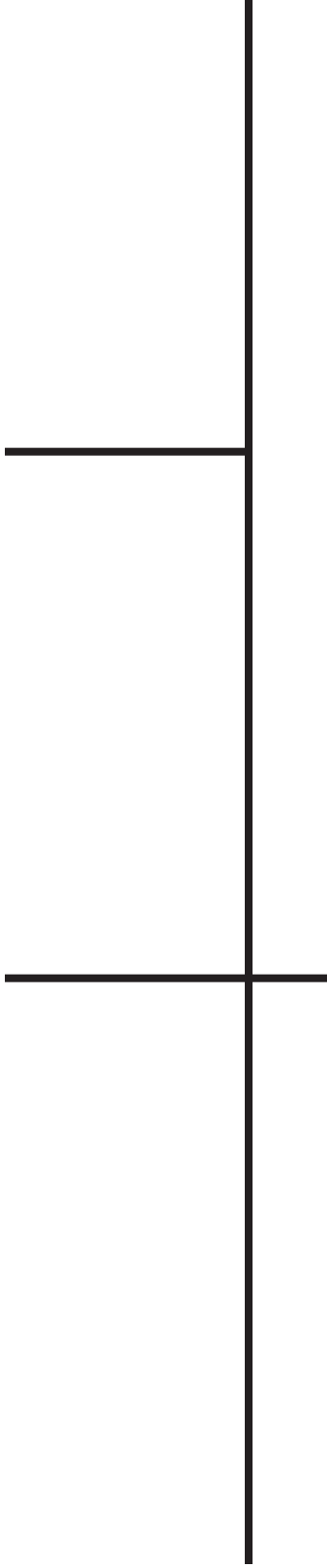


# Diagram It 2 Subject/Predicate/Direct Object

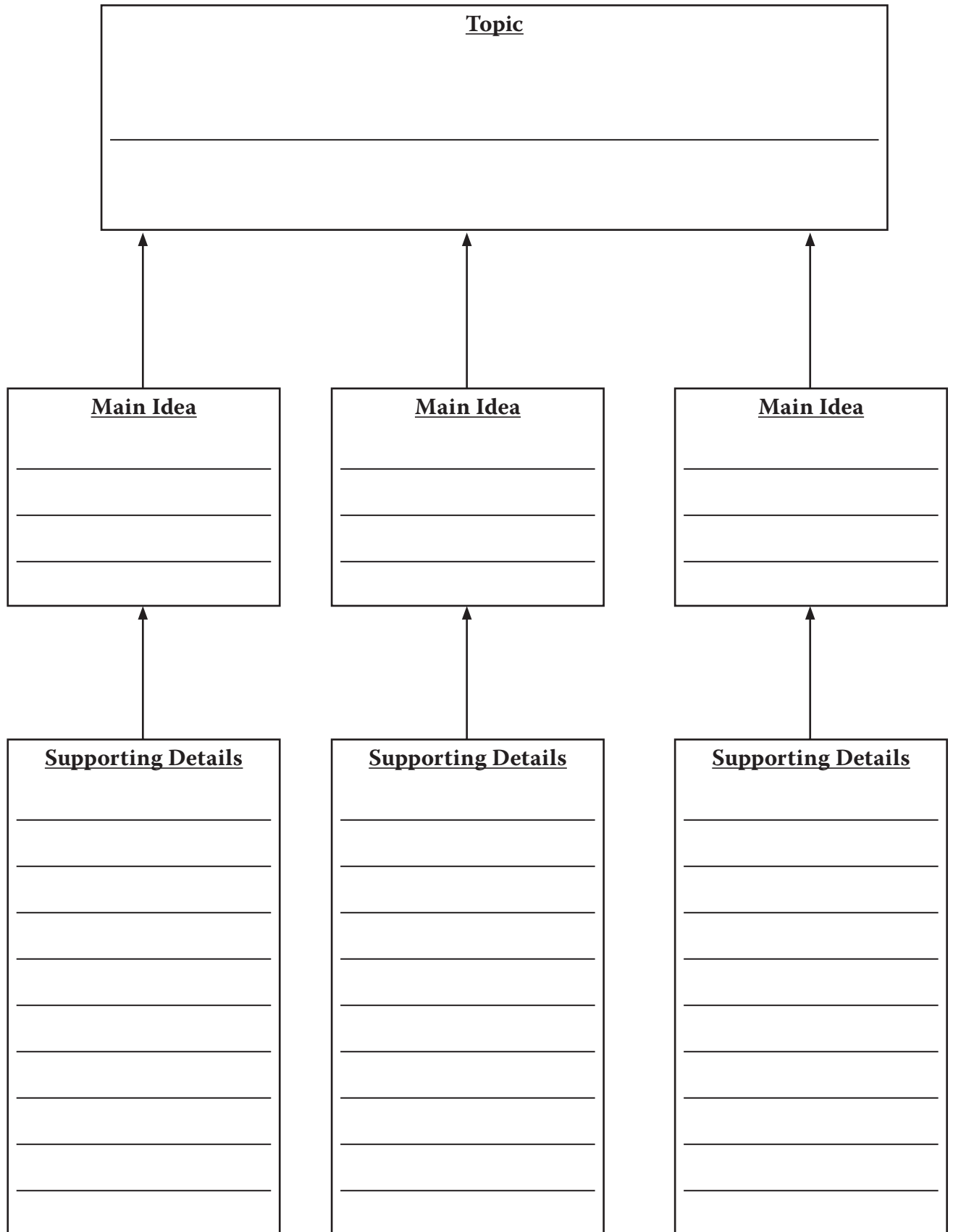
Unit \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_



