

Unit 3, Activity 1, Reading Response Prompts

ELA.6.9	Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres.
<p>How is the plot of this text similar to or different from another book you've read? Describe the primary setting of this text. How is the setting of this text similar to or different from another book you've read? How are the characters in this book similar to or different from those in other books you have read? Determine the theme of your book. How is the theme similar or different from another book you have read before?</p>	
ELA.6.11a	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events and steps in a process.
<p>Develop a timeline of events in your book. What are the five most important or significant events in your book at this point?</p>	
ELA.6.11b	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information.
<p>Summarize the most recent chapter of your book. Select one passage from your book. Paraphrase it.</p>	
ELA.6.11c	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and supporting details.
<p>Identify the main idea of the _____ (novel, chapter, or passage). Label the main idea as stated or implied. List supporting details in support of the main idea you identified.</p>	
ELA.6.11d	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas.
<p>How does the author use literary elements in this _____ (novel, chapter, or story)? Compare and contrast the use of two literary elements.</p>	
ELA.6.11e	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.
<p>As you read this _____ (novel, chapter, or passage), make a list of inferences you make. Identify the background knowledge you used to form each inference.</p>	
ELA.6.14	Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs).
<p>What was the author's purpose for writing (to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs, or a combination of these)? How do you know? Use evidence from the novel to support your choice.</p>	

Unit 3, Activity 3, Words in Context

Book: _____

date	word	sentence(s) from context, page number	definition	restatement	example	contrast	student-developed definition	understanding level + ? -

Unit 3, Activities 4 and 5, Writing Piece with Target Skills Planner

Standards, Benchmarks, Grade-Level Objectives

Instructional Decisions to Make before Beginning
Writing Unit:

Writing Genre:

Writing Mode: _____

Prewriting Technique(s) _____

Model(s) from Literature: _____

Student Model(s): _____

Organization Style: _____

Transition Type: _____

Graphic Organizer(s): _____

Focus: _____

Supporting Details: _____

Beginning Technique: _____

Ending Technique: _____

Composing Skill(s): _____

Literary Device(s): _____

Revision Focus(es): _____

Proofreading for: _____

Assessment with: _____

Unit 3, Activities 4 and 5, Writing Piece with Target Skills Planner, Example

Instructional Decisions to Make before Beginning

Standards, Benchmarks, Grade-Level

Objectives

ELA2-Benchmarks 1-6: Central Idea;
Purpose/Audience; Process; Genre Elements;
Literary Devices; Response to Texts/Life

ELA2-M3-1 Writing Process: Prewriting

ELA2-M6-1 Responding to Texts

EIA2-M1-9 Comparison/Contrast
EIA2-M1-7 Transitions: Comparison/Contrast

ELA2-M3-1 & 2: Graphic Organizers + Drafting
ELA2-M1-1: Central Idea; Clear Focus
ELA2-M1-6: Unity

ELA2-M1-5: Support & Elaboration; ELA2-;
ELA2-M4-3 Writes with Narrative Elements

ELA2-M1-2 & 3, Intro, Hook

ELA2-M1-4 Concluding Techniques

ELA2-5-2 Writing Dialogue

ELA2-M5-1 Using Figurative Language

ELA2-5-2 Writing Dialogue ELA2-M5-1 Using
Figurative Language

ELA3-M2-4 Punctuation & Capitalization:
Quotation Marks & Indenting

ELA3-M1 Legibility; ELA3-M3 Word Choices for
Writing & #-ELA-M5 Spelling

Writing Unit:

Writing Genre: Expository

Writing Mode: Comparison/Contrast

Prewriting Technique(s) Brainstorming
a List; Venn Diagram

Model(s) from Literature none

Student Model(s) John Schiffer's "The
Two Guys of Chicago"

Organization Style: Point-by-Point

Transition Type: comparison, contrast

Graphic Organizer(s): Venn diagram,
then outline

Focus: similarities and differences

Supporting Details: examples from the
text

Beginning Technique: Hook: snippet of
dialogue from historical fiction novel

Ending Technique: line from novel

Composing Skill(s): Using Dialogue with
Speaker Tags & Stage Directions

Literary Device(s): Exploding the
Moment; use of imagery

Revision Focus(es) Adding use of
Dialogue to Reveal Character

Proofreading for: Quotation Marks &
Indenting for Dialogue (quoted text)

