

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

# EXPOSITORY ESSAY Editing & Highlighting Checklist

<b>BIGSTUFF</b>	<b>CITATIONS</b>	<b>WEAK WORDS</b>	<b>FORMAT</b>
<p><b>HOOK</b> - light green</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exciting, interesting, wise (see Hook sheet)</li> <li><input type="checkbox"/> Not about specific topics from text</li> <li><input type="checkbox"/> 3-5 + lines, about 1/3 of intro. Paragraph</li> <li><input type="checkbox"/> NOT a quote from the text</li> </ul> <p><b>INTRODUCTION PARAGRAPH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mentions the story's title - grey</li> <li><input type="checkbox"/> Mentions the author's name - grey</li> <li><input type="checkbox"/> Correctly italicize or underline book's title</li> <li><input type="checkbox"/> 3-5 lines between the hook &amp; thesis statement</li> <li><input type="checkbox"/> Has a thesis statement -pink</li> </ul> <p><b>THESIS STATEMENT/PROPOSITION</b> - pink</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> At the end of intro. Paragraph</li> <li><input type="checkbox"/> Is usually only one sentence</li> <li><input type="checkbox"/> Is opinionated/arguable; not a fact</li> <li><input type="checkbox"/> Is a list of three topics</li> <li><input type="checkbox"/> The list is in parallel structure</li> </ul> <p><b>TOPIC SENTENCES</b> - light blue</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Each body paragraph has one</li> <li><input type="checkbox"/> is the 1st line of the paragraph</li> <li><input type="checkbox"/> Is opinionated/arguable; not a fact</li> <li><input type="checkbox"/> Doesn't sound just like the other topic sentences/doesn't sound repetitive</li> <li><input type="checkbox"/> Give reader a sense of what paragraph will cover</li> </ul> <p><b>CONCLUSION PARAGRAPH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Restates thesis statement - pink</li> <li><input type="checkbox"/> Brings back image of hook or circles back around to your hook - light purple</li> <li><input type="checkbox"/> Zooms out at the end to more universal ideas for all humanity</li> <li><input type="checkbox"/> Has a solid last line/call to action/essay comes full circle - yellow</li> </ul>	<p><b>USING QUOTES/PASSAGES/MULTI-SOURCES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes works cited (if necessary)</li> <li><input type="checkbox"/> Formats page #'s correctly - Ex: (15) - purple</li> <li><input type="checkbox"/> Use of other sources; identify where info. came from; explain fact/quote - orange</li> </ul> <p><b>FIND THE QUOTE THAT MATCHES YOURS &amp; MAKE SURE YOURS MATCHES.</b></p> <p>She says, "I'm going to think of it as a boarding house. A very peculiar summer boarding house." (710)</p> <p>At one point his mother asks, "You'll be all right, Peter? You're not afraid?" (98)</p> <p>"And now let's have the song, Father... please... The song is the whole thing!" (410)</p> <p>In Peter's own words, he is a "sort of lone wolf," completely different from his parents and the rest of his family." (54)</p> <p>Later in the play when Anne is fishing for compliments, "Margot's so good...sweet and bright and beautiful and I'm not," Peter would likely share his thoughts. (5)</p> <p>He inhabited, "the top floor of a warehouse and office building in Seattle, WA," (61) where he "used to have his business." (62)</p> <p><b>DELETE -- THESE -- NOW!</b></p> <p><b>FROM NEAR YOUR QUOTES/PASSAGES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In that quote</li> <li><input type="checkbox"/> This quote says</li> <li><input type="checkbox"/> This is a perfect example</li> <li><input type="checkbox"/> For example</li> <li><input type="checkbox"/> This is an example</li> </ul>	<p><b>DELETE FROM INTRODUCTION</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I'm going to talk about</li> <li><input type="checkbox"/> In this essay</li> <li><input type="checkbox"/> I will be explaining</li> <li><input type="checkbox"/> Have you ever...