

Lesson 20(2): Teacher Writing Skills Checklist

CONTENT

OK Needs improvement

- | | | |
|--------------------------|--------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Topic and choice of words are appropriate for the audience |
| <input type="checkbox"/> | <input type="checkbox"/> | Followed instructions for this assignment |
| <input type="checkbox"/> | <input type="checkbox"/> | Paragraph overemphasizes the positive features of the resort and sounds like an ad |
| <input type="checkbox"/> | <input type="checkbox"/> | Overstatement and exaggeration make sense for the context |
| <input type="checkbox"/> | <input type="checkbox"/> | All sentences support topic sentence (no "carrots in your cookie jar") |
| <input type="checkbox"/> | <input type="checkbox"/> | Content flows smoothly; details are organized and easy to follow |
| <input type="checkbox"/> | <input type="checkbox"/> | Title captures the essence of the exaggerated paragraph |

STYLE

OK Needs improvement

- | | | |
|--------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Strong topic sentence sets an inviting stage for the resort |
| <input type="checkbox"/> | <input type="checkbox"/> | Used no more than one "to be" word |
| <input type="checkbox"/> | <input type="checkbox"/> | Chose context-appropriate synonyms for repeated main words |
| <input type="checkbox"/> | <input type="checkbox"/> | Appealed to the senses and emotions with rich, vivid imagery and flowery words |
| <input type="checkbox"/> | <input type="checkbox"/> | Removed or replaced weak words |
| <input type="checkbox"/> | <input type="checkbox"/> | Consistently used the same tense throughout the composition |
| <input type="checkbox"/> | <input type="checkbox"/> | Correctly used the following sentence variations once each |
| | | __began with paired adjectives __began with a past or present participle |
| | | __began with an -ly adverb __used an appositive |
| | | __began with a prepositional phrase __included a simile (one only) |
| | | __began with a subordinate conjunction (<i>although, as, because, if, since, though, unless, when, where, while</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | Included one or more subject-verb sentences |
| <input type="checkbox"/> | <input type="checkbox"/> | Included a sentence of six words or fewer |
| <input type="checkbox"/> | <input type="checkbox"/> | Wrote concisely, avoiding unnecessary words, phrases, or sentences |
| <input type="checkbox"/> | <input type="checkbox"/> | Strong closing sentence that makes an emotional appeal or gives a call to action |

MECHANICS

OK needs improvement

- | | | |
|--------------------------|--------------------------|------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Name and date in the upper right-hand corner |
| <input type="checkbox"/> | <input type="checkbox"/> | Followed proper page format (indentation, margins, skipped lines, good spacing) |
| <input type="checkbox"/> | <input type="checkbox"/> | Paragraph is 7-9 sentences long |
| <input type="checkbox"/> | <input type="checkbox"/> | Double-checked spelling, capitalization, punctuation |
| <input type="checkbox"/> | <input type="checkbox"/> | Used complete sentences. Avoided run-on sentences and misplaced modifiers. |
| <input type="checkbox"/> | <input type="checkbox"/> | Correctly used checklist and colored pencils, circling and underlining as directed |
| <input type="checkbox"/> | <input type="checkbox"/> | Included brainstorming sheet, all drafts of this composition, and your checklist |
| <input type="checkbox"/> | <input type="checkbox"/> | All papers stapled together in proper order |

Comments _____

