Inside Writing RESPONSES TO LITERATURE

... a self-contained student writing unit, complete with instruction, guidelines, activities, and writing space

WRITE SOURCE
GREAT SOURCE EDUCATION GROUP
a division of Houghton Mifflin Company
Wilmington, Massachusetts
Consulting Educators

We want to offer a special thanks to urban curriculum coordinator Dr. Mildred Pearson and to the entire Write Source/Great Source team for all their help. In addition, Inside Writing is a reality because of the help and advice of the following educators:

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Printed in the United States of America

International Standard Book Number: 0-669-50391-6 (student edition)

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Checklist: **Book Review**

The following checklist will help you keep track of the assignments in this unit. Check the box next to each assignment as you complete it.

- [ ] Review Warm-Up: Interest Survey (page 4)
- [ ] Freewriting (page 5)
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**PREWRITING: Planning Your Writing**
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**Extension Activities**
- [ ] Responding to Book Reviews (page 44)
- [ ] Reflecting on Your Writing (page 45)
- [ ] Preparing for a Writing Test (page 46)
"My advice to young people who want to write is to read everything that fascinates you."

—Joyce Carol Thomas

Responses to Literature

People write book reviews for Internet booksellers, for magazines and newspapers, for newsletters, and for other publications. In their reviews, they share their reactions—thoughts, feelings, and judgments about what they've read. People often read book reviews because there are so many books to choose from. They hope a well-written review will help them decide whether a particular book is one they would enjoy reading.

In this unit, you will be asked to write a book review—a brief essay that states your opinion about a book's value. An effective book review doesn't say everything about the book, but just enough to help readers decide if they would like to read it themselves.

What book should you review? Choose a book or story that is still fresh in your mind, perhaps one that was too good to put down. You'll have plenty to say about a book that you really enjoyed.
Review Warm-Up: **Interest Survey**
Complete the survey below. As you explore your answers in each category, you may discover that you have strong opinions about some of your choices.

1. **Television Shows**
   - Favorite: ..........................................................
   - Why? ...............................................................
   - Least Favorite: .................................................
   - Why? ...............................................................

2. **Movies**
   - Favorite: ..........................................................
   - Why? ...............................................................
   - Least Favorite: .................................................
   - Why? ...............................................................

3. **Restaurants**
   - Favorite: ..........................................................
   - Why? ...............................................................
   - Least Favorite: .................................................
   - Why? ...............................................................

4. **Your Choice: (underline one) clothing stores/vehicles/sports/foods/music**
   - Favorite: ..........................................................
   - Why? ...............................................................
   - Least Favorite: .................................................
   - Why? ...............................................................

**Next Step:** Break into small groups and take turns sharing your responses. How similar or different are your tastes? Group members may share their findings in a discussion with the whole class.

Responses to Literature
Freewriting
Select one of the subjects covered in the survey on page 4. Write freely about that subject. Try to connect your feelings with specific reasons and examples that show why you feel the way you do. Continue writing on your own paper if you need more room.
Book Review Sample

In the following book review, student writer Gretchen Carlin reviews *Timeline* by Michael Crichton. The side notes explain the purpose of each paragraph.

**Timeline**

Michael Crichton is one of the best-known science-fiction writers of our time. He is famous for *Jurassic Park*, *The Andromeda Strain*, and *Congo*. His last work, *Timeline*, is my favorite. It combines history and science and deals with a special kind of time travel, all of which leads to much excitement.

An inventor, Robert Doniger, wants to make money selling trips into the past. He’s not concerned with anything other than his power and his company’s prestige. News of his secret work on time travel is just about to be revealed to the public. Before this happens, Doniger shows a history professor what he is working on. He sends this man, Edward Johnston, to fourteenth-century France. But Johnston gets lost in the past and is unable to find his way back. His coworkers, who have a great knowledge of medieval history, are sent to bring him back, but they face many very difficult problems along the way.

