

Revision



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New Ending

(3 points)

Think of a new ending to the writing. It can be a big feeling or a life's lesson or both.

NEW! It can be a big feeling *That's why I love my dog, Sam.*

NEW! It can be a life's lesson *Dogs are man's best friend.*

NEW! or it can be both *Dogs are man's best friend and that is why I love my dog, Sam.*



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Metaphor or Simile

(4 points)

Add a metaphor or simile.

 Simile comparison using like or as:
The clouds looked like big marshmallows.

 Metaphor uses as in: *Life is just a bowl of cherries.*



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Thoughtshot or Feeling

(3 points)



Add a thoughtshot or a feeling.

 I caught the pass and headed for the goal posts. *With every stride I could feel the joy of victory. I told myself don't look back just push yourself forward*

 She said she was happy for me, *but I felt she was just pretending and I had to pretend too.*

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Dialogue

(2 points)

Add dialogue. Sometimes the exact words of the speaker are more powerful than just saying what they said. Find a place where the exact words and who said them could be added to the writing.

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

★ I told my mom, "all the kids text message."

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Snapshot or "Show not Tell"

(3 points)

Add a snapshot. Find a place in the writing where you could "show not tell".



 I was scared (tell)
 My heart raced, beads of sweat trickled down my back, and my mouth turned into an "O" all on its own. (show)

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Upgrade a Verb

(1 point)



 **Make the verb more vivid:**
scrambled, skidded, tip-toed

 **Make the verb stronger:** *ripped, rushed, demolished*

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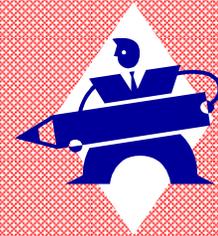
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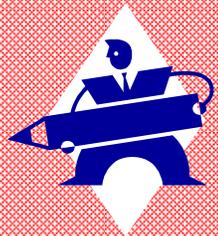
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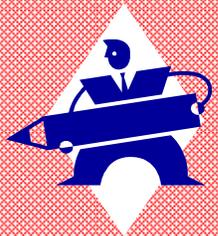
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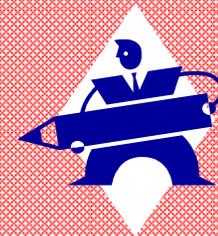
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New Title

(2 points)

Give the writing a new title.



Describe the central idea in one word: *Courage, Summer Vacations*



Main event from the writing: *My First Solo Drive in the Family Car*



Character in the story: *Uncle Charlie, My Dad, My Best Friend*



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Noun

(1 point)

Make a noun more specific.

Store → *Kroger*

Coach → *Mrs. Smith, the basketball coach*

A week ago → *January 25*



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Transitional Word

(1 point)

Add a transitional word or phrase to provide organization and understandability and improve the connections and transitions between thoughts. There are 14 types of transitional words and phrases.

▲ **Sequence:** *next, soon*

▲ **Consequence:** *otherwise, so then,*

▲ **Summarizing:** *in conclusion, finally,*

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Combine 2 Sentences

(2 points)

Combine two sentences to help the writing flow smoothly.

I have a dog. His name is Sam.

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.

She remembered the first time he visited he was a little boy.

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Explode the Moment

(3 points)

Find a place in the writing where a moment could be exploded.



"It was time to open the birthday gift I was finally old enough to get." **Add**—*how you opened the present, what you were thinking, flashback to the years you didn't get it, flash ahead to how you will use it, what it felt like to own one for the first time, etc.*

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New Beginning

(3 points)

Think of a new beginning for the writing. There are at least 35 different kinds of beginnings.

😊 **Interesting description:** *It was a dark and stormy night...*

😊 **Sound:** *Bang, Bang, Bang car doors slammed shut as Mom, Steve, Doug bolted from the car.*

😊 **Exclamation:** *Yeah! We are going to Disneyland tomorrow!*

😊 **A thought:** *I'm in big trouble now, I thought to myself.*

😊 **A surprise:** *Wow! I was doing my back hand-spring and I landed it!*

😊 **A question:** *Have you ever been ...*

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Foreshadowing

(5 points)

Add foreshadowing to give hints or clues of what might happen at a future time in the story.



Several days ago, I saw written on a paper near the phone the words Detroit and Orlando.

My favorite game as a child was playing school so when I went to college to decide my life's work...



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Flashback

(5 points)

Add a flashback — brief scenes of past events that take place, before the main action of the writing, used to explain motivations, character histories, background influences, or information that cannot be told during the linear sequence of a story.



"One autumn night, five years before, they had been walking down the street when the leaves were falling, and they came to a place where there were not trees and the sidewalk was white with moonlight. They stopped here and turned toward each other."

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Change the Genre

(6 points)

Change the genre.

Narrative - tell the reader a story

Descriptive - what it looks like, paint a picture of it for the reader

Persuasive - convince your reader

Advertisement - sell an idea

Letter to the editor

- give your opinion

OR another genre



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REVISION RUMMY

created by Dr. Elaine Weber

What you need to play the game:

- 2-4 players and 1 or more decks of cards.

How to Play the Game

Deal each student 3-4 cards, place remaining cards facedown in the center of the table, turning one card face-up (discard pile). Give each student the same writing sample (be sure to use appropriate grade level). Before beginning play, give the students a chance to read the writing sample and determine how they will respond to the prompts on the cards they were dealt. Students take turns either by:

- playing a card from their hand,
- drawing a card from the face-down pile and discarding one from their hand, **or**
- by picking up the face-up card

The student then gives a response to their card of choice. Go clockwise around the group until everyone has played. Players attempt to respond to the cards with the highest point values. If a player can respond to the prompt on the card, the card is placed face-up in front of the player. If they respond incorrectly, then place the card face down in front of them. The game is over when the one player plays all of his/her cards. The winner is the player with the cards totaling the most points.

Variations:

Each player uses his/her own writing to respond to the prompts on the cards while playing the game the same way.

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