EDIT & REVISE

English 2: Outcome A, Benchmark 3 Prep

READ A CLASSMATE’S PARAGRAPHS FROM START TO FINISH.

If not done writing both paragraphs, then finish first and then join in the editing. Be sure to check out this presentation on my teacher page before the test.
ORGANIZATION (15 POINTS)

1. Does the first paragraph start with the thesis/claim statement? If yes, draw a smiley face. If no, then write “START WITH CLAIM” Does the second paragraph? (REPEAT)

2. Is the thesis/claim clear and developed/complete? If not, write “EDIT CLAIM”
   - *First paragraph example:* In *The Book Thief*, Markus Zusak uses language to create a sympathetic tone toward death, while the artist uses detail to create an ominous tone toward death.
   - *Second paragraph example:* Although the texts differ, the sympathetic and ominous tones toward death reveal stereotypes are often inaccurate.

3. Are sentences placed in an intentional, logical, effective order? Did they follow the outline? Mark any areas of confusion with a question mark.

4. Circle all transitions words. Are they appropriate? If not, place an X over it. Are there transitions between and within paragraphs? If not, write “ADD TRAN”

5. Does the first paragraph end with a clear concluding sentence? If yes, draw a smiley face. If no, then write “ADD CONC. ST.” Does the second paragraph? (REPEAT) Do they avoid repetition? If not, then write “RE-WORD”
In the passage, Rudy, a beloved young boy, dies during an air raid bombing. As Death collects Rudy’s soul, he mentions “I carried him softly through the broken street” (Zusak 1). The detail of “softly” to describe how he transports his corpse is extra information. “Softly” is associated with caring and providing comfort and safety for someone, which contributes to the sympathetic tone toward death.
IDEAS & CONTENT (25 points)

• **Paragraph 1: TONE ANALYSIS**

1. Box each tone word. Are they accurate? Label Y or N
2. Place a * by any compare/contrast statements/transitions. Is the comparison or contrast clear, obvious? Label Y or N
3. Look directly before the quote (from passage) and example (image description). Did they provide accurate, relevant background information? Did they lead-in to the quote? For the image, were they specific enough? If yes, draw a smiley face. If no, then write “ADD CONTEXT” and or “ADD LEAD IN” and or “BE SPECIFIC”
4. Look at the quote/description. Are they examples of the DIDLS device mentioned in the claim? If yes, draw a smiley face. If no, label the correct device.
5. Look after the quote/description. **Did they explain the associations with the device?** Did they connect back to tone? If yes, draw a smiley face. If no, then write “ADD ASSOCIATIONS” and or “CONNECT TO TONE”
• **Paragraph 2: THEME ANALYSIS**

1. Underline the theme. Is it clear? Does it avoid clichés? Is it accurate? Is it universal? Is it arguable? If yes, draw a smiley face. If no, then write the component(s) they’re missing.
   - Treat others the way you want to be treated → cliché
   - Death is nice to Rudy → not universal
   - Tragic situations change people → not arguable

2. Did they elaborate on the theme? Did they discuss both texts? If yes, draw a smiley face. If no, then write “ELAB” and or “DISCUSS BOTH”

3. Look directly before the quote. Did they provide accurate, relevant background information? Did they lead-in to the quote? If yes, draw a smiley face. If no, then write “ADD CONTEXT” and or “ADD LEAD IN”

4. Look at the quote. Does it support the theme mentioned in claim? If yes, draw a smiley face. If no, then write “CHOOSE BETTER QUOTE”

5. Look after the quote. Did they discuss the DIDLS associations? Did they connect back to theme? If yes, draw a smiley face. If no, then write “ADD ASSOCIATIONS” and or “CONNECT TO THEME”
WORD CHOICE & CONVENTIONS (10 POINTS)

1. Cross out any of the following (other than in quotes):
   - 1\textsuperscript{st} person pronouns – I, me, my, we, us, our
   - 2\textsuperscript{nd} person pronouns – you, your
   - Contractions – it’s, doesn’t, can’t, shouldn’t
   - Vague words – things, stuff, good, bad
   - Informal language – slang, abbreviations

2. Do the spelling/grammar errors interfere with the readability of the paragraphs? If no, place a large check in the lower right corner. If yes, double underline errors found, especially fragments and run-ons.
IMPROVE 😊

• READ FEEDBACK, MAKE REVISIONS, & RE-WRITE! (neatly)

• OUTCOME IS THIS THURSDAY & FRIDAY