**When editing look for:**

* **Title –** appropriate for essay topic
* **Topic sentences** – a covering statement to which all the other sentences in the paragraph are related. It shows the significance over the information presented. It provides direction for the paragraph
	+ Weak example: Skiing is a very enjoyable winter sport.
	+ Strong example: Nothing can match the exhilaration of skiing down icy slopes or bursting through fresh powder snow.
* **Spelling – *use a dictionary***
* **Descriptive words (variety)** – if a descriptive word is used multiple times ***consult a thesaurus*** to find an appropriate synonym (a word with the same meaning)
* **A LOT IS TWO WORDS**
* **Punctuation**
* **Abbreviations** - only used for titles (Dr.), degrees (M.D.), given names (St. Francis), time (2:00 a.m./p.m.), using B.C./A.D.
* **Do not use &** - write *and*
* **Do not use slang, messaging/chat type or texting language**
* **Numbers –** write out all numbers of *one or two* digits
* **Sentence structure**
	+ ***Comma splice*** – whenever two independent statements are written with a comma between them (Example: The library catalogue is the key to the books in the library, many large libraries have separate catalogues for certain collections of books.)
	+ ***Run on sentence*** – also called a fused sentence. A sentence that has no punctuation between the main statements.
		- Fused sentence: Salt will sink in a glass of water pepper will float on the surface
		- Correction: Salt will sink in a glass of water. Pepper will float on the surface.
	+ ***Sentence fragment*** – a sentence that is grammatically incomplete (a phrase or clause) punctuated as if it were a sentence. Sentences should have a main subject and a main predicate.
		- Fragment: Mr. Brown suddenly glanced up from his notes. His eyes twinkling with suppressed laughter.
		- Correction: Mr. Brown suddenly glanced up from his notes, his eyes twinkling with suppressed laughter.
	+ ***Choppy sentences*** – sentences that are too little or where one idea is broken up into two or more separate statements
		- Choppy: I took my first math class. It was at Miller High School. It was algebra.
		- Correction: I took my first math class, algebra, at Miller High School.
	+ ***Stringy sentences –*** stringing separate statements together with *and, but, so and then.*
		- Stringy: About fifteen meters away I saw a deer running for safety and so I slowed my car down and then I stopped the car to see the beautiful creature. It was still running but it was getting close to the bushes, but then I saw it had a fawn with it, and then it disappeared into the bushes.
		- Correction: About fifteen meters away I saw a deer running for safety. I slowed my car down and stopped to see the beautiful creature. It was still running, getting close to the bushes, when I saw it had a fawn. It then disappeared into the bushes.
* **Verb tenses** – the verb agrees with the subject (Example: I swim, you swam, she/he/it swims). Make sure that the same verb tense is used throughout the paragraph.
	+ *Present tense* – walk, imagine, sleep
	+ *Present progressive tense* – am walking, am imagining, am sleeping
	+ *Past tense* – walked, imagined, slept
	+ *Past progressive tense* – was walking, was imagining, was sleeping
	+ *Perfect tense* – have walked, have imagined, have slept
	+ *Past perfect tense* – had walked, had imagined, had slept
	+ *Future tense* – will walk, will imagine, will sleep
	+ *Future perfect tense* – will have walked, will have imagined, will have slept
* **Thoughts are clear and explained in full** – paragraph expresses a good description of the object (the reader can clearly visualize it in their mind)
* **Appropriate transitions between paragraphs**
* **Effective closing sentences** – ties together the ideas that have been developed; emphasizes the topic sentence; and leaves a strong final impression of the main point’s importance or interest. Closing/concluding sentences can predict or suggest, state a summary, and tie the ending to the beginning.

**Structure and Organization**

* Check the thesis statement. Research should have a valid, one sided point. Inquiry should have a question or a thesis, but no side needs to be given.
* Check the topic sentences (First sentence in every paragraph) Research should be an exact sentence or two that explains the paragraph and gives proof to the thesis statement. Inquiry can be a question that breaks down the thesis, or a topic sentence that proves the thesis statement too.
* The introduction should have the following: Hook, background information (that pertains to the topic) and a thesis. It should be 5-10 sentences. (Research) The inquiry paper has a separate checklist that you can follow.
* Research has 4-6 paragraphs. Inquiry has 5-8.
* Each paragraph (except POV in Inquiry) should have 1-2 quotations and 10-18? Sentences per body paragraph
* All essays should have a works cited page.
* Ensure all in text citations are with the authors last names or title of the article in quotation marks
* Ensure all quotations are embedded (does not end and start with a quotation)
* Your paper should be in MLA format.

If you have working on inquiry, you have a separate check list to go through for the order as it is not like any other essay you have written before.

If you have a research essay, the layout is similar to a literary.

Fairbs.weebly.com then under writing papers there is a lot of additional information if you need it.

Check the rubric! Always see what you can do for the best marks.