PART FOUR

RUBRICS, SUPPORT MATERIALS, AND WORKSHEETS

STUDENT/SELF-EVALUATION RUBRICS FOR THE SIX TRAITS

Use the rubrics on pp. 78–84 to evaluate your own writing. If you have a strong paper, you will be able to answer "yes" to the questions in the first box. Be honest! If your answers are "no," then go on to the next box. The questions in the second and third boxes will help you identify where your paper needs more work.

SIX TRAITS RUBRIC: IDEAS AND CONTENT

5 My Ideas Are Crystal Clear!
√ Is my topic clearly focused—neither too broad nor too narrow—for a paper of its kind? √ Are my ideas are original, interesting, and creative? √ Do I draw from personal experience or knowledge. √ Are my details are insightful and well chosen? Or are they obvious, predictable, or clichéd—not good? √ Is my development of the topic thorough and logical? Have I anticipated and answered the reader's questions? √ Are my supporting details accurate and relevant? Does my every detail contribute to the whole?
3 Close—My Ideas Need a Little Polishing
√ Could I develop my topic a little better? Do I make my readers work to figure out my purpose and predict how ideas will develop? √ Are my supporting details present but maybe too vague? Could they really illustrate the main idea or theme better? √ Do I refer to my own experience or knowledge but maybe fail to push beyond the obvious to more specific ideas? √ Are my ideas understandable but maybe not detailed, elaborated upon, or personalized? Do I need to work on understanding my topic or task more? √ Do I stray from the topic? Are my ideas too general? Do I force readers to rely on what they already know to make sense of the paper?
1 Hmm. What Am I Trying to Say?
√ Have I forgotten to decide on a topic or main idea? Does my paper read like rough draft or brainstorming notes? √ Is my thesis a vague statement about the topic or a restatement of a prompt? Does it need more support, detail, or insight? √ Do I need to add information? Do I make my readers work too hard to make connections? √ Is my text rambling and repetitious? Are my ideas not developed enough? Is the paper too short? √ Does every idea and detail in my paper seem equally weighted? Do my ideas add up to a main idea, thesis, or theme?

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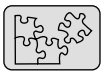
STUDENT/SELF-EVALUATION

SIX TRAITS RUBRIC:  ORGANIZATION

5 Yes! I Can See Where My Writing Is Going!
√ Does my paper use a logical and effective sequence of ideas? √ Does the paper contain both an attention-grabbing introduction and a satisfying conclusion? √ Is my pacing carefully controlled? Do I slow down to provide explanation or elaboration when appropriate, and increase the pace when necessary? √ Do my transitions make clear connections and cue the reader to specific relationships between ideas? √ Is my organizational structure appropriate to my purpose and audience? √ If present, does my title sum up the central idea of the paper in a fresh way?
3 Close—Wait, I Think I Need More Structure
√ Does my paper have both an introduction and a conclusion? Are they as engaging and coherent as they can be? √ Is my sequence logical but predictable? Could it be more compelling? √ Does my sequence fail to consistently support my paper's ideas? Do I make my readers reorder sections mentally or provide transitions as they read? √ Is my pacing reasonably well done? Do I move ahead too quickly or linger over unimportant ideas? √ Are the transitions between ideas clear enough. √ If present, is my title maybe a little dull or lacking insight?
1 Hmm. Even *I'm* a Little Lost
√ Is the sequence in my paper is broken—maybe one idea or event does not logically follow another? Does it lack organizational structure, such as clear paragraph breaks? √ Does my paper lacks a clear introduction to guide readers and a conclusion that sums up ideas at the end? √ Is my pacing halting or inconsistent? Do I know when to slow down or speed up the pace—in order to help my readers understand? √ Are the transitions between my ideas confusing or absent? √ If present, does my title accurately reflect the content of the paper? If not, why?

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STUDENT/SELF-EVALUATION

SIX TRAITS RUBRIC: VOICE

5 Yes! I Can Really Hear My Own Voice
√ Is my tone of the writing appropriate for the purpose and audience of the paper? √ Do I reveal myself as a real person behind the text? Do I take risks in revealing my personality throughout the piece? √ If my paper is expository or persuasive, do I show a strong connection to the topic and explain why readers should care about the issue? √ If my paper is narrative, is my point of view sincere, interesting, and compelling?
3 Close. I Need to Try Again With Feeling
√ Do I offer only generalities instead of personal insights? Does my writing feel impersonal? √ Do I use neutral language and a flat tone instead of an interested lively one? √ Do I communicate in an earnest and pleasing manner, but forget to risks? Do I need to inspire or engage my reader more? √ Do I really share my own interest with the topic? Do I need to build more credibility with the audience? √ Does my narrative fail to reveal a fresh or individual perspective?
1 Hmm. I Can Barely Hear Myself Speaking
√ Is it true that I don't really think about the audience—that I use a voice that may not be appropriate for the intended reader? √ Is the development of my topic too limited, so that no clear point of view is present? Is my writing is so short that readers don't get to know me? √ Do I seem to speak in a monotone, using a voice that lacks excitement about the message or topic? √ Does my expository or persuasive writing lack accurate information or use overly technical language? Is my narrative writing lacking a point of view and failing to inspire interest?

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STUDENT/SELF-EVALUATION

SIX TRAITS RUBRIC: WORD CHOICE

5 Yes! My Words Come Through Loud and Clear
√ Are all my words specific and appropriate? In all instances, have I taken care to choose the right words or phrases? √ Is my paper's language controlled and natural, not overdone? Do I rarely use clichés and jargon? √ Does my paper contain energetic verbs, precise nouns, and clear modifiers? √ Do I use vivid words and phrases, including sensory details to create distinct images in the reader's mind?
3 Close—With a Little Polish My Words Will Shine
√ Are my words correct and generally adequate but maybe lacking in originality or precision? √ Do I use familiar words and phrases that do not grab the reader's interest or imagination or only occasionally use of lively verbs and phrases to perks things? √ Do my attempts at using engaging or academic language seem overly showy? √ Does my writing contain passive verbs and basic nouns and adjectives? Does it lack precise adverbs.
1 Hmm. Even I Don't Understand What I Mean
√ Is my language perhaps too vague instead of precise? Does my vague language make the reader feel confused and unsure of my purpose? √ Are some of my words or parts of speech used incorrectly? √ Do I repeat myself or use certain words too much? √ Have I used unexplained jargon or clichés?

