

# Using Mentor Texts to Teach Craft Lessons

## Wemberly Worried By Kevin Henkes

| Craft  | Example  | Page              |
|--|--|-------------------|
| Repetition (to show major problem)                   | “worry, worry, worry”  | pg. 5, 10, 16, 20 |
| Repetition (to show she has lots of worry)           | “What....”   | pg. 18 – 19       |
| Elapsed time (uses white space to show elapsed time) | “Wemberly worried in the morning”<br>“She worried at night”<br>“And she worried throughout the day”        | pg. 4, 25, 26     |
| Voice (inner dialogue)                               | Throughout book  | Throughout book   |
| Show don’t tell (using font)                         | Smallest font – smaller worry<br>Biggest font – biggest worry  | pg. 18, 19, 21    |
| Lead and ending tied together                        | Wemberly worried about everything<br>Wemberly turned and smiled and waved. “I will,” she said. Don’t worry | pg. 1<br>pg. 29   |

## Chrysanthemum By Kevin Henkes

| Craft                                      | Example                            | Page                    |
|--|------------------------------------|-------------------------|
| Lead ties to ending                        |                                    | pg. 1 and pg. 29        |
| Author explanation (using parenthesis)     | (Macaroni and cheese with ketchup) | pg. 12, 19              |
| Sentence fluency (varied sentence lengths) | Throughout the book                | Throughout the book     |
| Repetition of her name (to show feeling)   | Throughout                         | Throughout              |
| Voice of the characters (using italics)    | Throughout                         | pg. 8, 9 and throughout |

## Chester’s Way By Kevin Henkes

| Craft   | Example   | Page            |
|---|---|-----------------|
| Bold type – place emphasis                    | CHESTER had his own way of doing things..., LILLY had her own way of doing things | pg. 1, 11       |
| Repetition (to show likeness)                 | Throughout book   | Throughout book |
| White spaces – to show elapsed time (seasons) | In spring, In fall.....   | pg. 8, 9, 26    |
| Ending - suspense                             | And then Victor moved into the neighborhood                                       | Last Page       |

Shelia Rae, The Brave  
By Kevin Henkes

| Craft                             | Example  | Page             |
|-----------------------------------|--|------------------|
| Repetition (show emphasis)        | She wasn't afraid of....<br>She stepped on every crack.....  | Throughout book  |
| Onomatopoeia                      | Snap, snap, snap   | pg. 13, 24       |
| White Spaces – elapsed time       | Throughout book  | Throughout book  |
| Lead and ending are tied together | Shelia Rae wasn't afraid of anything. "We both are," said Louise and they walked backwards into the house with their eyes closed | pg. 1, last page |

Jessica  
By Kevin Henkes

| Craft   | Example  | Page                 |
|---|--|----------------------|
| Show emotion (bold type)  | There is No Jessica!   | pg. 4, 10            |
| Elapsed time – uses white spaces  | Throughout book  | Throughout book      |
| Lead and ending match (tie story together)                                  | Ruthie Simms didn't have a dog. She didn't have a cat, or a brother, or a sister. But Jessica was the next best thing. | pg. 1, the last page |
| Long sentences & short sentences (varied sentence structure)                | Throughout book  | Throughout book      |
| Different font for dialogue (draws your attention to picture, to add voice) | Sleep tight, Jessica throughout book   | Throughout book      |
| Italicized word (to show emphasis)  | "It <u>is</u> ?" said Ruthie   | pg. 18               |

Lilly's Big Day  
By Kevin Henkes

| Craft                             | Example  | Page       |
|-----------------------------------|--|------------|
| Repetition to paint and picture   | Back and forth, back and forth                 | pg. 2, 8   |
| Dialogue                          | "Who are you.....<br>"Really?" said her father | pg. 4      |
| Ellipses                          | "He probably has a niece..."                   | pg 7, 11   |
| Author does not use page numbers  |  |            |
| Different font to express thought | You're not listening!                          | pg 12      |
| Bold text to show emphasis        | "Are you <u>really</u> sure you're sure?"      | pg. 15, 19 |

