

The Writing Process

Drafting

Revising

Editing

Language

Note: The Writing Process: PreWriting and Planning was in last package

The Writing Process

Drafting – During Writing Process

The teacher helps students:

- Constantly evaluate the text in terms of purpose and audience.
- Remember the content and larger purpose of writing.
- Evaluate layout as appropriate to purpose, audience and the precise message.
- Think about pre-writing plan of how to start and end and about events and/or supporting information.
- Think about aspects of text such as coherence, clarity and voice.
- Generate and negotiate alternative words, phrases, and sentences.
- Select words for meaning that convey the message, create images, and enrich meaning.
- Consider ways to show rather than tell.
- Make decisions about conventions.



The Writing Process Revision – Making It Better

“The essence of writing is rewriting” William Zinseer in *Writers at Work*

What is revision?

Revision is a way of making a piece of writing better. Revising should make a piece of writing clearer and easier to read and understand. It should also make a piece more interesting or fun for the reader to read.

What do writer's look at when revising?

Content
Context established; context sustained Ideas and/or events appropriate for established context Content appropriate for audience Writing holds reader's interest Writing is creative/ original Interesting situation or problem Interesting events Use of specific details that are effective and relate to purpose Characters seem real Setting is vivid Information supports main ideas Ideas well developed Tone appropriate
Organization
Coherent order – logical, purposeful order of events Clear plan Paragraphs Introduction – purposeful, interesting Establishes events, characters, and/or setting Does the first sentence grab the reader's interest Unity – Connections and/or relationships among events, actions, details, characters evident Closure ties events/actions together Ending solves the problem
Style
Sentence structure Structure effectively and consistently controlled Varied type and length Beginnings varied Transitions apparent Dialogue natural, effective Vocabulary Words and expressions accurate and effective Imagery used Specific words/phrases that enrich Writing shows rather than tells Style relates to form Fluent, phrased reading

Revision Strategies

- 1. Use of exemplars to show and evaluate the difference between first and second drafts.**

Students need to have revision modeled and be exposed to a variety of writing examples to clearly understand the difference between first and second draft writing. Students need to understand that revising is not editing. Revising is not re-writing neatly and correcting conventions. Whenever using a new form, model revision of a first draft with students. Have students read first and second drafts and identify the differences. This can be done in pairs, small groups or as a class.

- 2. Teach revision strategies in mini-lessons.**

The mini-lessons should use short pieces. One to three paragraphs will keep the learning focus clear and simple. You can use first-draft student samples or teacher-generated samples.
Examples attached

- 3. Revising for specific criteria – student self- assessment and goal setting.**

Engaging students in the use of criteria and/or questions applied to their own writing.

Students complete self-evaluations and/or peer evaluations of writing assignments. In doing so, they will apply criteria appropriate to the purpose, audience and form of the writing. These will include matters of content, organization, diction and sentence structure. Evaluation moves on to include editing criteria related to conventional usage in their writing.

Examples attached

Finding Exemplars

A Caution

Since it is true that students own their own writing and their other performances, it is advisable to ask students and their parents for permission to collect exemplars. Furthermore, it is advisable to present "anonymous exemplars" to students. The following form may be useful:

Dear _____:

Please sign the attached permission slip so that I may employ the enclosed work sample written by your child as an instructional resource with other classes. Such samples are useful in instructing students about important curriculum expectations.

I have already received your child's permission to use the work sample to help other students learn. Please be assured that your child's work will be presented anonymously and that it will be honored as an instructional resource.

Current District expectations require parental approval for use of a student's work as an instructional resource.

If you have questions or concerns, you can call me at _____.

Sincerely,

Sources of Exemplars

While teachers can collect their own exemplars, they will find exemplars in several sources – newly authorized textual resources, achievement test documents, CAMP documents, Writing Sense (Harcourt Brace), Edmonton Public HLAT documents (annual).

Use of Exemplars For First And Second Drafts

1. Use a revision criteria checklist with the first draft exemplar. Students can discuss as a class, groups or in pairs. You may have students write a second draft prior to looking at the second draft exemplar, or the teacher can have the class examine the second draft exemplar immediately following discussion. Use the same checklist with the second draft exemplar and discuss differences.

2. Have students read a first and second draft exemplar. Have them discuss some or all of the following questions:

Was the introduction changed in the second draft? How? Why?

Did the writer add to or change any part of the format? How? Why?

Did the writer add to or change the content? How? Why?

Did the writer change sentence structure? How? Why?

Did the writer change vocabulary? How? Why?

Was the closure changed in the second draft? How? Why?

Did the organization or sequence change? How? Why?

Did the tone or voice change? How?

Grant Macewan Junior High School
1165-11A Avenue
Edmonton, AB

Ms. L. Mulley
System Analyst
Wesjave Engineering Ltd.
#510 – 752-8 Street North
Spruce Grove, AB

Dear Ms. Mulley:

My name is Jerry Michaels. Grant MacEwan Junior High is have a Science Fair. It will be on March 27, at 7:00 pm. It is the student counsel who is having the Science Fair. We would like you to be a judge.

When you get here you would go to the gym. It would be good if you got here at 6:45.

We will really appresiate your judging at the Science Fair.

The grade 7, 8 and 9 homerooms will have a couple projects. You will judge them. You can have some snacks when you are done your judging. We need to know if you are coming by March 13.

Yours truly,
Jerry Michaels

Grant Macewan Junior High School
11615 - 11A Avenue
Edmonton, AB
T2B 1K4
January 3, 1996

Ms. L. Mulley
System Analyst
Wesjave Engineering Ltd.
#510 - 752-8 Street North
Spruce Grove, AB
T3C 0R5

Dear Ms. Mulley:

It is my distinguished honour to invite you to be a honorary judge at our Science Fair. The Science Fair is being held by the student council at Grant MacEwan Junior High, and is on March 27, 1996 at 7:00 p.m.

Upon your arrival we please ask you to make your way to a gymnasium. We would greatly appreciate if you would be at the school around 6:45 p.m.

You will be judging the top 2 projects from each homeroom for grades 7, 8, and 9. For your greatly appreciated volunteering, we will be serving refreshments after the judging is completed. We ask that you please respond to the office by March 13, 1996.

We would be greatly honoured if you will be able to judge our Science Fair.

Respectfully yours,

Jerry Michaels

REVISION CRITERIA FOR BUSINESS LETTERS

- ____ 1. I have accurately noted the date on my letter. ☐ Yes ☐ No
- ____ 2. I have used a colon (not a comma) following the salutation (e.g., Dear Mr. Jones: or Dear Dr. Smith) . ☐ Yes ☐ No
- ____ 3. Without going into detail, my first paragraph builds background for the addressee, e.g., introduces the topic. ☐ Yes ☐ No
- ____ 4. My letter clearly indicates its purpose in the first paragraph. The purpose is to _____

- ____ 5. My letter focusses its first paragraph on purpose and the following paragraph(s) on important details related to the purpose.
☐ Yes ☐ No
- ____ 6. My letter clearly indicates the actions which I want the addressee to take. In my letter, I request the addressee to _____

- ____ 7. My letter includes all of the critical details related to the purpose and action requested. ☐ Yes ☐ No
- ____ 8. My words are specific. Particularly precise words are "_____",
"_____", and "_____".

- _____ 9. If my letter has been assigned, I have checked that **all** of the critical details in the assignment have been included. ☐ Yes ☐ No
- _____ 10. The letter's tone is appropriate considering my relationship to the addressee. ☐ Yes ☐ No
- _____ 11. I have included a good-will closing; e.g., "Thank you in advance for . . ."
☐ Yes ☐ No
- _____ 12. My letter includes a complimentary closing; e.g., "Sincerely", or "Yours truly". ☐ Yes ☐ No
- _____ 13. I have included precise and appropriate information related to my letter's purpose. ☐ Yes ☐ No
- _____ 14. My letter employs transition among its paragraphs by
use of transition expressions; brief reference
to a previous point.
- _____ 15. My sentence lengths are varied. ☐ Yes ☐ No
- _____ 16. I have varied the beginnings of my sentences. ☐ Yes ☐ No
An effective sentence is _____

- _____ 17. I have checked for errors in spelling and grammar/usage. ☐ Yes ☐ No
- _____ 18. My letter follows a standard business format. ☐ Yes ☐ No
- _____ 19. My envelope follows a standard business format. ☐ Yes ☐ No

**A COMPARATIVE EXPLORATION OF EXEMPLARS
AND STUDENT WRITING**

- I. Choose **two** exemplars of grade nine student writing.
- II. Answer each of the following questions:
 1. Which exemplar has the more interesting introduction? Why?
 2. Which exemplar is more effective in helping the reader visualize details? Cite examples to support your judgment.
 3. Which exemplar is more effective in its use of transition among paragraphs? Why?
 4. Which exemplar offers the better illustration of sentence variety? Why?
 5. Which exemplar offers the better illustration of precise and colourful vocabulary? Why?

C

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Achievement Criteria: GRADE EIGHT

- **audience appeal**
 - plan and shape writing for the particular effect it will have on the audience
- **content and planning**
 - build on indepth knowledge to develop the topic
 - select details carefully to create a dominant impression
- **vocabulary and usage**
 - make word choices that emphasize important ideas
 - include words or phrases that create an impression or mood
- **organization and clarity**
 - use a variety of transitional strategies to link ideas
 - delineate an introduction, body and ending in their writing
 - maintain purpose and point of view throughout
- **style and voice**
 - plan and shape ideas in order to create mood and tone
 - use literary techniques to create particular effects
- **sentence structure and grammar**
 - use a variety of simple, compound, and complex sentence structures to communicate effectively
- **mechanics: spelling, capitalization, punctuation**
 - compose writing in which the meaning is not obscured by errors in punctuation, spelling, capitalization
- **editing and revising**
 - show evidence of editing and revising to clarify and enhance meaning

Key: ✓ Sample shows evidence of this criteria.

○ No evidence of this criteria in sample.



