an adult, two friends, or two athletes competing in a game. You and your editors should focus on using dialogue.

IV-25: A SPOT FOR SPEAKERS Rewrite the story and add dialogue in each of the starred places. You and your editors should focus on adding dialogue.

Answer Key

Each of the Answer Keys includes sample responses to the “I Like” and “My Question” sections in the 25 lessons. Actual students’ answers will vary. Solutions to some sentence combinations will vary also.

IV-1 ONE OF THOSE DAYS

Sample introduction using suggestion 4:

Did you ever wake up and groggily wonder what kind of day it was going to be? I did—this morning. I lay in bed and thought, “One way to find out is to get up.”

When I got out of bed, the first thing that happened was that I stubbed my toe on my 3000-pound social studies book. I knew I should have put it back on my desk when I finished that chapter last night. As I hopped around in pain, I looked for my slippers that were supposed to be right near my bed. They were not there. Then I remembered playing fetch last night with my dog, and my eyes caught sight of one slipper next to my dresser and the other in front of the closet. On my way across the room, I stumbled over my sweatshirt. I wondered if I were going to get out of my room alive! I picked it up, put it in my laundry bag, and made for the door while putting on my slippers.

Once I got to the kitchen, I saw that we were having my favorite breakfast: pancakes and eggs. Maybe it wasn’t going to be one of those days after all.

I LIKE the way you used details to support your main idea.

MY QUESTION: What is your dog’s name?

IV-2 CAVE EXPLORERS

Cave Explorers

Alex and I went to explore a cave that we heard about in school on Thursday. At lunch, Nancy told us where the cave was. ★ We figured from what she said that it was just beyond where we usually go hiking. Alex and I decided to go on Saturday.

When we got there, we went inside. It was spooky. We looked around with our flashlights. ★ We walked all the way to the back wall and then turned around and came back to the opening. We found mostly old bottles, animal nests, and bats. We spent about a half-hour there, then left.

I LIKE your clear opening sentences.

MY QUESTION: How did you get to the cave on Saturday?

IV-3 TELL ME MORE

(A)

Taking Care of My Bike

I know I've got to keep my bike clean. I also need to be careful when I ride it and to follow the rules of the road. I should fix parts that break.

(B) Answers will vary.

1. What specific things do you do to keep your bike clean?
2. What things have you ever repaired on your bike?
3. How did you repair your bike?
4. What are some things you do when you are careful?
5. What are some rules of the road?

(C) Accept a list of details from students that supports answers to the questions in Activity (B).

I LIKE the way you stayed on the topic.

MY QUESTION: Do you have a headlamp on your bike?

IV-4 SHIFTING GEARS

Bike Hike

Getting up at dawn wasn't easy for Dana and Chris, but their planned bike hike was the first thing they thought about when the alarm clock rang. They dressed, packed their knapsacks, and were off.

As they reached the town line and took Route 81 toward Casper Lake, they were glad they had gotten an early start because several cars whizzed by them. Even though the morning sun warmed their backs, they were glad to have sweatshirts on. They pedaled along thinking their own thoughts, and once in a while, shouted something back and forth.

Later that morning, they stopped at a roadside stand and each girl bought an ice cream cone. When they finished, they rode on and arrived at Casper Lake. They could see their favorite picnic table perched on the knoll beside the lake. When they got there, Chris and Dana tore open their knapsacks and ate their lunches. It was only 11:30, but they were hungry. Then they relaxed and started to head back home.

I LIKE your use of sensory details.

MY QUESTION: What did Chris and Dana eat for lunch?

IV-5 AND THEN I WOKE UP!

(A) TITLE: Answers will vary.

I don't often go downtown during the week, but I decided to go on Wednesday after school. I know it was Wednesday because I was wearing my sneakers, which I do only on gym day.

Well, what a surprise when I got to Main Street and saw some strange things. First, I noticed a dog walking up the side of the City Savings Bank. I was amazed. The dog walked right over to the big clock hanging over the main door. Good grief! The clock had letters instead of numbers. I looked up in the sky and saw a helicopter about to land on the roof of the bank. The odd thing was that the blade was on the bottom, not the top, of the helicopter. I couldn't believe my eyes.

Then I started to feel funny. I felt someone shaking me. It was my mother saying, "Wake up. It's time to go to school." It was only a dream.

(C) Sample ending using suggestion 2:

Suddenly, I heard a man call out, "Cut!" When I looked to see who had said it, I noted the cameras and lights set up on the other side of the street. The man who had shouted "Cut!" was sitting in a chair marked "Director." That was the reason for all of the strange happenings—a movie was being filmed on Main Street.