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STUDENT/SELF-EVALUATION

SIX TRAITS RUBRIC: SENTENCE FLUENCY

5 Yes! My Sentences Really Flow
√ Have I constructed sentences so that meaning is clear to the reader?
√ Do my sentences vary in length and in structure?
√ Do I use varied sentence beginnings to add interest and clarity?
√ Does my writing have a steady rhythm? Is my reader able to read the text effortlessly without confusion or stumbling?
√ Is my use of dialogue natural? Do I use sentence fragments thoughtfully?
√ Do I use clear connectives and transitions between sentences to reveal how the papers' ideas work together?
3 Close—I'm Feel Like I'm Drifting Off Course
√ Are my sentences usually grammatical and unified but dull? Have I forgotten to pay enough attention to how the sentences sound?
√ Is there some variation in sentence length and structure as well as in sentence beginnings? Or are all my sentences constructed exactly the same way?
√ Do I make my reader search for transitional words and phrases that show how sentences relate to one another? Do I forget to use context clues?
√ Even though I have written expressively, are there passages with stilted or awkward sentences?
1 Hmm. I'm a Little Lost
√ Do my sentences just not "hang together"? Have I used run-on, incomplete, monotonous, or awkward sentences?
√ Does my phrasing often sound too singsong? Is my paper kind of dull to read aloud?
√ Do most of the sentences begin the same way and follow the same pattern (e.g. subject-verb-object)?
√ Have I used too many connectives or too few—so that my writing sometimes sounds confused?

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STUDENT/SELF-EVALUATION

SIX TRAITS RUBRIC: CONVENTIONS

5 Yes! It's Nearly Perfect!
√ Is my paragraphing regular? Does it enhance the organization of the paper? √ Are my grammar and usage correct? Do they add clarity and style to the text? √ Is my punctuation accurate and does it enables the reader to move though the text with understanding and ease? √ Is my understanding of capitalization rules evident throughout the paper? √ Are most words, even difficult ones, are spelled correctly? √ Is my writing long and complex enough to show that I understand a wide range of convention skills?
3 Close—I Found a Few Errors
√ Do I run together ideas that should be in separate paragraphs? Do I start paragraphs in the middle of an idea? √ Does my writing have a few grammar and usage errors—but not enough to confuse my readers? √ Are my end marks usually in the correct place, but maybe other punctuation marks (such as commas, apostrophes, semi-colons, and parentheses) are missing or wrong? √ Have I spelled common words correctly for the most part? √ Are most words are capitalized correctly, but my command of capitalization skills is a little shaky?
1 Hmm. I'm Distracted By Too Many Errors
√ Am I missing formal paragraphs? Do my paragraphs "forget" to support my content or organization? √ Have I made a lot of errors in grammar and usage? Are there enough errors to distract or confuse the reader? √ Is my punctuation, including end marks often missing or incorrect? √ Have I misspelled common words? √ Have I consistently made errors in capitalization? √ Does my paper need to be read once just to decode the language and then again to understand my meaning?

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STUDENT/SELF-EVALUATION:

ONE MORE TRAIT: PRESENTATION/PUBLICATION

5 Yes! My Paper Is Clear and Pleasing to the Eye
√ If my paper is handwritten, is the slant of my writing consistent and my spacing between words uniform?
√ If my paper is word-processed, have I used an appropriate font and font size?
√ Have I used enough white space (spacing, margins) so that my paper is easy to read?
√ If I have included a title, headings or subheadings, bullets and page numbering, are they consistent and do they make the paper easy to read?
√ If I have used graphs, tables, maps, or other graphics in my writing, are they clear and placed logically in my paper?
3 Close—My Paper is a Little Cluttered
√ Is my handwriting readable but maybe a little sloppy or inconsistent?
√ Have I used too many fonts or a font size that is hard to read?
√ Have I got too much or too little white space—my margins are too wide or too small? Have I got too much or too little space between paragraphs?
√ Even though I use titles, headings or subheadings, bullets and page numbering, are they inconsistently used or maybe they get in the way of the reading?
√ Have I placed graphs, tables, maps, or other graphics in the wrong places or too far from the text they help explain? Do they take up too much space or are they too small to read?
1 Hmm. I'm Distracted By the Way the Page Looks
√ Has poor handwriting made my paper too difficult to read?
√ Has my use of interesting or too many fonts and font sizes made my paper difficult to read?
√ Is my spacing too random or confusing for readers to see and read the text?
√ Does my paper need a title, headings or subheadings, bullets, or page numbers that would help readers get through the paper?
√ Do my visuals (graphs, tables, maps, or other graphics) mislead or confuse my readers? Are they appropriate or too technical? Should I leave them out or find new ones?

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SIX TRAITS RUBRIC FLASHCARDS

Encourage students to use the flashcards on pp. 85–90 to familiarize themselves with the six traits and with the level-five rubric for each trait. Students may use the flashcards as study aides, or they may use them during the revision stage of the writing process. Encourage students to work in pairs or teams to quiz each other about the six traits and the criteria for a level five paper.

IDEAS AND CONTENT

Definition:

Ideas and content are the most important components of any text. They provide the text's message—its thesis, opinion, or theme. Ideas and content are what compel people to read something in the first place.

Related terms: *audience, implied main idea, opinion, purpose, stated main idea, supporting details, theme, thesis*

ORGANIZATION

Definition:

Organization is a pattern or structure writers use to order ideas and content in a text. It is the framework on which the writer hangs the main idea and details. Organization is the way a writer guides a reader through the ideas.

Related terms: *chronological order, logical order, order of importance, organizational pattern, organizational structure, spatial order*

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Score 5	Six Traits Rubric: Ideas and Content
A text that has clear ideas and content is clear, focused, and interesting. It presents relevant and concrete details that catch and maintain the reader's interest and support a clear main idea, theme, or story line.	√ The topic is clearly focused—neither too broad nor too narrow—for a text of its kind. √ The ideas are original, interesting, and creative. √ The writer draws from personal experience or knowledge. √ Key details are insightful and well chosen; they are not obvious, predictable, or clichéd. √ The development of the topic is thorough and logical; the writer anticipates and answers the reader's questions. √ Supporting details are accurate and relevant; every detail contributes to the whole.