GRADE 8: EXCELLENT

Performance Criteria: EXCELLENT

The writer fulfils the task and purposefully controls details and language to shape the writing.
The paper shows **overall unity** and artistry of communication.
The writing is focused, sustains the reader's interest, and **engages audience**.
The content is **imaginative**, memorable, and the topic is skillfully developed.
Vocabulary and usage are especially **well chosen** for the form and purpose.
The organization and style of the paper create a sense of voice **unique** to the writer.
Spelling, grammar, capitalization, and punctuation applications are **controlled** to enhance the impact of the writing; errors are hardly noticeable.

Achievement Criteria: GRADE EIGHT

- **audience appeal**
 - ✓ plan and shape writing for the particular effect it will have on the audience
- **content and planning**
 - ✓ build on indepth knowledge to develop the topic
 - ✓ select details carefully to create a dominant impression
- **vocabulary and usage**
 - ✓ make word choices that emphasize important ideas
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 - ✓ show evidence of editing and revising to clarify and enhance meaning

Key: ✓ Sample shows evidence of this criteria.

o No evidence of this criteria in sample.

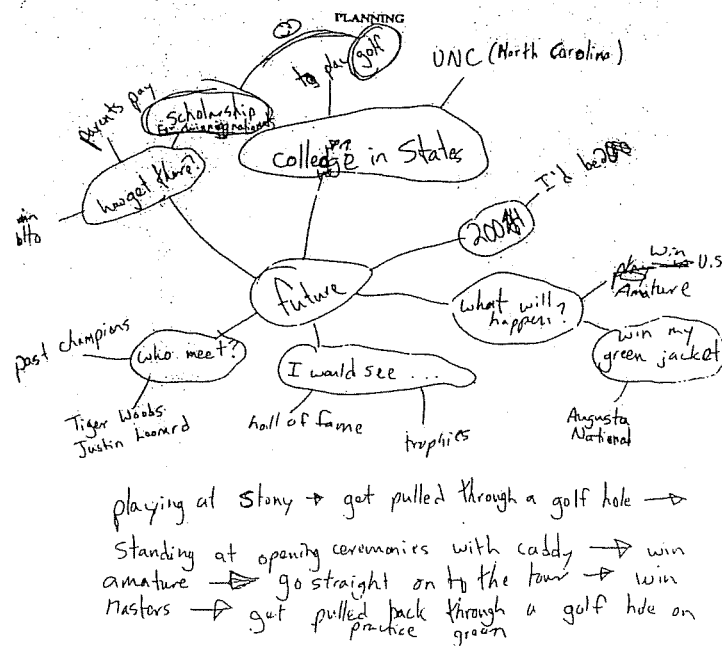
Observations – Applying Criteria to the Sample, *The Golfer*

This sample was judged *excellent* because the writer was able to sustain the reader's interest throughout by planning and shaping the writing carefully. All criteria at the *grade eight* level were met. The writer's enthusiasm for golf is evident to the reader because of the inclusion of rich description, and word choices that emphasize important ideas.

This writer may benefit from making the body of the story as impactful as the beginning and ending.

Sample of Student Work

Planning



Writing

I'm two down in the Junior stroke play final with 4 holes to play. The previous years defending champion is on a hot streak. I bend down to pick up the ball I just rolled in for par to half-split tie the whole when something grabs my index finger, then my hand, then my wrist, then my arm, then my whole body. I scream for help but nobody does listens. I look back up through the hole and see my opponent, his jaw slack, pointing at me. Where am I?

Someone grabs my shoulder and wishes me good luck. When I look around I see cameras, sports-casters, and lots of people. My clothes ~~were~~ are different, I'm wearing khaki pants and a Reebok golf shirt. "Let's go," a man says to me as if he has known me for years, "We tee off in fifteen." This man is wearing a caddie vest that says "Beil" on the back and "U.S. Amature" on the front. A women gives me my score card and I walk to the first tee. The leaderboard says that I'm ahead by four shots. Five hours later I win the U.S. Amature.

My parents tell me to go right on the tour. I'm so happy to see them in good health. My dad is proud of me an so is my mom, that I got here on a golf scholarship to the University of North Carolina.

Four months later, I'm paired with Tiger Woods and Justin Leonard in the 2004 Masters. I card a 261 for the current record. When I pick up a ball out of a hole on the practice green I got pulled back through time to the 14th green at Stony Plain Golf Club. I know my destiny. My opponent smiles smugly with his two shot lead, and I just smile right back. I'm a winner! I will prevail!

Student Input

How does this piece of writing compare to other writing you have done this year?
It is definitely worse, because I didn't have enough time to plan well.

What do you want me to look for when I read this piece of writing?
Look for my knowledge of golf jargon, my good use of my imagination, and my creativity.

If you could work further on this piece of writing, what would you do?
I would spend more time on describing event like my 2004 Masters.

GRADE 8: PROFICIENT

Performance Criteria: PROFICIENT

The writer fulfils the task and uses supportive details and effective language.
The paper reads smoothly and is clear and consistent throughout.
An awareness of audience is maintained throughout the writing.
The content is clear and there is effective development of the topic.
There is evidence of precise vocabulary and usage suitable for the form and purpose.
The organization of the paper is coherent and the voice and style is appropriate.
Spelling, grammar, capitalization, and punctuation applications are effective; errors are few and do not interfere with the writer's intended meaning.

Achievement Criteria: GRADE EIGHT

- **audience appeal**
 - ✓ plan and shape writing for the particular effect it will have on the audience
- **content and planning**
 - ✓ build on indepth knowledge to develop the topic
 - ✓ select details carefully to create a dominant impression
- **vocabulary and usage**
 - ✓ make word choices that emphasize important ideas
 - ✓ include words or phrases that create an impression or mood
- **organization and clarity**
 - use a variety of transitional strategies to link ideas
 - ✓ delineate an introduction, body and ending in their writing
 - ✓ maintain purpose and point of view throughout
- **style and voice**
 - ✓ plan and shape ideas in order to create mood and tone
 - ✓ use literary techniques to create particular effects
- **sentence structure and grammar**
 - ✓ use a variety of simple, compound, and complex sentence structures to communicate effectively
- **mechanics: spelling, capitalization, punctuation**
 - ✓ compose writing in which the meaning is not obscured by errors in punctuation, spelling, capitalization
- **editing and revising**
 - ✓ show evidence of editing and revising to clarify and enhance meaning

Key: ✓ Sample shows evidence of this criteria.

○ No evidence of this criteria in sample.

Observations – Applying Criteria to the Sample, *Camping with Mom*

This sample was judged *proficient* because the writer builds on topical knowledge and personal experiences to elaborate on ideas. Most criteria at the *grade eight* level were met. The writer selects details carefully to create a dominant impression and deliberately creates particular effects through dialogue, word choice and punctuation.

This writer may benefit from working on using a variety of transitional strategies to link ideas.

Sample of Student Work

Planning

travel to past
when my mom
was my age

girl doesn't want to
go camping, but her
mom makes her.

setting

camping in the mountains
travel back to the 60's.

Writing

"Oh come on Mom. I don't want to go this weekend," I whined.

"When I was your age I was always so excited when my parents were taking me on a camping trip. You should be grateful to have parents who will take you on a camping trip," my mom said angrily. I just sighed and went to my room. I bet she was, I thought sarcastically. My dad once told me that when my mom was fourteen she hated going places with her parents, but my mom denied it, and made me go anyway. So once everything was packed up we all squeezed into the truck and headed for the mountains. Once we got there my mom forced me to go on a hike rather than sit and play my Gameboy. It was freezing so we decided to go explore inside a cave where there wasn't as much wind. We stepped inside and I lost my balance and fell into a dark hole pulling my mom down with me.

When we regained consciousness after a horrible fall, I had no idea where we were. My mom and I looked up to see a teenage girl wearing hippie clothes and talking on the phone. She didn't seem to see or hear my mom or me. She was complaining to someone "Oh, I hate my parents! they're forcing me to go on a trip to Ontario. I have better things to do than that! I swear, I'll never do that to my kids when I'm a mother." My mom looked at me and said "That's me when I was your age. I forgot all about that. I'm sorry I made you come along if you didn't want to." The hippie girl hung up and went to her closet. She shoved a bunch of clothes in a bag and we followed as she climbed out her window. My mom said "I've seen enough. I've learned my lesson and I want to go back now. The rest of the story is that I ran away that night and slept in a ditch. I never want that to happen to you. Let's go home." We jumped out the window. When we regained consciousness we were back at the campsite. My mom never made me go on a trip that I didn't want to go on again.

Student Input

How does this piece of writing compare to other writing you have done this year?

It is shorter than others and it doesn't have as much details.

What do you want me to look for when I read this piece of writing?

sentences, spelling and punctuation.

If you could work further on this piece of writing, what would you do?

I would have taken more time to add details about characters and setting.

GRADE 8: ADEQUATE

Performance Criteria: ADEQUATE

The writer addresses the task and uses sufficient details and some language control.
The paper generally reads smoothly but may have a few awkward parts.
An awareness of audience is conveyed but may not be sustained throughout.
The content is appropriate and topic development is satisfactory.
There is evidence of generally suitable vocabulary and usage for the form and purpose.
The organization of the paper is logical but may ramble.
Spelling, grammar, capitalization, and punctuation applications are uncomplicated;
errors are evident but do not significantly interfere with the writer's intended meaning.

Achievement Criteria: GRADE EIGHT

- **audience appeal**
 - ✓ plan and shape writing for the particular effect it will have on the audience
- **content and planning**
 - ✓ build on indepth knowledge to develop the topic
 - ✓ select details carefully to create a dominant impression
- **vocabulary and usage**
 - ✓ make word choices that emphasize important ideas
 - ✓ include words or phrases that create an impression or mood
- **organization and clarity**
 - ✓ use a variety of transitional strategies to link ideas
 - ✓ delineate an introduction, body and ending in their writing
 - ✓ maintain purpose and point of view throughout
- **style and voice**
 - ✓ plan and shape ideas in order to create mood and tone
 - use literary techniques to create particular effects
- **sentence structure and grammar**
 - use a variety of simple, compound, and complex sentence structures to communicate effectively
- **mechanics: spelling, capitalization, punctuation**
 - ✓ compose writing in which the meaning is not obscured by errors in punctuation, spelling, capitalization
- **editing and revising**
 - ✓ show evidence of editing and revising to clarify and enhance meaning

Key: ✓ Sample shows evidence of this criteria.

○ No evidence of this criteria in sample.