Lilly's Purple Plastic Purse  
By Kevin Henkes

| Craft                             | Example                    | Page                          |
|-----------------------------------|----------------------------|-------------------------------|
| Different font to express thought | Mine! For you!             | pg. 3                         |
| Dialogue throughout book          | "Wow," said Lilly          | pg. 4 – 5                     |
| Voice                             | "Wow!"                     | pg. 4 – 6 and throughout book |
| Alliteration (Onomatopoeia)       | Clicky-clicky-clack        | pg. 2                         |
| Repetition to show time           | She thought.....           | pg. 13                        |
| Alliteration                      | Curly, crunchy, and cheesy | pg. 5                         |

Butterfly House  
By Eve Bunting

| Craft   | Example                           | Page            |
|---|-----------------------------------|-----------------|
| Commas in a series – shows description of butterfly |                                   | No page numbers |
| Similes – butterflies to blossoms                   | “They float: drift like blossoms” | No page numbers |
| Personification                                     | “Kiss me” “Painted ladies”        | No page numbers |

Cheyenne Again  
By Eve Bunting

| Craft                             | Example   | Page   |
|-----------------------------------|---|--------|
| Lead – hooks reader               | One day he comes, The man who counts, says “A boy aged ten. He has to go!”              | pg. 5  |
| Sentence variation                | “This is the sleeping room.” They tell me at school. So bare a place. The beds in rows” | pg. 11 |
| Ending reflects back to the heart | “Cheyenne again”  |        |

The Memory String  
By Eve Bunting

| Craft  | Example   | Page             |
|--|---|------------------|
| Bit, by Bit stretching it out – small moment |   | pg. 7            |
| Onomatopoeia – show cat’s voice (ha!)        | “Yoww” , “Grrr”   | pg. 11, 31       |
| Visual imagery – paints picture              | “It turned the colors blurring...”  | pg. 14           |
| Similes – comparison to buttons falling      | “Scattering buttons like sunflower seeds<br>“Like a gift from a good fairy” | pg. 17<br>pg. 28 |
| Ellipses – show emotion                      | “Because....because”  | pg. 21           |

How Many Days to America  
By Eve Bunting

| Craft  | Example   | Page               |
|--|---|--------------------|
| Lead – Hooks audience  | “It was nice in our village till the night in October when the soldiers came” | Pages not numbered |
| Verbs – mental picture                                       | “Peered”  | Pages not numbered |
| Repetition – passage of time, importance of American freedom | America....America “How many days to America?”                                | Pages not numbered |
| Similes  | “Fear moved like a bad wind between us”                                       | Pages not numbered |

Fly Away Home  
By Eve Bunting

| Craft  | Example   | Page           |
|--|---|----------------|
| Similes - paint picture in reader's mind                     | "The were as loud as 2 moose bellowing"   | pg. 6          |
| Commas in a series - separate lists                          | "Passengers, pilots, flight attendants, ..."  | pg. 13, 14, 15 |
| Ending – remembering reflects back to the heart of the story | "Then I remember the bird. It took a while, but a door opened and when the bird if, when it flew free, I know it was singing" | pg. 32         |

Coming on Home Soon

By Jacqueline Woodson

| Craft   | Example  | Page  |
|---|--|---|
| Italics (to show dialogue of a person that is a memory to the author)           | Ada Ruth, she said. They're hiring colored women in Chicago since all the men are off fighting in the war.                         | Pages are not numbered first – and throughout the story |
| Repeating (to emphasize the love her mom has for her and that she will be o.k.) | I love you more than snow  | Repeated throughout the book                            |
| Spacing (to show the passage of time and coming on home soon)                   | Time passes (2 page spread of illustration to show the time)   | pg. 13 & 14   |
| Simple, concise and poetic text   | Outside, snow falls and somewhere there's my mama loving me more than rain. Loving me more than snow. Cleaning trains              | Last page in book                                       |
| Climax (to show the high point and things change after that)                    | Thank you, Lord, grandma whispers when he puts the letter with mama's beautiful cursive in her hand.                               | pg. 24  |
| Circular ending   | First 2 pages of text and the last page of text both show the love they shared and the fact that mother cleans trains is mentioned | First last pages  |

