Name/Date/Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fairy Tale or Myth Editing Sheet

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| Questions | Do this: |
| 1. Did the writer use 3 different vocab. words correctly? (**not** *stride, lanky, husky, treacherous*, or *peer*) | List the **3** vocab. words used:  Were they used in a list? Yes no  (They shouldn’t be! They should be used in separate sentences.) |
| 1. \*Did the writer include a good amount of dialogue (more than 2-3 lines)?   \*Did the writer put some tags in the beginning, middle, and end of the dialogue?  \*Did you correct any dialogue  punctuation errors you found? | Yes No  Yes No  Yes No |
| 1. Does the writer have clearly indented paragraphs and indent for each new speaker in the dialogue? | Yes No |
| 1. Did the writer use some creative/unique tags other than ones like “said” or “screamed/yelled” (boring ones) | List at least **3** creative tags he/she used: |
| 1. Did the writer use elements of a fairy tale or myth? (Once upon a time…., magic, Gods/Goddesses, good/evil characters) | Give at least **2** examples of the elements:  . |
| 1. Did the writer’s story make sense to you? Was there a good plot? | Yes Somewhat No |
| 1. Did the writer have a theme written at the bottom that fit the story? | Yes No theme at all  No, the theme didn’t fit the story |

**\*Use a highlighter to highlight your required comma sentences. Use the instruction sheet titled “Modernizing a fairy tale” or the rubric to see the requirements.**

**\*Record one example of each type (the ones you will have me grade) to verify you are writing and punctuating it correctly. Examples of the rules are shown.**

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**Words in a series:**

She had her **crown, gown, and wand** all ready for the ball.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C:\Documents and Settings\Workstation\Local Settings\Temporary Internet Files\Content.IE5\LWRTDUIO\MC900360794[1].wmfSide by side adjectives (not connected with “and”):**

She was a **sweet, gentle, beautiful** princess.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Introductory word or phrase** :

**C:\Documents and Settings\Workstation\Local Settings\Temporary Internet Files\Content.IE5\31KPVO5M\MC900432231[1].wmfBefore I got into the carriage to meet my prince,** I said goodbye to all of my friends and laughed in the face of my wicked stepmother.

**No,** I wasn’t going to bite that apple from that old hag woman.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The prince, **in my opinion**, was the most handsome man I’d ever seen.

The animals, **however**, were not very friendly to the elves.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appositive (extra info about the noun before it)**

The castle, **which is guarded by a dragon,** was in ruins.

The new baby, **who would one day become the princess**, was kidnapped by a crazy old woman.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coordinating conjunction: (and, but, so, for, yet)

She wanted to kiss the prince, **but** he was stolen away by her stepsister.

The mouse turned into the coachman, **and** the pumpkin turned into the carriage when the fairy godmother used her wand.

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| 1. Does the writer have at least 2 sentences using 2 **DIFFERENT** coordinating conjunctions correctly? (Make sure they are punctuated correctly!) | Put a box around the 2 **DIFFERENT** coordinating conjunctions in the story. |
| 1. Does the writer have 2 **DIFFERENT** subordinating conjunctions (1 in the beginning and one in the middle) punctuated correctly? | Draw a squiggly line under the 2 **DIFFERENT** subordinating conjunctions in the story. |
| 1. Does the writer use at least 2 –ING words punctuated correctly? (They should be at the beginning of the sentences.) | Draw a zig-zag line under the 2 –ING words. They must be at the beginnings of the sentences. |
| 1. Does the writer use 2 WH words (who, which, whose) punctuated correctly? | Double-underline the 2 WH words (who, which whose). |
| 1. Does the writer use one THAT correctly (with no commas)? | Triple-underline the THAT in the story. |
| 1. If the writer used dialogue, did he/she start a new line and indent each time someone speaks? | If there is dialogue, draw an arrow in the left margin, pointing to the examples of dialogue. |
| 1. Did the writer use paragraphs that are clearly indented? | Circle: Yes/No |
| 1. Do you think you know what the object is? | Write what you think the object is: |
| 1. Was your guess right? (Confer with your partner.) | Circle: Yes/No |
| 1. Hand this paper back to your partner so he/she can look it over. |  |
| **IMPORTANT**: If your partner’s guess was not correct, you need to add in some more details throughout the story to make it more clear what the “mystery object” is. | |