I LIKE your description of the "strange things."

MY QUESTION: What kind of dog did you see?

IV-6 THAT'S NOT WHAT I MEANT!

1. "If you think that brownie is bigger than this one," my brother said kindly, "then take it yourself."
2. Arabella's sneakers were nowhere to be seen, and she was already late for school.
3. It was all right for Mr. Jones to accept the reward and spend it on a vacation for himself and his family.

4. That singing group now calls itself Shattered Glass; they were formerly known as Hammer.
5. The doctor told me to apply the medicine on the infected area.
6. There are fewer forests today because people have chopped down so many trees.
7. Even though that loud music affects my hearing, listening to it has a good effect on my mood.
8. There seemed to be some fighting among the four dogs, but they're all right now.
9. One thing everyone liked about Joe Bob Clinger was that when he bought his new motorcycle, he didn't flaunt it and try to make everyone jealous.
10. We ate the meal all together, then left for the movies.
11. First he rinsed the car, then he proceeded to wash it.
12. It seemed that she took her intelligence for granted and didn't study too hard.
13. The class all stood to recite the Pledge of Allegiance.
14. Cary thought it was all right if he brought his cousin along with him.

IV-7 GETTING A LOCKER

Getting a Locker

Now that I'm in seventh grade, I get a lock and locker of my own. I need to have a locker because now I change classes and need to have a place to keep my things. Actually, each student is responsible for either buying a lock or renting it from the school. If a student rents one and loses it, he or she pays the school three dollars. If not, \$2.50 is given back at the end of the year. Everyone in the class has the lock and locker numbers recorded in a book so the homeroom teacher can keep track of who has what, etc.

I'm supposed to keep my locker neat, but that's really hard to do. I only get three minutes between classes, and I just about have time to get my books and shove some papers in there for later.

Now that I've had this locker for four months, I can't remember what I did with my things before.

I LIKE the details in your explanation of how locks are given out.

MY QUESTION: Where is your locker located?

IV-8 A TENSE SITUATION

A Tense Situation

On Tuesday, our class got a real surprise. We walked into math class and Ms. Baylor, the teacher, announced that we were going to have a surprise quiz that

period on ratios. We all groaned. Some of us were nervous because we were not sure we totally understood ratios. Anyway, we took the test and I could tell by the way my palms were sweating and my shoulders were hurting that I was not 100 percent sure about ratios. But I did the best I could. At the end of the period, Ms. Baylor told us we would get our tests back on Thursday.

Well, it's Thursday and I'm walking out of math class, holding this paper with an unbelievable B written on top. I can't tell you how relieved I am. Now, on to science class. What is this I hear? Mr. Green is saying we're having a surprise quiz on fossil fuels. Oh, no!

I LIKE your strong opening sentence

MY QUESTION: How did some of the other students do on the quiz?

IV-9 VARIOUS VERBS

Kim telephoned Joe at about 10:30 a.m. on Saturday. The telephone rang five times before Joe answered. Kim asked, "Hey, Joe, do you want to go roller skating at 12:30?"

Joe answered, "I can't go that early. I have to clean my room and do some other chores."

"Like what?" Kim demanded to know.

Joe replied, "Well, first, I have to sweep the garage. Then," he continued, "I'm supposed to fold my laundry and put it away."

Kim grumbled, "When are you supposed to clean your room?"

Joe snapped, "I'm doing that now."

Kim pleaded, "Can you make it at 2:00?"

"I think so," murmured Joe.

"That sounds good, Joe," Kim stated. "See you then." Kim hung up the phone and asked her mother if she needed any help around the house.

I LIKE the realistic sound of your dialogue.

MY QUESTION: Did Kim's mother give her any jobs to do?

IV-10 DEAR SALLY

February 15, 19XX

Dear Sally,

Even though it's only been three weeks since you moved away, I really miss you. School is just the same except for math, which is getting harder.

Last Saturday, our science class went on a field trip to the aquarium. Remember when we used to go every year to the science museum? We voted this year and decided 26 to 0 to go to the aquarium instead. Anyway, we were supposed to meet in front of the library promptly at quarter to eight. Don't think it wasn't hard to get up that early on a Saturday! You should have seen how sleepy everyone looked. Everyone just stood there quietly, looking barely alive.

The bus trip was okay, but bumpy as usual. When we got there, we saw a million things. There were dozens of separate tanks and one huge main tank. The glass for the main tank is about a foot and a half thick. There are some weird fish in that place. I saw a piranha with sharp little teeth.

