

Recycling & Conservation: Recycling -- How It Works

by ReadWorks



recycling bin

When you throw your soda can into a recycling bin, you probably never think of where it has been or where it is going. Soda cans are one aluminum product that can be entirely recycled. Manufacturers will take that can from the bin. They will process the aluminum and make new cans or other products. How do other recycled materials get used?

Recycled materials make a variety of products. Recycled paper doesn't just make paper and cardboard. It also is used in insulation and animal bedding. Glass is ground up to make new glass containers. It is also used as a substitute for sand in concrete. There is also organic recycling. That is when plant and food scraps are recycled through composting. With composting, scraps are allowed to decay. Then they are added to soil to make it more fertile.

People are not the only ones who recycle. Many businesses recycle, too. Offices often have recycling bins for paper and cardboard. Cafeterias have receptacles for cans and bottles. The soda cans that get recycled really add up. More than half of all aluminum soda cans in the United States get recycled. Recycling cans, instead of making new ones, saves factories a huge amount of energy. The amount of energy saved by one single 12-ounce soda could light a bulb for almost 4 hours! Recycling benefits the planet in a big way.

Recycling & Conservation: Why Recycle?

by ReadWorks



Recycling is a process where something is reused rather than thrown away. Common items that are recycled include aluminum and steel cans, glass, and newspapers. Recycling can be time-consuming and dirty work. For example, recyclable objects have to be sorted from trash. Then the objects have to be cleaned. Afterwards, the objects are turned into materials that can be used by people and companies. Why should people bother to recycle even though it takes a lot of work?

Recycling helps protect the earth. Recycling means less garbage in landfills. These are places where garbage is taken and buried. Recycling also helps conserve the earth's resources. For example, factories use less energy by recycling steel cans than by making new ones. Recycling paper saves trees from being cut down. Trees are used to make paper.

Every time you are about to drop a plastic bottle in the garbage, stop and think. Is it worth harming the earth? Your actions now can help preserve the environment for generations to come. All you have to do is throw that bottle into a recycling bin.

Get in the habit. Be proud of recycling. Encourage others to recycle. You can make a difference!

Recycling

It almost always takes less energy to make a product from recycled materials than it does to make it from new materials.

Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling often saves energy and natural resources.

Natural resources include land, plants, minerals, and water. When we use materials more than once, we conserve natural resources.

Recycling saves energy in the production of new products

Making a product from recycled materials almost always requires less energy than it does to make the product from new materials. For example, using recycled aluminum cans to make new aluminum cans uses 95% less energy than using bauxite ore, the raw material aluminum is made from.

Recycling paper saves trees and water. For every one ton of paper made from recycled paper, it saves up to 17 trees and uses 50% less water.

A Ton of Trash

A group of fourth graders witnessed firsthand proof that one person's junk is another person's treasure. *Weekly Reader* joined the students on their visit to the Garbage Museum in Stratford, Connecticut, where a giant, multicolored dinosaur molded out of garbage towered above them.



Don Heiny/Weekly Reader

The Trash-o-saurus was made out of a ton of trash, including false teeth, license plates, and tires.

Trash-o-saurus was sculpted out of a ton of trash! That is equal to 2,000 pounds of garbage—the amount of trash each person, on average, threw away each year in the late 2000s. Philadelphia artist Leo Sewell scoured city dumps and created *Trash-o-saurus* out of old junk, from false teeth and license plates to toys, tires, and tennis rackets.

"I think the dinosaur is one of the coolest things I've ever seen," said fourth grader Jahkwe Aquart from Park City Magnet School in Bridgeport, Connecticut. His classmate Julie Pham, 9, agreed. "Instead of throwing away our garbage, we can reuse it."

That is exactly the point. "The museum shows what happens to our trash, how we can reduce our trash, and what we can do instead of throwing our trash away," said museum director

Sotoria Montanari.

Garbage Trail

Americans created more garbage than ever before in the 2000s. In the early 1900s, most items were packed in containers that could be used again. In the 2000s, most of the food people bought, from cereal to milk, came in boxes and cartons that could be thrown away.

So what happens to trash after it is tossed out? Some trash ends up in **landfills**. In a landfill, garbage gets buried between layers of soil. Because many states have been running out of room for landfills, more and more garbage goes to **waste-to-energy** (or resource-recovery) plants. At these plants, garbage is burned and converted into electricity that people use to power their lights, TVs, and video games.

