**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Personal Narrative Essay Editing and Revision Sheet**

**Grading Guidelines:** Read the expectations below so you understand what it takes to get an A on this paper.

An A Essay will:

Have a striking introduction and a conclusion that offers an effective sense of closure

Have a specific purpose/thesis that is well-supported by the story or stories the author chooses to tell

Include all 10 examples of rhetorical devices in an effective and meaningful way that contributes to the overall message of their narrative

Have a clear tone that is developed by proper timing, POV, and word choice

Writer will “Show” and not simply “Tell” readers

Have a strong sense of fluency and cohesion

Use transitions purposefully and effectively

Include effective and unique style and voice

Is free of convention errors

**You have eight minutes to complete the following on your rough draft.**

**If you do not finish, it is homework.**

j0199649

This star symbol means to write about something the writer did fantastically!

j0215209This falling star symbol tells you to make a wish. Write about something you wish the writer would do to make their paper stronger.

1. Using your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colored pencil, circle all the words you know are spelled incorrectly. If you are not certain about the spelling, do a squiggly lined circle in order to call your attention to it.
   1. How many did you find? \_\_\_\_\_\_\_\_\_\_
2. Using your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colored pencil, place a triangle around all CAPITALIZATION errors, comma errors, and ending punctuation errors (. ! ?)
   1. How many did you find? \_\_\_\_\_\_\_\_\_\_
3. Using your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ colored pencil, place a rectangle around weak details and puny words. On the side margins, offer a possible replacement.
   1. How many did you find? \_\_\_\_\_\_\_\_\_\_
4. Using your highlighter, highlight the first word in every sentence. Put a \* by every repeat word. List your repeat words here:

**Make any more corrections on your rough draft that still needs to be done.**

**Put the draft under the RADaR. Choose a trusted adult to do this portion. Sign here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **R**  **(Replace)** | **A**  **(Add)** | **D**  **(Delete)** | **R**  **(Re-order)** |
| Replace:   * Overused words * Weak verbs (action words) * Weak adjectives (describing words) * Common nouns (you, he, she, they, etc.) with more specific nouns * “dead” words | Add:   * Detail * Description * New Information * Development to clarify meaning * Development to expand on ideas | Delete:   * Unnecessary repetitions * Unimportant or irrelevant details * Details that might belong in another place | Re-order:   * The sequence to produce a desired effect for a more logical order |
| **Partner #1:** | **Partner #1:** | **Partner #2:** | **Partner #2:** |

**Make a group of three people you trust and switch papers.**

**Levels of Writing Group Response**

**Bless:** When a student requests “bless,” he asks for his peers to note only the things they like about the paper. Elements they might bless include the diction, the sentence structure, the introduction, and/or the conclusion, the sequencing, realistice use of dialogue, or a favorite segment of the paper. **When the writer requests “bless,” there is no criticism allowed.**  **All comments are positive.** Hakuna matata only.

**Address:** When a student requests “address,” she is asking for his peers to look at a very specific element of the paper. For example, a student might ask the others in the group to pay close attention to a particular section of the paper she is having trouble with and to offer some thinking on how to work through the difficulty. **When a student asks for “address,” he dictates exactly where in the paper he would like his fellow group members to focus their feedback.**

**Press:** When a student requests “press,” he is indicating to his partners that all comments are welcome. Partners can offer constructive criticism, praise, and/or suggestions. **Anything goes provided the feedback helps the writer to make the paper better.**

**Expectations for the Writing Group Response:**

1. The writer will tell group members whether they want blessings, addressings, or pressings.
2. The writer will read the paper out loud to their group. Group members will follow along and listen respectfully, taking notes in the margins while listening.
3. After 4 minutes of reading, time will be called.
4. Group members have 3 minutes to speak. The person who was reading says nothing. Do not make excuses or negative comments. Quietly listen and take notes on the paper regarding what your group members say. Collect the other copies from group members.
5. The author is still the author. The author ultimately chooses whether they are going to take the advice of the other group members.
6. The author thanks their group members for their advice and feedback.