I hope we can see each other soon.

Sincerely,

Joanna

I LIKE your description of getting up early on Saturday.

MY QUESTION: What else did you see at the aquarium?

IV-11 PICTURE WORDS

My Room

I really like my bedroom. The best thing about it is that I don't have to share it anymore with my older brother. That's because last month my sister got married and moved out, and my brother moved into her room. I stayed in mine.

I have it arranged nicely. It's about ten feet square. I have a single bed and a four-drawer dresser. There is a large closet just as you walk into the room. There are two small windows. My new stereo is on a wooden table next to one window. The speakers are on two blue bookcases along the wall. I have a dark brown rocking chair next to the bed. I hung some colorful posters on the wall. There's a braided rug on the floor.

It took me a couple of weeks to set the room up after my brother moved out, but I really like it now.

I LIKE the details you gave to support your main idea.

MY QUESTION: What are your brother's and sister's names?

IV-12 ADDING WORD MAGIC

The screen door ★ slammed loudly behind me as I started off for school. I stood on the porch as I worked my arms through the straps of my backpack. That ★ science book made it heavier than usual. I hopped down the front steps and started along the street. The morning sun shone. The air was warm and heavy. A slight ★ breeze blew some dried leaves behind me as I walked along. One leaf was caught in a little gust of wind, and I looked around to see it spin around and around. ★ I heard the brakes of a delivery truck as it slowed down to make the turn at the corner. As I turned the corner, I felt the strap of my ★ pack pull against my sore shoulder muscle. I had really landed hard against that wall at

practice yesterday. I saw Ellen walking down her driveway. I hurried a little bit to meet her and we walked the rest of the way together.

Sample responses:

The sound of the slamming screen door was like a shot from a rifle.
That science book made carrying my backpack more like carrying a dozen bricks.
The warm, heavy air was a wet blanket covering my body.
The gust of wind was a tiny tornado ... spinning around like a ballet dancer.
The strap of my pack was like an instrument of torture.

I LIKE your many sensory details.

MY QUESTION: What kind of practice did you have yesterday?

IV-13 SUMMER STORM

Summer Storm

The rain had started and then stopped in an ordinary way that Saturday in July. People at the store where I worked weren't worried—heavy rains had been forecast before. But then, as I walked to the stockroom to check my schedule before going home, I looked through the plate glass window and saw the color of the sky. ★ It was green.

★★ Suddenly, the rain started again, but this time it came down so hard that I couldn't see the bus stop across the street. "Great," I thought to myself, "I have to take the bus home in this."

★★ I left work and ran to the shelter. ★ I was glad it was there.

★ The bus came soon, although I could barely hear or see it coming. ★ As we travelled slowly through the streets, I could ★★ see water rushing and swirling into sewers which were already beginning to overflow. ★ Cars were being driven slowly. ★★ Trees bent in the wind. The bus finally stopped at my street and I ran for the house. I was glad to be home!

Personification sample responses

It was a sickly green ... I was glad it was there to offer me its protection ... The friendly bus came soon ... As the bus crawled carefully through ... Cars were making their way cautiously ... Sneaking their way through the puddles ... Trees bent painfully in the wind.

Hyperbole sample responses

The rain came down so hard that it drowned everything and everyone in sight ... I left work and ran at about eighty miles an hour to the shelter ... I was blinded by the rain ... I could see millions of gallons of water rushing and swirling.

I LIKE your sequence of ideas.

MY QUESTION: In what kind of store were you working?

IV-14 THE STRANGER**The Stranger**

A stranger would be noticed right away in our village. You see, we're located in a valley surrounded on three sides by high mountains. The only way to come into the village is by the main road to the south. But no one remembers seeing the stranger either walking or riding in. He just appeared.

I first noticed him last Wednesday. I had never seen a green hat like the one he was wearing. It was floppy, raggedy, and old. I thought it odd that he couldn't look me in the eye when I walked by him.

I asked a couple of folks around the village if they had noticed the stranger. They had seen him walking around the village. Nobody knew where he slept. On Friday, Mac Smith, the postman, said to me, "Tomorrow, I'm going to ask that fellow what he's doing here."

"Good idea," I said.

Funny, that Friday was the last day anyone saw the stranger. No one saw him leave. He just disappeared as quietly as he appeared.

I LIKE your use of the adjectives "floppy" and "raggedy."

MY QUESTION: What is the name of your village?