The Three R's



World Almanac for Kids

Plastic bottles can be recycled at centers like this one

Garbage is a form of solid waste. The Garbage Museum and its recycling plant, which are run by the Connecticut Resources Recovery Authority, provide visitors with ideas to cut down on solid waste. One way is to **reduce**, or make less, trash-by throwing away fewer napkins when you eat, for instance. Another way is to **reuse**, or find new uses for, old items. Paper bags, for example, can be reused to make book covers or wrap gifts.

People also help decrease their solid wastes when they **recycle**. Recycling refers to putting old objects, such as glass, plastic bottles, newspapers, and aluminum cans through a special process so that they can be used again.

Recycling has many benefits. Did you know that recycled plastic soft-drink bottles can be made into park benches, carpeting, and backpacks? The more people recycle, the less garbage ends up in landfills or waste-to-energy plants.

Recycling also helps protect **natural resources**, or materials from Earth. To make an aluminum can from scratch, for example, the metal needs to be mined from the ground. That process harms the land and pollutes the air and water. Making aluminum cans from recycled cans uses 95 percent less energy and protects Earth's natural resources. In fact, the energy saved each year from recycled cans could light Washington, D.C., for nearly four years!

As part of their visit, the fourth graders got a look at the museum's recycling center. Here, they discovered that one **bale**, or bundle, of recycled newspapers can save 17 trees! The message seems to have stuck with 9-year-old Arron Smith. "When you recycle, you save trees and animals' homes."

Too Much Trash!

Less Mess

More people are recycling.

What do bottles, cans, paper, and tires have in common? They all end up as garbage. In the late 2000s and early 2010s, each American threw away about 4½ pounds of trash every day. That adds up to more than 1,600 pounds per person in one year!



Erlanson/Getty Images

Most of our trash ends up in **landfills**. Those are places where people dump trash. The rest of the trash gets **recycled**. When something is recycled, it is made into something new.

Many people have been working to solve the trash problem. One plan is known as "zero waste." Its goal is to teach people to make less trash. The plan is being used in schools, companies, national parks, and restaurants. Here are some ways that the plan is being put into action.

Recycling Trash



Jupiter Unlimited

Put items to be recycled in a recycling bin.

Some people sort their trash to see what can be recycled. Those items often include paper, glass, and certain plastics. Some towns also recycle tires and batteries. Taking items to recycling centers reduces the trash in landfills.

Buying Recycled Products



Carrin Ackerman/Weekly Reader

This fleece, by Patagonia, is made from recycled plastic bottles.

Many products are made from recycled materials. Clothes and bags can be made from recycled plastic bottles. Recycled plastic can also be made into lumber. Lumber is used for building things.

Making Compost Piles



SuperStock; Trash: iStockphoto

Plant and food scraps can be put into compost piles.

Food scraps usually end up in the trash. But some people put the scraps into **compost piles**. Those are mixtures of plant and food scraps. Worms and bugs help break down the scraps. That turns into soil, which helps plants grow.

5 BOX WRITING CONNECTORS

Thesis Statement/Introduction



Before _____
 First
 First and foremost
 First of all
 From one perspective
 On one hand
 On the one side
 One reason
 One example
 To begin with
 To start off
 To start with



Additionally
 Along with _____
 Also
 As a result
 Equally important
 From a different perspective
 Furthermore
 In addition
 Likewise
 Moreover
 Next
 On the other hand
 Second



Additionally
 After careful consideration
 As a result
 Based on the evidence
 Finally
 Fortunately
 Furthermore
 In addition
 Likewise
 Last
 Last but not least
 Thankfully
 Third



When you stop to think about it

All in all
 In conclusion
 On the whole
 To sum up

As one can see
 In other words
 So you can see
 Ultimately

Certainly
 In summary
 Surely
 To reiterate

So then
 In the end
 In closing
 Without a doubt

Definitely
 Naturally
 Therefore
 Simply stated

Hands down
 To be sure
 Truly
 After all

As we have seen
 Obviously
 To summarize
 Once again

Hence
 Clearly
 In any case
 In short

SHORT STORY/NARRATIVE CONNECTORS

In the beginning	That morning	Out of the blue	At (given time)	A long time ago
Immediately	Suddenly	Until	Eventually	Finally
For the time being	Soon	The next day	After that	One _____ later
Fortunately	In the end	Later on	Meanwhile	As soon as
Out of nowhere	All of of sudden	To be sure	Thankfully	Gradually
In a flash	Little by little	Without warning	Just then	Before I knew it
With this in mind	To the left/right	Under/Near/Around/By/Beyond	Earlier	With regard to