</li> <li><input type="checkbox"/> My topic is</li> <li><input type="checkbox"/> Don't start with yes/no question</li> <li><input type="checkbox"/> Imagine</li> </ul> <p><b>DELETE FROM ANYWHERE IN YOUR ESSAY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In the story/book/play/novel</li> <li><input type="checkbox"/> I/Me/My/Your/We/Our/Us</li> <li><input type="checkbox"/> EXCLAMATION POINTS!!! (one per essay)</li> <li><input type="checkbox"/> Well,</li> <li><input type="checkbox"/> Starting any sentences with "So," "And," or "But"</li> <li><input type="checkbox"/> I think</li> <li><input type="checkbox"/> I feel</li> <li><input type="checkbox"/> I believe</li> <li><input type="checkbox"/> In my opinion</li> </ul> <p><b>DELETE FROM TRANSITIONS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First/Firstly</li> <li><input type="checkbox"/> Second/Secondly</li> <li><input type="checkbox"/> Third/Thirdly</li> <li><input type="checkbox"/> Last/Lastly</li> <li><input type="checkbox"/> In conclusion</li> </ul> <p><b>DELETE FROM CONCLUSION</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> After reading my essay</li> <li><input type="checkbox"/> This story teaches us</li> <li><input type="checkbox"/> I recommend this story to</li> <li><input type="checkbox"/> Thank you for reading my essay</li> <li><input type="checkbox"/> As I said/stated</li> <li><input type="checkbox"/> As you can see</li> <li><input type="checkbox"/> All in all</li> <li><input type="checkbox"/> At the end of the day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 12 point type (including the title)</li> <li><input type="checkbox"/> Sanctioned font-(no crazy fonts)</li> <li><input type="checkbox"/> Double-spaced</li> <li><input type="checkbox"/> 5 paragraphs</li> <li><input type="checkbox"/> Each paragraph is indented</li> <li><input type="checkbox"/> Correct paper heading</li> <li><input type="checkbox"/> First/Last name</li> <li><input type="checkbox"/> Date</li> <li><input type="checkbox"/> Period</li> <li><input type="checkbox"/> Name of assignment/draft</li> <li><input type="checkbox"/> Title of essay (2 lines from paper heading; centered, bolded, &amp; underlined)</li> <li><input type="checkbox"/> SPELL CHECKED (new words on personal spelling list in workshop journal &amp; highlight in yellow)</li> </ul> <p><b>VOICE &amp; STYLE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No use of slang/Internet language in formal writing.</li> <li><input type="checkbox"/> Checked for confusing wording</li> <li><input type="checkbox"/> Checked for repeated words/phrases</li> <li><input type="checkbox"/> Uses a variety of sentence structure       <ul style="list-style-type: none"> <li>_____ # of simple sentences</li> <li>_____ # of compound sentences</li> <li>_____ # of complex sentences</li> <li>_____ # of compound/complex</li> </ul> </li> <li><input type="checkbox"/> Checked for repeated conjunctions for, and, nor, but, or, yet, so, because, since, while, although (or any of the others)</li> <li><input type="checkbox"/> Events in story should be in present tense</li> <li><input type="checkbox"/> I have read essay aloud to make sure words flow, make sense, &amp; catch errors</li> </ul> <p><b>TITLE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is interesting/creative/thematic</li> <li><input type="checkbox"/> Doesn't say type of essay</li> <li><input type="checkbox"/> Is 12 point type, centered, bold, <u>underlined</u></li> </ul>