Assessment with: LEAP/GEE rubric &/or
Expository Writing Rubric

Unit 3, Activity 5, Writing Record

Date(s)	Piece	Extended Time Frame			Shorter Time Frame			Audience
		research	reflection	revision	journal	text response	other	

Unit 3, Activity 6, Secondary Editing/Proofreading Checklist, EXAMPLE
Secondary Editing/Proofreading Checklist

Name _____

Period _____

Directions: For each corrected assignment, record title/description and number of errors you made in each area. ERROR Types																				
Title																				
Irregular Verbs																				
Possessive Pronoun Form																				
Appropriate Part of Speech to Enhance Writing [preposition, interjection]																				
Homophones																				
Word Endings																				
Word Omissions																				
Unnecessary Repetition																				
Spelling																				
Capitalization [Indicate companies, buildings, monuments, geographical names]																				
Comma Use [Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]																				
Colon Use (after salutation in business letters)																				
Hyphen/Dash Use [Indicate: to separate syllables of words, compound adjectives.]																				
Italics/Underlining																				
Legibility																				
Review from Previous Grades:																				
Sentence Fragments																				
Run-Ons																				
Varied Sentence Structure																				
Double Negatives																				
Subject-Verb Agreement																				
Consistent Verb Tense																				
Plurals																				
Pronoun Agreement																				
Capitalization [first, important words, titles, proper nouns, proper adjectives.]																				
End Marks																				
Apostrophe [contractions, possession]																				
Comma Use [Appositives; Adjectives; Intro. Phrase/Clause; Items in a Series, etc]																				
Quotation Marks/Dialogue																				
Indentation/Margins																				
Writing Development Focus:																				
Literary Devices [flashback, foreshadowing, imagery]																				

NOTE: DE = Daily Edit; ¶ = Practice Paragraph

Unit 3, Activity 6, Secondary Editing/Proofreading Checklist, EXAMPLE
Secondary Editing/Proofreading Checklist

Name _____

Period _____

Directions: For each corrected assignment, record title/description and number of errors you made in each area. ERROR Types	11/10	11/12	11/13	11/15	12/1	12/2	12/3	12/4		
								☺	☺	
Title										
Irregular Verbs										
Possessive Pronoun Form		✓		✓						
Appropriate Part of Speech to Enhance Writing [preposition, interjection]										
Homophones	✓									
Word Endings										
Word Omissions										
Unnecessary Repetition										
Spelling					✓					
Capitalization [Indicate companies, buildings, monuments, <u>geographical names</u>]	✓									
Comma Use [Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]										
Colon Use (after salutation in business letters)										
Hyphen/Dash Use [Indicate: to <u>separate syllables of words</u> compound adjectives.]	✓	✓								
Italics/Underlining										
Legibility										
Review from Previous Grades:										
Sentence Fragments										
Run-Ons										
Varied Sentence Structure										
Double Negatives										
Subject-Verb Agreement	✓	✓		✓						
Consistent Verb Tense										
Plurals										
Pronoun Agreement	✓									
Capitalization [first, important words, titles, proper nouns, proper adjectives.]										
End Marks										
Apostrophe [contractions, <u>possession</u>]		✓								
Comma Use [Appositives; Adjectives; Intro. Phrase/Clause; Items in a Series, etc]										
Quotation Marks/Dialogue										
Indentation/Margins										
Writing Development Focus:										
Literary Devices [flashback, foreshadowing, imagery]		✓		✓						

NOTE: DE = Daily Edit; ¶ = Practice Paragraph

Proofreading/Editing Strategies for Students



Try these proofreading strategies:

- 1) Read your own paper backward word by word.
- 2) Make an index card with a word-size hole in the center of it and move it over the page one word at a time, checking spelling and capitalization as you do.
- 3) Read the first sentence in your paper carefully. Put your left index finger over the punctuation mark that signals the end of that first sentence. Next, put your right index finger on the punctuation mark that ends the second sentence. Carefully read material between two of your fingers, looking for errors.

Then move your left index finger to the end of the second sentence and move your right index finger to the end of the third sentence and read carefully. Keep moving fingers until you have carefully examined every sentence in your paper.
- 4) Do any of these strategies for a peer.

Unit 3, Activity 8, Group Discussion Record

Our topic: _____ Group Members: _____

My role in discussion: _____

	Meeting one:	Meeting two:	Meeting three:	Meeting four:
Before this meeting, I have to...				
What is my goal this time?				
What is my deadline?				
What information do I have to share with my group this week?				
What questions do I have for my group members?				