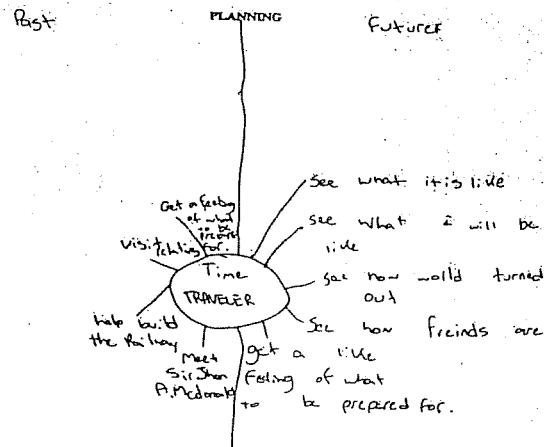
Observations – Applying Criteria to the Sample, *Dr. Philope's Time Machine*

This sample was judged *adequate* because the writer essentially addresses the task and demonstrates some elements of cohesiveness. Many criteria at the *grade eight* level were met. Word choices reflect an awareness of creating an effect for the reader. Use of dialogue to link ideas contributes to the cohesiveness of the piece.

This writer may benefit from working on using a variety of sentence structures to communicate effectively.

Sample of Student Work

Planning



Writing

Dr. Philope's Time Machine

I was just sitting here in my small 2 room apartment, when I opened up a recent issue of Time Magazine and found an article that read "Time Traveling." "Should it be allowed or not?"

I sat there thinking, and when I carried on reading it said "Dr. Philope Wruck has just invented a time machine that enables you to go a head or back in time!"

"Oh yeah!" I said in an excited voice. "This is going to be awesome."

When I finished reading the article I found out he lived just two apartments down from me, and it only costed \$100.00 to try it out for 24 hours. I pulled myself together and ran two his apartment. I knocked twice.

"What do ya want" a voice said from behind the door. "I want to try out the time machine!" I replied. "Well come on in." Philope responded.

I walked in his apartment, it was cold, sorta creepy, over in the corner was the machine. It was of fair size with lots of lights and buttons. "Where do ya wanta go?" Philope said. "Around the early 1800's" I replied. "What ever you want, here ya go!" There was a blinding light and it was really hot. But I took it.

When I got out of the both or time machine there were two men standing ther planning the way for the railway. I said "I wouldn't go that way if I where you!" One of the men turned around and said "Est que tu vas?" I replied "Oh your french and I better go!"

I continued walking down a path when I came to a small village. There was a statue of a man in the middle of town square. He sort of looked like a guy I saw in social class but I couldn't remember his name.

I met a young man name tarrence at a small pot/pan shop in the market and he showed me around. He took me to his house on the farm and I met his family. He had a mom, dad, and seven sisters and two brothers. I looked at my watch and it said 20 minutes left. I told terrance I had to go but he wouldn't let me. All of a sudden every thing went black and I woke up in L.A class with Mr. Sawchyn standing over top of me saying "Wake up and get to work."

Student Input

How does this piece of writing compare to other writing you have done this year?

[Blank]

What do you want me to look for when I read this piece of writing?

[Blank]

If you could work further on this piece of writing, what would you do?

[Blank]

GRADE 8: LIMITED

Performance Criteria: LIMITED

The writer addresses the task to some degree and demonstrates minimal language control.
The paper is awkward to read.
A consideration of audience may be vague.
The content and topic development is sketchy.
Vocabulary and usage choices are within a narrow range.
There is evidence of difficulty in organizing ideas.
Spelling, grammar, capitalization, and punctuation applications are inconsistent; errors may interfere with the writer's intended meaning.

Achievement Criteria: GRADE EIGHT

- **audience appeal**
 - plan and shape writing for the particular effect it will have on the audience
- **content and planning**
 - build on indepth knowledge to develop the topic
 - select details carefully to create a dominant impression
- **vocabulary and usage**
 - make word choices that emphasize important ideas
 - include words or phrases that create an impression or mood
- **organization and clarity**
 - use a variety of transitional strategies to link ideas
 - ✓ delineate an introduction, body and ending in their writing
 - ✓ maintain purpose and point of view throughout
- **style and voice**
 - ✓ plan and shape ideas in order to create mood and tone
 - ✓ use literary techniques to create particular effects
- **sentence structure and grammar**
 - ✓ use a variety of simple, compound, and complex sentence structures to communicate effectively
- **mechanics: spelling, capitalization, punctuation**
 - ✓ compose writing in which the meaning is not obscured by errors in punctuation, spelling, capitalization
- **editing and revising**
 - ✓ show evidence of editing and revising to clarify and enhance meaning

Key: ✓ Sample shows evidence of this criteria.

○ No evidence of this criteria in sample.

Observations – Applying Criteria to the Sample, *The Year 2050*

This sample was judged *limited* because the writer addresses the task to some degree, and also demonstrates some development of the topic. Some criteria at the *grade eight* level were met. The writer presents a rationale for travelling to the future or the past. The mood and tone are reflective of this. The account is simplistic, with some degree of logic apparent.

This writer may be ready to work on sentence variety and use of transitions. The writer could also work on making word choices that emphasize important ideas.

Sample of Student Work

Planning

- people have different views on what time travel is.
- ages 12-14
- go to the future (2050)
- see how Canada has progressed
- what we could do now to stop bad things in the future.

Writing

I think time travel could be looked at through many different views. Some people might not want to go in to the past, because it could alter the present. I think I would want to travel into the future, to the year 2050. I would read the newspapers, watch the news and see what Canada has become. I would not go and see family or friends that had in 1998 because it might not be what I would want to see. I would simply just want to find out what my country has become. This is mainly because in 1998, I could try and prevent bad things that will happen in the future.

I would not go into the past unless I was certain that I would not change the present. For my own interest, I would go see the dinosaurs. People make many assumptions on what the dinosaurs were like, but I would know what they were like.

If I could, these would be my choices for time travel because to me, these things are interesting.

Student Input

How does this piece of writing compare to other writing you have done this year?

This wasn't a made-up story-I would really do these things.

What do you want me to look for when I read this piece of writing?

my ideas

If you could work further on this piece of writing, what would you do?

Brainstorm some more and make it in to a short story.

LEARNING FROM EXEMPLARS OF WRITING PART I

You will be working with two versions of the same story, written by the same student writer. One version is the student's original story. The other has been altered to help you learn about effective writing. The versions have been marked "A" and "B".

Instructions

After you read both versions of the story, answer the following questions. Your teacher may ask you to work alone or in a small group. Use the numbers marked on the two versions of the story to answer the following questions.

1. An effective ending often presents a surprising twist or emphasizes the idea suggested by the story. Which does so better? Why?

Version A Ending	Version B Ending
Which ending is better? Why?	

2. An effective story often presents the feelings of a character. Which story better shows the character's feelings in the marked section? Why?

--

3. Look at the sentences in the sections that have been marked with a "3". Copy the two examples of sentences which begin with a subject and two which are complete but begin differently. Which work better? Why?

Two sentences which begin with a subject:

1.

2.

Two complete sentences which begin differently:

1.

2.

Which work better in the story? Why?

4. Three words have been altered in one of the versions. These occur in sections marked with a "4". Which work better to help the reader visualize and to sense feelings or emotions?

a. " _____ " is more effective than " _____ " because

b. " _____ " is more effective than " _____ " because

c. " _____ " is more effective than " _____ " because

5. From your learning in this exercise, indicate one goal for your own story writing:

GOAL:

6. Review the preferred version of the story and suggest ONE helpful revision that would make the story even better.

Suggested Revision –

Reason --

CREAK-BANG-THUD

Version A

4 I could hear owls taunting me to enter the old house. After a minute of reflection, I decided to go in.

2 [As I opened the door, a wave of foul smelling odors reached my nose. From my pocket I produced a nose clip which I quickly put on. Suddenly, I heard the floor creak. I stood in horror because a huge crack was coming towards me. When it reached me, the ground beneath me shattered with a bang.

3 4 As I fell aimlessly, I could feel the walls closing in on me. Before I knew it, I was on the amazingly soft floor with a thud. I felt around for my knapsack. Fear spread through my body when I realized it wasn't there. Fear changed to reality when my knapsack landed on my head. I picked it up, reached in and took out a flashlight. As I turned it on, I realized why the floor was so soft. It was pure gold dust. When I looked around I saw a treasure chest. Then I realized I had no way out, until I saw the trap door. I stuffed my pockets with gold and silver, opened the trap door and ran like crazy until I arrived home.

/ I will never have to ask for an allowance again!!!!

Grade 6 Student

CREAK-BANG-THUD

Version B

4 I could hear owls calling me to enter the old house. After a minute of reflection, I decided to go in.

2 [As I opened the door, a wave of foul smelling odors reached my nose. From my pocket I produced a nose clip which I quickly put on. Suddenly, I heard a noise from the floor. I stood still because a huge crack was coming towards me. When it reached me, the ground beneath me shattered with a bang.

3 4 I fell aimlessly, I could feel the walls closing in on me. Before I knew it, I was on the amazingly soft floor with a surprise. I felt around for my knapsack. Fear spread through my body when I realized it wasn't there. Fear changed to reality when my knapsack landed on my head. I picked it up, reached in and took out a flashlight. I turned it on. I realized why the floor was so soft. It was pure gold dust. When I looked around I saw a treasure chest. Then I realized I had no way out, until I saw the trap door. I filled my pockets with gold and silver, opened the trap door and ran like crazy until I arrived home.

/ It was truly an exciting adventure!!!!!!!!!!

Grade 6 Student

THE SURVIVAL NEEDS OF BABYSITTING

Version A

It was the Friday afternoon right after having the wondrous last day of school before Christmas holidays. The house was silent as everyone relaxed for the first time in a long while, but little did we know that one of us was soon to be driven into babysitting for the GRIBLEY GANG!!!!!!

The Gribley Gang were four living terrors of the earth, one four, one five, one seven, and one eight. All of them happened to be boys. They earned their names when Mrs. Barton, a relative, was sent to the funny farm after spending one day with the four kids while their parents were at a convention on how to control your children.