Score 5	Six Traits Rubric: Organization
A Score 5 text uses organizational patterns to clearly communicate a central idea or story line. The order of information draws the reader effortlessly through the text.	√ The text employs a logical and effective sequence of ideas. √ The text contains both an attention-grabbing introduction and a satisfying conclusion. √ The pacing is carefully controlled; the writer slows down to provide explanation or elaboration when appropriate, and increases the pace when necessary. √ Transitions make clear connections and cue the reader to specific relationships between ideas. √ The organizational structure is appropriate to the writer's purpose and audience. √ If present, the title sums up the central idea of the text in a fresh and thoughtful way.

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VOICE

Definition:

Voice is the unique sound and rhythm of a writer's language. The writer's voice reveals his or her tone, or attitude, toward the subject matter and audience. Experienced writers tailor their voices to suit their purpose for writing, their topic, and their audience.

Related terms: *audience, language, purpose, and tone*

WORD CHOICE

Definition:

Word choice is a tool a writer uses to create an effective voice. A writer's choice of words reveals his or her attitude toward the subject and the audience.

Related terms: *cliché, connotation, denotation, idiom, jargon, loaded language*

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Score 5	Six Traits Rubric: Voice
A text that has a strong voice is engaging and conveys the writer's awareness of audience and purpose.	√ The tone of the writing is appropriate for the purpose and audience of the text. √ The reader is aware of and feels connected to a real person behind the text; if appropriate, the writer takes risks in revealing a personal dimension throughout the piece. √ If the text is expository or persuasive, the writer shows a strong connection to the topic and explains why readers should care about the issue. √ If the text is narrative, the point of view is sincere, interesting, and compelling.

Score 5	Six Traits Rubric: Word Choice
In a text with strong word choice, the words are precise, engaging, and unaffected. They convey the writer's message in an interesting and effective way.	√ All words are specific and appropriate. In all instances, the writer has taken care to choose the right words or phrases. √ The text's language is natural, not overdone; it never shows a lack of control. Clichés and jargon are rarely used. √ The text contains energetic verbs; precise nouns and modifiers provide clarity. √ The writer uses vivid words and phrases, including sensory details; such language creates distinct images in the reader's mind.

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SENTENCE FLUENCY

Definition:

Sentence Fluency is a writer's use of sentences to create voice and style. Writers create sentence fluency by mixing long and short sentences, varying sentence beginnings, and using transitional words and phrases to show connections among ideas.

Related terms: *choppy sentence, run-on sentence, sentence fragment, stringy sentence, transitional words and phrases, wordy sentence*

CONVENTIONS

Definition:

Conventions are the agreed rules of paragraphing, usage, grammar, spelling, and punctuation that good writers follow. Conventions help writers make their meanings clear.

Related terms: *capitalization, grammar, paragraphing, punctuation, spelling, usage*

PRESENTATION/PUBLISHING

Definition:

Presentation and Publishing are the last things to consider when preparing a text for readers. When presenting and publishing, writers make sure that their texts are legible, clean, and balanced.

Related terms: *font, font size, graphs, graphics, handwritten, margins, subtitles or subheadings, tables, titles, white space, word-processed*

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Score 5	Six Traits Rubric: Sentence Fluency
Sentences in a well-written text are thoughtfully constructed, and sentence structure is varied throughout. When read aloud, the writing is fluent and rhythmic.	√ The writer constructs sentences so that meaning is clear to the reader. √ Sentences vary in length and in structure. √ Varied sentence beginnings add interest and clarity. √ The writing has a steady rhythm; the reader is able to read the text effortlessly without confusion or stumbling. √ Dialogue, if used, is natural. Any fragments are used purposefully and contribute to the text's style. √ Thoughtful connectives and transitions between sentences reveal how the texts' ideas work together.

Score 5	Six Traits Rubric: Conventions
Standard writing conventions in a well-written text are used correctly and in a way that aids the reader's understanding. Any errors tend to be minor; the piece is nearly ready for publication.	√ Paragraphing is regular and enhances the organization of the text. √ Grammar and usage are correct and add clarity to the text as a whole. √ Punctuation is accurate; it enables the reader to move though the text with understanding and ease. √ The writer's understanding of capitalization rules is evident throughout the text. √ Most words, even difficult ones, are spelled correctly. √ The writing is long and complex enough to show the writer's successful use of a wide range of convention skills.

Score 5	Six Traits Rubric: Presentation/Publishing
A text that is presented and published well has a clean, uncluttered appearance and is easy to read.	√ If the text is handwritten, the slant of the writing consistent and the spacing between words is uniform. √ If the text is word-processed, an appropriate font and font size are used. √ The text contains enough white space (line spacing, margins) so that the text is set off nicely and easy to read. √ Any title, subtitles or subheadings, bullets and page numbering are used consistently so that they make the text easy to navigate. √ Any graphs, tables, maps, or other graphics are clear and placed logically in the text.

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Evaluation Chart

Use the blank chart below to evaluate your own or another student's writing.

Directions: In the table below, write the scores you give the paper for its execution of each of the six writing traits. (The highest score is 5; the lowest is 1.)

Scores	
Ideas and Content	
Organization	
Voice	
Word Choice	
Sentence Fluency	
Conventions	

Directions: Below write some comments that explain the scores you wrote above. Use specific examples from the text to support your evaluations.

Comments:

Ideas and Content: _____

_____

_____

Organization: _____

_____

_____

Voice: _____

_____

_____

Word Choice: _____

_____

Sentence Fluency: _____

_____

Conventions: _____

_____

Sum It Up: Overall I thought the paper was _____

_____

_____

_____

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SIX TRAITS: **WORKSHEETS**

The worksheets that appear in this section are designed to support students in integrating the six traits and the writing process.

