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Commas in a List

Identify where there is a list of at least 3 items or actions in the writing. Notice if the commas are used correctly.

OR

Identify where the writer could add a list of at least 3 items or actions to improve the writing.

Example:

- *Hector's room smelled of gym socks, potato chips, and lies.*

Colons

Identify where a colon has been used in the writing. Notice if the colon is used correctly.

OR

Identify where the writer could add a colon to introduce something such as a list.

Example:

- *The TSA employee told me to empty my back-pack: 17 pens, a journal, and an Ipod.*

Capital Letters

Proper Nouns

Identify at least one common noun in the writing and change it to a proper noun. *(A proper noun names the specific: names of people, places such as cities or states brand names.)*

Example:

- *boy (common) - Jon (proper)*
- *state (common) - Ohio (proper)*

Dialogue

Add dialogue. Find a place where the exact words and who said them could be added to the writing. Remember the rules for punctuating dialogue:

- Quotation marks go around what is said
- Put end punctuation marks inside quotation marks.
- Indent every time a new person speaks.
- Set off dialogue with punctuation (mostly commas)

Example:

The principal stressed again, "Your grades determine whether you can stay on the team or not!"

Capital Letters

Titles—Written Pieces

Look at the title of the writing piece and notice if it is capitalized correctly.

OR

If the writing piece does not have a title, give it one and capitalize it correctly.

Example:

- *No More Dead Dogs*
- *Because of Winn-Dixie*
- *The Watsons Go to Birmingham*

Capital Letters

People's Titles

Capital letters are used in titles that come before names. Identify at least one place in the writing where a title before a name was capitalized.

OR

Add a title to a person's name and capitalize it.

Example:

- *Mrs. Brown*
- *Mr. Andrews*
- *Miss Lopez*
- *Governor Granholm*
- *President Lincoln*

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To, Too, and Two

These three words are commonly misused.

To — go toward something
Too — also; in addition; more than enough
Two — the number between one and three.

Example:

- *I went to the movies and saw two films, too.*

Add a sentence to the writing that correctly uses one of these words.

There, Their, & They're

These three words are commonly misused.

There — at; in that place
Their — belonging to them
They're — contraction for "they are"

Example:

- *They're over there in their secret hideout.*

Add a sentence to the writing that correctly uses one of these words.

Your and You're

These two words are commonly misused

Your — belonging to "you"
You're — contraction for "you are"

Example:

- *You're in the wrong line for your lunch.*

Add a sentence to the writing that correctly uses one of these words.

Combine 2 Sentences

Combine two sentences to help the writing flow smoothly.

Example:

- I have a dog. His name is Sam.
  Combined: I have a dog named Sam.

  OR

  Sam is my dog.

- She remembered the day he visited for the first time. He was a little boy.
  Combined: She remembered the first time he visited as a little boy.

Apostrophes

Rule: Apostrophes show ownership or contraction.

Identify all of the apostrophes in the writing piece and tell whether they show ownership or contraction.

OR

Find a place where you can add a word with an apostrophe to show either ownership or contraction.

Example:

- *Ownership: Jan's cousin found Bill's dollar in her mother's car.*
- *Contraction: I'm sorry that she's coming after you've left.*

Verb Choice

The following verbs are called verbs of being: *is, are, was, were, be, been, am*

Find a sentence that contains one or more of these verbs and then rewrite the sentence(s) changing the verb combination to an action verb.

Example:

- *Original — Fred, Sam, and I were standing in front of strange trees and giant ferns.*
- *Rewritten — Fred, Sam, and I stood in front of strange trees and giant ferns.*

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Go Edit

GO EDIT! (played like Go Fish)

Created by Victoria Les, St. Clair RESA

What you need to play the game:

- 2-3 players and 1 deck of cards (there are 2 of each card in deck).
- A writing piece provided by teacher or students' own writing pieces.

How to Play the Game: Deal each player 5 cards facedown. Place the remaining cards face down in a 'Go Edit' pile.

Object of the Game: The goal is to win the most 'books'. A 'book' is any two of a kind, such as two Dialogues, two Verb Choice, and so on.

The Play: The player to the left of the dealer begins the game by playing any 1 'book' already in his hand (if any) or addressing any opponent by name and asking for a specific card, (i.e. "Dave, Do you have a Dialogue card?"). The player "asking" must have one card of the type requested in his hand. The player who is addressed must hand over any requested cards he is holding. If he has none, he says, "Go Edit!" and the player who made the request draws the top card from the 'Go Edit' pile and places it in his hand. If the player gets the card from their opponent or draws the requested card from the 'Go Edit' pile, he would then have a "book", which he would show to everyone and then attempt to complete the task on the card using the writing piece. If successful (determined by all players), the cards are placed face up in front of him. If unsuccessful, the cards are placed face down in front of him. If the player does not get or draw the card he requested, the turn passes to the player on his/her left. If the card drawn gives the player a 'book' but not the one requested, he must hold it to play at the beginning of his next turn.

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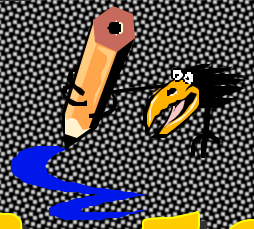

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Go Edit

GO EDIT!

Directions continued…

Play continues with the next player to the left doing the same until all thirteen books have been won or time allowed for play has ended. The winner is the player who has the most books face up in front of them.

Note: During the game, if a player is left without cards, he may (when it's his turn to play), draw a card from the 'Go Edit' pile and then ask opponents for that card. If there are no cards left in the 'Go Edit' pile, he is out of the game until all players are finished and 'books' are counted.

Variation 1:

If a player cannot successfully complete the directions on his book of cards when played, the person to his left has first chance to "steal." If that person can successfully complete the directions, he/she "steals" the book of cards and places them face up in front of him/her. If he/she cannot complete the directions, the next person to his left gets a chance to "steal" and so on.

Variation 2:

Use with your Revision Rummy game. Take the deck of GO EDIT cards and place them face down in a pile (in addition to your discard pile). After each player responds to a Revision Rummy prompt (successful or not), they draw a card from the "Go Edit" pile and attempt to complete the task on the card. Award 1 bonus point for each 'Go Edit' card successfully used during play.

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Change the Ending Punctuation

Look at the writing piece. Count how many periods, question marks and exclamation points are used. Change the ending punctuation of one sentence and recite it to the group. Ask for their opinion on whether it sounds better in its original form or the changed form.

Example:

- ***Original*** *— I looked outside and saw that it was raining.*
- ***Changed*** *— I looked outside and asked, "Is it raining?"*

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