Sentence Pattern #2  
Form: Noun/Verb/Noun  
Function: Subject/Predicate/Direct Object

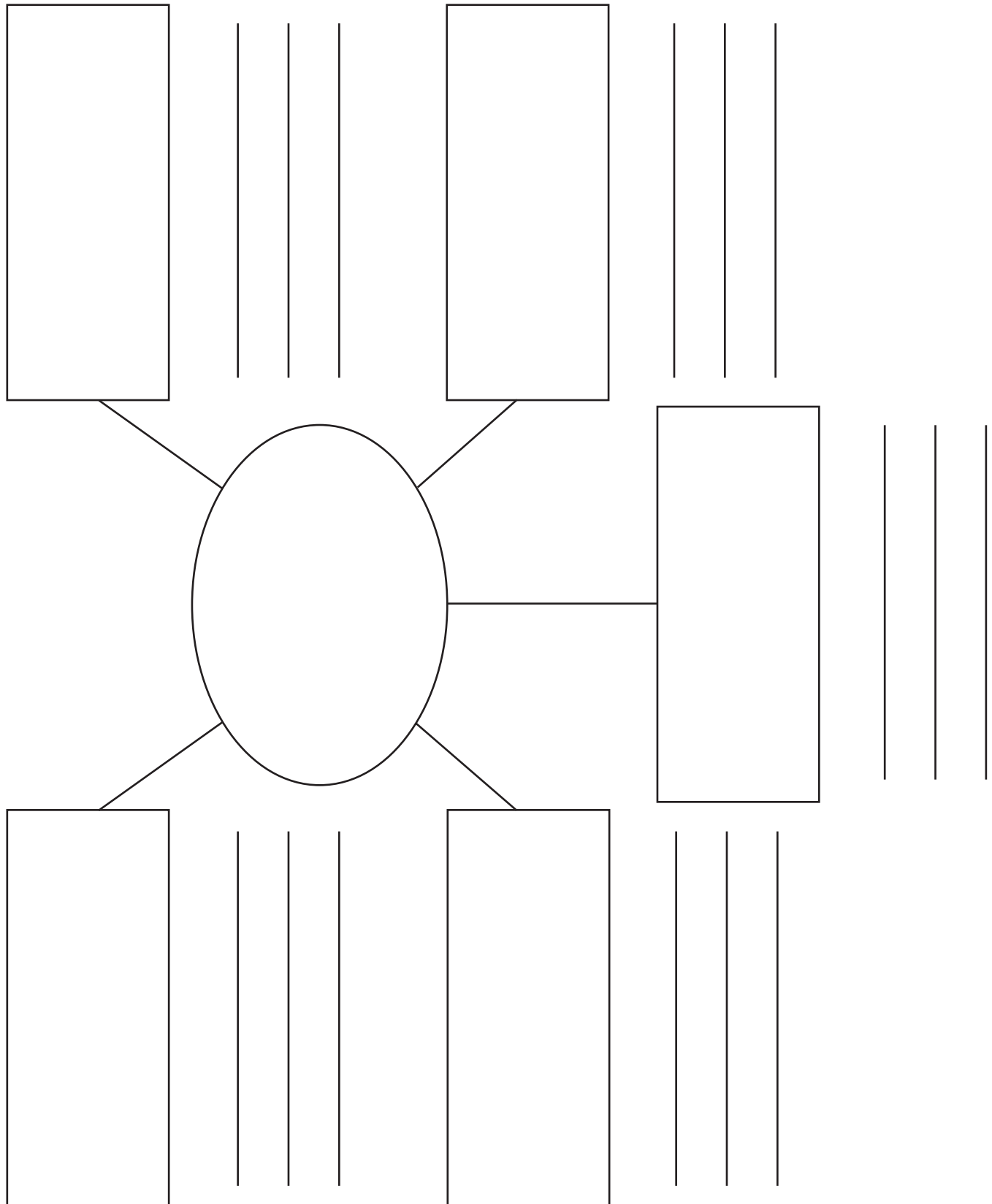
# Map It: Main Ideas

Unit \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_



# Multiple Meaning Map

Unit \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_



# Peer Writing Review

Unit \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_

## IDEAS AND DEVELOPMENT

- ▶ Is the draft focused on the assigned topic?
- ▶ Does the draft include an introduction, body paragraphs, and a conclusion?
- ▶ Are the main ideas or main events easy to understand?
- ▶ Are there enough details to make the ideas clear and well supported?

**Things That Work Well:**

**Things You Might Improve:**

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## ORGANIZATION AND FLOW

- ▶ Does the beginning catch your interest? How can it be improved?
- ▶ Do the ideas flow in an order that makes sense?
- ▶ Has the writer used transition words to help make the flow of ideas clear? Give examples.
- ▶ Does the writing have a strong ending? How could the ending be stronger?

**Things That Work Well:**

**Things You Might Improve:**

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## STRONG SENTENCES

- ▶ Has the writer used a variety of sentence types? Give examples.
- ▶ If any sentences seem unclear, how can they be improved?
- ▶ Has the writer used specific verbs and nouns? What are some examples of these?
- ▶ Has the writer used colorful adjectives to create pictures in readers' minds? Can any be added or changed?

**Things That Work Well:**

**Things You Might Improve:**

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# Tense Timeline



# Writer's Checklist

## 1. PRE-WRITING

- Did I:*
- Identify what kind of writing I am doing?
  - Think about who my audience is?
  - Generate a list of words and ideas to get me started?
  - Determine what I need to know and gather the resources I need?
  - Decide how my writing should be organized?
  - Create an outline or other framework to organize my ideas?

## 2. WRITING A FIRST DRAFT

- Did I:*
- Write in pencil to make revising easier?
  - Write from my notes or outline?
  - Let my thoughts roll, without getting hung up on details?