Our Gracie Aunt  
By Jacqueline Woodson

| Craft   | Example   | Page            |
|---|---|-----------------|
| Onomatopoeia (figurative language)                        | Click – clacking shoes  | pg. 3           |
| Dialogue  | Whole page full of dialogue   | pg. 3           |
| Punctuation changes the way readers read sentences        | “They have toys in foster care, Beebee?”  | pg. 5           |
| Repetition (shows Johnson's character)                    | Compliment shoes, compliment smile, Beebee's looks  | pg. 5, 7        |
| Show don't tell to convey emotions                        | “I folded my arms and frowned.”<br>“Beebee shrugged & stared out the window” “Beebee stuck out bottom lip and got quiet.” | pg. 12          |
| Voice, Style (the writer writes the way the child thinks) | “I couldn't believe it either. There was a tire on a rope....”me and Beebee”  | pg. 14, 24 & 25 |

We Had a Picnic This Sunday Past  
By Jacqueline Woodson

| Craft  | Example  | Page       |
|--|--|------------|
| Simile (comparison)                                  | Just as pretty as a day  | pg. 3      |
| Repeats – whispered (emphasis – hurtful information) | Then turning to me she whispered   | pg. 3      |
| Parenthesis (explanation)                            | (Paulette’s no relation – just my best friend)   | pg. 12     |
| Repeats – Hmph – (mood)                              | He thinks he is so cute. Hmph! Hmph, Grandma said, frowning. Hmph, me and Paulette echoed. | pg. 8 & 13 |
| Metaphor – Joseph to moon (comparison) pie           | Pie and Callie – Moon Pie is really Joseph   | pg. 15     |
| Simile (comparison)                                  | Eat like the devil   | pg. 18     |
| Bold text (emphasis)                                 | No time to bake, Martha said   | pg. 20     |

The Other Side  
By Jacqueline Woodson

| Craft         | Example               | Page  |
|---------------|-----------------------|-------|
| Dialogue      | “Don’t climb”         | pg. 2 |
| Transitions   | Once                  | pg. 5 |
| Transitions   | That summer           | pg. 7 |
| Repeats words | That summer That Girl |       |

Visiting Day  
By Jacqueline Woodson

| Craft                     | Example  | Page                |
|---------------------------|--|---------------------|
| Emphasize time            | VISITING DAY (All capitals) repeated                             | pg. 1 & 9           |
| Ellipses                  | Just for daddy and me smile                                      | pg. 1 & 3           |
| Dialogue                  | “Yeah! That pretty little girl of mine.”                         | pg. 7               |
| Repeats descriptive words | Patiently, quietly when sky is still pink                        | pg. 12, 15, 16, & 9 |
| Descriptive words         | Smiles good by, gone forever smiles, just for daddy and me smile | pg. 22 & 1          |
| Social issues             | All in the book  |                     |

John Henry  
By Julius Lester

| Craft   | Example   | Page                           |
|---|---|--------------------------------|
| Using onomatopoeia (helping readers visualize and hear what is happening)<br>Using capitalization to emphasize volume | The road crew planted dynamite all around the rock and set it off. KERBOOM<br>BLAMMITY – BLAMMITY BOOMBOOM<br>BANGBOOMBANG!!  | 8 <sup>th</sup> pg. with text  |
| Using a character’s dialect to display character traits and setting   | She said everybody saw Ferret-Faced Freddy ride by on his big white horse and they were <u>sho</u> ’ <u>nuf</u> moving.   | 5 <sup>th</sup> pg. with text  |
| Including similes to add description (adding style)   | That boulder shivered like you do on a cold winter morning when it looks like the school bus is never going to come.  | 9 <sup>th</sup> pg. with text  |
| Personification (adding figurative language for descriptiveness)  | That’s because he was so fast, the wind was out of breath trying to keep up with him.   | 6 <sup>th</sup> pg. with text  |
| Foreshadowing (set the reader up for the ending)  | The next morning all was still. The birds weren’t singing and the roosters weren’t crowing. ....On the other side was John Henry. Next to the mountain he didn’t look much bigger than a wish that wasn’t going to come true. | 13 <sup>th</sup> pg. with text |