*Timeline* is one of the most exciting books I have ever read. Crichton makes the details of his story extremely believable, which is typical of his books. *Timeline* never becomes boring because you never know what will happen next. It is easy to become hooked on this novel, so it is a perfect weekend or vacation book. I wouldn’t recommend it during the school week because it is likely to make the reader forget his or her homework. I kept saying, “One more chapter.” This is a great book for those who enjoy reading; it’s pure entertainment.

**VOCABULARY**

**prestige**  Being highly respected by others
Reacting to the Reading
Answer the following questions about the sample review.

- In the first paragraph, what information does the reviewer give about the author?

- Which sentence in the first paragraph tells you what Timeline is about? Write that sentence below.

- In the second paragraph, which sentence tells you that there is much more to the story than the reviewer has told you? Write that sentence below.

- Which sentences in the third paragraph express the reviewer's feelings about the book? Write those sentences below.
Evaluating: **Understanding the Traits of an Effective Review**

This rubric will help you understand the traits found in an effective review. Use the rubric to help you write your review and then to check your completed writing. You can also use this rubric to evaluate your classmates’ finished reviews. (Your teacher will give you a point scale to use for final evaluations.)

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**Assessment Rubric**

___ **STIMULATING IDEAS**

*The writing . . .*

- focuses on one book or short story.
- expresses a consistent opinion about the literature.
- contains supporting details and examples.

___ **LOGICAL ORGANIZATION**

- includes an effective beginning, middle, and ending.
- presents ideas in an organized manner.

___ **ENGAGING VOICE**

- speaks in a sincere way.
- shows that the writer really understands the book or story.

___ **ORIGINAL WORD CHOICE**

- explains or defines new terms.
- includes specific nouns, verbs, and adjectives.

___ **EFFECTIVE SENTENCE STYLE**

- contains complete, correct sentences.
- flows smoothly from one idea to the next.

___ **CORRECT, ACCURATE COPY**

- observes the basic rules of grammar, spelling, and punctuation.
- follows the form suggested by the teacher.

*Comments:*
Prewriting
Planning Your Writing
Prewriting: Reviewing a Completed Collection Sheet

Study the completed collection sheet below and on the next page to learn how to gather details for your review. The collection sheet is based on the book review on page 6.

Title: Timeline

Author: Michael Crichton

Collection Sheet

Part 1—Beginning

1. What do you know about this author?
   Crichton is one of the best-known science-fiction writers of our time.

2. What other books, if any, have you read by this author?
   How does this book compare to other books by this author?
   He wrote Jurassic Park, The Andromeda Strain, and Congo. For me, Timeline is Crichton's best book.

3. What does this book deal with, or what is the author's purpose?
   It deals with a special kind of time travel and combines ideas from history and science.
Part 2—Middle

4. Who is the main character in the book?
   The main character, Edward Johnston, is a history professor.

5. What happens to this person? (List just the main events.)
   He is sent on a time-travel adventure. He gets lost and can’t find his way back. His coworkers are sent to help him.

6. Where does the story take place?
   The story takes place mainly in fourteenth-century France.

Part 3—Ending

7. How do you feel about this book and why?
   It is one of the most exciting books I have ever read. The author makes the story seem real.

8. Would you recommend this book to other readers? Why or why not?
   Yes, the story was never boring, and I never knew what would happen next.
Prewriting | Choosing a Selection and Gathering Details

Finding a selection to write about should be easy. Choose a book or short story that you have strong feelings about—one you've read recently or one you remember well from the past.

Write the title and author of your selection on the following lines. Then complete the collection sheet with details for your review. (Refer to the sample collection sheet on pages 10-11 for helpful examples.)

