

Part 1: Analyze a Student Model



Included in this lesson: R3.2, W1.2abc, W1.3 (p. 292), W1.6 (p. 293), W2.2abcd, W2.4abc, LS1.1 (p. 295), LS1.2 (p. 295)

Online

INTERACTIVE MODEL
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Billy Mayhew
Andrew Jackson Middle School

Uncle Edward

When my friends see me, they say, “Hey, Billy!” or “What’s happening?” They smile, and sometimes they pat me on the shoulder. When my uncle Edward sees me, he looks me straight in the eye and says, “William.” He says it without a smile. It’s as if he’s trying out the name for the first time and making sure it fits me. The way he greets me is just the way he always is—serious and in control.

Uncle Edward is a stern man in his sixties. He has wavy silver hair, which is the only soft-looking part of him. He stands as straight as a chimney. Even when Uncle Edward watches TV, he sits straight in his chair and never even leans back. His shirts feel as stiff as cardboard, and you’ll never catch him with his shirt untucked. In fact, he looks like a soldier, even though he was never in the military.

The way Uncle Edward stands and moves lets you know that he isn’t the kind of guy you call Eddie, or even Ed. All the people I know call him Edward, or else they call him Mr. Mayhew. I’m guessing he never got slapped on the back either. Probably the closest anyone came to doing that was giving him a good, firm handshake.

Uncle Edward has always been the kind of guy who makes the rules or makes sure that no one else breaks them. He used to be a foreman at McKinley Chemical in Lawson, so he got good at barking out orders. The workers there probably did everything he said, the minute he said it. He has the voice of a general, too. It’s loud and couldn’t be clearer. When he tells me what to do, it never sounds like maybe. For example, when Uncle Edward says to me, “Get me that book” or “Answer the door,” I always jump right up. I don’t ever wait to find out what would happen if I took my time.

KEY TRAITS IN ACTION

Introduction **identifies** the person and gives a **main impression** of him: he is serious and in control.

The highlighted **sensory details** show rather than tell what Uncle Edward is like. The **tone** is respectful without being stuffy.

Background information gives the reader interesting details about Uncle Edward.

No one in our family ever seems to go against what Uncle Edward says. He makes the decisions. When we're at the family picnic, if Uncle Edward says it's time to eat, it's time to eat. If he says it's time for the annual relay
30 race, then we start the annual relay race. Every Thanksgiving, we eat when Uncle Edward likes to eat, 4:00 sharp. My mom always says, "Oh, Billy, it doesn't really matter to us, but it matters to him."

Different **sentence lengths** keep the writing from sounding choppy or droning.

Although Uncle Edward is tough on the outside, he has a soft center just like my favorite candy bar. Nobody could tell that from his voice
35 or looks. Still, I know it's there **because** I can tell he wants me to come see him. **For example**, he always has my favorite cookies in the house, **but** he never eats any himself. He **also** always asks me about my life.

Transitions connect ideas and help make the overall **organization** clear.

He'll even smile if I tell him I got a good grade or a great hit at the last baseball game. When I leave, I know he's sorry to see me go. Even
40 though he might not show it, when he says "William," I think he really means "Good to see you, Billy."

The **conclusion** summarizes the description and presents a new way of looking at Uncle Edward.