An Angel for Solomon Singer  
By Cynthia Rylant

| Craft   | Example  | Page                  |
|---|--|-----------------------|
| Specific nouns sense of setting                                       | Columbus Ave. & Eighty-fifth St.   | pg. 1                 |
| Parentheses   | (He dreamed of beautiful balconies)  | pg. 3, 14,16, 17 & 26 |
| Name then use   | No porch swing for napping and no picture window for watching the birds  | pg. 3                 |
| Punctuation (commas and !)  | ...his walls a different color and, oh, what...purple wall would have made!  | pg. 4                 |
| Sentence variety  | -31 -14 -3 Solomon singer wandered   | pg. 6                 |
| Use of italics, use of colon, quote from a text, character is reading | ....there he read these words: The Westway Café – where all your dreams come true.   | pg. 12                |
| Simile – figurative language  | A voice quiet like Indiana pines in November   | pg. 14, 19, 20        |
| Commas – list parallel thoughts                                       | Waiter was glad to see him, glad to have him, and told him, “Come back again”  | pg. 16                |
| Commas – separate events without transition words                     | Rounding the corner off Columbus Ave., seeing the lighted window of the Westway Café, Solomon Singer, felt as he had as a boy, rounding the bend...        | pg. 22                |
| Metaphor – figurative language  | Conversational crickets  | pg. 28                |
| Flashback   | He was from the Midwest and liked to imagine he was, each day, making his way west, that someday he would be west, and so the name meant something to him. | pg. 12                |

Appalachia – the voices of sleeping birds  
By Cynthia Rylant

| Craft  | Example   | Page            |
|--|---|-----------------|
| Repeated lines/refrain                                   | The owners of these dogs... The owners of these good dogs....   | pg. 1 & 2       |
| Use of names for objects (detail) (immersion in culture) | Which most of them call “outhouses”   | pg. 9           |
| Descriptive detail of actions                            | In the summer...when canning is going on  | pg. 17          |
| Simile   | “Coal dust had settled on their walls like snow”  | pg. 3           |
| Comparing – creating a picture                           | Some are wood and some are brick. Some have real flowers in the pots on the porches and some have plastic ones... | pg. 7-9         |
| Topic and elaboration                                    | Every paragraph   | Throughout book |

Silver Packages  
By Cynthia Rylant

| Craft   | Example  | Page        |
|---|--|-------------|
| Establishing the setting in the beginning (Who? What? When? Where? Why? How?) | Whole first paragraph  | pg. 2       |
| Ellipses or language that slows down the story                                | "...out of breath, can't yell a thank you..."                                  | pg. 9       |
| Timeline strategy (to teach sequencing)                                       | Whole story  | Whole story |
| Progression (to tie back to plot)   | Refers back to each year at Christmas yet moves the story on.                  |             |
| Endings (circles back to main plot of story)                                  | A girl falls in the snow and the main character (Frank) now takes care of her. | Last page   |

Scarecrow  
By Cynthia Rylant

| Craft                                   | Example  | Page        |
|---|--|-------------|
| Repetition ( He has nothing of his own) | His hat is borrowed, his suit is borrowed, his hands are borrowed, even his head is borrowed.  | pg. 1       |
| Simile                                  | He has watched a spider work for hours making a web like lace.   | pg. 16      |
| Verb choice (show passing of seasons)   | The earth has rained and snowed and blossomed and wilted and yellowed and greened and vined itself all around him.   | pg. 17      |
| Repetition (He is always the same)      | So he doesn't mind that there is always a smile on his face or that his eyes are always open. He doesn't mind being up high. He doesn't mind staying there | pg. 23      |
| Ellipses....(To slow time)              | The scarecrow is thinking his long, slow thoughts...and soon, birds will be coming by.   | pg. 28 & 29 |

The Relatives Came  
By Cynthia Rylant

| Craft  | Example   | Page                      |
|--|---|---------------------------|
| Using long sentences                                     | The relatives weren't particular about beds, which was good sine there weren't any extras, so a few squeezed in with us and the rest slept on the floor, some with their arms thrown over the closest person, or some with an arm across one person and a leg across another. | (sleeping page)<br>pg. 15 |
| Connecting lead and ending                               | Same sentence used beginning and end... "They drove all day long and into the night, and while they traveled along they looked at the strange houses and different mountains and they thought about their almost...."   | pg. 6 & 24                |
| Repetition (to emphasize relatives coming from far away) | Repeated use of the word "Virginia" throughout selection.   | Throughout story          |