Title: ____________________________________________________________

Author: ___________________________________________________________

Collection Sheet

Part 1—Beginning

1. What do you know about this author?

2. What other books, if any, have you read by this author?
   How does this book compare to other books by this author?

3. What does this book deal with, or what is the author's purpose?
Part 2—Middle

4. Who is the main character in the book?

5. What happens to this person? (List just the main events.)

6. Where does the story take place?

Part 3—Ending

7. How do you feel about this book and why?

8. Would you recommend this book to other readers? Why or why not?
Learning About the Parts of a Book Review

A book review is a brief essay that expresses a personal opinion about a book. An effective review generally starts by introducing the book and its author. Such a review then highlights key parts of the book without giving the whole story away and includes interesting examples to support the writer's opinions. Most importantly, an effective review helps readers decide if they want to read the book themselves.

Book Review Structure

- **Beginning**
  - The **beginning** names the title and author of the book or short story. The beginning may also list other titles by the same author and include general comments about the author's life and writing. (See page 16.)
  - The **middle** summarizes the basic plot and discusses the main characters in the story without telling too much. (See page 18.)
  - The **ending** expresses the writer's overall feelings about the selection and explains why others may want to read it. (See page 20.)

**Transition Words and Phrases**

A book review often summarizes a story and shares a writer's opinions and conclusions. Here are some linking words that can be used to summarize or conclude.

- all in all
- as a result
- finally
- last
- therefore
- to sum up
- in summary
- in conclusion
Writing

Prewriting

Writing

Revising

Editing

Publishing
Writing Starting the Review

The opening paragraph of your review should do three things. It should...

1. Name the title and author of your selection (a book or short story).
2. Tell something about the author.
3. Tell what the selection is about (the author's purpose or main idea).

In addition to the opening paragraph below, see the sample on page 6.

Title and author — "Hamadi" is a short story by Naomi Shibab Nye, a well-known poet who has published several books of poems. Ms. Nye was born to a Palestinian father and an American mother and lived in Jerusalem with her family when she was a young girl. She now lives in San Antonio, Texas. "Hamadi" is her story about a wise old gentleman named Saleh Hamadi and a teenage girl named Susan. It focuses on the unique friendship these two share.

Workspace

In the space below, write the beginning paragraph for your review. If you don't like how your first beginning turns out, try another version on the next page. (Refer to your notes on page 12 for details to include in your opening.)

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Responses to Literature
The middle paragraphs of your review should talk about the main parts of the selection (the basic plot, main characters, and setting) without telling the whole story. For help, refer to the middle paragraphs on page 6 and to the sample below.

The story takes place in Texas. Susan, a Palestinian American, and her good friend Tracy go to high school together. They both work on the school’s student writing magazine. They talk about everything together. Like typical teenage girls, they talk about boy troubles. They also talk about Tracy’s problems.

Meanwhile, Susan has become friends with an old man named Saleh Hamadi, who lives in a small apartment nearby. He is from Lebanon. Long ago, Saleh “married books” and claims to have met Kahlil Gibran, author of The Prophet. Saleh answers many questions for Susan. One time Susan and Tracy invite Saleh to go Christmas caroling and something heartbreaking happens. How could Saleh Hamadi have known what to say?

Write the middle paragraphs of your review below and on the following page. (Refer to your notes on page 13, “Part 2,” for information to include here.)
Writing Ending the Review

The closing paragraph of your review should state your feelings about the selection and tell why it is, or is not, worth reading. For help, refer to the closing paragraph on page 6 and to the one below.

"Hamadi" is a story told with just the right words, perhaps because the writer is a poet. Poets always seem to find the "perfect" words to describe everything. The message is so real it will make you shiver. And today, after the September 11 attack on the World Trade Center, this story about ordinary people of Middle Eastern descent takes on a new importance. When you've read the last line, you'll want to read more stories from Naomi Shibab Nye.

Use the space below and on the next page to write your closing paragraph. (Refer to your notes on page 13, "Part 3," for information to include here.)

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________
After you finish pages 16-21, write a complete copy of your first draft. Do your writing on your own paper, and store your work in the back pocket of this booklet. Keep the following tips in mind as you complete this copy.