4 Anyway, we were all sitting quietly in our living room when the silence was broken by the ringing of the
4 phone. My mother got it on the second ring. We listened so we could hear who it was. I was furthest
4 away so I had to rely on the others. My brother's face looked shocked and his eyes bugged out. He then
2 ran to the bedroom and locked the door. He had heard something frightening, so I listened carefully to try
2 to hear what it was. Just then my mother called out, "Who wants to baby sit for the Gribleys?" I was afraid
and tried to flee but my mother caught me by the shoulder and, after a short struggle, forced me to take the
deadly task.

"When will it be?" I sighed.

"In an hour and a half," she replied. I almost died. An hour and a half, I thought, I'll barely have time to get my things together! I quickly went to my bedroom and unpinned a list from the bulletin board. My other friends had visited the Gribley household and took notes on handy items to help me with babysitting the Gang if I ever ended up in that fatal position. I started getting the requirements ready.

1. One large backpack to keep everything in.
2. One padlock to keep the gang out of the bag.
3. A bullwhip and chair (chair will be provided at house).
4. Knee, shoulder and shin pads.
5. First Aid.
6. Preserves (in case the little monsters contaminate the ones there).
7. 50 feet of nylon rope and chain to tie the little animals to their bed.
8. Something to use as a shield (I grabbed an old cupboard door).
9. Tool kit (the terrorists might loosen a few pipes).
10. Homework (optional, you might not get the convicts tied down in time).

3 I had all the things on the list packed up in the backpack. I wrote my will in case tonight would be my last, and stood by the phone in dire hope that Mrs. Gribley would phone and cancel.

3 The doorbell rang. I knew it was over. I paid my condolences to my family and left. Only my skill and my will to live would decide my fate. I hoped that all would end well as I closed the car door and entered the
/ Gribley home.

Grade 7 Student

THE SURVIVAL NEEDS OF BABYSITTING

Version B

It was the Friday afternoon right after having the wondrous last day of school before Christmas holidays. The house was silent as everyone relaxed for the first time in a long while, but little did we know that one of us was soon to be driven into babysitting for the GRIBLEY GANG!!!!!!

The Gribley Gang were four living terrors of the earth, one four, one five, one seven, and one eight. All of them happened to be boys. They earned their names when Mrs. Barton, a relative, was sent to the funny farm after spending one day with the four kids while their parents were at a convention on how to control your children.

- 4 Anyway, we were all sitting quietly in our living room when the silence was broken by the ringing of the phone. My mother got it on the second ring. We all perked up our ears so we could hear who it was. I was 4 furthest away so I had to rely on the others. My brother's face froze and his eyes bugged out. He then 4 dashed to the bedroom and locked the door. He had heard something frightening, so I listened carefully to try to hear what it was. Just then my mother called out, "Who wants to baby sit for the Gribleys?" I 2 shrieked and tried to flee but my mother caught me by the shoulder and, after a short struggle, forced me to take the deadly task.

"When will it be?" I sighed.

"In an hour and a half," she replied. I almost died. An hour and a half, I thought, I'll barely have time to get my things together! I quickly went to my bedroom and unpinned a list from the bulletin board. My other friends had visited the Gribley household and took notes on handy items to help me with babysitting the Gang if I ever ended up in that fatal position. I started getting the requirements ready.

1. One large backpack to keep everything in.
2. One padlock to keep the gang out of the bag.
3. A bullwhip and chair (chair will be provided at house).
4. Knee, shoulder and shin pads.
5. First Aid.
6. Preserves (in case the little monsters contaminate the ones there).
7. 50 feet of nylon rope and chain to tie the little animals to their bed.
8. Something to use as a shield (I grabbed an old cupboard door).
9. Tool kit (the terrorists might loosen a few pipes).
10. Homework (optional, you might not get the convicts tied down in time).

- 3 After I had all the things on the list packed up in the backpack, I wrote my will in case tonight would be my last, and stood by the phone in dire hope that Mrs. Gribley would phone and cancel.

- 3 When the doorbell rang, I knew it was over. I paid my condolences to my family and left. Only my skill and my will to live would decide my fate.

"I pray that I have what it takes," I thought as I closed the car door to destiny.

-) "I only hope!"

Grade 7 Student

PRINCIPAL'S OFFICE

Version A

Billy Smith sat in his fourth grade class and pondered the mysteries of life. "I wonder how many dots there are on the ceiling," Billy wondered.

- 4 Billy started his slow counting. He could hear the drone of the teacher's voice in the background when suddenly the intercom blared on. "Miss Scalding?" inquired the voice from the intercom.

"Yes," Miss Scalding replied.

"This is Principal Skinner. Is Billy Smith there?"

- 4 "Yes, he is," Miss Scalding said while glaring at Billy from over her horn-rimmed glasses.

"Could you please send him down to my office immediately?" the principal asked.

- 4 Billy could feel the hairs on the back of his neck stand up as Miss Scalding said that he would be right down. "Run along, Billy," Miss Scalding commanded.

- 3 "On, great!" Billy thought to himself as he left his quiet classroom. "What did I do this time? Could Principal Skinner somehow have found out about the gum I put on Jim's locker? I hope that's not it. If it is, he will probably stuff me in a small cart with no food or water and ship me to Bangkok where I will have to serve Emperor Ching-Chayden for the rest of my life!"

- 3 "But maybe he found out about the 'Kick Me' sign I put on Richard's back. If that's it, he will probably stake me to an anthill in the middle of the desert, baste me in honey and watch the ants eat me alive!" Sweat started to trickle down the back of Billy's neck as he thought these horrible thoughts.

- 2 ["If the principal found out about the initials I scratched into the cafeteria table I would really get it," Billy worried. He would probably strap me to the roof of his car and drive around really fast until I threw up. Then he would Velcro me to the wall. Then after all that, he would probably put me on a leash and walk me through the park like a dog until my shoes are worn through!"

Billy rounded a corner, and there he was.... at the DOOR OF DOOM! ... the principal's office. Billy slowly pushed open the door to the office and was confronted by the ultimate of horrors, the principal.

"Billy," the principal said gruffly and gestured to a small chair across from his desk. Billy sat down and waited for his death.

"Billy," the principal started, "I've called you in here to ask you why you got such a low mark on your last creative writing story."

Billy was so relieved that he almost wet his pants. "I won't have to be a slave to some old emperor!" Billy thought. "I won't be staked to an anthill! I won't be velcroed to the wall! Life is great!"

"Well, Billy?" the principal asked.

- | "Er..umm...I guess it's because I don't have much imagination," Billy answered calmly.

PRINCIPAL'S OFFICE
Version B

Billy Smith sat in his fourth grade class and pondered the mysteries of life. "I wonder how many dots there are on the ceiling," Billy wondered.

- 4 Billy started his slow counting. He could hear the sound of the teacher's voice in the background when suddenly the intercom blared on. "Miss Scalding?" inquired the voice from the intercom.

"Yes," Miss Scalding replied.

"This is Principal Skinner. Is Billy Smith there?"

- 4 "Yes, he is," Miss Scalding said while looking at Billy from over her horn-rimmed glasses.

"Could you please send him down to my office immediately?" the principal asked.

- 4 Billy could feel the hairs on the back of his neck stand up as Miss Scalding said that he would be right down. "Run along, Billy," Miss Scalding said.

- 3 "On, great!" Billy thought to himself as he left his quiet classroom. "What did I do this time? Could Principal Skinner somehow have found out about the gum I put on Jim's locker? I hope that's not it. He will probably stuff me in a small cart with no food or water and ship me to Bangkok where I will have to serve Emperor Ching-Chayden for the rest of my life!"

- 3 "But maybe he found out about the 'Kick Me' sign I put on Richard's back. He will probably stake me to an anthill in the middle of the desert, baste me in honey and watch the ants eat me alive!" Sweat started to trickle down the back of Billy's neck as he thought these horrible thoughts.

- 2 ["If the principal found out about the initials I scratched into the cafeteria table I would really get it," Billy worried. He would probably get mad at me and give me a lecture and make me stay after school.

Billy rounded a corner, and there he was.... at the DOOR OF DOOM! ...the principal's office. Billy slowly pushed open the door to the office and was confronted by the ultimate of horrors, the principal.

"Billy," the principal said gruffly and gestured to a small chair across from his desk. Billy sat down and waited for his death.

"Billy," the principal started, "I've called you in here to ask you why you got such a low mark on your last creative writing story."

Billy was so relieved that he almost wet his pants. "I won't have to be a slave to some old emperor!" Billy thought. "I won't be staked to an anthill! I won't get a lecture and stay after school! Life is great!"

"Well, Billy?" the principal asked.

- / "Er..umm...I guess it's because I didn't try hard enough," Billy answered calmly.

Grade 8 Student

THE DARK THAT COMES BEFORE
Version A

2 (When I wake up, it is dark. I wait for my eyes to get used to it. They do not. I can't see a thing.

My mother's voice is soft and nearby. "Where am I?" I ask. "Where are you?" She takes my hand.

"You're in the hospital. Try to remember." Then I do. I feel the flames; the heat like a nightmare returns.

"Yes, I remember." I say. It is hard to speak. "What's wrong with my eyes? Why can't I see?" I think I know the answer. I hear her crying.

4 "The damage to her cornea is too severe." The doctor's words are clear but not harshly spoken. "Further operations would be useless." They think that I cannot hear, that I am asleep.

4 My mother tells me later. She whispers, as though my ears are glass. "The doctor says
3 that he doesn't know. He thinks you might be able to see. But not now. Later." Her words are a cushion. They do not break my fall. I have already hit the ground.

4 The doctor uses skin grafts to fix my face. My mother tells me that I am beautiful and that I have always been beautiful. I can feel the scars.

3 I am now allowed to get out of bed. I am alone. I sit at the window. The sun is warm on my face.

I talk to my mom. She is silent for long periods of time, withdrawn. Then she will start to say something – about the weather. It is always a nice day, even if I know that it has been raining. I decide that it is time to say what has been unsaid for too long. "I'm blind," I say. Nothing. And then she is crying again.

She comes in. It is getting late. She sits down. "They have dogs, you know, for blind people."

| I hadn't thought about pets.

Grade 9 Student

THE DARK THAT COMES BEFORE
Version B

2(When I wake up, I think that it is night. I wait for my eyes to take in the blackness, for the forms of objects to define themselves. They do not. There are no forms, no blurred outlines. I think that I am dead.

