

* Do Not Write on this

1. Circle ^{italic} all the powerful verbs, specific nouns, and high-quality descriptive words. Did the writer have at least 10 outstanding words sprinkled throughout the piece? If not, find 4-6 weak words to improve. (in red)

2. Make a ^{or *}★ by any fresh descriptive phrases you feel paint vivid images that readers will remember long after reading the piece. If you don't find any such images, add two of them yourselves. (in red)

Step 1: Word Choice

3. Put a check ^{underline} by any slang. Unless those terms were included on purpose, go back and replace them with better options. (in red)

4. Overall, does the language feel natural and are words used correctly? If so, explain your thinking. If not, give the writer one piece of advice about that. (in red)

1. Read the piece again from the beginning. Did the writer get off-topic anywhere? If so, mark those spots with a large dot. ^{italics} Explain how the writer could fix those problem areas. (in red)

2. Was the topic small enough to handle well? If so, explain your thinking. If it was too general, give the writer advice on how to narrow it. (in red)

Step 2: Ideas & Content

3. Did the writer remember to "show" instead of "tell"? If so, mark the two best spots. ^{two if} If not, find two spots and fix them. (in red)

4. Did the piece have important details, information, or examples in all the parts? If so, mark the two best spots. ^{words} If not, what should the writer do to improve those spots?

1. Go back and focus on the lead paragraph. Did it grab your attention and make you want to read more? If so, explain why. If you think it can be improved, fix it. yellow

2. Did the final paragraph effectively bring the piece to a close so it feels complete? If so, explain how. If not, fix it. yellow

Step 3: Organization

3. Analyze the order of the piece. Is it shared in a way that is clear and makes the reader want to find out what comes next? If so, explain why the organization works. If not, what specific suggestion would you give the writer to fix it? yellow

4. Consider the details used by the author. Do they add to the main idea and appear in the right places? If so, explain ^{two} details you felt worked well. If any do not work or parts lack details, fix them. yellow

1. Analyze the mix of short, medium, and long sentences in this piece? What, if any, changes do you recommend in sentence lengths? yellow

2. Check the different kinds of words used to start sentences. Are words of different lengths and types used? Explain what you noticed. What, if any, changes do you recommend in how sentences are started? yellow

Step 4: Sentence Fluency

3. Does this piece flow smoothly when read out loud? If so, explain why. If not, pick two spots and fix them. yellow

4. Did you find any excess words that should be removed. If so, put a line through them. yellow

Do not write on this

Do Not Write on this

1. Does this writing have a personal sound that feels like nobody else could have written it his or her way? Explain how the writer achieved that. If not, what are two things they can do to give the piece voice? *blue*

2. Is this writer talking directly to readers and with an attitude that fits the purpose of the piece? Choose one spot where the writer did an especially good job. If the writer didn't meet this goal, find two spots to improve it. *blue*

**Step 5:
Voice**

3. Does this piece feel like it is written from the heart with feelings and emotions that show the writer cares about the topic? Pick two spots this is done well. If it hasn't happened, give one piece of advice to the writer to improve that. *blue*

4. Does the writer help the reader "see" the topic through humor, sadness, happiness, suspense, excitement, and so on? Pick your favorite spot where this happens. If it lacks this quality, find two spots and improve it. *blue*

1. Did the writer indent every paragraph to show where a new idea begins or to show a change in speakers? If not, add paragraphing symbols where needed. *blue*

2. Are capitals and punctuation marks used in the right places to help the reader make sense of the piece? If not, add them where needed. *blue*

**Step 6:
Conventions**

3. Is the spelling correct, even on difficult words? Make corrections as needed unless a word is misspelled on purpose for effect. *blue*

4. Did the writer use correct grammar so it is easy for the reader to understand what is written? If not, fix the problems. *blue*
(Commas, apostrophe, s/v agreement, Colon/semicolon, etc.)