**Drafting Tips**

1. **Write on every other line and on only one side of your paper.** This will make revising much easier. (If you use a computer, make sure to double-space.)

2. **Keep your writing as neat as possible,** but don’t stop to recopy just to make your draft look better. Concentrate on ideas, not neatness.

3. **Keep your purpose and audience in mind.** Your purpose is to share your thoughts about a book or short story with your classmates.

4. **Feel free to add new ideas that come to mind as you write your draft.** After all, writing is a process of discovery.

5. **Notice any parts you may want to change.** You can make these changes when you revise.

6. **Remember: A first draft is your first look at a piece of writing.** You may rewrite some parts of your draft three or four times before they sound just right.
Revising
 improving your Writing
Revising Expressing and Supporting Your Opinions

In a book review, you express your opinion about the value of a book. But simply saying that a book was good or bad, or that you did or didn’t like it, is not enough. You need to support your feelings with clear explanations and appropriate references to the book. Study the difference between the two opinions that follow.

Weak Opinion

Louis Sachar’s _Holes_ is the best book I’ve ever read because it was a totally cool story.

Supported Opinion

Louis Sachar’s _Holes_ is one of the best books I have ever read. It is an adventure about an overweight boy named Stanley who goes to a weird camp. I couldn’t put the book down. I had to see what would happen next.

Put a check in the blank if the passage expresses a thoughtful, supported opinion.

_____ 1. _The Giver_ by Lois Lowry deals with people’s right to make their own choices. The plot shows clearly the price everyone would have to pay to have a truly peaceful society.

_____ 2. _The Chocolate War_ is very different. I don’t know what the author was thinking about when he wrote it.

_____ 3. The story “I Thought My Soul Would Rise and Fly: The Diary of Patsy Freed Girl” made a strong impression on me. Patsy, the main character, is a free slave girl who is living on a plantation and learning to read. She sees reading as a gift.

_____ 4. Maya Angelou’s book _I Know Why the Caged Bird Sings_ is go great. I think she is a wonderful writer. The book is a must-read for anyone.

_____ 5. _The Outsiders_ by S. E. Hinton deals with the challenges facing teenagers growing up on the streets. The Curtis boys and their friends support each other, but their friendship can’t solve all of the problems they face. It made me feel grateful for my home.
Creating Thoughtful Opinions

Using the supported opinions on the previous page as examples, express a thoughtful opinion (two or three sentences) about each of the following subjects. When you finish, share your work with a classmate.

A Favorite Television Show or Movie: .................................................................

My Well-Supported Opinion: ..............................................................................
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..................................................................................................................................
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A Certain Sporting or Musical Event: .................................................................

My Well-Supported Opinion: ..............................................................................
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Next, find an opinion statement from the first draft of the review you have written. Then, in the space below, write a more thoughtful version of that statement.

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Responses to Literature
Peer Responding

Your teacher may want you and a classmate to react to each other's writing by completing the response sheet below.

Response Sheet

Writer's name: ________________________ Responder's name: ________________________

Title: ____________________________________________________________

I liked . . . ______________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

I would change . . . _________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

I noticed a number of strong words, phrases, and ideas in your writing:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Revising Using a Checklist

Use the following checklist or the assessment rubric (page 8) as a guide to revising your first draft. Make as many changes to your draft as needed so that your review contains the best ideas and details.

Revising Checklist

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the beginning name the book and author, tell something about the author, and share what your review is about?</td>
<td></td>
</tr>
<tr>
<td>Do the middle paragraphs tell about the plot, characters, and setting without giving the whole story away?</td>
<td></td>
</tr>
<tr>
<td>Do you include specific details from the book or from your own experience to support your feelings?</td>
<td></td>
</tr>
<tr>
<td>Is your voice honest and personal?</td>
<td></td>
</tr>
</tbody>
</table>

Revising in Action

When you revise, you improve the ideas and organization in your first draft. You can make improvements in four basic ways: (1) adding new ideas, (2) crossing out unnecessary ideas, (3) rewriting unclear ideas, and (4) reordering out-of-place ideas. See the example below.

