

tangled or simply unclear or unnatural. Then ask students to complete the activity as a group. Recommended answers are below.

- Distribute either the rubric (Levels I, II) or the Assessment Checklist (Levels II, III). Give students the opportunity to work individually if they prefer to keep their letter private or in pairs if they are comfortable sharing their letters with another student. Students will read their letters, checking for specific points listed on the worksheet.
- Conclude the activity by asking students to revise their letters for final submission.

ANSWER KEY

A Few Words about Vocabulary

1. *flat face* appears out of order and repetitive. Delete.
2. Showy language that is confusing rather than impressive. Delete and reword in simple language.
3. *silhouetted* is misused. Meaning is unclear—does the reader-writer mean inspired? elevated?
4. *extravagant* is misused. The word means excessive or lavish. Replace with more appropriate word, such as “very detailed” or “very imaginative.”
5. *fastidious* is misused. The word means meticulous. Replace with appropriate word, such as “picky” or “choosy.”
6. *ubiquitous* is both misused and also repetitive (all around me). Replace with appropriate word, such as diverse.
7. Language is tangled. State meaning more clearly, such as your book *mirrors* my life.
8. *decrypted* is misused. Perhaps the reader-writer means depicted or described? *burst open almost like in fright*, while amusing in its literal interpretation, is wordy. Simplify.
9. *animation* is misused. Does the reader-writer mean imagination?
10. *popularity* is misused. The reader-writer means prevalence.
11. *dramatized* is misused. Perhaps the reader-writer meant traumatized?
12. The language is showy and confusing rather than impressive.
13. *historic knowledge* is misused. The reader-writer means “my knowledge of history.” Recast sentence for simplicity and clarity.

LESSON 5: PUTTING IT ALL TOGETHER!

Use this activity to reinforce concepts learned in the previous lessons. Some teachers who incorporate the LAL teaching materials into lessons have told us they use this handout (see materials below) as a quiz!

MATERIALS

Levels I,II: Reading Worksheet K: You Be the Judge!

PROCEDURE

- List then review key concepts learned throughout the LAL unit: strong lead paragraph; bookends; correspond, don't compliment; synthesize, don't summarize; writer's voice; vocabulary and usage; paragraph structure—a beginning, middle and end.
- Distribute Reading Worksheet K and discuss.

ANSWER KEY

Answers will vary but should touch upon the key points below:

1. Lead paragraph provides interesting details and does catch our interest and has a lively writers' voice, but there is no link between these details and the book or the reader's reaction, either here or in subsequent paragraphs.
2. Closing paragraph mirrors the opening in that the writer refers to rock climbing. But again, she offers no statement linking the book to her reaction.
3. The author is not writing a fan letter or summarizing (good), but neither is she writing a reader response letter. The letter comes close, though, when the writer says the book brought back a sad memory but then she abruptly stops. What is the memory? How does it relate to the book series? She does not develop her ideas. Even saying that the book is inspiring is good but again, it is dead-ended. She never explains what she means by “inspiring” or provide an example.
4. Organization is choppy. Although the letter has three paragraphs (beginning, middle, end), the context and meaning is hard to follow. There is no link between paragraphs one and two. “Mysterious” is not explained. The final paragraph runs ideas together so that meaning is unclear.
5. Among the grammatical errors are misspellings (it's, grown-ups, every one, except, etc.); words used incorrectly (nationally ranked, interested) and run-on sentences.