Name: _____ pd. _____

General Reflection and Revision:

Word Choice:

1. Change any slang words or phrases to the font color orange.   Go back and replace them with more appropriate options for the prompt.
2. Look for repetition of sentence starters. If two or more sentences start with the same word/ phrase, underline them. Go back and rephrase these sentences.
3. Overall, does the language feel natural and are the words used correctly?   If so, explain your thinking. If not, what words/ phrases could be clarified or changed?

_____
_____

Content:

1. Was the topic small enough to handle well?   If so, explain your thinking. If the topic is too broad or general, write an idea of how to narrow it.

_____
_____

2. Did the piece have important details (characters, plot, theme, conflict) in all of the parts?   If so, write an example of one of the best details.   If not, explain what could be added.

_____
_____

3. Did the final paragraph effectively bring the piece to a close so it feels complete/ at a good stopping point?   If so, explain how.   If not, how can it be fixed?

_____
_____

Conventions:

1. Are capitals and punctuation marks used in the right places to help the reader make sense of the piece?   Mark any areas with red font color.   Go back and add where needed.
2. Is the spelling correct (especially book-specific pieces, like names and chapter names)?   Make corrections unless a word is misspelled on purpose for effect.
3. Is every paragraph indented to show where a new idea begins? If there is (extended) dialogue, are exchanges on new lines and punctuation marked correctly? Make corrections if any areas are unclear/ incorrect.

Mark your text evidence/ text inserts by bolding them.   Keep them like this in your final paper submission.

Narrative Revision:

Narrative Leads

Based on the types of leads we discussed, write two possible types of leads you want to use and an example that could work for each. If your draft already uses one of these, write it and identify it.

1. Lead type: _____
   Lead example for your paper:

2. Lead type: _____
   Lead example for your paper:

Imagery and Powerful language

List senses that can be used to create imagery: _____

Find two areas where you have powerful imagery or want to add powerful imagery.   Write the sentence with powerful imagery or revise one of your sentences to have power imagery and write it below. Identify what sense(s) are described:

1. Sense: _____
   Imagery example:

2. Sense: _____
   Imagery example:

Find 3 powerful verbs, specific nouns and high-quality descriptive words.   Write them below. If you want to change some, write the word and then what you want to replace it with to add a powerful verb, specific noun or high-quality description.

1. _____

2. _____

3. _____

Dialogue

Are you following the proper dialogue punctuation rules?

Are you varying your dialogue tags so it is not always "says/ said"?

Is the dialogue believable and true to the characters?   What do we learn about this character when they say their dialogue?

Example dialogue: _____

Character who says it and what we learn about them:

_____

Analysis Leads

Based on the types of leads we discussed, write two possible types of leads you want to use and an example that could work for each. If your draft already uses one of these, write it and identify it.

1. Lead type: _____
    Lead example for your paper:

2. Lead type: _____
    Lead example for your paper:

Analyzing Textual Evidence

Use the **ICE** *method:*

Introduce the quote. State what is happening in the story when the quote appears.

Cite the quote in your own words. Blend it into your writing.

Explain the quote as it relates to your argument.

Model:

Rachel experiences a conflict with her teacher over a red sweater. When Rachel tries to speak up for herself, Mrs. Price says, "Now Rachel, that's enough." Mrs. Price's tone demonstrates that she does not care to hear Rachel's opinion, making Rachel feels powerless. The tone of Mrs. Price's voice also revels that….

Copy one quotation that you will use in your essay here:

I   *What is happening in the story just before this quote? Write <u>one</u> sentence that explains the context.*

_____

_____

C   *Blend the quote into a sentence. Consider a simple sentence starter, such as "Rachel says, '…' " or "Cisneros writes, '…' " OR try combining this step with your first sentence. (For example, "When Mrs. Price tells Rachel to put on the sweater, she thinks, '…'")*

_____

_____

E   *Explain how the quote supports or develops your position or argument. Use a verb like "demonstrates," "illustrates," "reveals," etc.*

_____

_____

suggests	illustrates
accentuates	conveys
indicates	acknowledges
projects	points to
clarifies	elicits
highlights	embodies
displays	implies
softens	epitomizes
presents	simplifies
stresses	exemplifies
portrays	intensifies
relates	demonstrates
represents	personifies
insinuates	symbolizes
enables	stands for
evokes	delineates
mirrors	renders
illuminates	expands
echoes	increases
exaggerates	reveals
reflects	
sheds light on	
enhances	
defines	
emphasizes	
mimics	
creates emphasis	
characterizes	
amplifies	
justifies	