IV-15 WHICH ONE IS HE?

Joe is Jim's older brother. Because he's older, it seems as if Joe gets more privileges. For instance, he can stay up later on weeknights and out later on Fridays and Saturdays. But Joe gets one extra job around the house, too.

Because he's younger, Jim gets a smaller allowance. He also has to go more places with his parents. But some people say that it's not always better to be the older brother. Just ask Joe the next time you see him mowing the grass. That's his extra job!

I LIKE your use of adjectives.

MY QUESTION: Could you end with a question, such as, "Who, in your opinion, is better off?"

IV-16 GOOD MANNERS**Good Manners**

Children learn good manners from other people. They see grownups behave in courteous ways. For instance, when people are talking, one person should let the other person finish what he or she is saying. Everyone should say "thank you" when something is given and "please" when something is wanted. At the table, people should sit and eat quietly and not talk with a mouth full of food. Being kind to other people shows good manners, too. If people think about other people's feelings, then they will have good manners.

I LIKE the details you give to support your main idea.

MY QUESTION: How can children teach other children good manners?

IV-17 THE CANISTER

The Canister

Karen and Bill wouldn't have noticed the canister in the field at all if the sun weren't hitting it at just the right angle. What they saw was a dark metal cylinder about two feet long, half buried in the dirt. "Must have hit the ground hard to get buried like that," said Karen.

"Could have fallen out of a plane," replied Bill. Green powder was spilling out and Karen got some on her hand. "We'll come back after school," said Bill. Karen agreed.

At school, Karen felt odd as she sat at her desk. It was as if she could hear better. She thought she heard the kids talking all around her even though it was in the middle of a lesson. She looked around, and they were just sitting there quietly. Karen realized that she was reading their minds!

"Bill," she said as she raced to his side after class. "The powder lets me read minds. I know you were just thinking how starved you were." He looked at her, incredulous.

After school, they went back to the field. The canister was still there. The green powder on it had turned white. "I wonder if the air made the powder turn white and lose its strength," said Karen. "Now I can't read your mind at all."

Hidden behind the tree, the stranger smiled.

I LIKE your use of the words "cylinder," "incredulous," and "raced."

MY QUESTION: Who was the stranger?

IV-18 RUNNING ON

Running On

This was the first five-mile race I had ever entered. The starting time was 9:00 and by 8:30 a crowd of runners had already gathered at the judges' stand. Most people were wearing brightly colored T-shirts and shorts. As I walked over to pick up my number, I thought about how we all looked like a bunch of jelly beans. I strapped on my number and sat on the grass next to the road. At 8:50, the official announced on the loudspeaker that all runners should take their places in the starting area.

At 9:00, the race started to the sound of a gun being shot. I started in the middle of the pack. As soon as the race began, I knew that I could pass some of the people around me, which I did. I felt great until the two-mile mark where we headed up a hill. Then my legs started to hurt. The downhill part, however, was easier and I felt good again. It was then mostly level and by the time I finished, I was hardly tired. You're probably wondering how I placed—tenth! Not too bad for a beginner.

I LIKE your sequence of events.

MY QUESTION: What was the name of the race?

IV-19 CLEANING THE CAR

Cleaning the Car

One of the chores I do to earn my allowance is to clean our family car once a week. First, I get all the equipment I need: the hose, paper towels, a vacuum cleaner, soapy water, clear water, a sponge, window cleaner, and a chamois. A chamois is a piece of leather that has to soak in clear water to get soft before it can be used to dry a car.

There are two stages in cleaning the car—the inside and the outside. To clean the inside, first I use the window cleaner and paper towels to do all the windows. Then, I wipe off the upholstery and vacuum the floor. After that, I wet down the outside of the car. I use the soapy sponge to wash the roof, hood, and trunk, and then I rinse them. Next, I soap down the sides and rinse them. When that is finished, I do the wheels. The last thing I do is take the chamois, wring it out well, and dry the whole car. Finally, the car is done.

I LIKE your use of adjectives.

MY QUESTION: How long does it take you to clean the car?

IV-20 FRESH STARTS

Earning My Allowance

To earn my allowance every week, I have to do some jobs around the house. It's my responsibility to make my bed and hang up my clothes. I am supposed to empty the trash can when it's full, put the trash into big plastic bags, and take them to the garage. It's my job to set the table for supper before my mother gets home from work. One week, I have to wash the dishes; the next week, I dry them. On Saturday morning, I have to clean my room. If I do all my chores, I receive three dollars for my allowance.