When I was Young in the Mountains  
By Cynthia Rylant

| Craft                              | Example   | Page |
|------------------------------------|---|------|
| Repetition (shows passage of time) | When I was young in the mountains, throughout             |      |
| Italics (onomatopoeia)             | A bobwhite whistled in the forest. <i>Bob-bob-bowite!</i> |      |
| Word choice (not fancy language)   | Throughout the story                                      |      |

Saturdays and Teacakes  
By Lester L. Laminack

| Craft  | Example   | Page             |
|--|---|------------------|
| Repetition (emphasizes the importance)         | Every Saturday  | Throughout book  |
| Repetition (to show movement)                  | Pedal, pedal, pedal   | pg. 3            |
| Ellipses (slows down time, struggle & effort)  | Pedal...pedal...p-e-d-a-a-l-l-l-l<br>One...two...three....                      | pg. 7<br>pg. 10  |
| Parenthesis (explains something to the reader) | (That's what mammaw calls the garage)<br>(that was she called her refrigerator) | pg. 12<br>pg. 18 |
| Simile   | Like a hungry dog   | pg. 16           |
| Onomatopoeia                                   | "Criiick-craaack-criiick-craaack"   | pg. 10           |

Jake's 100<sup>th</sup> Day of School  
By Lester Laminack

| Craft   | Example   | Page<br>(not numbered in book)        |
|---|---|---------------------------------------|
| Lead establishes setting  | Mr. Thompson's class was excited.<br>Tomorrow would be the 100 <sup>th</sup> day of school.   | First page                            |
| Repetition (word: hundred) (reason: importance of 100 <sup>th</sup> day to Jake –student) | A hundred buttons. A hundred marbles. A hundred rubber bands.<br>(continues to next page)   | pg. 10 (found through-out)            |
| Ellipses (foreshadowing prepares reader for next event)                                   | Jake was so excited about the 100th day that he rushed out the door to catch the school bus...but he left something very important at home.   | pg. 6                                 |
| Simile  | Jake stood like a statue and looked at her.   | pg. 12                                |
| Surprise ending (not a bed-to-bed story or expected ending)                               | The next day, Jake brought his picture book of 100 memories to share with the class. But, it wasn't the 100th day anymore. Now it was the 101 <sup>st</sup> day and that meant one more page...and a picture everyone remembered. | 2 <sup>nd</sup> to last and last page |

The Sunsets of Miss Olivia Wiggins  
By Lester Laminack

| Craft  | Example   | Page                                      |
|--|---|---|
| Lead and ending match continuity/flow  | “Miss Olivia Wiggins sits and looks at nothing and at everything, all at the same time.” “All the while, Miss Olivia Wiggins sat perfectly still, staring at nothing and at every thing, all at the same time.” | First page<br>Last page                   |
| Repetition of word to show how she used to be so busy and active – now just sits | Hands once strong...Hands that shelled peas...Hands that braided hair...Hands that loved. Now those hands are fragile, frozen, folded in her lap.   | First page                                |
| Strong verbs – shows active woman when younger                                   | Folded, milked, gathered, shelled, shucked, quilted, braided, soothed, loved  | First page                                |
| Ellipses – starting memories   | She began to think...<br>“ “ “ “  | pg. 2, 4 & 6                              |
| Flashback memories, childhood, birth of child, birthday party                    | She remembered.....<br>“ “ .....<br>“ “ .....   | pg. 3, 5 and every other page in the book |
| Italics – to show what Miss Olivia is thinking about, but not saying             | Whole paragraphs  | Every other page                          |