An unnecessary idea is crossed out.

A new idea is added.

An idea is moved.

Cynthia Voigt was born in Boston, Massachusetts, in 1942. She visited that city once, and I think it must have been great to grow up there. One of four children, she and eventually became a high school English teacher. She grew up liking to read, went to college. Ms. Voigt’s real desire was to write, however, and she has published more than 20 books for teens and young adults. Homecoming is her first book. Voigt has won several awards for her fiction. It is the story of four children, the Tillermans, who...
Revising Writing a Complete Revised Draft

After you finish pages 24-27, write a complete copy of your revised first draft. Do your writing on your own paper and store your work in the back pocket of this booklet. Keep the following tips in mind as you complete the revised copy.

Revising Tips

1. Write on every other line and on only one side of your paper. This will make editing much easier. (If you use a computer, make sure to double-space.)

2. Keep your writing as neat as possible, but don't worry if you cross out a few words.

3. Focus on ideas that need to be changed. Add, cut, reorder, and rewrite different parts as needed.

4. Take your time. You can't make all your changes at once.

5. Pay special attention to peer responses. Your peers may notice ideas that need to be clearer—especially if your peers are not as familiar with the book or story as you are.

6. Save your first draft and your revision so you have a record of the changes you've made.

Adding a Title

At some point, you need to add a title. For a response to literature, you might just use the name of the work you wrote about. A catchier title, though, will draw more readers into your response. Here are three guidelines to follow:

- Use strong, colorful words.
  Running for Home, not The Tillermans

- Give the words rhythm.
  Give Your Dog a Hug, not Dog Stories

- Be imaginative.
  A World Away From Palestine, not Sometimes It's Tough to Fit In
Editing
Checking for Style and Correctness
Writing with an Active Voice

A verb is active (in the active voice) if the subject is doing the action. You can make your writing more vivid and interesting if you use active verbs. A verb is passive (in the passive voice) if the subject is not doing the action. Using the passive voice makes your writing slow-moving and should be avoided as much as possible. Note the difference between the following sentences:

**Passive Voice:**

One of the greatest games ever was played by our team last night.

(In this sentence, “one” is a passive subject. It receives the action.)

**Active Voice:**

Our team played one of its greatest games ever last night.

(In this sentence, “team” is an active subject. It is doing the action.)

In each of the sentences below, change the passive voice to the active voice. The first one has been done for you.

1. The Golden Gate Bridge in San Francisco was seen by my sister.

   *My sister saw the Golden Gate Bridge in San Francisco.*

2. Our high school science department was awarded a grant by the state.

3. The snow was swept into huge drifts by the howling wind.

4. The humorous picture on the blackboard was drawn by my brother.

5. Refreshments were served by the band members after the concert.
Punctuating and Capitalizing Titles

In a review, you must include the title of the selection. Use italics or underlining to punctuate titles of magazines, newspapers, plays, films, television programs, and books. Use quotation marks to punctuate titles of songs, poems, short stories, articles, episodes of radio or television programs, and titles of book chapters.

Capitalize the first word of a title, the last word, and every word in between except articles (a, an, the), short prepositions (by, with, at, of, and so on), and coordinating conjunctions (and, but, or, and so on).

Examples: The Children of Men (book title)
“A Company of Laughing Faces” (short story)
Romeo and Juliet (play)
“Mother to Son” (poem)
“My Journal Saved My Life” (news article)

Punctuate and capitalize the titles in the following sentences. (See page 32 for editing and proofreading symbols to use in this activity. The first sentence has been done for you.