WRITER'S TOOLBOX



ADJECTIVES (SENSORY DETAILS)

SOUND WORDS				
Hanging croaking	laughing	ringing	tinkling	
Barking crunching	moaning	rumbling	thudding	
Bawling crying	mooring	rustling	thumping	
Blaring dripping	mumbling	scratching	ticking	
Booming exploding	muttering	screaming	twittering	
Buzzing fizzing	noisy	screeching	warbling	
Chattering gagging	peeping	singing	wheezing	
Chiming gasping	piercing	slamming	whimpering	
Chirping giggling	pinging	shouting	whining	
Clanging grating	plopping	silent	whispering	
Clicking grunting	quacking	snoring	whooping	
Clinking gurgling	quiet	splashing		
Cooing hissing	rapping	squawking		
Coughing hankng	rasping	stuttering		
Crackling jangling	riming	tearing		
TOUCH WORDS				
Abrasive feathery	knobbed	sandy	spongy	
Biting fine	lacy	scalding	steamy	
Boiling fluffy	leathery	scorching	steely	
Bubby foamy	light	scratchy	sticky	
Bulky freezing	lukewarm	scummy	stifled	
Bumpy furry	matted	shaggy	stinging	
Burning fuzzy	metallic	sharp	stony	
Bushy glassy	moist	silky	stubby	
Clammy gluey	mushy	slimy	tangled	
Coarse grainy	numbing	slippery	tender	
Cool greasy	oily	sloppy	tepid	
Cottony gritty	piercing	smooth	thick	
Crisp gushy	plastic	smothering	tickling	

TOUCH WORDS				
Cushioned hairy	pocked	soapy	tough	
Damp heavy	pointed	soft	velvety	
Downy hot	pulpy	sopping	warm	
Drenched humid	rocky	soupy	waxy	

TASTE AND SMELL WORDS				
Acid doughy	minty	rank	sweaty	
Acidic earthy	moist	raw	sweet	
Acrid floury	moldy	rich	tangy	
Alkaline flowery	musky	rotten	tasteless	
Aromatic fresh	musty	salty	tough	
Biting fruity	oily	scented	vile	
Bitter garlicky	perfumed	sharp	vinegary	
Bland hearty	pickled	sour		
Burnt hot	piney	spicy		
Buttery lemony	plastic	spoiled		
Cold medicinal	pungent	stagnant		

SIGHT WORDS				
Abrasive feathery	knobbed	sandy	spongy	
Biting fine	lacy	scalding	steamy	
Boiling fluffy	leathery	scorching	steely	
Bubbly foamy	light	scratchy	sticky	
Bulky freezing	lukewarm	scummy	stifled	
Bumpy furry	matted	shaggy	stinging	
Burning fuzzy	metallic	sharp	stony	
Bushy glassy	moist	silky	stubby	
Clammy gluey	mushy	slimy	tangled	
Coarse grainy	numbing	slippery	tender	
Cool greasy	oily	sloppy	tepid	
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Crisp gushy	plastic	smothering	tickling	
Cushioned hairy	pocked	soapy	tough	
Damp heavy	pointed	soft	velvety	
Downy hot	pulpy	sopping	warm	
Drenched humid	rocky	soupy	waxy	

Young Author's List of Strong Verbs

This list of 180 strong verbs will help you get started on the road to colorful, dazzling writing. Feel free to add other interesting, vivid verbs you find in books, newspapers, and magazines.