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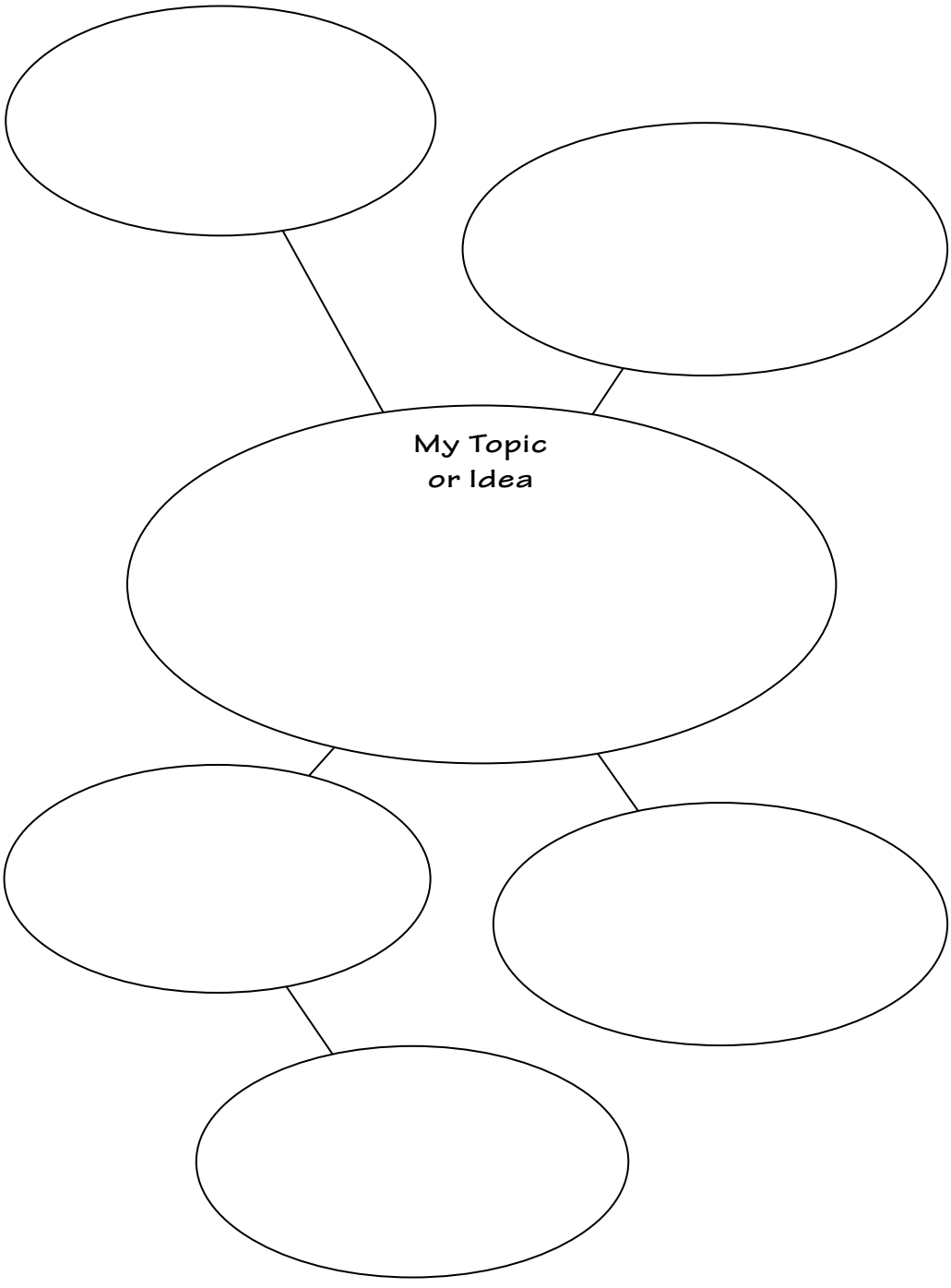
Type of Writing: Expository, Persuasive, or Narrative Writing

Clustering-Word Web

Directions: Fill in the center circle with a word related to your topic. Then fill in the other circles with related words or ideas. Add more circles, if necessary. Draw lines between the circles to show the connections.



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Type of Writing: Expository, Persuasive, or Narrative Writing

Brainstorming-Freewriting

Directions: Use the lines below to write about your topic without stopping for five minutes. Write down every idea that comes into your head. After your time is up, reread your ideas. Use a colored pencil or pen to circle or underline ideas that you want to develop in your paper.

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Type of Writing: Expository, Persuasive, or Narrative

What's Your Point? Identifying the Main Idea

Directions: Use the graphic organizer below to refine your thoughts into a main idea. Start at the bottom. Fill in the boxes with details and information. In the box labeled "Main Idea, Opinion, or Theme" write the idea that the other boxes support.

Main Idea, Opinion, or Theme:

Detail/Idea #1

Detail/Idea #2

Detail/Idea #3

Detail/Idea #4

Detail/Idea #5

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Type of Writing: Persuasive

Stating an Opinion

Directions: Use the graphic organizer below to identify an opinion statement and the reasons and evidence that support it. In the arrow at the top, write your opinion statement and identify the audience for your paper. In the large box, list all the reasons and evidence that support your opinion.

Opinion Statement:

Audience:

Reason #1:	**Reason #2:**	**Reason #3:**
Evidence:	**Evidence:**	**Evidence:**

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Type of Writing: Persuasive

Types of Appeals: Logical, Emotional, Ethical

Directions: Use the graphic organizer below to identify the types of appeals you use in your persuasive paper. (You should have at least one emotional and one ethical appeal in your paper.) In the left-hand column, write each of your reasons. In the right-hand column, write the evidence and its type (fact, example, expert testimony, statistic, and so on) as well as the type of appeal. See the example below.

Position Statement: *People must take responsibility for pets and strays.*

Reasons	Evidence
1. *Too many dogs and cats end up in local animal shelters*	• *Our local shelter alone takes care of 200 animals each week. (statistic, logical appeal)* • *Any visitor to the shelter can see the heart-break in the abandoned animals' expressions. (anecdote, emotional appeal)*

My Position Statement: _____

_____

Reasons	Evidence
1.	
2.	
3.	

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Type of Writing: Persuasive

Refuting and Conceding

Directions: A solid persuasive paper should recognize and discuss an opposing point of view and either **refute (argue against)** or **concede (acknowledge)** it. In the graphic organizer below, write down the opposing point (or points) of view in the left-hand column. In the right-hand column, write either a refutation (including the reasons and evidence) or a concession. See the example.

Position Statement: *People must take responsibility for pets and strays.*

Opposing Position	Refutations or Concessions
Although animal shelters may seem cruel, they are safer for the abandoned animals than life on the street.	***Concession:*** *Life on the street is indeed dangerous for animals; fast traffic, unkind people, the weather, and the lack of food all add to an abandoned animal's stress.*

My Position Statement: _____

_____

Opposing Position(s)	Refutations or Concessions

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Type of Writing: Expository or Persuasive

Solving a Problem

Directions: A problem-solution paper follows a clear formula. Fill in the graphic organizer below with the problem you are addressing in your paper, background information, possible solutions, and a proposal.