My mother's voice is soft and nearby. "Where am I?" I ask. "Where are you?" She takes my hand.

"You're in the hospital. Try to remember." Then I do. I feel the flames; the heat like a nightmare returns.

"Yes, I remember." I say. It is hard to speak. "What's wrong with my eyes? Why can't I see?" I think I know the answer. I hear her crying.

4 "The damage to her cornea is too severe." The doctor's words are direct, but not harshly spoken. "Further operations would be useless." They think that I cannot hear, that I am asleep.

4 My mother tells me later. She whispers, as though my ears are fragile glass. "The doctor says that he doesn't know. He thinks you might be able to see. But not now. Later."

3 Although her words are a cushion, they do not break my fall. I have already hit the ground.

4 The doctor uses skin grafts to reconstruct my face. My mother tells me that I am beautiful and that I have always been beautiful. I can feel the scars.

3 I am now allowed to get out of bed. When I am alone, I sit at the window. The sun is warm on my face.

I talk to my mom. She is silent for long periods of time, withdrawn. Then she will start to say something – about the weather. It is always a nice day, even if I know that it has been raining. I decide that it is time to say what has been unsaid for too long. "I'm blind," I say. Nothing. And then she is crying again.

She comes in. It is getting late. She sits down. "They have dogs, you know, for blind people."

| "Yes, I know," I reply.

LEARNING FROM EXEMPLARS OF WRITING - PART II

You will be working with two versions of a story written by a student in your grade level. Version "A" has two words omitted, two sentences changed, and the ending sentence omitted. Version "B" is the story as written by the student. Before you examine "Version B", answer the following questions to learn more about effective vocabulary, sentences and endings. Once you have completed your work, examine the student writer's original story. Whose choices were better?

1. The two omitted words are marked with a 1a and 1b. Insert words which are colourful and effective.

1. a. _____

1. b. _____

2. Note the sentences marked 2a and 2b and bracketed. Combine the sentences correctly and effectively to show how the ideas are connected.

2a

2b

3. Compose a final sentence which emphasizes the main idea and/or presents a surprising twist.
4. Review the preferred version of the story and suggest ONE helpful revision that would make the story even better.

Suggested Revision –

Reason –



WHITE WATER ADVENTURE
Version A

"Dad! It's too high!"

But my voice drowned in the 1a _____ sound of the enormous rapids. Straining, I forced myself to paddle to reach my destination safely. The paddles seemed to be

1b _____ by the power of the might waves.

I looked back at my dad with pleading eyes, but only saw a frustrated figure paddling vigorously trying to steer the kayak to safety. My face was frozen with fear; I was out of control. The kayak collided with an enormous boulder, plunging my father and me into the icy, cold water. I heard the threatening roar of the waves as they rocketed against the barren cliff face. 2a (I felt myself being hurled under the overpowering waves. I gasped for air. My body was swaying helplessly in the waves.) My head crashed into a boulder. I fell unconscious.

2b (I woke. I was in a daze.) I saw a blurred figure of my father standing over me. My dad carried me to our car. 3. _____

Grade 6 Student

WHITE WATER ADVENTURE
Version B

"Dad! It's too high!"

But my voice drowned in the thrashing sound of the enormous rapids. Straining, I forced myself to paddle to reach my destination safely. The paddles seemed to be hypnotized by the power of the might waves.

I looked back at my dad with pleading eyes, but only saw a frustrated figure paddling vigorously trying to steer the kayak to safety. My face was frozen with fear; I was out of control. The kayak collided with an enormous boulder, plunging my father and me into the icy, cold water. I heard the threatening roar of the waves as they rocketed against the barren cliff face. I gasped for air. As I felt myself being hurled under the overpowering waves, my body was swaying helplessly in the waves. My head crashed into a boulder. I fell unconscious.

When I woke, I was in a daze. I saw a blurred figure of my father standing over me. My dad carried me to our car.

Grade 6 Student

WHERE'S MY MOTHER?

Version A

If there's one thing in the world that I really object to, it would have to be going shopping with my mother. Shopping with my sister is bad enough, but going shopping with my mother is even worse. I can't stand the way that she has to look in every store. It's always, "Just one more store, Shawn", even if the mall is closing!

But that's not the worst of it. 2a (This part I hate the most. My mother makes me try something on in the change room. I come out. She has wandered off to the other side of the store!)

This reminds me of just a few days ago when my mother and I decided that I needed a new pair of jeans. As it turned out, we went to Mark's Work Wearhouse because they usually have the best selection. Of course, to see what size fit me, I had to try some on.

After I had managed to 1a _____ my way into a pair, I decided that I had better go out and show my mother that if I was planning to buy these jeans, we should buy a good belt, and go to an alterations shop and have about two feet taken off the legs as well. Besides, my mom always likes me to show her things that I try on, just so she can offer her own opinions on how they fit me.

As I said before, coming out of the changeroom is the part I 1b _____ the most. And sure enough, my mother had left me alone again this time, and had meandered off to the other side of the store. No matter how many times I ask her not to do that, she always does.

2b (I searched the aisles. I embarrassed myself in the process. I eventually found her somewhere in another department amusing herself among the Mountain Gear jackets.) Looking completely and utterly ridiculous, I waddled my way up to her. When I say waddled, I mean that I must have looked pretty stupid when my mom saw me, because I was using one hand to support myself on the clothing shelves so I wouldn't fall over, while the other hand was being used to hold up the pants. Actually, the hand was doing nothing at all. Since there was still about a foot of pant leg dragging behind me, I can't really say that my hand was holding my pants up.

As you can see, dealing with situations like these without getting totally and profoundly embarrassed, requires a good deal of skill and pride.

When my mother and I finally got into the car to come home, I explained to her how I really disliked it when I had to look all over the store for her. She said she understood, and that it would never happen again. 3. _____

WHERE'S MY MOTHER?

Version B

If there's one thing in the world that I really object to, it would have to be going shopping with my mother. Shopping with my sister is bad enough, but going shopping with my mother is even worse. I can't stand the way that she has to look in every store. It's always, "Just one more store, Shawn", even if the mall is closing!

But that's not the worst of it. The part I hate the most is when my mother makes me try something on in the changeroom and when I come out she has wandered off to the other side of the store!

This reminds me of just a few days ago when my mother and I decided that I needed a new pair of jeans. As it turned out, we went to Mark's Work Wearhouse because they usually have the best selection. Of course, to see what size fit me, I had to try some on.

After I had managed to fight my way into a pair, I decided that I had better go out and show my mother that if I was planning to buy these jeans, we should buy a good belt, and go to an alterations shop and have about two feet taken off the legs as well. Besides, my mom always likes me to show her things that I try on, just so she can offer her own opinions on how they fit me.

As I said before, coming out of the changeroom is the part I dread the most. And sure enough, my mother had left me alone again this time, and had meandered off to the other side of the store. No matter how many times I ask her not to do that, she always does.

After a good while of searching the aisles, not to mention embarrassing myself in the process, I eventually found her somewhere in another department amusing herself among the Mountain Gear jackets.) Looking completely and utterly ridiculous, I waddled my way up to her. When I say waddled, I mean that I must have looked pretty stupid when my mom saw me, because I was using one hand to support myself on the clothing shelves so I wouldn't fall over, while the other hand was being used to hold up the pants. Actually, the hand was doing nothing at all. Since there was still about a foot of pant leg dragging behind me, I can't really say that my hand was holding my pants up.

As you can see, dealing with situations like these without getting totally and profoundly embarrassed, requires a good deal of skill and pride.

When my mother and I finally got into the car to come home, I explained to her how I really disliked it when I had to look all over the store for her. She said she understood, and that it would never happen again. This promise is one I won't count on.

Grade 7 Student

LOST AT THE CARNIVAL
Version A

2a (My eyes scanned the California Fairgrounds. Everything was perfect.) Well, almost perfect. What caught my attention was a beautiful young woman in her early twenties. She was slim and about 5'5". A light blue summer dress hung loosely on her, and her long, black, shiny hair was windblown. The only imperfection was the worried expression that clouded her face.

Her eyes scanned the grounds while she ran from the Petting Zoo to the Ferris Wheel to the Clowns spraying water at the passers-by. She was 1a _____, unlike the rest of the crowd which walked slowly, in no rush, enjoying their cotton candy and hot dogs.

"Excuse me, mister," she said to a fourteen year old boy who was sweeping the grounds. "Have you seen a three year old girl with black hair and blue eyes, wearing a red and white sailor dress?"
2b (She choked on her words. Tears slipped from her eyes.)

"Why no ma'am, I haven't. If I do I'll take her to the Lost Children's Pavilion. I'll ask around if anyone has seen her."

"Her name's Diana."

The lady 1b _____ a sob, her hands shaking, her hair sticking together from perspiring. It's a hard job running around on a hot summer night.

She checked my concession next. "Excuse me, sir. Have you seen a three year old girl with black hair? She's wearing a red and white dress with matching purse and holding a stuffed sailboat."

"No, I haven't, but I'll keep my eyes open." I replied.

The lady's head suddenly jumped back as she remembered the sweeper's promise. She ran over to the Lost Children's Pavilion.

I watched her ask a lady volunteer about Diana.

"Oh, she's here," answered the lady. "She told me that she couldn't find you after you 'wandered away' from the Sammy the Seal act."

Diana's mother's blue eyes brightened and her hands stopped shaking as the lady led her to a patch of grass under a tree where Dana was leisurely eating a bubblegum ice cream cone.

3. _____

LOST AT THE CARNIVAL

Version B

As my eyes scanned the California Fairgrounds, everything was perfect. Well, almost perfect. What caught my attention was a beautiful young woman in her early twenties. She was slim and about 5'5". A light blue summer dress hung loosely on her, and her long, black, shiny hair was windblown. The only imperfection was the worried expression that clouded her face.

Her eyes scanned the grounds while she ran from the Petting Zoo to the Ferris Wheel to the Clowns spraying water at the passers-by. She was frantic, unlike the rest of the crowd which walked slowly, in no rush, enjoying their cotton candy and hot dogs.