I LIKE your strong topic sentence.

MY QUESTION: On what day do you get your allowance?

IV-21 MORE FRESH STARTS

My Paper Route

I have had a paper route in my neighborhood for three years. I start my route by walking to the corner and picking up my papers at about 3:00. Then I go to the houses on Orange Avenue, where my best friend lives. Next, I turn left onto Adams Street and deliver the papers there. Unfortunately, that's where a vicious

dog always tries to bite me. Finally, I turn right at the end of Adams Street and deliver to houses on Baker Avenue, where my aunt Elizabeth lives. That finishes my route, and I go home.

I LIKE the way you stayed on the subject.

MY QUESTION: How many papers do you deliver in all?

IV-22 THE LONG AND SHORT OF IT

The Mixed-Up Monster

Poor Horribula, a recent graduate of monster school. She looks enough like a monster, but she feels like a failure. Here's why she's so upset. When she tries to snarl and scream, a hearty laugh comes out of her mouth instead. Whenever she attempts to tear, split, and rip things with her claws, they make gorgeous designs and patterns. She tries to stomp and lurch as she moves along the street, but ends up skipping. As soon as she tries to breathe fire, sweet incense floats from her nostrils. What a mixed-up disaster of a monster! Poor Horribula.

I LIKE your examples of Horribula's troubles.

MY QUESTION: What is the name of the monster school?

IV-23 WHAT FOLLOWS WHAT?

(This answer key gives a suggested sequence. The ideas may be organized in other ways.)

Five Years with Rex

When Rex was one year old, I took him to dog training school every Wednesday night for twelve weeks in the school gym. I knew right away that he was smart. He won first place in the contest at the end of school. His first-place win in dog training school was only the beginning. He has won twelve ribbons so far—seven for obedience, that is, knowing the commands I give him, and five for showing him against other German shepherds for his looks and how he moves around the ring. Rex makes me proud when he wins ribbons, but most of all I like him because he's a good friend.

Tomorrow, Rex will be five years old. I hope he lives a long time.

I LIKE your use of details to support your subject.

MY QUESTION: Is Rex your first dog?

IV-24 DIALOGUE DELIRIUM

When I woke up, I knew it was Saturday. "Oh good," I thought, "I'll sleep late." That's when I saw my mother looking at me. So much for sleeping.

"It's time to get up."

"Umm ...," I said.

"After breakfast, the project for the day is THIS ROOM."

"Umm ...," I said again.

"What part of it are you going to start with?"

"My closet," I murmured.

"Will you throw anything out?"

"Like what?"

"Like that pile of magazines and those blue sneakers."

"There are a lot of good pictures in those magazines, and those are my most comfortable sneakers!"

"At least put them in a neat pile."

"My sneakers or my magazines?"

"You know what I mean," my mother said in a disgusted voice. "Well, Saturday will soon be over if all we do is talk about it, so come down to breakfast now."

"Okay, Mom." And so, that's how Saturday began for me.

I LIKE your humorous opening paragraph.

MY QUESTION: What time did you get up?

IV-25 A SPOT FOR SPEAKERS

Making the Team

I had been waiting all week to hear. Had I made the basketball team or not? I had seen the times for tryouts posted on the bulletin board and asked my friend if he was going to try out. ★ He said he didn't think so because he wanted to try out for track instead.

I went to the tryouts and to three practices. I had a good feeling because the last two practices went well. Finally, on Tuesday at 3:10, the coach saw me walking down the hall. He had a list in his hand. ★ He congratulated me on making the team. ★ I said thanks and I'd see him at practice.

I LIKE your opening sentences.

MY QUESTION: What were some of the things that went well during the practices?

Sample responses:

"I don't think so," he said. "I'm going to try out for track instead."

He said, "Congratulations! You've made the team."

"Thanks," I answered happily. "I'll see you at practice."

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Judith Schifferle

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About the Author

Judith Schifferle has been an elementary and secondary English teacher for 19 years and has presented more than 30 workshops and demonstrations of her original methods for teaching the language arts. Her report, "A Writing Workshop Approach That Really Works," appears in *Ideas for Teaching English*, a handbook published by the National Council of Teachers of English, Urbana, IL (Spring '81). Ms Schifferle is presently an associate professor at the McKay Campus School of Fitchburg State College in Massachusetts, where she teaches at the elementary level and also supervises student teachers. She holds a C.A.G.S. in Reading and Language from Boston University, a master's degree in secondary English from Fitchburg, and a B.S. from the State University College at Buffalo.

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