Problem:

Background:

Possible Solution 1:

Possible Solution 2:

Advantages and Disadvantages:

Advantages and Disadvantages:

Proposal of Best Solutions and Reasons:

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Type of Writing: Expository or Narrative

Finding the Flow: How-to Writing/Flow Chart

Directions: Complete this flow chart by writing the steps or events in chronological order. Include any details that help describe the steps or events. You may add more boxes or continue the organizer on a separate sheet of paper.

Step or Event #1:

Step or Event #2:

Step or Event #3:

Step or Event #4:

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Type of Writing: Expository or Persuasive

Organizing Your Reasons

Directions: Write your topic sentence (your main idea or opinion statement) in the top box. Write each of your reasons and any supporting details or evidence in a separate box below it. Then write your conclusion in the bottom box.

Topic Sentence (Thesis or opinion statement):

Reason 1	**Reason 2**	**Reason 3**
Evidence/Support	**Evidence/Support**	**Evidence/Support**

Conclusion:

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Type of Writing: Expository or Persuasive

Organizing Reasons by Order of Importance

Directions: Write your most important reason in the top box. Write your second most important reason in the middle box. Write your least important reason in the bottom box. On a separate sheet of paper, try experimenting with a different order, such as least-to-most important reason. Which order works best?

My main idea or opinion statement:

_____

_____

My most important reason:

My second-most-important reason:

My least important reason:

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Type of Writing: Expository, Persuasive, or Narrative

Describing a Voice

Directions: Read the three passages below. Under each passage, write two or three words or phrases that best describe the writer's voice. Identify the qualities in the passage that helped you select your descriptive words.

Passage 1: My impression of life in Renaissance England is that it was a culture in which life could be very exciting if you were urban or middle class; upper middle class; or perhaps best of all, a poet. However, if you were a rural laborer, tied to the land, you were likely living in poverty, disease, and perhaps even starvation. The image of idle shepherds sitting on rocks in Marlowe's poem is quite different from the reality of rural workers anxiously wondering if they would get enough work to feed themselves, as described in the article.

I would describe the voice as_____ because _____

_____

Passage 2: The log in the computer lab shows that 98 percent of the thirty-five computers are in constant use during school hours and that a daily average of twenty students sign a waiting list and wait up to 40 minutes before gaining access to a free computer. In addition, according to the school librarian, each of the ten computers in the library usually has three students waiting to use it during school hours and up to five students after school.

I would describe the voice as_____ because _____

_____

Passage 3: The argument for reducing the number of animals in our local shelters is so obvious, it's ridiculous. Every pet owner should spay or neuter his or her animal as soon as it is old enough. If all pets were cared for properly, and if all pet owners were responsible and intelligent, then we wouldn't have any problems with stray animals at all. But because one irresponsible and thoughtless person lets his or her dog or cat get loose, then a whole rotten chain of events unfolds, resulting in too many unwanted and unloved animals in the world, and that's a crime!

I would describe the voice as_____ because _____

_____

On the lines below, explain what the writers' voices suggest about their attitudes toward their subjects and audiences.

_____

_____

_____

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Type of Writing: Expository, Persuasive, or Narrative

Understanding Connotations

Directions: Read the following paragraphs and underline any words in the sentences that have strong connotations. In the margins, write (+) for positive connotation and (–) for negative connotation. On the lines under each paragraph, answer this question—What does the writer's word choice say about the his or her attitude toward the subject and audience?

Paragraph 1:

The easy flowing, ambling, conversational blank verse of Wordsworth's "Lines Composed a Few Miles Above Tintern Abbey" is perfectly suited to the poet's subject of a long, rambling walk through nature, as well as to the back-and-forth movement of the speaker's thoughts in time. This style of verse allows the speaker to delve into any thought that comes to him and to examine its shape, muse upon its past and future, and then move on, like a stream curving around a rock. The rhythm of blank verse maintains unity, but the flexibility makes for a meditative tone.

_____

_____

Paragraph 2:

Her most frustrating customers were usually ones who couldn't make up their minds. One such customer, for example, told her that he wanted to purchase six blue-flowered glasses. As soon as she had wrapped them, the customer said in a pleading voice, "I hate to bother you, my dear, but would mind giving me three blue and three yellow glasses instead?" What could she do but smile and agree to the customer's whims? She unwrapped the glasses and rewrapped three blue ones. Then she wrapped three yellow ones. As she wrapped, she dreaded that the customer would see that there were also red flowered glasses on the shelf, too.

_____

_____

Paragraph 3:

Tree frogs, which are common in North and South America, range in size from less than one inch to about five inches long. The sticky pads on their feet help them climb trees and leap from limb to limb. Tree frogs are more often heard than seen but the sound is difficult to locate even when it is nearby. Types of tree frogs called peepers, which live in the eastern half of North America, can usually be heard in the early spring. Male peepers make a high-pitched sound to attract females. They sometimes form a large, noisy group called a chorus.

_____

_____

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Type of Writing: Expository, Persuasive, or Narrative

Avoiding Loaded Language, Jargon, and Clichés

Directions: Read each sentence below. Underline the loaded language, jargon, or cliché (or tired word) that appears in each sentence. On the line provided, write LL for loaded language, J for jargon, or C for cliché.

_____ **1.** My face was red as a beet when I discovered my mistake.

_____ **2.** The mob of rabble-rousers screamed their protests at the dignitary.

_____ **3.** Does your computer have a spam filter and a good firewall?

_____ **4.** "Cleaning up this mess will be easier said than done," opined Susie.

_____ **5.** Neela had butterflies in her stomach before she gave her speech.

_____ **6.** My grades took a nosedive and cratered after I moved to a new school.

_____ **7.** After you complete fifteen reps check your stats and then repeat.

_____ **8.** For lunch they stopped at a greasy spoon for some comfort food.

_____ **9.** Nina's face grew white as a sheet when she heard the news.

_____ **10.** That lawyer in the fancy suit just pulled one over on the jury.

_____ **11.** Mahmood's goal was to clerk for the justice.

_____ **12.** Wait for the next set of waves before heading out on your board.

_____ **13.** After recovering from the flu, Grandpa said he felt fit as a fiddle.

_____ **14.** Whole grain bread is more wholesome, nutritious, and satisfying.

_____ **15.** The hotel room in which we stayed was fit for a king.

On the lines below, rewrite three sentences from the exercise above without the loaded language, jargon, or cliché.