Unit 3, Activity 11, Found Poem Rubric

NAME _____

DATE _____

TITLE: _____

FOUND POEM RUBRIC

CRITERIA:

1. Your found poem **emphasizes *your* thoughts and feelings** about this historical period.
0 2 4 6 8 10
2. Your found poem **consists of words and phrases** from **your chosen text**.
0 1 2 3 4 5
3. Your found poem shows **clear evidence of critical thinking** about this period of history.
0 1 2 3 4 5
4. Your found poem **shows rather than tells**.
0 1 2 3 4 5
5. Your found poem **creates one or more visual images**.
0 1 2 3 4 5
6. Your found poem **contains carefully chosen, exact, precise, and vivid word choices**.
0 1 2 3 4 5
7. Your found poem **uses the poetic device of repetition** to emphasize your most important images or ideas.
0 1 2 3 4 5
8. Your found poem **breaks most lines so each image stands on its own**.
0 1 2 3 4 5
9. Your found poem **has few errors in grammar, usage, mechanics, and legibility**.
0 1 2 3 4 5

FINAL SCORE = _____ POINTS OUT OF 50 POINTS

Found poetry is the rearrangement of words or phrases taken randomly from other sources (example: clipped newspaper headlines, bits of advertising copy, handwritten cards pulled from a hat) in a manner that gives the rearranged words a completely new meaning.

Unit 3, Activity 11, Creating a Metaphor

Creating a Metaphor

A metaphor is a comparison of two dissimilar things.

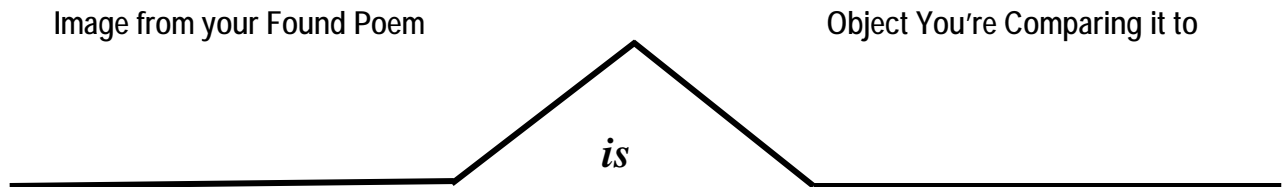
For what image in your Found Poem do you want to create a metaphor? (Name the person or object.)

How would you describe the person or object?

How does it make you feel?

What does it remind you of?

What object, emotion, or experience could you compare it to?



Now insert the sentence above into your Found Poem.

Unit 3; Activities 12, 13, and 14; T-Chart Graphic Organizer

T-Chart

Separating Fact from Fiction	
FACT (Historically Accurate Details)	FICTION (Make-believe Details)

Unit 3, Activity 12, Character Traits List

Character Traits

able	courageous	fresh
absent-minded	cowardly	friendly
active	creative	frustrated
adventurous	cross	fun-loving
affectionate	cruel	funny
afraid	curious	fussy
alert	dainty	generous
ambitious	dangerous	gentle
angry	daring	giving
annoyed	dark	gloomy
anxious	decisive	good
apologetic	demanding	graceful
arrogant	dependable	grateful
attentive	depressed	greedy
awkward	determined	grouchy
bad	devoted	grumpy
blue	diligent	guilty
boastful	disagreeable	handsome
bold	discouraged	happy
bored	dishonest	hard-working
bossy	disrespectful	harsh
brainy	doubtful	hateful
brave	dreamer	healthy
bright	dreamy	helpful
brilliant	dull	honest
busy	dutiful	hopeful
calm	eager	hopeless
carefree	easygoing	humble
careful	efficient	humorous
careless	embarrassed	ignorant
cautious	encouraging	imaginative
changeable	energetic	impatient
charitable	ethical	impolite
charming	evil	impulsive
cheerful	excited	inconsiderate
childish	expert	incorruptible
clever	fair	independent
clumsy	faithful	industrious
coarse	fancy	innocent
committed	fearful	intelligent
compassionate	fearless	inventive
conceited	fierce	involved
concerned	fighter	jealous
confident	foolish	jolly
confused	forgetful	joyful
considerate	forgiving	just
contented	fortunate	kind
cooperative	foul	kindly