Trevor’s Wiggly-Wobbly Tooth  
By Lester Laminack

| Craft  | Example  | Page   |
|--|--|--|
| Lead and ending match shows continuity/flow                            | Everyone in Mr. Thompson’s first grade class had a missing tooth smile. And Trevor? Well, on Monday Trevor went to school with a missing tooth smile, two shiny quarters, and his wiggly-wobbly tooth in the tiny treasure chest | First page<br>Last page                              |
| Creative solution to the problem, surprise ending, humor/entertainment | When the taffy was made, everyone had a piece. Tillman bit into his taffy and pulled the other end. It stretched out a long way. Everyone laughed...When Trevor tried it something funny happened.                               | pg. 22   |
| Sequence/transitions... moves the story along                          | But on Monday,....<br>After school....<br>That evening....<br>On Tuesday....<br>On Wednesday...<br>That evening....<br>On Thursday....   | pg. 1<br>pg. 5<br>pg. 7<br>pg. 8<br>pg. 10<br>pg. 11 |
| Repetition for emphasis  | He wiggled his tooth....<br>He wiggled his tooth....<br>He wiggled his tooth....   | pg. 15   |
| Dialogue to set up the problem   | “How are you going to pull it out? Tillman asked. “But,” C.J. warned, “don’t let anyone try to pull it out with string on a door.”   | pg. 2  |

Goggles  
By Ezra Jack Keats

| Craft  | Example  | Page   |
|--|--|--|
| Focused moment                                       | Books is about finding goggles & being chased  | N/A  |
| Effective use of dialogue as a lead/creates interest | “Archie, look what I found,”   | pg. 2  |
| Varied sentence length (style, emphasis)             | Peter stuffed the goggles into his pocket & put up his fist. Archie gasped.  | pg. 6  |
| Strong verbs   | Peter <u>stuffed</u> the goggles in his pocket<br>Archie <u>gasped</u> .<br>...He was <u>knocked</u> to the ground.<br>He <u>sank</u> down as low as he could.<br>Peter <u>peeked</u> through the hole<br>Peter, Archie, and Willie crept out of the hideout | pg. 8<br>pg. 8<br>pg. 10<br>pg. 13<br>pg. 24<br>pg. 29 |

Whistle For Willie  
By Ezra Jack Keats

| Craft   | Example   | Page                           |
|---|---|--------------------------------|
| Repeats (shows passage of time)                         | So instead he began to turn himself around – around and around            | pg. 7                          |
| Uses ellipses (to show movement)                        | Down...and up...and up...and down...and around... and around.             | pg. 8 & 9                      |
| Uses figurative language                                | Quick as a wink   | pg. 10                         |
| Internal thinking, inner thoughts support and elaborate | “Wouldn’t it be funny if I whistled?”<br>Peter thought.                   | pg. 11                         |
| Hyphen (slow down reading passage of time)              | Peter tried again to whistle – but still he couldn’t.                     | pg 11                          |
| Use same tense (past tense)                             | “Stood” “blew” “were tired”   | pg.15 (throughout)             |
| Uses sequential story events for organization           | Went into his house and put on his father’s old hat....                   | pg 17 (throughout)             |
| Dialogue  | “I’ve come home early today dear. Is Peter here?”                         | pg 18                          |
| Circular beginning and ending                           | “Wished he could whistle” (lead)<br>He whistled all the way home (ending) | p. 5 Beginning<br>p. 31 Ending |

Peter’s Chair  
By Ezra Jack Keats

| Craft  | Example                        | Page          |
|--|--------------------------------|---------------|
| Focus/small moment   |                                |               |
| Sentence variety (voice)   | “My crib!”                     | pg. 10        |
| Effective use of dialogue  | “They didn’t paint that, yet!” | Throughout    |
| Repetition to show possessiveness and inner thoughts of jealousy | My chair, my crib, my cradle   | pg. 7, 9, & 5 |

The Snowy Day  
By Ezra Jack Keats

| Craft   | Example   | Page                |
|---|---|---------------------|
| Leads – action                                    | “One winter morning Peter woke up and looked out the window                         | pg. 2               |
| Onomatopoeia                                      | “Crunch, crunch, crunch, his feet sank into the snow”                               | pg. 5               |
| Repetition to show movement, effort, distance     | “He walked with his toes pointing out...<br>“He walked with his toes pointing in... | pg. 5 & 6           |
| Dashes – showing movement slowing down the reader | S-l-o-w-l-y   | pg. 7               |
| Repetition to show passage of time                | “And he thought and thought and thought about them”                                 | pg. 21              |
| Ending – matches lead (circular)                  | “But when he woke up his dream was gone. The snow was still everywhere.”            | pg. 26              |
| Logical progression (fluent)                      | Morning until night throughout the story.   | The whole book      |
| Relevant details                                  | All deals with things you do in snow – snow angels, slide down hill                 | Throughout the book |