_____

_____

_____

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Type of Writing: Expository, Persuasive, or Narrative

Avoiding Passive Voice

Directions: On the short line provided, identify the voice in each sentence as AV for active voice or PV for passive voice. If a sentence is PV, rewrite it in active voice on a separate sheet of paper.

_____ **1.** That movie was especially liked by Brianna and Choe.

_____ **2.** The wings of the eagle were spread wide before it took off.

_____ **3.** The automatic door was installed by the technician.

_____ **4.** This class is taught by several different teachers.

_____ **5.** The wind storm completely uprooted the old oak tree.

_____ **6.** The exhausted runner fell and could not get up after the race.

_____ **7.** A new computer was purchased by Malcolm.

_____ **8.** The lecture was delivered by the visiting scholar.

_____ **9.** Special effects are often used by directors to create movie excitement.

_____ **10.** Hungry birds often flock to the bird feeder.

Directions: Read the passage below and underline all sentences that use the passive voice. On a separate sheet of paper, rewrite the paragraph, so that all the sentences use active, not passive, voice.

[11] Many of Los Angeles' oldest buildings are contained in the downtown section. [12] The area of the city was founded more than two hundred years ago by Mexican settlers. [13] The area looks like a village of old Mexico. [14] In the area is included a delightful public square with century-old magnolia trees. [15] One of the oldest streets in the city, Olvera Street runs north from the plaza. [16] Mexican handicrafts are sold by merchants from colorful stalls along Olvera Street. [17] The streets are lined with adobe buildings from the early nineteenth century. [18] The downtown area also includes an interesting shopping district. [19] Many of the shops in the district are owned by immigrants from Mexico and Central America. [20] Here the sounds of Mexican music are heard as people pass the cafés and record stores.

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Type of Writing: Expository, Persuasive, or Narrative

Using Parallel Construction

Directions: Most of the following sentences are out of balance because they lack parallel structure. On the lines provided, rewrite each sentence, giving it parallel structure. If a sentence already has parallel structure, write C on the line.

1. Rafael delivered his speech with confidence and enthusiastically.

_____

2. In 1923, Garrett Morgan designed a traffic light with red, green, and yellow lights and patented it.

_____

3. Mrs. Shapiro had heard about the new hockey league but not that a team would be in Greensboro.

_____

4. The selection of books at the downtown store is better than going to the mall.

_____

5. I have traveled by bus, by train, and by subway, but never by boat.

_____

6. Theresa likes playing the clarinet, to march in the band, and watching football games.

_____

7. The advertisement claims that this toothpaste kills more germs and prevents more cavities than any other toothpaste.

_____

8. My friend Ray is loyal, fun-loving, and shows kindness.

_____

9. The doctor told me that I should eat more healthful foods and to start an exercise program.

_____

10. I want a new sander, a good workbench, and to have enough time to make wood carvings.

_____

11.–20. Now go back and figure out what was matched and "mismatched" in the sentences. Remember in parallel structure, nouns are matched with nouns, phrases with phrases, clauses with clauses, and infinitives with infinitives.

_____

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Type of Writing: Expository, Persuasive, or Narrative

Varying Sentence Structures and Sentence Beginnings

Directions: The following paragraph consists of simple sentences constructed in the basic subject-verb pattern. On the lines provided, revise the paragraph, varying sentence structures and sentence beginnings to make the writing smoother and livelier.

My father packed cheese, crackers, grapes, and iced tea to take to the park. I helped him. We wanted to see the fire works. We picked up my friend Emily on our way to the park. We got to the park. We found a nice, level spot and spread out the blankets. Emily and I munched cheese and crackers. My parents played word games to pass the time. The band finally began to play. It played a medley of patriotic tunes. Then it played the national anthem. The fireworks began. The splashes of color and constantly changing designs were beautiful against the black sky. The grand finale mesmerized us all. We gathered our food and blankets and headed for home. We would always remember the inspiring music. We would always cherish the memory of the booming explosions and the "oohs" and "ahs" of the crowd.

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Type of Writing: Expository, Persuasive, or Narrative

Identifying and Revising Run-on Sentences

Directions: Some of the following items are run-on sentences. If an item is a run-on sentence, write *R* on the line provided. If the item is a correct sentence, write *C*.

_____ **1.** The family did not want to move, but Ms. Thompson received a promotion.

_____ **2.** When they move, Ms. Thompson and her family will be near San Francisco.

_____ **3.** A famous university is in Palo Alto, it offers many opportunities.

_____ **4.** Carmen may visit some California vineyards, they are very interesting.

_____ **5.** The family can also visit Hollywood, which offers many popular sights.

_____ **6.** Before it was part of the United States, California was part of Mexico, it had many Spanish-speaking settlers.

_____ **7.** The mission at San Juan Capistrano is famous; swallows return there every year on the same date.

_____ **8.** There are also many citizens of Chinese ancestry, San Francisco's Chinatown is well known around the world.

_____ **9.** The state of California has a diverse climate, there are mountains and deserts.

_____ **10.** Have you ever been to California, would I like it there?

Directions: Some of the following items are run-on sentences. If an item is a run-on sentence, revise it correctly on the line provided. If an item is already a correct sentence, write *C* on the line.

11. Scientists use liters to measure the volume of a liquid.

_____

12. The English system of measurement is used in the United States, it is not widely used elsewhere.

_____

13. Most countries use the metric system scientists everywhere use it to record experiment results.

_____

14. American students are taught the metric system, they use the system in their science classes.

_____

15. If you compare an inch and a centimeter, you will see that an inch is equal to about 2.5 centimeters.

_____

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Type of Writing: Expository, Persuasive, or Narrative

Revising Stringy and Wordy Sentences

Directions: Most of the following sentences are either stringy or wordy. On the lines provided, rewrite each to make it less stringy or wordy. Some sentences may need to be rewritten as two sentences.

1. Elsie walked into the clothing store, and she saw a blouse, and she really liked it, so she tried it on.

_____

_____

2. We woke up early, and we watched the sunrise from the balcony, and then we took a long walk on the beach, and it was relaxing.

_____

_____

3. Mr. Sanders manages a hardware store, and he usually enjoys his work, but one thing he doesn't like is taking inventory.

_____

_____

4. The basketball team is made up of very talented, hard-working players who are very good players and practice hard.

_____

_____

5. What I need to tell you is that the debate team has now won five consecutive debate tournaments in a row.

_____

_____

6. The temperature was a boiling ninety-five degrees, and that was in the shade, and we were very uncomfortable all afternoon.