Unit 3, Activity 12, Character Traits List

law-abiding	quick-tempered	suspicious
lazy	quiet	sweet
leader	rational	talented
light	reasonable	talkative
light-hearted	reckless	tall
lively	relaxed	thankful
lonely	reliable	thankless
loud	religious	thoughtful
lovable	reserved	thoughtless
loving	respectful	thrilling
loyal	responsible	timid
lucky	restless	tired
mature	rich	tireless
mean	rough	tolerant
messy	rowdy	touchy
mischievous	rude	tough
miserable	sad	trusting
moral	satisfied	trustworthy
mysterious	scared	truthful
nagging	secretive	ugly
naughty	self-centered	understanding
neat	self-confident	unfriendly
nervous	selfish	unhappy
nice	sensitive	unkind
noisy	sentimental	unselfish
obedient	serious	upset
obnoxious	sharp-witted	useful
old	shiftless	warm
organized	short	weak
outspoken	shrewd	wicked
patient	shy	wild
patriotic	silly	wise
peaceful	simple	withdrawn
picky	skillful	witty
pitiful	sly	worried
plain	smart	wrong-headed
playful	sneaky	young
pleasant	soft-hearted	zany
pleasing	sorry	
polite	spoiled	
poor	spunky	
popular	stern	
positive	stingy	
precise	strong	
pretty	strange	
prim	strict	
proper	stubborn	
proud	studious	
quarrelsome	successful	
quick	superstitious	

Biographical Sketch Rubric

Name _____	Date _____	Pd. _____
Writing a Biographical Sketch		
Title of Piece _____		
CRITERIA:		
Introduction		
The beginning presents a historical character's significant background facts.	0	1 2 3 4 5
The beginning makes clear the time and place that the character lived.	0	1 2 3 4 5
Body		
The main events of the character's life are organized in chronological order .	0	1 2 3 4 5
The body makes clear the person's important character traits .	0	1 2 3 4 5
The body uses appropriate examples as support for each character trait.	0	1 2 3 4 5
The point of view remains the same throughout the story.	0	1 2 3 4 5
Word choice and sentence construction are interesting and varied.	0	1 2 3 4 5
Conclusion		
The ending makes clear the important and lasting contributions of this person.	0	2 4 6 8 10
The paper is <i>relatively free of mistakes</i> in spelling, grammar, usage, and manuscript form {Use <u>spellcheck</u> ; <u>proofread</u> your work!}.	0	1 2 3 4 5
{Possible: 50 points x 2 = 100 points}	TOTAL _____ X 2 = _____	
Final Grade _____		

Unit 3, Activity 13, Details of Setting

Details of Setting Planner

Think like a writer of historical fiction. First, do your research!

Historical Period Researched: _____

Element of Setting	Detail(s)	Source of Information Author, Title, Publisher, Place of Publication, Copyright Date
Manner of Speech		
Jargon		
Slang/Vocabulary		
Clothing		
Vehicles/Transportation		
Money		
Tools		
Names		
Customs		
Manners		
Food and Drink		
Toys/Games		
Homes		
Jobs/Professions		
Education/Schooling		
Other:		

Unit 3, Activity 15, Six Basic Plots of Fiction

Six Basic Plots of Fiction

Six basic plots for most of all fiction have been used by all writers and may be used without fear of plagiarism. These may be used alone or in combination and form the basis of nearly all story conflicts for books, plays, movies, television programs, etc.

1. **Lost and Found** - Person or object is lost and recovered
Ex.: *The Incredible Journey* or *Home Alone*
2. **Character vs. Nature** - Character survives a natural calamity.
Ex.: *Jaws* or *Volcano*
3. **Character with a personal problem or goal** - Character solves problem, reaches goal, or changes attitude or feelings
Ex.: *Freckle Juice* or *Rudy* or *Rocky*
4. **Good Guys vs. Bad Guys** – Good guys usually win.
Ex.: *The Three Little Pigs* or most westerns
5. **Crime and Punishment or Mystery and Solution** - Character solves a mystery or crime, and the culprit is caught or punished
Ex.: *Law and Order* or *CSI: Miami*
6. **Boy meets Girl** - Problems or misunderstandings arise; characters resolve differences or clear up misunderstandings.
Ex.: *Romeo and Juliet* or *Snow White* or *Cinderella*