"Excuse me, mister," she said to a fourteen year old boy who was sweeping the grounds. "Have you seen a three year old girl with black hair and blue eyes, wearing a red and white sailor dress?" As she choked on her words, tears slipped from her eyes.

"Why no ma'am, I haven't. If I do I'll take her to the Lost Children's Pavilion. I'll ask around if anyone has seen her."

"Her name's Diana." The lady stifled a sob, her hands shaking, her hair sticking together from perspiring. It's a hard job running around on a hot summer night.

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I watched her ask a lady volunteer about Diana.

"Oh, she's here," answered the lady. "She told me that she couldn't find you after you 'wandered away' from the Sammy the Seal act."

Diana's mother's blue eyes brightened and her hands stopped shaking as the lady led her to a patch of grass under a tree where Dana was leisurely eating a bubblegum ice cream cone.

"Mommy, I'm so glad they found you!" Diana cried.

"What do you mean, found *me*?"

"Mom, I got an ice cream cone. *You* got lost." Diana answered with a note of confusion in her voice.

Grade 8 Student

ADVENTURES IN THE PARK

Version A

I slowly climbed the rough, rock-covered stairs. My heart was racing and my head throbbed. The soles of my shoes tapped against the thin metal that was below me. 2a (I grasped the frost-covered bar. I hauled myself up the last snowy stair.)

There was no turning back now. I squatted down and peeked over the edge. It was a long way down. My hands trembled as I sat down, sticking first my right leg out, then my left. My bulky orange and brown snowsuit made it hard to sit up straight. It was probably my last year in it. I straightened my fingers in my mittens and adjusted my scarf, so only my eyes were showing.

Then I heard my mother urging me on. I couldn't let her down, but when I looked at what lay ahead of me I just knew I couldn't do it. I gazed at my mother with pleading eyes, but she was chatting to one of the other mothers. I decided that if I made quick run for it, she would think that I had gone down.

2b (I was struggling to my feet. I looked up, and there he was. Billy Morgan was the bully of my kindergarten class.) He smiled wickedly and with one swoop, he thumped me down. I

1a _____ for the side bar and latched onto it. My head was hanging over the side and I had to bit my lip to restrain myself from screaming.

I gazed up and saw Billy, hands on hips, laughing his head off. I 1b _____ back the tears and tried to wiggle my way back up the plateau but Billy was in my way.

Suddenly, I felt his dirty little paws on my hands, trying to release them. There was no chance against him. He was 3'8", and I was only 3'2".

I knew I was going to fall, but I figured if I was going down, he was coming with me. I latched onto his boots and felt myself tumbling down into the red sand below.

Billy jumped up before we hit the ground. He punched me and I cried, but inside I was chuckling.

"See?" cajoled my mother. "It wasn't so bad."

Wasn't so bad! Hadn't she been looking? Hadn't she seen the torture I had gone through?

3. _____

ADVENTURES IN THE PARK

Version B

I slowly climbed the rough, rock-covered stairs. My heart was racing and my head throbbed. The soles of my shoes tapped against the thin metal that was below me. Grasping the frost-covered bar, I hauled myself up the last snowy stair.

There was no turning back now. I squatted down and peeked over the edge. It was a long way down. My hands trembled as I sat down, sticking first my right leg out, then my left. My bulky orange and brown snowsuit made it hard to sit up straight. It was probably my last year in it. I straightened my fingers in my mittens and adjusted my scarf, so only my eyes were showing.

Then I heard my mother urging me on. I couldn't let her down, but when I looked at what lay ahead of me I just knew I couldn't do it. I gazed at my mother with pleading eyes, but she was chatting to one of the other mothers. I decided that if I made quick run for it, she would think that I had gone down.

As I was struggling to my feet, I looked up, and there he was, Billy Morgan, the bully of my kindergarten class. He smiled wickedly and with one swoop, he thumped me down. I groped for the side bar and latched onto it. My head was hanging over the side and I had to bit my lip to restrain myself from screaming.

I gazed up and saw Billy, hands on hips, laughing his head off. I sniffed back the tears and tried to wiggle my way back up the plateau but Billy was in my way.

Suddenly, I felt his dirty little paws on my hands, trying to release them. There was no chance against him. He was 3'8", and I was only 3'2".

I knew I was going to fall, but I figured if I was going down, he was coming with me. I latched onto his boots and felt myself tumbling down into the red sand below.

Billy jumped up before we hit the ground. He punched me and I cried, but inside I was chuckling.

"See?" cajoled my mother. "It wasn't so bad."

Wasn't so bad! Hadn't she been looking? Hadn't she seen the torture I had gone through? From that day on, I would never go on the slide again.

Revising For Specific Criteria – Student Self- Assessment And Goal Setting

Samples

Engaging students in the use of criteria and/or questions applied to their own writing.

Students complete self-evaluations and/or peer evaluations of writing assignments. In doing so, they will apply criteria appropriate to the purpose, audience and form of the writing. These will include matters of content, organization, diction and sentence structure. Evaluation moves on to include editing criteria related to conventional usage in their writing.

Examples attached



CONTENT CRITERIA

NAME: _____

CLASS: _____

DATE: _____ ASSIGNMENT: _____

CHECK RELEVANT CRITERIA

_____ 1. In my writing, I am:

_____ telling a story

_____ explaining

_____ arguing, or

with the purpose of _____

_____ 2. I have checked that I have not wandered from my purpose, that is, all parts of my writing relate directly to my purpose. ☐ Yes ☐ No

_____ 3.a. If I am explaining or arguing, my three or four main ideas are:

(1) _____

(2) _____

(3) _____

(4) _____

3. b. If I am telling a story, an important idea suggested by the story is that

4. a. I have checked that each of my main ideas is supported with examples, reasons, facts, illustrations or details. ☐ Yes ☐ No

b. The paragraph or section which has the most complete and purposeful details begins with the sentence,

"

"

CRITERIA FOR ORGANIZATION

NAME: _____

CLASS: _____

DATE: _____ ASSIGNMENT: _____

CHECK RELEVANT CRITERIA

_____ 1. If I have used a title, I have chosen it

_____ to point to the main idea

_____ to symbolize a character or idea

_____ to foreshadow an event

_____ to achieve humor or irony

_____ other _____

_____ 2. My Introduction is effective because it

_____ asks an important question related to my purpose

_____ tells a brief, interesting, story related to my purpose

_____ states a startling fact or example related to my purpose

_____ tells about a foolish or incorrect view related to my topic

_____ presents a dramatic event or conflict, an interesting conversation or description of setting which features movement or action related to my purpose

_____ other _____

_____ 3. My introduction clearly focusses my reader on my purpose. ☐ Yes ☐ No

_____ 4. The paragraph which most effectively focusses on **one** single idea without rambling begins with the sentence

“ _____ ”

SENTENCE STRUCTURE CRITERIA

NAME: _____

CLASS: _____

DATE: _____ ASSIGNMENT: _____

CHECK RELEVANT CRITERIA

____ 1. I have varied my sentences in length and beginnings. ☐ Yes ☐ No

____ 2. An effective longer sentence which begins with something other than the subject is

" _____
_____ "

____ 3. An effective short sentence is " _____
_____ "

____ 4. My favourite sentence is " _____
_____ "

____ 5. I have checked that all of my sentences are complete. ☐ Yes ☐ No

____ 6. I have checked that sentences are correctly concluded with a period, question mark, exclamation point or a semi-colon between two connected, complete thoughts. ☐ Yes ☐ No

CONVENTIONS CRITERIA

NAME: _____

CLASS: _____

DATE: _____ ASSIGNMENT: _____

1. I have checked my writing to correct these errors.

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	Incorrect capital letters
<input type="checkbox"/>	<input type="checkbox"/>	Incorrect use of apostrophes
<input type="checkbox"/>	<input type="checkbox"/>	Sentence fragments
<input type="checkbox"/>	<input type="checkbox"/>	Run-on sentences?
<input type="checkbox"/>	<input type="checkbox"/>	Incorrect use of quotation marks
<input type="checkbox"/>	<input type="checkbox"/>	Sudden switch from essay to point form
<input type="checkbox"/>	<input type="checkbox"/>	Misuse of <i>who</i> , <i>which</i> , and <i>that</i>
<input type="checkbox"/>	<input type="checkbox"/>	Misuse of <i>it's</i> and <i>its</i>
<input type="checkbox"/>	<input type="checkbox"/>	Misuse of <i>there</i> , <i>their</i> , and <i>they're</i>
<input type="checkbox"/>	<input type="checkbox"/>	Switch from past to present tense
<input type="checkbox"/>	<input type="checkbox"/>	Switch in voice(e.g., I to you)

2. I have checked for spelling and have made the following corrections:

ERRORS

CORRECTIONS



PERSONAL REVISION CHECKLIST (NARRATIVE)

CONTENT

	YES	NO
Are the events and/or actions believable? Do they fit with my story?		
Have I described my characters clearly?		
Did I describe my setting and create a mood?		
Do my events and actions fit with the behavior of the characters and the mood of the story?		
Have I considered my audience?		

ORGANIZATION

	YES	NO
Did I create an interesting introduction?		
Do my events and actions happen in order?		
Did I show details that connect the action and character(s) to the whole story?		
Did I arrange my story events and details into paragraphs?		
Does my ending tie the story together?		

SENTENCE STRUCTURE

	YES	NO
Are my sentences interesting and varied in length?		
Have I used a variety of sentences?		
Did I start sentences in a variety of ways?		

VOCABULARY

	YES	NO
Have I chosen words to make my story more interesting?		
Are my words showing rather than telling?		
Have I used words that will convey the message I want?		

CONVENTIONS

	YES	NO
Are all my words correctly spelled?		
Does my punctuation make the meaning clear?		
Have I used correct grammar?		
Is my handwriting easy to read?		



SELF-ASSESSMENT CRITERIA (NARRATIVE WRITING)

CONTENT

	YES	NO
Are the events and/or actions believable? Do they fit with my story?		
Have I describe my characters clearly?		
Did I describe my setting and create a mood?		
Do my events and actions fit with the behavior of the characters and the mood of the story?		
Have I considered my audience?		