aimed	devoured	hailed	ransacked	stamped
anticipated	diapered	hiccupped	reassured	steamed
arranged	disciplined	high-fived	recorded	stitched
backpacked	dog paddled	howled	rejoiced	strained
backtracked	double-checked	humiliated	relished	stretched
ballooned	doused	iced	rescued	strode
bamboozled	drained	irritated	ripped	stuffed
bandaged	dreaded	jabbed	rocked	tanged
baptized	drooped	jack-knifed	rowed	tap-danced
blasted	dusted	juggled	sabotaged	teased
blotted	eased	karate chopped	sanded	thawed
boiled	ejected	leaped	sassed	throttled
bolted	electrocuted	lumbered	sauntered	thundered
botched	enfolded	luxuriated	scoured	ticked
bounded	enveloped	magnified	scraped	tip-toed
bulldozed	erased	manipulated	scratched	toasted
bullied	evaporated	meandered	scribbled	trespassed
burped	fired	measured	scribbled	trucked
chastised	flattered	melted	shaved	tucked
chattered	flipped	monopolized	shivered	twisted
chauffeured	flirted	mystified	shrieked	twitched
cheapened	focused	oozed	shrugged	viewed
cherished	french-braided	outwitted	shuddered	vindicated
chucked	frolicked	papered	side-stepped	volunteered
clipped	frosted	parachuted	slam-dunked	waltzed
conducted	glowed	pasted	slimed	weighed
consoled	goofed	patted	slithered	wiggled
constructed	grated	peered	smirked	wiped
corked	greased	piggybacked	sneezed	wisecracked
crawled	grilled	pitter-pattered	snooped	withered
crooned	groaned	plucked	snoozed	wormed
cultivated	guaranteed	pobched	splattered	worshipped
decorated	guffawed	pounded	spiced	wrangled
delved	gurgled	praised	splurged	wrenched
demolished	hammered	pranced	sprinted	wrinkled
despised	harvested	raged	squished	yelped



"SAID IS DEAD" CHOICES

Acknowledged	Gasped
Added	Growled
Admitted	Grunted
Advised	Hinted
Affirmed	Insisted
Agreed	Interjected
Announced	Interrupted
Answered	Joked
Argued	Lied
Asserted	Maintained
Assured	Mentioned
Assured	Mumbled
Avowed	Murmured
Bellowed	Offered
Blurted	Offered
Bragged	Ordered
Cautioned	Panted
Challenged	Pleaded
Claimed	Pointed out
Conceded	Prayed
Concluded	Proclaimed
Confessed	Promised
Continued	Proposed
Cried	Protested
Decided	Quipped
Declared	Ranted
Demanded	
Denied	
Disclosed	
Divulged	
Emphasized	
Estimated	
Explained	



4 DIFFERENT WAYS TO START A SENTENCE	ADVERB WORD LIST		PREPOSITIONAL PHRASES	
1. Question → Who, How, Where, When, Do/Did, What, Which, Why, Will	carefully	instantly	Over the hill,	Down the road,
2. Exclamation → Aha! Ahhh! Alas! Shhh! Hey! Yikes! Yeah! Yuck! Phew! Brrr!	correctly	elegantly	Behind the door,	Near the waterfall,
3. Adverb First → <i>Slowly</i> , the rickety bus rides down the road.	eagerly	energetically	At my house,	Across the room,
4. Prepositional Phrase First → <i>Down the road</i> , the rickety bus rides slowly.	easily	hastily	Without a coat,	Around the corner,
	loudly	neatly	During lunch,	Inside my head,
	patiently	loosely	Atop the mountain,	Between the trees,
	quickly	lovingly	Beneath the ground,	Above the clouds,
	quietly	loyally	After the fall,	On the beach sand,
	gently	painfully	Behind my chair,	Into outer space,
	gladly	dangerously	Beyond the sunset,	Through the trees,
	naturally	perfectly	Amid the crowd,	Toward the horizon,
	majestically	enthusiastically	Against the current,	Within his heart,

A:

B:

C:

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resource(s):

resource(s):

resource(s):

5 BOX PLAN: WRITING ORGANIZER	TOPIC: WHY SHOULD WE RECYCLE?	PLAN APPROVAL:
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Overall Guiding Question(s):

1) Thesis Statement:

<i>Supporting Detail A:</i>	<i>Supporting Detail B:</i>	<i>Supporting Detail C:</i>
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2) _____,
(connector)

_____.

Fact/Reason/Detail 1:

Fact/Reason/Detail 2:

Fact/Reason/Detail 3:

3) _____,
(connector)

_____.

Fact/Reason/Detail 1:

Fact/Reason/Detail 2:

Fact/Reason/Detail 3:

4) _____,
(connector)

_____.

Fact/Reason/Detail 1:

Fact/Reason/Detail 2:

Fact/Reason/Detail 3:

5) _____,
(Conclusion)

WRITING SELF-CHECK

WRITING PEER-CHECK

Read the writing out loud and carefully look/listen for the following:

Read the writing out loud and carefully look/listen for the following:

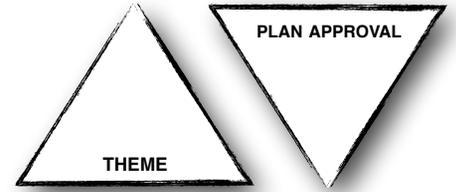
The writing is truly persuasive and convinces the reader		The writing is truly persuasive and convinces the reader	
The writing opens with a thesis that grabs your attention		The writing opens with a thesis that grabs your attention	
The writing elaborated each supporting detail		The writing elaborated each supporting detail	
The writing has at least 4 transition words/phrases		The writing has at least 4 transition words/phrases	
The writing is organized in a logical order		The writing is organized in a logical order	
The writing gives a strong conclusion		The writing gives a strong conclusion	
The writing is punctuated and capitalized correctly		The writing is punctuated and capitalized correctly	
The writing uses complete sentences		The writing uses complete sentences	
The writing follows my 5 BOX Plan		The writing follows his/her 5 BOX Plan	
The writing is interesting to read		The writing is interesting to read	
The writing's font is "Arial"		The writing's font is "Arial"	
The title is font size 20		The title is font size 20	
The author's name, date, and essay are font size 14		The author's name, date, and essay are font size 14	
The author's name and date are centered below the title		The author's name and date are centered below the title	
The writing is correctly color-coded (green, orange, red)		The writing is correctly color-coded (green, orange, red)	

MY SIGNATURE:

PEER SIGNATURE:

TEACHER APPROVAL TO PUBLISH FINAL DRAFT: _____

SHORT STORY SNAPSHOT



This story is about...

Genre: Realistic Fiction Mystery Personal Narrative Science/Historical Fiction Fantasy/Myth/Fable

Point of View: 1st person (I, me, my, mine) 3rd person *limited* (narrator is an outside observer) 3rd person *omniscient* (narrator knows how everyone feels/thinks)

ORDER	ELEMENT	DETAILS	SENSORY DETAILS	STRONG VERBS
	Problem/Conflict			
	Introduce Setting (time and place)			
	Introduce Main Characters			
	Main Event 1			
	Main Event 2			
	Main Event 3			
	Climax/M.V.P. (or problem solved)			
	Conclusion (or how it all ends)			

SHORT STORY TITLE:

THEME:

AT LEAST 6 "SENSORY DETAILS" (ADJECTIVES) UNDERLINED **BLUE**

AT LEAST 3 DIFFERENT SENTENCE STARTS UNDERLINED **PURPLE**

AT LEAST 5 STRONG VERBS UNDERLINED **RED**

AT LEAST 2 SOUND WORDS OR IDIOMS UNDERLINED **PINK**

AT LEAST 4 TIME CONNECTORS UNDERLINED **GREEN**

AT LEAST 1 SIMILE/METAPHOR UNDERLINED **ORANGE**

PROBLEM:

SETTING:

POINT OF VIEW: 1ST POV 3RD POV

1

2

3

4

5

6

7

8

9

10

(use additional sheet of notebook paper if needed)

PROOFREADING:



insert: add something



use period here



delete



close up this space



space needed



capitalize



lowercase



check spelling



switch these things

READY TO TYPE 1ST DRAFT? _____

(DO PEER CHECKS AFTER TYPING)