Complications of Plot: Building Suspense

The **conflict, goal, problem, or what the main character wants** should be set up in the first sentence, paragraph, page, or chapter, depending upon a story's length. If not **stated outright**, it should at least be **hinted at** very strongly. **Writers need to create tension** to keep their readers interested. Writers want their readers to wonder, "What happens next?" Writers do this in several ways:

1. **Time pressure** - The character has a limited amount of time in which to accomplish a goal or to solve a problem. Ex.: *Rumpelstiltskin*, or *Hansel and Gretel*
Other time pressures include:
 - Forces of nature** - tide coming in or impending storm, etc.
 - Deadline dates** - preparations, contest entry deadlines, athletic training for a specific contest, mortgage payment, bomb set to go off, harvest before the rain/frost, onset of winter, etc.
 - Arrival of holiday** - birthday or Christmas gifts to make, etc.
2. **Setbacks** - The **most important part of the plot** is the series of setbacks the main character faces in trying to resolve the conflict or in attaining the goal. In well-developed fiction, there are often three or more of them. The **series of setbacks** make up the middle of the story. The main character overcomes each successively more difficult setback - the last one in a grand way to a satisfactory close. Events or setbacks that might temporarily prevent characters from solving problems are:
 - **injuries**
 - **losses**
 - **misunderstandings**
 - **weather**
 - **mistakes**
 - **mishaps or accidents**
3. **Reader is in on a secret the character doesn't know** - Tension rises when the reader learns something through the narration that the character doesn't know. The reader becomes anxious for the character.
Ex. The saddle girth is frayed and about to break.
 A villain is hiding in the house. A trap has been laid.
4. **Anticipation of a Major Scene** - Characters set up the tension through their dialogue about the Big Event or through their warnings. They anticipate another character's arrival or action(s).

Story Map

Title of Book: _____

Author/Illustrator: _____

Main Character(s)
Setting (Where & When)
Main Character(s) Central Conflict (Problem)
Plot—Complications and Events Beginning 1. 2. 3. Middle 1. 2. 3. End 1. 2. 3. Resolution (How Problem is Solved)

Unit 3, Activities 15 and 16, Fiction Planner

Fiction Planner

Circle the basic plot(s) you plan to follow for this piece:

- Boy Meets Girl
- Lost & Found
- Good Guys vs. Bad Guys
- Character vs. Nature
- Character with a Problem or Goal
- Crime and Punishment/Mystery and Solution

CLIMAX

COMPLICATION

COMPLICATION

COMPLICATION

COMPLICATION

EXPOSITION

Theme/Moral of Story:

FALLING ACTION

RESOLUTION

RISING ACTION

Unit 3, Activity 17, Exploding the Moment

Narrative Beginnings

Personal Narrative Beginnings

Try one of these as a **hook** for your personal narrative!

- **Begin by showing the time and place of the setting.**
A brilliant golden sunrise was seen beyond deserted Lagoon Beach that morning, topped by a thin layer of pale pink fading into a purplish blue horizon.
- **Begin by using dialogue with stage directions between the characters involved,**
*“Brett, hurry up, Son!” shouted my mom, as I ran back into the house for my forgotten assignment.
“Aw, Mom, you worry too much,” I responded with unconcern, quickly grabbing the forgotten stack of papers from my cluttered desk.*
- **Begin by showing the first action in the series of events.**
In an old house in Paris that was covered with vines lived twelve little girls in two straight lines. [Madeleine by Ludwig Bemelmans]
- **Begin by asking a question.**
Have you ever done something you knew in your heart was foolish, but you just couldn't seem to resist?
- **Begin by showing the background noise(s).**
“Scritch, scratch. Scritch, scratch. Scritch, scratch.” The noise was coming from behind the refrigerator.
- **Begin with descriptive details about a main character (could be yourself).**
Mr. and Mrs. Dursley, of Number Four Privet Drive, were proud to say that they were perfectly normal, thank you very much. [Harry Potter and the Philosopher's Stone by J. K. Rowling]
- **Begin with a quotation of good advice you didn't follow that day.**
Andrew had expected London to be large. He had not expected it to be frightening. But as the green fields gave way to seemingly endless rows of small, mean houses, he began to feel uneasy. [The Case of the Baker Street Irregulars by Robert Newman]
- **Begin with, “It all began . . .”**
It all began with a drip . . .drip . . .drip. . . .
- **Begin with a hint of the outcome or personal meaning of the event.**
I had no idea that a stranger would soon enter my life and change it forever.

