

Teacher model from [Corbett Harrison](#)

Rough Draft:

Once my Dad ordered menudo at our favorite restaurant. Menudo is soup that has some pretty weird stuff in it. There was a pig's foot floating in his soup. There was also another kind of meat that he said was a cow's stomach. He ate it and thought it was great. I didn't even want to taste it.

Revised Draft:

One afternoon at a restaurant my father put down his menu and announced that he was ordering menudo.

"What's that?" I asked, looking for it in my menu.

Dad pointed and I read what it said. It didn't sound so bad. The menu called it a traditional Mexican soup in a spicy broth.

When it came though, I was horrified. There was a pig's foot floating in the reddish broth. There was also something in there that looked like a piece of coral.

When I asked what that was, my Dad replied, "Tripe." It turns out that tripe is cow's stomach. My father gobbled it down and thought it was delicious.

I refused to taste it even though he offered to let me. It made me so sick that I almost couldn't finish my tacos.

How did Ralph Fletcher's skills in his "Eating the World" chapter influence my revision?

Teacher model worksheet:

Rough Draft:

(Five or six simple and basic sentences that are competent but don't demonstrate skills from *Eating the World* you will have students analyze.)

Revised Draft:

(Ten or twelve sentences that tell your narrative and make use of Ralph Fletcher's imitate-able skills.)

How will you integrate these two models into your teaching process? If the other fifth grade teachers have created models too, can you find a way to use them all?