

## Conventions and Presentation

### Editing Level 1: Conventions

# All Is Well and Good

**A**s a writer, you work hard. So you want to make sure each word you choose is working hard for you. That means selecting precise nouns and active verbs, not overdoing the modifiers, and using words correctly. That way, you won't wind up with sentences like these:

- I only needed ten more scents for my bus fare.
- Her bike ran over my cupcake, totally festooning it.

In this lesson, we're going to take a close-up look at two words that are commonly confused: *good* and *well*. Do you know when to use each? Let's find out.

### A Warm-Up

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The words *good* and *well* are not interchangeable, yet they are frequently confused, misused, and abused. See how well you know these two good words by filling in the blanks below.

1. Andrew did a \_\_\_\_\_ job at lacrosse practice last night.
2. The French roast coffee smells \_\_\_\_\_.
3. Maddie cooks very \_\_\_\_\_ for a fourth grader.
4. You really did \_\_\_\_\_ on that test!

Before checking with a partner, take a moment to write your own rules for using *good* and *well*. Don't try to sound like a grammar book. Just think logically about how you made your choices.

Use *good* when \_\_\_\_\_  
\_\_\_\_\_.

Use *well* when \_\_\_\_\_  
\_\_\_\_\_.

## Share and Compare

Meet with a partner to compare your sentences and your rules for using *well* and *good*. Did you

- ☐ agree on uses of *well* and *good* in the four sentences?
- ☐ have similar rules for using each word?

Be ready to share your ideas with your teacher and class.

## Refining Your Rules

Let's see if we can expand your understanding of the rules for using *well* and *good*. Answer each of the following five questions. Once you finish, see if you want to refine the rules you wrote earlier.

1. The word \_\_\_\_\_ is ALWAYS an *adjective*, which means it modifies a noun.
2. The word \_\_\_\_\_ is the ONLY one that can be used as an *adverb*, which means it modifies a verb.
3. The word \_\_\_\_\_ is NEVER an adverb.
4. The word \_\_\_\_\_ can be used to complete this sentence:  
I am feeling \_\_\_\_\_ today.
5. The word \_\_\_\_\_ is the one more commonly misused in everyday speech. Write an example of this misuse here: \_\_\_\_\_  
\_\_\_\_\_.

## Share and Compare

Meet with a partner to compare and explain your responses. Did you each answer the questions with the same choices? Be ready to share your thoughts about what you learned with your teacher and class.

## It Sure Feels Good to Do Well

Did you do pretty good on that practice? If that sentence made you cringe, we're betting you did very well! So—let's try something a little more challenging.

In this paragraph, the writer used the words *good* and *well* a number of times—sometimes correctly, sometimes not. Read the passage carefully, both silently and aloud. Correct any words that are misused. Draw a line through the incorrect words to delete them and use a caret to insert the correct word.

Spending the holidays with *my* grandparents did *me* a lot of good. We had a good time, and they helped *me* study for *my* upcoming math test. I feel well about it, and I'm hoping to do extremely good. My grandmother is a civil engineer, so she is extremely good at math, and she did so well coaching *me*! If I don't do good on that test, it's not her fault! Mr. Ruff, *my* algebra teacher, does very good at making algebra seem easier than it is. He is also good at identifying problems that will give us trouble. I feel good about this math test—I just hope I feel well enough Friday to even take the test. I ate too much of *my* grandmother's apple pie! (Did I mention, she does pretty good at baking, too?)

## Share and Compare

Meet with a partner to compare your edits. Did you make the same corrections? Be ready to coach your teacher through his or her editing of the paragraph.

## A Quick Reflection

Your teacher is going to do a mini-lesson on another grammatical problem he or she has noticed in your writing (or that of other students in your class). What do you think it might be? To make a guess, take any sample of writing from your folder and review it carefully. Do you notice

- ☐ any errors relating to word choice?
- ☐ passages about which you have questions?

Meet with your writing circle to continue your review together. See if you can identify one or more trouble spots or questions that a teacher could coach you on. Here are a few common problems many students have with words:

- Missing or wrong endings on words (-s, -ed, -ing)
- Subject and verb do not agree (We **was** late.)
- Shift in tense (We were skiing when we **spot** a friend.)
- Shift in person (I love swimming because **you** feel so free in the water.)
- Wrong preposition (Look in Part 2 **from** this book.)
- Problems with verbs (It **costed** too much. We **brang** more salad.)
- Misuse of who and whom (**Whom** is at the door? **Who** did they elect?)

Choose ONE problem you think your teacher might focus on today and be prepared to share it with the class—both problem and solution. Then follow along as your teacher leads the class in a mini lesson. **Note:** If you don't get to present your lesson today, fear not. There will be another opportunity coming your way soon!



### A Writer's Questions

Where do grammar rules come from, anyway?  
Why should we bother to learn them?