I TURNED THIS IN (CHECK ONE):

GOOGLE CLASSROOM

PRINTED & ATTACHED

DATE: \_\_\_\_\_

TITLE OF ESSAY: \_\_\_\_\_

TITLE OF BOOK: \_\_\_\_\_

Peer edit - You (the writer) tell peer what you want from this edit by writing your request below (HINT: Consider the Standards & the requirements of the mode in which piece is written). The peer answers the sentence starters that will most support the writer's process and next draft of their writing. You may also use the rubric below to assess your peer's writing. Then, the two of you should discuss the comments so the writer understands what to do next.

Peer's name: \_\_\_\_\_ Date of edit: \_\_\_\_\_ per: \_\_\_\_\_

Questions	Responses
Writer: What specifically would you like your peer to edit?	
Peer: What Worked Well (WWW)?	
Peer: Even Better If...	
Peer: I noticed...	
Peer: I wondered...	

Home edit: Make use of the Highlighting/Editing Checklist/Requirements sheet to assist with comments & support for the writer. Have parent peruse the Standards as well. Have parental unit sign Editing Checklist to acknowledge that the editing has indeed occurred.

CCSS ELA - Literacy.W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELEMENTS OF ESSAY	DEVELOPING PROFICIENCY	CLOSE TO PROFICIENCY	PROFICIENT	HIGHLY PROFICIENT
Introductory Paragraph	There is no clear introduction of the main topic or structure of the paper. Does not include all of the necessary elements of an introductory paragraph.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. Does not include all the necessary elements of an introductory paragraph.	The introduction clearly states the thesis of the essay and previews the structure of the paper, but is not particularly inviting to the reader. Includes all necessary elements of an introductory paragraph.	The introduction is inviting, contains a thesis statement, and previews the structure of the essay. Includes all necessary elements of an introductory paragraph.
Body Paragraphs (organization)	Many details are not in a logical or expected order. There is little sense that the writing is organized. Supportive sentences do not clarify & explain the topic sentence. Outside sources are rarely used.	Some details are not in logical or expected order, and this distracts the reader. Supportive sentences do not always clarify and explain the topic sentences. Outside sources are rarely used.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes make the writing less interesting. Supportive sentences clarify and explain the topic sentence. Some outside sources are used to support.	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. Supportive sentences clarify and explain the topic sentence. Several outside sources are used to support.
Focus on Topic (content)	The main idea is not clear. There is a seemingly random collection of information.	Main idea is somewhat clear but there is a need for more supporting information.	Main idea is clear but the supporting information is general, and some references to outside sources are made.	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information, including quotes.
Conclusion	There is no clear conclusion, the paper just ends. Does not include all of the necessary elements of a closing paragraph.	The conclusion is recognizable, but does not tie up several loose ends. Does not include all the necessary elements of a closing paragraph.	The conclusion is recognizable and ties up almost all the loose ends. Includes all the necessary elements of a closing paragraph, including restating the thesis.	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." Includes all the necessary elements of a closing paragraph, including restating the thesis and includes a call to action.

CCSS ELA - Literacy.L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

DEVELOPING PROFICIENCY	CLOSE TO PROFICIENCY	PROFICIENT	HIGHLY PROFICIENT
<ul style="list-style-type: none"> <li>- Paragraphing may be irregular, absent, or too frequent. It makes the organizational structure of the paper difficult to follow.</li> <li>- Basic punctuation &amp; capitalization are left out or incorrect.</li> <li>- Grammar errors are very noticeable causing the reader to have trouble with the meaning.</li> <li>- Spelling errors are frequent, even on common words</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphing is inconsistent. Paragraphs sometimes run together or begin in the wrong places.</li> <li>- End-of-sentence punctuation is usually correct, but punctuation within sentences may be incorrect or missing.</li> <li>- Grammar mistakes are not severe enough to cause the reader not to understand the meaning.</li> <li>- Capitalization is generally correct.</li> <li>- Spelling is mostly correct.</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphing is appropriate for the writing piece &amp; make it easier to read.</li> <li>- Grammar is nearly always correct &amp; straightforward.</li> <li>- Capitalization is correct.</li> <li>- Almost all spelling is correct.</li> <li>- The writer makes standard, simple choices in punctuation. It neither distracts or add to the writing.</li> </ul>	<ul style="list-style-type: none"> <li>- The paragraphing is obvious &amp; makes the paper easy to read.</li> <li>- The writer uses correct grammar that make it easy for the reader to understand what is written. Variety add to level of complexity.</li> <li>- Capitalization is correct, &amp; punctuation is smooth &amp; helps the reader move from idea to idea w/o thinking about it.</li> <li>- Spelling is correct, even on difficult words.</li> <li>- Writer may make non-standard choices for stylistic effect.</li> </ul>