TYPE DRAFT FIRST, THEN COMPLETE PEER CHECKS 1 & 2

<p>DISCUSSION # 1 (SHARE WITH YOUR PEER)</p> <p><input type="checkbox"/> The setting of my story is...</p> <p><input type="checkbox"/> The main characters are...</p> <p><input type="checkbox"/> The fascinating problem/plot is...</p> <p><input type="checkbox"/> Some of the main events are...</p> <p><input type="checkbox"/> It ends with...</p> <p>Peer Signature: _____</p>	<p style="text-align: right;">DISCUSSION # 2 (FIRST READ THE STORY TO YOUR PEER)</p> <p><input type="checkbox"/> So far, what's your favorite part of the story? Why?</p> <p><input type="checkbox"/> What do you have a question about?</p> <p><input type="checkbox"/> What would you suggest I change or include? Why?</p> <p style="text-align: right;">Peer Signature: _____</p>																								
<div style="border: 2px solid black; border-radius: 50%; width: 80%; margin: 0 auto; padding: 10px; font-size: 24px; font-weight: bold;"> PEER CHECK #1 </div>																									
<p>DISCUSSION # 3 (FIRST PEER MUST READ YOUR STORY)</p> <p><input type="checkbox"/> Proofread and check for at least 6 sensory details (adjectives) in blue</p> <p><input type="checkbox"/> Proofread and check for at least 5 strong verbs in red</p> <p><input type="checkbox"/> Proofread and check for at least 4 time connectors in green</p> <p><input type="checkbox"/> Proofread and check for at least 3 different sentence starts in purple</p> <p><input type="checkbox"/> Proofread and check for at least 2 sound words or idioms in pink</p> <p><input type="checkbox"/> Proofread and check for at least 1 simile or metaphor in orange</p> <p>Peer Signature: _____</p>	<p style="text-align: right;">DISCUSSION # 4 (AFTER PEER READS YOUR STORY)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Introduction grabbed my attention</td> <td style="width: 33%;"><input type="checkbox"/> Yahoo!</td> <td style="width: 33%;"><input type="checkbox"/> Yeah</td> <td style="width: 33%;"><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> Main events offer great detail</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> Conclusion is strong/makes sense</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> Balanced dialogue vs. narrative</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> The story is 400-600 words</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> This writing is ready to publish</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> </table> <p style="text-align: right;">Peer Signature: _____</p>	<input type="checkbox"/> Introduction grabbed my attention	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> Main events offer great detail	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> Conclusion is strong/makes sense	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> Balanced dialogue vs. narrative	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> The story is 400-600 words	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> This writing is ready to publish	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes
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<p>DISCUSSION # 1 (SHARE WITH YOUR PEER)</p> <p><input type="checkbox"/> The setting of my story is...</p> <p><input type="checkbox"/> The main characters are...</p> <p><input type="checkbox"/> The fascinating problem/plot is...</p> <p><input type="checkbox"/> Some of the main events are...</p> <p><input type="checkbox"/> It ends with...</p> <p>Peer Signature: _____</p>	<p style="text-align: right;">DISCUSSION # 2 (FIRST READ THE STORY TO YOUR PEER)</p> <p><input type="checkbox"/> So far, what's your favorite part of the story? Why?</p> <p><input type="checkbox"/> What do you have a question about?</p> <p><input type="checkbox"/> What would you suggest I change or include? Why?</p> <p style="text-align: right;">Peer Signature: _____</p>																								
<div style="border: 2px solid black; border-radius: 50%; width: 80%; margin: 0 auto; padding: 10px; font-size: 24px; font-weight: bold;"> PEER CHECK #2 </div>																									
<p>DISCUSSION # 3 (FIRST PEER MUST READ YOUR STORY)</p> <p><input type="checkbox"/> Proofread and check for at least 6 sensory details (adjectives) in blue</p> <p><input type="checkbox"/> Proofread and check for at least 5 strong verbs in red</p> <p><input type="checkbox"/> Proofread and check for at least 4 time connectors in green</p> <p><input type="checkbox"/> Proofread and check for at least 3 different sentence starts in purple</p> <p><input type="checkbox"/> Proofread and check for at least 2 sound words or idioms in pink</p> <p><input type="checkbox"/> Proofread and check for at least 1 simile or metaphor in orange</p> <p>Peer Signature: _____</p>	<p style="text-align: right;">DISCUSSION # 4 (AFTER PEER READS YOUR STORY)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Introduction grabbed my attention</td> <td style="width: 33%;"><input type="checkbox"/> Yahoo!</td> <td style="width: 33%;"><input type="checkbox"/> Yeah</td> <td style="width: 33%;"><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> Main events offer great detail</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> Conclusion is strong/makes sense</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> Balanced dialogue vs. narrative</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> The story is 400-600 words</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> This writing is ready to publish</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> </table> <p style="text-align: right;">Peer Signature: _____</p>	<input type="checkbox"/> Introduction grabbed my attention	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> Main events offer great detail	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> Conclusion is strong/makes sense	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> Balanced dialogue vs. narrative	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> The story is 400-600 words	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> This writing is ready to publish	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes
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TEACHER APPROVAL TO PUBLISH FINAL DRAFT: _____

CYCLE 2 POETRY

A CINQUAIN POEM

KEYS TO THE CINQUAIN:

- Line 1:
One noun that is both the subject and title.
- Line 2:
Two adjectives describing the Line 1 noun.
- Line 3:
Three verbs with –ing that tell an action related to the Line 1 noun.
- Line 4:
Four words in a complete sentence that describe a feeling about the Line 1 noun.
- Line 5:
One word that means the same thing as the Line 1 noun.

EXAMPLE:

Beach

Sandy, salty

Swimming, playing, sunning

I love the beach.

Seashore

Cinquain Poem #1

Cinquain Poem #2