1. Tomorrow’s test will cover the article politics in dixie, which was published in harper’s magazine.

2. Last weekend we saw the film remember the titans.

3. by the water of babylon is my favorite short story by Stephen Vincent Benét.

4. Dad reads national newspapers like usa today. I prefer local news.

5. respect, by Aretha Franklin, was voted one of the top American songs of the last century.

6. dream boogie and juke box love song, two poems by Langston Hughes, have a strong musical rhythm.

7. Lorraine Hansberry is the playwright who wrote a raisin in the sun.

Next Step: Check the titles in your book review to make sure that they are correctly punctuated and capitalized.
Your main job when editing is to check your revised writing for word choice, style, and sentence errors. See the examples below.

A run-on sentence is corrected.

Passive voice is changed to active voice.

Two sentences are combined.

Dicey Tillerman is the main character in Homecoming. One day when Dicey is sitting in a car with her younger brothers and sister, she is hit by the fact that her momma is not coming back to get them. Dicey is only 13. She must take care of her family now. She must keep them together and somehow find a home where they can be loved and grow up.

Editing and Proofreading Symbols

Use the following marks to show where and how your writing needs to be changed.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>≡</td>
<td>Capitalize a letter.</td>
<td>Lorraine Hansberry wrote <em>A Raisin in the Sun</em>.</td>
</tr>
<tr>
<td>/</td>
<td>Lowercase a letter.</td>
<td>Her play tells the story of the Younger family.</td>
</tr>
<tr>
<td>.</td>
<td>Insert a period.</td>
<td>This play focuses on racial attitudes. It also . . .</td>
</tr>
<tr>
<td>☑ or ☑</td>
<td>Correct spelling.</td>
<td>Lena Younger, the family leader, is very religious.</td>
</tr>
<tr>
<td>☑ or ☑</td>
<td>Delete or replace.</td>
<td>Lena she makes a down payment on a nice house.</td>
</tr>
<tr>
<td>☑ or ☑</td>
<td>Insert a comma.</td>
<td>Her son, Walter Lee Jr., wants to buy a business.</td>
</tr>
<tr>
<td>☑ or ☑</td>
<td>Insert an apostrophe or quotation marks.</td>
<td>Walter Lee’s wife hopes for a larger apartment.</td>
</tr>
<tr>
<td>?</td>
<td>Insert a question mark or an exclamation point.</td>
<td>What would Beneatha do with the money?</td>
</tr>
<tr>
<td>¶</td>
<td>Start a new paragraph.</td>
<td>The play takes a surprising turn when . . .</td>
</tr>
<tr>
<td>————</td>
<td>Switch words or letters.</td>
<td>Walter gets the worst news.</td>
</tr>
</tbody>
</table>
Proofreading Checking for Correctness

When you proofread, you check the final copy of your writing for errors in punctuation, capitalization, grammar, usage, and spelling. (Use the editing and proofreading symbols listed on page 32 to mark your changes.) See the examples below.

A comma is added. If you enjoy getting to know the characters in a book, this book is for you. By watching and listening to the Tillermans as they face their problems, you will grow close to the strong-willed Dicey, the book-smart James, the stubborn little quiet Sammy, and the quite Maybeth. You will cheer for them and hope that they will find the home they need so desperately.

A name is capitalized. Cynthia Voight’s book Homecoming will keep your interest and make you think.

A usage error is corrected.

A book title is capitalized and underlined.

Making Editing and Proofreading Changes

Edit and proofread the following response to literature to improve the style and correctness. (Use the editing and proofreading symbols listed on page 32.) The first correction has been done for you. Check off the errors as you correct them.

☐ comma splices (2) ☐ usage errors (2) ☐ punctuation errors (5)
☐ sentence fragments (2) ☐ spelling errors (2) ☐ errors in treating titles (3)
☐ run-on sentences (2) ☐ capitalization errors (3)

1 Gary Blackwood was born in 1945. He has written many books, stories, and plays. When he grew up in rural Pennsylvania and went to a one-room country school, there was only one bookcase in his one-room country school.