By Ralph Fletcher

| Craft  | Example         | Page |
|--|-----------------|------|
| Poetry about a theme<br>(To show children that all their poetry could be on one subject) | Throughout book |      |

Hello Harvest Moon  
By Ralph Fletcher

| Craft   | Example   | Page   |
|---|---|--------|
| Personification (to give the moon human characteristics)      | With silent slippers it climbs the night stairs, lifting free of the treetops to start working its magic, staining earth and sky with a ghostly glow. | pg. 7  |
| Italics (to show the moon is the cue for the flowers to open) | It speaks to the moonflower--- <i>Now! Now!</i>   | pg. 21 |

Twilight Comes Twice  
By Ralph Fletcher

| Craft  | Example  | Page   |
|--|--|--------|
| Style – precise purposeful words (to be able to paint a picture in mind) | Streetlights flicker on in the deepening dusk.                 | pg. 14 |
| Style – tenses (author uses present tense throughout the book)           | A delivery truck leaves a bundle of newspapers on the sidewalk | pg. 29 |

Shortcut  
By Donald Crews

| Craft                                  | Example   | Page  |
|--|---|---|
| Small moment                           | Entire Book   | Entire book   |
| Ellipses to slow down time             | “We looked... We listened.”   | pg. 1   |
| Onomatopoeia                           | “Who”<br>“Klakity Klak”   | pg. 4, 6, 8, 10, 12, 13, 14, & 26<br>pg. 17 – 24 & 26 |
| Beginning matches ending               | “We decided to take the shortcut home.”<br>“And we didn’t take the shortcut again.” | pg. 1<br>pg. 27                                       |
| Repetition to emphasize the main point | “We should have....”  | pg. 2 & 3   |

Bigmama’s  
By Donald Crews

| Craft   | Example   | Page  |
|---|---|---|
| Lead and ending match - circular  | “Did you see her? Did you see Bigmama?”<br>“Some nights even now, I think that I might wake-up in the morning and be at Bigmama’s with the whole summer ahead of me.” | pg. 1<br>pg.30  |
| Naming specific items and landmarks to create a sense of setting and time period. | Sears Roebuck catalogs<br>Kerosene lamps<br>Wind-up record player<br>Well<br>Outhouse   | pg. 10<br>pg. 10<br>pg. 9<br>pg. 13<br>pg. 17             |
| Conventions – commas in a series  | “Mama, my sisters, my brother, and me.”   | pg. 1   |
| Meaningful dialogue   | “Did you see her?” “Did you see Bigmama?”<br>“Cottdale. Cottdale. Next station stop, Cottdale,” yelled the conductor to the nearly empty train.                       | pg. 1<br>pg. 2<br>other examples on pages: pg. 8, 13 & 24 |
| Convention: possessives   | Not that she was big, but she was <u>Mama’s</u><br><u>Mama</u>  | pg. 1<br>other examples pg. 8, 11, 16, & 30               |
| Ellipses  | How tall are you...is this you?”  | pg. 8   |
| Sequence to show a timeline, order of events                                      | Whole book  | pg. 1 - 30  |

Night at the Fair  
By Donald Crews

| Craft   | Example   | Page                                 |
|---|---|--------------------------------------|
| Repetition – emphasis on how many things to do                  | “so many...”  | pgs. 5, 7, 8                         |
| Words written in all capitals emphasizing emotions (excitement) | “RIDES”<br>“GIANT FERRIS WHEEL!”<br>“EVERYTHING!”<br>“WOW!” | pg. 10<br>pg. 19<br>pg. 19<br>pg. 20 |
| Lead-sets up setting  | “Nighttime is a great time to be at the fair.”              | pg. 3                                |
| Focus – the book stays focused on the fair                      | Whole Book  | pgs. 1 - 22                          |