

REVISION

Evaluator Identification & Preview

- Sign your name at the end of the essay.
- Review **objective** of the PROGRESS CHECK.
- Take 2 minutes to preview your peers writing and ideas.
 - Are the ideas easy to follow?
 - Do spelling and grammar errors take attention away from the ideas?

Basic Editing: Spelling & Punctuation

- **SPELLING:** Spelling errors must NOT distract reader from ideas. Circle misspelled words. Spell them correctly. Check for commonly misspelled words. For example:
 - then, than
 - Effect, affect,
 - its, it's
 - Their, there
 - To, too, two
- **MISSING WORDS:** Use a carat ^ to insert missing words.
- **CAPITALIZATION:** Beginning of sentences & proper nouns must be Capitalized. Underline letters that should/should not be capitalized twice.
- **PUNCTUATION:** Every sentence must end with a period or question mark. Commas will separate clauses accurately.
- **FRAGMENTS:** No incomplete sentences.
 - i.e. Wants to show that man is the “lowest” animal. Missing SUBJECT!
 - Comparing the earl and the anaconda. Missing Predicate.
- **RUN-ON's:** Look for long sentences that could be broken up into two complete sentences by adding punctuation or separating the clauses with commas.
- **QUOTATION MARKS** will mark the use of citations. For example, “I said that punctuation helps the reader follow the writer’s train of thought” (2).

Editing Focus: COMMA USAGE



ITEMS IN A SERIES

Rule 1: Use commas to separate items in a series.

Example:

- a. *All my cousins, aunts, and uncles came to our family reunion.*
- b. *The engine roared the wheels spun and a cloud of dust swirled behind the car.*

INDEPENDENT CLAUSES

Rule 2: Use a comma before FANBOY (for, and, nor, but, or, yet)

Example:

- a. *Hector pressed the button, and the engine started up.*
- b. *She would never argue nor would she complain to anyone.*

NONESSENTIAL CLAUSES AND PHRASES

Rule 3: Use commas to set off nonessential subordinate clauses and nonessential participial phrases.

Example: for non-essential **clauses**

- a. *Eileen Murray, who is at the top of her class, wants to go to medical school.*
- b. *Texas which has the most farms of any state in this country.*

Example: for nonessential **phrases**

- a. *Tim Ricardo, hoping to make the swim team, practiced every day.*
- b. *The Lord of the Rings written by J.R.R. Tolkien has been translated into many languages.*

INTRODUCTORY ELEMENTS

Rule 4: Use commas after introductory elements.

Example:

- a. MILD EXCLAMATION:
Why, you're Andy's brother, aren't you?
- b. INTRODUCTORY PARTICIPIAL PHRASE:
Switching on a flashlight, the ranger led the way down the caves.
- c. INTRODUCTORY PREPOSITIONAL PHRASE:
Near the door to the garage, you will find hooks for the car keys.
- d. INTRODUCTORY ADVERB CLAUSE:
After Andrews Segovia had played his last guitar concert, the audience applauded for more than fifteen minutes.

INTERRUPTERS

Rule 5: Use commas to set off elements that interrupt the sentence. This includes appositive phrases.

Example:

- a. *His guitar, according to him, once belonged to Bo Diddley.*
- b. *Mr. Gonzales my civics teacher encouraged me to enter my essay in the contest.*
- c. *Their new parrot, Mina, is very gentle.*

BASIC EDITING: Academic Style

- **No CONTRACTIONS:** spell out **don't, aren't, isn't, etc.**
- **No 2nd Person:** ~~Cross out~~ all **You's**. Suggest whether the writer should instead use: reader/s, individual/s, one, audience, Americans, etc.
- **No 1st Person:** ~~Cross out~~ all **I think/ believe**
- **No PAST TENSE VERBS** while analyzing the text. In literary analysis essays, all is happening while they are being read: **USE PRESENT TENSE ONLY!**
- **No PASSIVE VOICE:** Use active verbs to describe actions of text. For example:
 - **Passive:** Twain **is arguing** that man is the lowest animal.
 - **Active:** Twain **argues** that man is the lowest animal.

CLARITY & ORGANIZATION

- Circle areas that are unclear and confusing. *Suggest how these can be rewritten. This should include sentences that have the words “what” “why” “how”* these are usually too vague and do not answer their own question. (i.e. “...this shows how he felt.” or “this reveals what they went through.”)
- ~~Cross out~~ areas that are **repetitive** and **off topic**.
- **Check for subject verb agreement.** Do all verbs agree with their subject in number? For example.
 - The flock follow its leader. INCORRECT!
 - The flock follows its leader. CORRECT!

Paragraph Content

Topic Sentence: MUST directly answer the question. Does the student answer the question directly and accurately? Does the student introduce the text's title and author?

1. Highlight the topic sentence.
2. Circle Key Words Academic Terms required by task.
3. Underline the answer.

Introduction to evidence: MUST INTRODUCE DEVICES

1. Circle introduction to evidence.
2. Highlight key words/ Academic Terms.
3. Underline the answer.

Evidence: # each quote or citation used from the text to support answer provided by topic sentence.

Analysis: [What does the evidence/example **mean/signify/ denote/ indicate/ suggest**? What does the **evidence/example reveal/ prove/illustrate** about the overall topic?]

Commentary: Commentary reveals student insight and connections to the current relevance of the text's subject and ideas.

What does the score mean?

- 5: **ADVANCED** Keep doing what you are doing! Your work demonstrates reading comprehension, application of academic terms, sophisticated vocabulary, and critical thinking is evident through thorough analysis and insightful commentary. Additionally, your overall grammar, mechanics, and academic style is **FLAWLESS**. Ideas are interesting and easy to follow! **How do you want to keep challenging your writing?**
- 4: **PROFICIENT** Your work demonstrates reading comprehension, applications of academic terms, and thorough analysis **but still needs to shows more critical thinking through insightful commentary. *What do you think* about the points the author is making in the text you analyzed? Why? Can you make connections to the writers' ideas through contemporary events?**
- 3: **BASIC** Your work demonstrates reading comprehension and some application of academic terms, **but you need to work on incorporating specific evidence and explaining it through clear analysis and thoughtful commentary. There are also some problems with spelling and grammar.**
- 2: **BELOW BASIC:** You work demonstrates some reading comprehension of big ideas but **very little application of academic terms, use of specific evidence, analysis, or commentary. There are also problems with spelling and grammar.**
- 1: **FAR BELOW BASIC** You did not understand the prompt.