## Editing Level 2: Presentation

# Words that Sell

**W**e are bombarded by advertisements every day—in print and via television, radio, Internet, phone, and billboards. You're probably not surprised to hear that a lot of advertisers target YOU. Well—not you personally, but certainly people your age. Is it working? Can you think of an ad that got your attention recently? You probably have little interest in mortgage rates or insurance policies, but marketers are definitely thinking of you and your friends as they put together advertisements for electronics, jeans, casual shoes, and gaming devices.

Marketing, of course, is a specialty. Knowing your target audience is critical, but it's not enough. As we'll see in this lesson, marketers must also think about the questions potential buyers might have. Then they use good design elements—color, layout, illustrations, animation—to answer those questions effectively. Oh—and did we forget to mention? Word choice is one of those elements. Good ads rely on words that SELL.

## A Warm-Up

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### Part 1

Take a few minutes to explore the advertisements that your teacher and class assembled together. Notice how the ads are worded and also how the advertisers use design to make certain words stand out. See if you and a partner can identify the features that make a successful ad work well. List them here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Part 2

As you were reviewing the sample ads, did certain words catch your eye? Did you just ignore or slide over others? That's not accidental. Marketers know that some language speaks to certain groups and not to others. They use different words to target people ages 14, 24, 34—and 64.

Imagine that you're 25. (Can you do it?) And, precocious person that you are, you're in charge of advertising for a firm that makes backpacks for teenage consumers. Your first task is to zero in on the descriptive words that might get people ages 12 to 16 to pay attention and really, *really* want the backpack being advertised. (Vague, lifeless words need not apply for this job.)

Read through the following list aloud, with both product and audience in mind. Discuss the words with members of your writing circle and move any words that strike you as “keepers” to the first-cut list.

### Brainstorm Words

### First-Cut Keepers

1. rugged
2. cozy
3. practical
4. economical
5. eco-friendly
6. fun
7. comfortable
8. ergonomic
9. adjustable
10. functional
11. cool
12. organic
13. masculine
14. high-tech
15. convenient

### Final Five

Realistically, the advertisement only has room for five words. Two will appear in **HUGE, BOLD** print at the top. The other three will appear in a smaller bulleted list right under a photo of the backpack. Remembering your audience—and the features you want to emphasize—write your final choices below. Then give your backpack a name.

**Final Cut:** Top two words to appear at the top of your ad are:

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



**Final Cut:** Additional three words to appear right under the photo are:

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

2. \_\_\_\_\_

3. \_\_\_\_\_

We're calling our backpack: \_\_\_\_\_

## Making Waves with Words

Let's say you are in the market for an extreme outdoor adventure, something wild and memorable you can do with a group of friends. Something like white-water rafting. SPLASH! SCREAM!

If you were really going on such a trip, and you had the job of choosing the company your group would go with, what are the top three questions you would want an ad for white-water rafting to answer? Think for a moment. Then write them here:

### My Top Three Important Rafting Questions:

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

2. \_\_\_\_\_?

3. \_\_\_\_\_?

## Share and Compare

Meet with a partner to share your questions. Are they similar? Out of your six, which are the best three? Star them.

Now work with your partner to create a "Next Three Questions" list to get at additional information you might have forgotten in your excitement about rafting. Write them here, working together this time.

### Our Next Three Important Rafting Questions:

1. \_\_\_\_\_?
2. \_\_\_\_\_?
3. \_\_\_\_\_?

### Before You Buy

Following is an advertisement for a river rafting company—a guide service that takes customers on wild rafting adventures. Carefully look over the ad, reading like a prospective consumer—with your top questions in mind. Do their word choices provide easy, clear answers to those questions? Put a check (✓) by each question you feel is well-answered.



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## My Thoughts

Which of the following best describes your response to this ad?

- ☐ The ad answered all my questions, and I'm ready to book my trip!
- ☐ I have a couple more questions, but the ad was helpful.
- ☐ This ad totally missed the boat. It didn't really tell me anything.

How many of your questions remain unanswered? \_\_\_\_\_

## Share and Compare

Take a few moments to share your reaction with a partner. Did you agree—or did the ad appeal more to one of you than to the other? What suggestions could you make to improve this advertisement?



### A Writer's Questions

Ads don't have very many words compared to, say, novels or textbooks. Is word choice as important in an advertisement, then, as it is in a novel? Why or why not?

## Presentation Matters

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For this last part of the lesson, you and your writing circle will select a product to sell and then design and write an advertisement to both attract and inform consumers. You should describe any visuals that will appear in your ad, but your main job is to choose words that will speak to your customers—and to create an overall design that will catch their attention and encourage them to buy your product. Follow the steps on this checklist:

- ☐ Choose a product—something you like and think you could sell. Give it a name.
- ☐ Think about your target audience: people your own age.
- ☐ Thinking like your customers, list the top five questions they will want answered.
- ☐ Brainstorm a list of words/phrases that describe your product, make it appealing, and answer consumers' questions.
- ☐ Create a mock-up of your ad, following procedures your teacher suggests.
- ☐ Prepare to present your product for critique by targeted consumers (in this case, other members of your class).