2 He thought books were like rare treasures maybe that’s why he chose to

3 write about Shakespeare—one of the most famous writers who ever lived.

4

5
Shakespeare lived in England in the 1500s and he wrote great plays that are still being performed today. Blackwood wrote The Shakespeare Stealer, a book about a boy named Widge who was sent to the Globe Theatre in London to steal Shakespeare's play Hamlet.

Widge is an orphan who can write in a special shorthand code that can later be translated into regular words. Widge's demanding master (a playwright in a small English city) learns of his ability and sends him too steal Shakespeare's play. Back in the 1500s, there were no tape recorders or videos, no one could write down the words as fast as the actors on stage were speaking them.

When the actors discover Widge hiding in the theater, they don't know what he is doing. The actors invite him to join them on stage he soon begins memorizing lines and practicing sword fighting. The people at the Globe accept Widge. In a short time this orphan feels like he is part of a family.

Can he betray these people.

As I read this book, I felt like I was living in England. Back in the days of the Globe Theatre, Shakespeare, and Queen Elizabeth. Widge had to make hard choices just like most people do today, he learned the value of being excepted and the challenges of being free to make decisions about his life and future. If you like history and adventure, you'll like this book. If you wonder how you will find you're place in the world and learn to make big decisions, Widge can be an inspiring companion. I'm already looking forward to joining him on his next adventure in Shakespeare's Scribe.

Next Step: Carefully read and mark your revised copy for any editing and proofreading changes before making your final copy.
Editing and Proofreading: **Using a Checklist**

Use the checklist that follows as an editing and proofreading guide. Remember that this step in the process becomes important only after you have revised the ideas in your review.

* It's very easy to miss errors when you edit and proofread; so make sure to ask a teacher or a classmate if you're unsure of something.

**Sentence Structure**

- Did I write clear and complete sentences?
- Did I vary the length of my sentences?
- Did I use a variety of sentence beginnings?

**Punctuation**

- Did I end each sentence with the correct punctuation mark?
- Did I punctuate titles and quotations correctly?
- Did I use commas correctly?

**Capitalization**

- Did I capitalize all proper nouns?
- Did I capitalize titles correctly? (page 31)

**Grammar**

- Did I use correct verb tense and forms (*give, gave, or given*)?
- Did I write my sentences using the active voice? (page 30)
- Did I use subjects and verbs that agree in number? (*Musicians perform; Lucia dances.*)

**Usage**

- Did I use specific nouns, verbs, and adjectives?
- Did I choose the correct word (*you're, your; bring, take*)?
- Did I use words and phrases my reader will understand?

**Spelling**

- Did I check for spelling errors?
- Did I use a handbook, a dictionary, or a computer spell checker?
After you complete pages 30-35, write a neat final copy of your review on pages 37-40. Then proofread your final copy for errors. Keep the following tips in mind as you complete this copy.

**Tips for Handwritten Final Copies**

- Use your best penmanship.
- Write in blue or black ink.
- Write your name, your teacher’s name, the class, and the date in the upper left-hand corner of page 1.
- Skip a line, and center the title on the next line.
- Skip a line, and start your writing.
- Indent the first line of each new paragraph.
- Write your last name and page number in the upper right-hand corner of every page after page 1.

**Tips for Computer Copies**

- Use an easy-to-read font.
- Use a 10- or 12-point type size.
- Double-space throughout your writing.
- Maintain a one-inch margin around each page.
Publishing
Sharing the Final Copy
Publishing  Understanding the Publishing Process

Sending Your Writing Out

What types of writing can I submit to publishers?
Newspapers are interested in essays, editorials, and articles. Some magazines publish stories, essays, and poetry; others publish essays and articles only.

Where should I send my writing?
First consider local newspapers, magazines, and other community publications. For national publications, turn to the Writer's Market (Cincinnati: Writer's Digest Books) for ideas. Your school or local library will have a copy of this book.