  - Keep my audience and purpose in mind as I wrote?

## 3. REVISING

*I Used* (check one):

- the **Checklist for Revising** (if I am revising my work independently)
- the **Peer Writing Review** (if I am revising with a peer)

## 4. PROOFREADING AND PUBLISHING

- Did I:*
- Punctuate sentences correctly?
    - capitalize first word
    - capitalize proper nouns
    - use correct end marks
  - Check my spelling?
    - words with endings (doubling, drop *e*, change *y*, advanced doubling)
    - easily confused words (*there, their*)
    - place names
    - longer words
  - Check sentence structure?
    - run-ons and fragments
    - verb tense
  - Make a clean, correct, final copy of my work?

# Character Trait

Unit \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_

<b>Explanation</b>		
<b>Evidence From Text</b> <ul style="list-style-type: none"><li>• In the text</li><li>• Inferred</li></ul>		
<b>Trait</b>		
<b>Character</b>		

# Checklist for Revision

Unit \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Read your writing with a critical eye. Check to make sure you have done each thing below. Make any necessary revisions.

## **IDEAS AND DEVELOPMENT:** *My writing has...*

- an introduction, body, and conclusion
- clear main ideas or clear story events
- enough details or facts to make my ideas interesting and well supported

## **ORGANIZATION:** *My writing has...*

- a strong beginning that will grab my readers' interest
- an ending that won't leave my readers hanging
- a logical flow of ideas
- transition and signal words
- no repeated ideas
- no sentences that are off the topic

## **VOICE:** *I have used...*

- language that fits my audience
- my personal voice

## **SENTENCE FLUENCY:** *I have included...*

- a variety of sentence lengths
- different kinds of sentence types

## **WORD CHOICE:** *I have made sure to use...*

- colorful adjectives
- specific nouns and verbs
- phrases that create pictures in readers' minds

# Diagram It 7 Subject/Predicate/Predicate Nominative

Unit \_\_\_\_\_ Student \_\_\_\_\_ Date \_\_\_\_\_

Sentence Pattern #7  
Form: Noun/Linking Verb/Noun  
Function: Subject/Predicate/Predicate Nominative