_____

_____

7. I wonder if you would direct me to the facility that loans out books to members of the public.

_____

_____

8. The singer I like most and who is my favorite singer is Bob Dylan.

_____

_____

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Type of Writing: Expository, Persuasive, or Narrative

Combining Choppy Sentences

Directions: For each item below, combine the sentences, and write your combined sentence on the lines provided. Add punctuation where necessary.

1. Gustave Holst was a composer. He was British. He wrote a suite for orchestra. The suite was called *The Planets.*

_____

_____

2. Sophomores consult the guidance department. They consult the department regularly. They receive information. The information covers career choices.

_____

_____

3. *Walden* is a book. It is by Henry David Thoreau. It tells about a year. The year he spent in a cabin. The cabin was near Walden Pond.

_____

_____

4. Galen was a famous physician. He lived during the second century. He added to our knowledge of the human body. He discovered facts about the arteries, the brain, and the nervous system.

_____

_____

Directions: Combine each of the following pairs of sentences by changing one sentence into a clause and inserting it into the other sentence. Use the relative pronouns *which* and *that*.

5. Dismal Swamp contains many animals. It lies in Virginia and North Carolina.

_____

_____

6. The movie is a thriller. It is based on a true spy story.

_____

_____

7. The guinea pig is a member of the rodent order. It is not a pig at all.

_____

_____

8. The mountain laurel has glossy leaves. They are poisonous when eaten.

_____

_____

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Type of Writing: Expository, Persuasive, or Narrative

Identifying Transitional Words and Phrases as Clue Words

Directions: Read the passages below. Underline the transitional words and phrases in each. On the line provided, draw a conclusion about the purpose of the paragraph, based on the clues provided by its transitions.

Paragraph 1:

The most interesting house-moving feat that I have ever heard of involved the Queen Anne Mansion in Eureka Springs, Arkansas. First built in 1891, the three-story home, with a tower and wrap-around porch, was moved from Carthage, Missouri. Crews at once speedily to dismantle the mansion. They used special tools and carefully cut and pried the building apart. The parts of the house were placed on thirty-seven flatbed trucks, which were then transported to Arkansas. There the new owners looked on happily as workers reconstructed the house, brick by brick. Today the restored Victorian mansion is open for tourists and visitors. It now looks impressive atop a hill near downtown Eureka Springs.

_____

Paragraph 2:

The archetype Sindbad belongs to might be called The Resourceful Sailor or the Sailor as Trickster. An obvious parallel is with the Greek Odysseus, who experiences an adventure very similar to that of Sindbad. (Like Sindbad, Odysseus and his crew must escape from a monster.) The traits of this archetype include pluck, cleverness, intelligence, and a flair for deception. Sindbad is, however, a medieval Arabian version of the archetype. His ship's journey apparently follows the coast of Africa, as real Arabian trading ships did during the Middle Ages. There is also a combination of boastfulness and innocence about Sindbad that seems characteristic of his time and place. Moreover, he is not the ship's captain but rather a scrawny sailor, someone who might have been plucked out of a bazaar and offered adventure.

_____

Chronological Order	after, at last, at once, before, eventually, finally, first, later, meanwhile, next, soon, then, when, while
Cause-and-Effect	as a result, because, consequently, for, for this reason, since, so, so that, therefore
Spatial Order	above, among, around, before, behind, below, beneath, by, down, here, in, inside, into, near, next to, over, there, under, up
Order of Importance	first, last, mainly, more important, then, to begin with
Comparison	also, and, another, just as, like, likewise, moreover, similarly,
Contrast	although, but, however, in spite of, instead, nevertheless, on the other hand, otherwise, still, yet

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Type of Writing: Expository, Persuasive, or Narrative

Paragraphing

Directions: Read the paragraph below. Decide where the paragraph should be divided into three paragraphs. Draw a slash mark (/) to indicate where the breaks should occur. On the lines at the bottom of the page, explain why you started the new paragraphs where you did.

A number of ancient cities have been discovered completely buried many feet below the ground's surface. Since no one deliberately buries a city, scholars have often wondered what happened to ancient cities that fell into decline. The explanation is simple in the case of Pompeii, an ancient Roman city. The volcano Vesuvius erupted in 79 A.D., pouring masses of lava and ashes over the doomed city. Such a fate was unusual, however. Most buried cities became covered up by a more gradual process, which may have taken thousands of years. In most cases, the answer to the puzzle can be found in the way ancient cities were constructed and abandoned. In ancient times, people found it simpler to build right on top of the rubble of a previous city. The new quickly covered up the old, which was soon forgotten. In other cases, ancient cities were emptied quickly and under devastating circumstances. They destroyed suddenly by war, fire, or flood. Some became deserted because of epidemic, drought, or changes in trade routes. After many years of neglect, buildings would begin to collapse and fill with wind-blown sand and dirt. Or the surrounding jungle would close in, obliterating the building for years—until explorers arrived.

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Type of Writing: Expository, Persuasive, or Narrative

Agreement and Tense

Directions: Most of the sentences in the paragraph below contain one or more errors in agreement. Draw a line through each incorrect verb or pronoun, and write the correct form in the space above it.

[1] The joy of early rising don't mean much to Andy—especially when school days is concerned. [2] Every morning his mother and his older sister has to wake him. [3] Showering and dressing ordinarily takes him about ten minutes, but today one of his socks are missing. [4] Then there's still a few things to be done before he can leave for school. [5] Every one of his books have to be collected from various nooks and corners, and neither his father nor his sister are willing to assist in the search. [6] His parents insist that a glass of milk and an apple is not a sufficient breakfast—that a person can't do their best on an empty stomach—so Andy grudgingly bolt down a bowl of hot cereal, too.

Directions: In the following paragraph, the verb tenses are not consistent. Decide whether the paragraph should be in the present or the past tense. Then on a separate sheet of paper, rewrite the paragraph, making sure to use consistent tense.

[7] One day Barney, my family's beloved golden retriever, gets out of our yard and was hit by a car in front of our house. [8] Our neighbor, Mr. Sanchez, saw Barney get hurt, but then Barney disappears. [9] Mr. Sanchez tried to call us, but there is no one home. [10] When my mom gets home, he tells her what had happened. [11] She frantically calls all her friends and sent out search parties, but Barney was nowhere to be found. [12] More worried than ever, we start making posters to place in the neighborhood. [13] When the phone rings, we all hoped for the best. [14] It was Dr. Monroe, Barney's veterinarian. [15] He says that a stranger has brought Barney to the clinic to care for his injured leg and that he was all right.