How should I send my writing?
Writer's Market will explain that it is wise to write the publishers to request specific guidelines for submitting writing for their publications. Often, you will be asked to include a letter naming the title and the form of your writing (story, essay, article, and so on), a neat copy of your writing, and a self-addressed stamped envelope large enough for returning your writing after it has been read.

What should I expect?
Expect to wait awhile for a reply. Also realize that your writing may not be accepted for publication. In most cases, publishers choose only a few pieces of writing to publish. You may get a rejection letter. Though that sounds disappointing, even a rejection letter can prove helpful because publishers often explain why they did not select your writing for publication.

Submitting Your Writing On-Line

Where do I start my search for on-line publishing?
Start locally. See if your school has its own Web site for student writing. Also ask your teachers if they know of other Web sites that accept student work.

How do I search for these sites?
Use a search engine to find places to publish. Begin your search by entering a keyword phrase such as “submitting writing” or “student writing.” Then check out sites from the list of results.

Does Write Source have a Web site?
Yes. You can visit our Web site at <thewritesource.com>. We suggest places where students can publish on the Net and invite students to submit for publication on our site as well.
Extension Activities
Extension Activity: Responding to Book Reviews

Read the following book review. Then react to it by following the directions below.

**Give Your Dog a Hug**

Gary Paulsen has written some fiction books. I read *Hatchet*, a story about a boy surviving a plane crash in the wilderness. *My Life in Dog Years* is a collection of true stories about dogs that the author has known. Paulsen was born in Minnesota in 1939 and did not have an easy life. He grew up mostly with relatives because his parents had problems with alcohol. So it makes sense that he found trusted friends in dogs who were there for him. One even saved his life!

The stories in *My Life in Dog Years* are told in the order they happened in Paulsen's life. He introduces eight dogs he has loved. Each one is described as someone might describe a best friend. There's Snowball, who was Paulsen's little friend while he lived in the Philippines as a young boy. Then there's an adopted dog, a hilarious Great Dane named Caesar. Josh, a Border collie, is so smart that he not only listens but also seems to talk back. Ike, a mysterious hunting dog, makes Paulsen go hunting just to find him. Each story not only shares the personalities of these amazing dogs but also reveals the good times and bad times in the life of the author. Some stories are so funny, you might laugh out loud. Other stories could make you cry.

If you love animals, you'll love these stories. Whether it's Fred who tangles with an electric fence, or Quincy who defends Paulsen's wife from a bear attack, this book offers as much adventure as any fiction book. More than that, I like the way the author writes from his heart. It's easy to see why Paulsen has won many awards for his books and stories.

**Directions for Responding**

- Underline any background information about the author and other books he has written.
- Put parentheses around sentences that express the reviewer's personal feelings about the book.
- Draw a dashed line under sentences that highlight the book's basic plot.

Explain what you like best about the review: ..............................................................................................................................
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Extension Activity: Reflecting on Your Writing

Set your review aside for a day or two after you have finished your writing. Then reread it. If possible, read it to someone else, too. Finally, think about your writing by completing each open-ended sentence below.

- I think the strongest part of my review is . . .

- If I could change one thing in my review, it would be . . .

- On a scale of 1 to 5 (with 5 being the highest), I would give my review a score of ____ because . . .

- The next time I write a review, I will . . .
Extension Activity: **Preparing for a Writing Test**

When you take a writing test, you sometimes feel rushed. That means you need to have your thoughts well organized and your ideas for writing clearly in your mind. Answering the questions below will help you prepare for any responding to literature you find on a test.

1. What is the purpose of a book review? (See page 3.)

2. What should you include in the three different parts of a book review? (See pages 16-20.)
   - Starting the Review:
   - Developing the Middle Part:
   - Ending the Review:

3. What should you check for whenever you express a feeling or an opinion? (See page 24.)