Unit 3, Activity 17, Exploding the Moment

Exploding the Moment - from Barry Lane's "After the End"

Exploding the moment is the concept of **showing the details of an event rather than just summarizing** the events. Students can understand the importance of exploding a moment in words if you read them two versions of the same incident and then ask them which is more powerful. (I promise, they'll know the right answer!) **Then have them look for places in their own drafts where they can explode a moment.**

"Sisters"

by Jan Wilson

Version 1:

I was so mad at my sister that I couldn't stand it. I grabbed the carton of milk from the table and dumped it right over her head. It went all over her and the floor. Her clothes were soaked. She was so shocked that she couldn't talk for a minute. Then she yelled for my dad. I knew I was in trouble now.

Version 2:

I watched myself begin this horrible deed. My hand seemed to suddenly have a will of its own. I picked up the milk carton, the spout was already open. My arm extended over Carol's head, tipping the carton. The liquid poured in a slow, steady, thick, unending stream down through her long, blonde hair, soaking the back of her clothes and dripping onto the floor. As the milk reached the floor, I shifted the spout to begin another long, milky journey down the front of her. It poured over her head, in her eyes, running in rivers down each side of her nose, converging on her chin, and splashing into her lap. Her food was soon awash and the milk poured over the edge and ran into her lap. And still I poured on. It was too late to stop now. The rapture of it all. Oh, sweet revenge!

Carol was shocked into absolute silence, her milk-washed eyes staring at me in total disbelief, almost uncomprehending. What had I done? I only meant to pour a little to scare her, and now it was all over --everywhere. Her chair was a four-legged island in the middle of a white pond in the kitchen floor. How could one quart of milk go so far? For a second or two, she didn't react, and I had a brief but fleeting prayer that she was stunned speechless. However, not for long.

"Daddeeeeeeeeeeeeeee!"

Unit 3, Activities 16, 17, and 18, Historical Fiction Rubric

Historical Fiction Rubric

Name _____ Date _____ Pd. _____

Writing a Historical Fiction Short Story

Title of Piece _____

CRITERIA: The essay will be evaluated on the basis of these criteria:

INTRODUCTION

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. The introduction uses an effective narrative beginning technique. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The beginning contains sufficient background information , including
a clear setting . | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The story quickly sets up the main character's problem or conflict . | 0 | 1 | 2 | 3 | 4 | 5 |

BODY (STORY AS A WHOLE)

- | | | | | | | |
|---|---|---|---|---|---|---|
| 4. The events of the story are arranged in chronological order and use transitions of time and place . | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. There are at least 3 historically accurate details of setting in the story
[Ex.: tools, clothing, foods, vehicles, manners, customs, jargon, toys, etc.] | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. All historically researched details have parenthetical citations within the text
and are correctly listed in the Works Cited page which follows. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. The story uses dialogue both to advance the plot , as well as to
reveal character . | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. The story uses at least two complicating incidents/events to
create dramatic tension. | 0 | 1 | 2 | 3 | 4 | 5 |

CONCLUSION


- | | | | | | | |
|--|---|---|---|---|---|---|
| 9. The story has a satisfying resolution that logically resolves the conflict . | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. The paper is relatively free of mistakes in spelling, grammar, usage,
mechanics, and manuscript form (Use spell-check; proofread!) | 0 | 1 | 2 | 3 | 4 | 5 |

50 possible points x 2= 100 final points

TOTAL EARNED _____ x 2 = Final Score _____

Unit 3, Activity 18, Editing Checklist

Editing Checklist

	Genre: _____ Title: _____
	Peer Reviewer: _____ Date: _____
	On this piece, you:
	Indented all paragraphs and indented for change of speakers
	Wrote in complete sentences (with no fragments or run-ons)
	Capitalized all sentences and proper nouns and adjectives
	Used end marks correctly at the ends of all sentences.
	Used periods correctly to end all abbreviations.
	Used main verbs that agreed with subjects in both person and number.
	Used verb tenses correctly throughout the piece.
	Used helping verbs correctly when needed.
	Formed all regular and irregular plurals correctly.
	Used articles (a, an, the) correctly.
	Used pronouns to refer to their antecedents correctly in number and gender.
	Spelled all homonyms correctly
	Used good transitions between sentences and paragraphs
	Used variety in sentence beginnings
	Used word choice that created images