CONTENT

1. The following are the most specific adjectives that I used to describe character:

_____, _____, and _____

2. The following are the most specific adjectives that I used to describe my setting and create mood:

_____, _____, and _____

3. I have re-read my story (silently/aloud) to check that my events/actions are believable and fit with my story. ☐ Yes ☐ No

One example of a believable event / action in my story is _____

4. I have considered my audience by:

_____ writing from the same point of view

_____ including enough information so that the reader can understand

ORGANIZATION

	YES	NO
Did I create an interesting introduction?		
Do my events and actions happen in order?		
Did I show details that connect the action and character(s) to the whole story?		
Did I arrange my story events and details into paragraphs?		
Does my ending tie the story together?		

ORGANIZATION

1. My opening creates interest and sets the scene by _____

2. The main events/actions in my story have been arranged in the following order:

First, _____

Second, _____

Third, _____

Fourth, _____

Fifth, _____

3. The details which add interest and support one of my events / actions are:

4. I have arranged my story events / details by starting a new paragraph for each new idea and/or speaker. ☐ Yes ☐ No

5. My ending finishes my story effectively by _____

SENTENCE STRUCTURE

	YES	NO
Are my sentences interesting and varied in length?		
Have I used a variety of sentence structures?		
Did I start sentences in a variety of ways?		

SENTENCE STRUCTURE

1. I have varied my sentence lengths and beginnings. ☐ Yes ☐ No

2. An effective longer sentence is: _____

3. An effective shorter sentence is _____

4. I have used a variety of sentence structures. ☐ Yes ☐ No

a. A **simple** sentence contains one main clause. e.g., *I ran down the street.*

A simple sentence that I used is _____

b. A **compound** sentence contains 2 or more main clauses. e.g., *I was tired, but I stayed up.* e.g., *I am hungry and I would like to eat right now.*

A compound sentence that I used is _____

c. A **complex** sentence contains one main clause and one or more subordinate clauses. e.g., *As our ship approached Mars, I could hardly wait.* e.g., *I felt happy when the snow finally started.*

A complex sentence that I used is _____

Sentence Structure Continued...

5. I have re-read my story to check for

a. sentence fragments ☐ Yes ☐ No

b. run-on sentences ☐ Yes ☐ No

c. Something I changed was _____

VOCABULARY

	YES	NO
Have I chosen words to make my story more interesting?		
Are my words showing rather than telling?		
Have I used specific words to create the images I want?		

VOCABULARY

1. I have checked that all my words are precise and descriptive. ☐ Yes ☐ No

Three very specific words are _____, _____, and _____

2. A very effective or colorful expression is _____

3. An example of showing rather than telling in my story is _____

4. Words I have chosen to convey a mood are _____

5. During editing, I substituted these words _____, _____, and

_____ for the following words _____, _____, and

_____ because _____

CONVENTIONS

	YES	NO
Are all my words correctly spelled?		
Does my punctuation make the meaning clear?		
Have I indented for new speakers and/or new paragraphs?		
Have I used correct grammar?		
Is my handwriting clear?		

CONVENTIONS

1. I have checked my writing for correct spelling. Three spellings I was unsure of were

_____, _____, and _____.

After checking, I think these words should be spelled _____,

_____, and _____.

2. I have checked that my sentences begin with a capital and end with a period (.), a question mark (?) or an exclamation mark (!). An example of a sentence with correct punctuation and capitalization is

3. I have checked that I indented for new speakers and/or new paragraphs.

☐ Yes ☐ No

4. I have used appropriate punctuation (quotation marks, commas, etc.) for dialogue.

☐ Yes ☐ No

Conventions continued...

5. In checking my grammar, I have checked that my subjects and verbs agree.

☐ Yes

☐ No

a. An example of a sentence with a singular subject and singular verb is:

The beleaguered ^Sgeneral ^Vwas slumped in his seat

An example from my story is: _____

b. An example of a sentence with a plural subject and a plural verb is:

All soldiers who fought in World War II were not evil.

An example from my story is: _____



CRITERIA FOR NARRATIVE WRITING

CHECK RELEVANT CRITERIA

_____ 1. Characters are lifelike; their speech is realistic and individualistic.

☐ Yes

☐ No

My most lifelike character is _____ because _____

_____ 2. The best illustration of character motivation (i.e., reason for behaviour) in my narrative is

_____ 3. The protagonist changes as a result of the events in my story in that he/she

_____ 4. The story's point of view (person who tells the story is _____

because _____

_____ 5. The section of the plot which best shows action and character rather than just telling about them is

Criteria for Narrative Writing Continued . . .

_____ 6. My story's conflict is _____

_____ 7. My story focusses on the thoughts and feelings associated with conflict when it

_____ 8. The climax to my story is logical because _____

_____ 9. I have checked that every event in the story clearly connects to every other event, to the conflict and to the climax. ☐ Yes ☐ No

_____ 10. My story's most lifelike dialogue is _____

_____ 11. Details of setting which are emphasized are _____

Criteria for Narrative Writing Continued . . .

_____ 12. My story suggests the following insight or theme: _____

_____ 13. My story's title has been chosen to _____

_____ 14. I have thoughtfully used the following techniques:

☐ flashback ☐ irony ☐ symbolism ☐ other _____

My reason(s) for using the techniques is (are) to _____





Narrative Checklist

	Awesome	O.K.	Needs Work
I have a comprehensive plan. (outline, web, story map)			
My beginning introduces the characters, setting and time.			
I have clearly indicated a problem the character(s) must solve.			
I have set up 2-3 "roadblocks" that the character(s) must overcome.			
These "roadblocks" became events that are in a logical sequence.			
There is a point where the character(s) overcome and are able to solve the problem.			
The ending resolves the problem and the characters are at peace.			
I developed my character so the reader was informed and was involved.			
The setting was clearly described to put the reader into the story.			

Narrative Checklist

	Awesome	O.K.	Needs Work
I made a plan for my story.			
My beginning tells about who is in the story			
My story tells about what my characters thought			
My story tells about how my characters looked			
My story tells about what my characters said			
My story tells about what my characters did			
I talked about where the story takes place			
I mentioned about the weather.			
I told when the story happened.			
There is a problem for my character to solve.			
I wrote about how they could solve it.			
I told about how the story ended.			

J.Cooper; 2001



Making Your Story Stronger!

	The Lead: I used.....
	The Characters: I introduced them by telling about how they look, move and dress. I talked about their thoughts and feelings and their habits and personality.
	Colourful Language: Nouns, verbs, modifiers I made 3 or more general nouns more specific. I made 3 or more verbs more powerful. I changed or added 3 or more modifiers.
	Effective Dialogue: If I used dialogue; I made the characters sound real.
	The ending: I ended my story by.....
	Sentence Structure: I checked my sentence beginnings. I combined sentences to add variety.

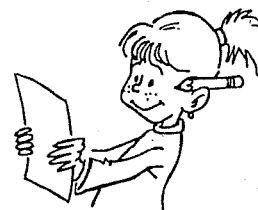




Check your writing

In this piece of realistic fiction...	Excellent	Okay	Needs work
1. I start <i>my</i> story off with a bang!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I clearly identify the problem to be solved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My characters run into at least one roadblock while trying to solve their problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The problem is solved at the end of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The characters are believable. (They act, talk and think in ways similar to people I know.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I show how the main character changed (or learned something) by the end of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

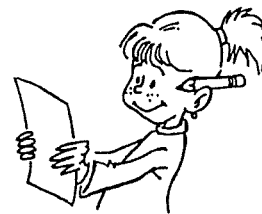
What details can I add to make *my* main character seem more real? _____



Check your writing

In this personal narrative...	Excellent	Okay	Needs work
1. My beginning sentence grabs the reader's interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I tell the story from <i>my</i> personal point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I tell the story in 1-2-3 order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I include enough background information that the reader understands: <ul style="list-style-type: none"> • when the story takes place • where it took place • who is involved • what happened • why it's an important memory for me 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. I tell the story in the past tense. (For example: <i>walked, talked, said.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

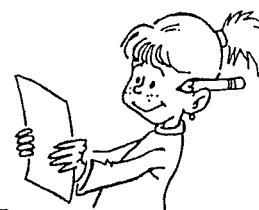
To make my story more realistic, I could add details about... _____



Check your writing

In my response...	Excellent	Okay	Needs work
1. I make an observation about what is happening in the story or how a character is acting or feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I explain how this story or chapter reminds me of something from my own life or something from another book or movie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I predict what might happen next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I ask a question about something that I don't understand or that doesn't make sense to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I quote my favourite line and tell why I like it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The character in this book is like/unlike me in this way...



Check your writing

In my business letter...	Excellent	Okay	Needs work
1. My return address includes all necessary information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My inside address includes all necessary information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I state my purpose in the first sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I focus on one subject only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I explain main points clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I write in short paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I include necessary facts and details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My tone is polite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My envelope contains all the necessary information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

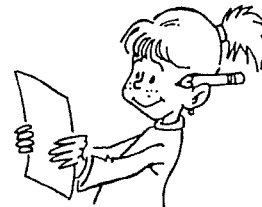
I could make my point clearer by...



Check your writing

In my friendly letter...	Excellent	Okay	Needs work
1. The return address and date are at the top of the page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I share at least three interesting pieces of new information or ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My tone is friendly and polite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My envelope contains all the necessary information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

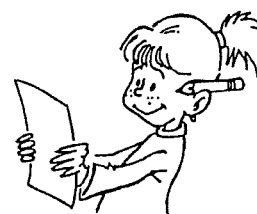
Some questions I can ask my friend...

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the upper right-hand corner, there is a simple black-and-white line drawing of a right hand holding a pencil, poised to begin writing. The rest of the page is completely empty, providing space for handwriting practice.

Check your writing

In my descriptive writing...	Excellent	Okay	Needs work
1. I use strong words to tell my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I include specific information that helps readers create pictures in their minds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I name all my characters and give clues to what that character looks like and acts like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I use at least two senses to create an image in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I make at least one comparison in my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I use words to show rather than tell my reader what is happening in the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

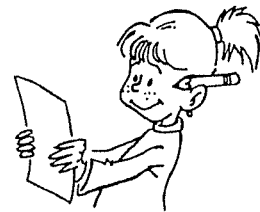

Some strong words and sensory images I could add are



Check your writing

In my directions...	Excellent	Okay	Needs work
1. My directions are in 1-2-3 order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I use action words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I give enough detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There are no unnecessary words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have asked another person to test out my directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions need to be clear because...