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Type of Writing: Expository, Persuasive, or Narrative

Standard Usage

Directions: Underline the word or expression in parentheses that is correct according to the standard for formal usage.

1. This project will take *(fewer, less)* hours to finish than the last one did.
2. Many people like jazz better *(than, then)* other kinds of music.
3. *(Who's, Whose)* going to help me finish the collage for art class?
4. Robert Frost is *(among, between)* my five top favorite poets.
5. If we are *(all together, altogether)* satisfied with the plans, let's get started.
6. What did Harper Lee write *(beside, besides) To Kill a Mockingbird*?
7. *(Their, There)* purpose is to recruit more members for the Spanish club.
8. Diane looked *(everywhere, everywheres)* for Barney's dog biscuits.
9. Rachael did a *(good, well)* job of acting in the school play.
10. Amy Tan *(she tells, tells)* wonderful stories in her novels.
11. We sure hope that Dad will *(leave, let)* us go to the concert.
12. It looks *(as though, like)* the mail will be delivered late again today.
13. We *(had ought to, ought to)* finish our homework before dinner.
14. The songs *(that, what)* were sung at the folk festival all told stories.
15. *(Sequoyah, Sequoyah he)* was a scholar and leader who created a language.
16. I saw *(that, where)* starting in May the planetarium will stay open late.
17. *(Them, Those)* grammar rules are too confusing for me.
18. We should *(have, of)* watered the plants before we left.
19. We came home early *(because, being as)* it started to rain.
20. As we *(did, done)* the math problems, we realized we had many questions.
21. When the pipes froze and *(burst, busted)*, we were without water for a week.
22. We listened to *(a lot, alot)* of music by American composers today.
23. Please *(try and, try to)* memorize the Preamble of the Constitution by Friday.
24. They didn't want to learn how to play the game *(anyway, anyways)*.
25. Please set this book *(beside, besides)* that lamp.

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Type of Writing: Expository, Persuasive, or Narrative

Capitalization and Spelling

Directions: For the following sentences, correct each error in capitalization by drawing a line through it and writing the correction above it.

1. The Ward memorial church is the only lutheran Church on Pierson boulevard.
2. After Valentine's day, the family plans to tour the south in a new Car.
3. The Pacific ocean is over six miles deep near the Philippine islands.
4. Chicago's north Michigan avenue reminds me of new York's fifth Avenue.
5. The oldest known Inuit site is in the Aleutian islands, across the bering strait from asia.
6. School always starts in september, right after labor day.
7. The Desert area known as death valley extends into both california and nevada.
8. Has professor Murphy seen the Painting *mona lisa* at the Louvre in paris?
9. Much of Kathryn's family lives in East baton rouge parish in Louisiana.
10. Is the Capital of north Carolina raleigh or durham?

Directions: The following paragraph contains ten spelling errors. For each sentence, draw a line through any misspelled words and write the correct spelling above it.

[11] My freind spent his junior year of high school as an exchange student in Japan. [12] He worked hard and succeded in learning to speak and understand Japanese. [13] He enjoied learning about the culture and appreciated the kindness of the people he met. [14] He became intrested in the plants that grow in Japan and has decided to become a botanist. [15] The has been triing out different plants to see what will grow here. [16] He has become very knowledgable. [17] His Japanese trees produce fruit larger than most peachs. [18] The white flowers on one tree stand out against the shadyness of the plant. [19] His sister-in-laws want him to landscape their yards. [20] They are ready to trade in their gardens of tomatos and peppers for Japanese plum trees.

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Type of Writing: Expository, Persuasive, or Narrative

Punctuation

Directions: Proofread the passage below by adding commas, semicolons, colons, and end marks where they are needed.

[1] Dear Pauline

[2] Well we are have been here in Toronto Ontario since June 2 [3] So far we are having a great time however I do miss you and all my other friends back in Huntsville [4] We have visited the Art Gallery of Ontario, the Ontario Science Centre, and the Metro Toronto Zoo and Aunt Stephanie even took Marin Jacky and me to see a baseball game at the SkyDome.

[5] Remember, I'll be getting back home at around 8 30 p m on Saturday June 20 and I can't wait to tell you about our vacation

Directions: Insert commas where they are needed in the following paragraph.

[6] We are always getting phone calls for Fred Smith Jr. the plumber. [7] My father's name as you know is also Fred Smith. [8] Early in the morning on Saturday or Sunday someone is sure to call to report that a furnace is out a kitchen drain is plugged up or a water pipe is broken. [9] Dad advised Dean my older brother to become a plumber. [10] He could as a matter of fact do a thriving business right from the start!

Directions: Read the dialogue below. Cross our any incorrect punctuation or capitalization and add the correct punctuation marks and capitalization.

[11] Your cat looks awfully skinny Mika said. [12] Doesn't it like its food? [13] Laura chuckled and responded haven't you ever seen a Siamese cat before? [14] Yes, I've seen them, but I guess I've never seen one this close Mika replied. [15] Siamese cats are usually slender and long, just like my little princess here Laura explained.

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Type of Writing: Expository, Persuasive, or Narrative

Proofreading: Checklist and Chart

Directions: Proofreading your own writing means checking it for mistakes in grammar, usage, spelling, capitalization, and punctuation. Use the following guidelines to help you review either your own or another student's writing. Then, use the chart below to record any errors that you find.

1. Is every sentence complete?
2. Does every sentence begin with a capital letter? Are proper nouns capitalized?
3. Does every sentence end with the correct punctuation mark?
4. Do singular verbs have singular subjects, and do plural verbs have plural subjects?
5. Are verbs in the right form and tense?
6. Are adjectives and adverb forms used correctly in making comparisons?
7. Are the forms of personal pronouns used correctly?
8. Does every pronoun agree with its antecedent (the word it refers to) in number and gender? Are pronoun references clear?
9. Are all words spelled correctly? Are the plural forms of nouns spelled correctly?
10. Is the writing neat and legible?

Error Log

Grammar and Usage	
Description of Problem	**Location (Page and Line)**
Spelling	
Misspelled Words	**Correct Spellings**
Capitalization	
Words with Errors	**Corrections**
Punctuation	
Description of Problem(s)	**Location (Page and Line)**

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