Check your writing

In my persuasive writing...	Excellent	Okay	Needs work
1. I have a strong opening that clearly states <i>my</i> position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I give three reasons for <i>my</i> position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I give supporting details for each of <i>my</i> reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I use at least two different ways to persuade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a strong ending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

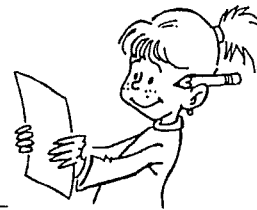
I could make my argument stronger by...

[illegible]

Check your writing

In my comparison...	Excellent	Okay	Needs work
1. I introduce the two things or ideas I am comparing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I explain three or more ways that two things are similar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I explain three or more ways that two things are different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I give specific details and/or examples for each.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I use linking words to tie my ideas together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I summarize how these two things or ideas are alike and different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In a comparison, it is important to...



POSITION PAPER

YES • CONTENT

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Is the issue stated clearly in question format? | <input type="checkbox"/> |
| <input type="checkbox"/> | Are both sides of the issue presented in the opening paragraph? | |
| <input type="checkbox"/> | Are the arguments presented with supporting information? | |
| <input type="checkbox"/> | Have I re-stated the two points of view in my summary? | |
| <input type="checkbox"/> | Is my opinion stated in my conclusion? | |

YES • ORGANIZATION

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | In my opening paragraph, have I stated the issue and the two opposing views? | <input type="checkbox"/> |
| <input type="checkbox"/> | Have I stated arguments for the issue and provided reasons to support this point of view? | |
| <input type="checkbox"/> | Does my conclusion include a summary and my opinion? | |

YES • SENTENCE STRUCTURE

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Have I written in the present tense? | <input type="checkbox"/> |
| <input type="checkbox"/> | Have I used a variety of sentences? | |
| <input type="checkbox"/> | Have I used objective reference (<i>many people feel, one reason is, some people argue, on the other hand</i>)? | |
| <input type="checkbox"/> | Have I connected sentences with conjunctions, joining or linking words (<i>another reason, firstly, such as, etc.</i>)? | |

YES • VOCABULARY

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Did I use language that strengthened my position? | <input type="checkbox"/> |
|--------------------------|---|--------------------------|

YES • CONVENTIONS

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Are my words spelled correctly? | <input type="checkbox"/> |
| <input type="checkbox"/> | Does my punctuation help the meaning of my explanation? | |
| <input type="checkbox"/> | Have I used correct capitalization and punctuation? | |

TOTAL

--

ANOTHER APPROACH TO SELF-ASSESSMENT OF WRITING

Instead of requiring students to answer questions related to criteria, why not challenge students to use tags or post-it notes to highlight specified features in their writing - possibly including a criterion related to a personal writing goal?

*My most
precise
words.*

DISAPPOINTMENT

*Correct use of the
apostrophe - my
personal goal.*

Joan was walking in front of her parent's summer home collecting seashells. She had collected about everything that had caught her eye, when, while walking back, she stumbled upon an old rusty bottle. It seemed to have something in it so she went for a closer look.

*Introduction
creates
interest.*

She had been right in her judging - there was a note inside. She took the bottle home, cracked it open and immediately began reading:

"To whomever finds this, my name is Judy. I'm 13 and looking for a pen-pal."

The note went on listing hobbies, favorite things, grade and other things describing her. Most of the note had been rubbed out, but that didn't stop Joan; she pulled out a piece of paper and began writing. She then sent it to the address indicated. Now all she had to do was wait.

The letter had been a long awaited item, and when it arrived it was received with enthusiasm and open arms. It read:

"Dear Joan,

It was very nice of you to write back, but I am sorry to say that I wrote that note at least 17 years ago. I'm sorry if I disappointed you.

Judy"

A saddened look came over Joan's face. She was disappointed, upset, and angry most of all.

*A sentence
which begins
with something
other than the
subject.*

She sat down and began writing down her name, address and other information. Then, taking one of her father's wine bottles, she stuck the note inside. She then walked out to the beach and threw the bottle as far as she could and hoped that someone would go through the same thing.

*My best
showing
not
telling.*

The year was 2003 A.D. Chris was swimming in the intergalactic sea pit when she felt something under her foot. It was an antique-looking wine bottle . . .

Grade Seven Student

the writing process

Step One:

Brainstorming:

personal experiences, trips, television, important events, art,
pictures, newspaper, magazines, friends, family, beliefs,
literature, ...

Expanding Ideas

Step Two:

Selecting Audience and the Form of the writing

Audience

- friends
- parents
- teachers
- classmates
- other writers
- younger children
- public presentation

Form

- short story
- poetry
- letter
- diary/journal
- notes
- newspaper
- play

Step Three:

Preparing an Outline or Beginning your Rough Draft (Draft # 1)

Format:

Length: a minimum of 250 words

Double Space

Use one side of the page only

Label each page in the top right hand corner
in the following manner:

Draft # 1

Date

Student Name and homeroom

Page #

use arrows or cut and paste when necessary

do not concentrate on mechanics at this stage

Step Seven:

Editing

Exchange papers with another member of your group.

Edit your partner's writing **looking for** things such as:

- the flow of ideas

- (making sure that the ideas flow from one to another)

- making sure that the writing makes sense

- (use the symbol DMS in areas that are not clear)

- making sure of the mechanics of the piece

- concentrate on 3 or 4 aspects of mechanics for the author to focus on and fill in the Editing Checklist (which will be provided)

Mechanics include:

paragraph development, sentence construction, grammar, spelling, punctuation, and capitalization.

Be sure to indicate to the author which areas need work.

If you are uncertain, perhaps with the spelling of a word or with punctuation **BE SURE** to indicate the location of your uncertainty for the author.

Step Eight:

Complete the Final Copy of your writing

Format:

Length: a minimum of 250 words

Double Space

Use one side of the page only

Label each page in the top right hand corner in the following manner:

Final Copy

Date

Student Name and homeroom

Page #

Be sure that all editing is complete and that the writing is done neatly and accurately. Much of your work will be on display to be enjoyed by other students, parents, and myself.

Editing and Revising Drafts

Questions I can Ask to Help me EDIT.

1. Does my writing make sense? Is it clear?
2. Does my writing say what I wanted it to say?
-Does the writing fit my purpose and my audience?
3. Is my beginning interesting? Will it make my reader want to read on?
4. Do I need to add some details about the story or topic?
5. Can I cross out some parts that aren't needed?
6. Do I need to rearrange some ideas to make the order clearer or to group ideas that belong together?
7. Is my ending good? What do I want my reader to know or feel at the end?
Does my ending accomplish this?
8. Does my writing sound like me?

What I Can Do to Help Others Edit

1. Listen or read carefully and tell them the parts I like the best!
2. Ask them questions about any part I didn't understand.
3. Tell them about parts that go on too long.
4. Ask for more details if I don't have enough information.

How I Can Proofread My Final Draft

1. Reread my writing carefully and ask myself questions like:
 - Does every sentence make sense?
 - Are there any missing words?
 - Are capital letters used correctly?
 - Have I used punctuation marks correctly?
 - Have I spelled words correctly?
 - Have I used the proper form of words?
 - Is my handwriting clear and easy to read?
2. Get someone else to proofread my writing as a double check.
3. Make the changes that are necessary.
4. Recopy my writing so it can be published or displayed.

the writing process

Marking Format

1. Brainstorming	/10
2. Rough Copy	/30
3. Small group sharing	/10
4. Re-vised Copy	/30
5. Editing	/20
6. Final copy	/100
Total	/200

Mark Sheet for Final Draft

Name _____

	Low	High
Ideas	1 2 3 4 5 6 7 8 9 10	
Organization	1 2 3 4 5 6 7 8 9 10	
Wording	1 2 3 4 5 6 7 8 9 10	
Usage	1 2 3 4 5	
Punctuation	1 2 3 4 5	
Spelling	1 2 3 4 5	
Handwriting/Neatness	1 2 3 4 5	

Mark Sheet for Final Draft

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Punctuation	1 2 3 4 5	
Spelling	1 2 3 4 5	
Handwriting/Neatness	1 2 3 4 5	

- Step one: Students read their pieces aloud to themselves
Step two: Each student reads the piece aloud to a partner
Step three: Partner reads the piece aloud

COPS-police your writing

Another useful strategy for proofreading is COPS. This acronym reminds students of four things to consider in their writing. Students can jot the letters COPS at the top of their pages and check off each letter as they work through the proofreading list.

Capitalization → Capitalize the first word in each sentence. Capitalize proper names of people, places and things.

Overall → How does it look overall? Is your writing neat? Is spacing correct?

Punctuation → Do you have periods, question marks or exclamation points for each sentence?

Spelling → Does your spelling look correct?

Identifying spelling errors is one thing, but how can students who can't spell a specific word, find that word in the dictionary? Here's a *Smart Learning*¹ tip for just such a dilemma:

To look up the spelling of a word you don't know how to spell, use your dictionary to check the entry of a word you *do* know how to spell. For instance, if you want to check the spelling of the word *intelligent* you might look up the easier word *smart*. You would likely find the spelling for *intelligent* within the *smart* entry. Unsure of how to spell *enormous*? Check the entry for *big*.

Be honest with students about how challenging it is to proofread their own writing. Most professional writers rely on another person to proofread their work. Encourage students to use expert editors (like a parent, teacher or other capable writer) at the final stage of their writing.

¹ *Smart Learning: strategies for parents, teachers and kids*, Dana Antaya-Moore and Catherine Walker

Proofreading symbols

Writers and editors use proofreading symbols to mark changes in a piece of writing. These symbols are standard and are useful tools for a young writer.

Symbol	What it means	Example
/	change to lower case	My D og is big.
≡	needs capital letter	My dog's name is <u>blue</u> .
~	change letter or word order	A nick e U for your thoughts...
‡	take out word	And I love my dog.
^	add letter or word	My dog's name is Blue. ^
()	close space	My dog loves jelly () beans.
⊙	needs punctuation	My dog is feeling blue ⊙
¶	start new paragraph	All the jellybeans were gone. ¶ The next day...