



MY Access! Writer's Workshop

High School Literary Analysis

Prompt: "Everyday Use" by Alice Walker

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Notes:

Prompt: Comparing Characters in “Everyday Use”

Everyday Use by Alice Walker is a short story exploring one particular culture's historical traditions. The two sisters, although raised in the same family, have very different ideas of how to best preserve their heritage. In a multi-paragraph essay, compare and contrast Maggie and Dee based on their motivations, personalities, and points of view with respect to preserving their heritage. Make sure to include specific details and examples from the story in your analysis.

As you write, remember your essay will be scored based on how well you

- develop a multi-paragraph response to the assigned topic that clearly communicates your thesis to the audience.
- support your thesis with meaningful examples and references from the text, carefully citing any direct quotes.
- organize your essay in a clear and logical manner, including an introduction, body, and conclusion.
- use well-structured sentences and language that are appropriate for your audience.
- edit your work to conform to the conventions of standard American English.

Use any of the tools available to you, such as the **Checklist**, **Spellchecker**, or **Graphic Organizer**.

Attacking the Prompt:

- Underline what the prompt is asking you to **DO** (look for verbs).
- Circle **WHAT**, specifically, the prompt asks you to write about.

MY Access! “Everyday Use” Teaching Ideas

Pre-Reading: Into the Text

- Have students complete the “Mini Web Quest” on pages 5-6 to gain background information about quilts and afrocentrism. They can work in groups or individually. Be sure to share the information they learn, and spend time discussing the significance of quilts and their thoughts on afrocentrism.
- **THINK, PAIR, SHARE:** Ask students to spend a minute thinking about traditions and heirlooms in their family. Have them share what comes to mind with a partner and then share with the whole class. Draw the following T-Chart on the board and fill it out as a whole class:

Family traditions and heirlooms	Why they are important

- Discuss if they value family traditions and heirlooms. Why or why not?

Reading: Through the Text

- As you read “Everyday Use,” assign half the class to “Maggie” and the other half to “Dee.” They should underline their character’s thoughts, actions, words, etc. as you read.
- When you are done reading, pass out the “Character Study of Maggie/Dee” handout on pages 7-8. A similar graphic organizer, the “Narrative Wizard,” can be found in MY Access! under the PREWRITING tab on the student drafting page. Have students work in groups to share their highlighted portions and discuss each of the categories. For their expert category, each student needs to write down the best quote from the text on the left side and their **inferences** about their character on the right side.
- You may want to have students complete the “Understanding the Plot” handout on page 9 individually or in groups (you may use the **PLOT** section of the MY Access! Narrative Wizard for this activity).
- Optional activity: Have students write a letter from the point-of-view of the sister they studied to the other one. What would they say?

Post-Reading: Beyond the Text (writing the essay)

- Begin by “attacking the prompt” with students and discuss what they must write.
- As a whole class, complete a Venn Diagram under the “PREWRITING” tab in MY Access! or use the Venn Diagram template on page 10.
- Initially, just have students do a quickwrite for about ten minutes about Maggie and Dee. Tell students to write down ANYTHING that comes to mind about the characters. They can refer back to their charts and look at the highlighted portions of their story, but they shouldn’t worry about organization or thesis writing at this time.
- Next, use looping as described on page 11 to help students narrow their focus and work toward a thesis statement/essay topic.
- Help students write a thesis statement using the handout on page 13. Begin by discussing what a thesis is. Give students time in class to play around with writing a thesis. You must approve it before they can move on to planning their essay!
- Complete the “Planning the Body of Your Essay” worksheet on page 15. Revisit the Venn Diagram and make a list of all the characteristics you can use for the point-by-point comparison (their personalities, appearance, motivations, points-of-view, beliefs, values, etc.)
- Use the “Organizing Your Essay” worksheet on page 16 to plan out their essay. Do NOT let students continue writing their essay until you have approved this handout!
- As a whole class, evaluate the student samples on pages 19-21. Use this time to study the rubric so students understand how they are being scored. A worksheet on page 18 is provided to help students break down the rubric into language they can understand.
- After students have written a first draft, complete the group assignment that begins on page 22. This will help students to breakdown and understand the MY Tutor feedback.
- Another revision exercise is on pages 36. This can also be used to guide peer response.

Persuasive Writing

Purpose:

- To convince
- To state a problem and propose a solution
- To analyze cause/effect relationships
- To discuss controversial issues

Characteristics:

- Logically supports a clear position or perspective with relevant evidence
- Provides convincing arguments and counterarguments
- Reflects analytical thinking and/or evaluation
- 1st or 3rd person point-of-view

Examples:

- Persuasive essay
- Persuasive letter or letter to editor
- Editorial
- Compare/contrast essay
- Political speech
- Critical reviews
- Character analysis

Response to Literature

- Shares the same purpose and characteristics as above, but demonstrates an understanding and interpretation of literary work and supports viewpoint through specific references to text.

Mini Web Quest – “Everyday Use” By Alice Walker

- **Topic #1: Quilts**
- Directions:
 - Go to www.iseek.com
 - Search for “quilts” or “history of quilting” or “African American quilting.”
 - Answer the questions below. Be sure to cite the website(s) you used to get your answers.
 - **You can use Wikipedia, but you must also get information from at least one other website.**
- Helpful Tips:
 - Be sure to read the description of each website before visiting. Many of the sites only give instructions for making or buying quilts, and these won't help you.
 - Be sure to look at photos of quilts!

What is a quilt and how is one made?

What are some uses of quilts—historically and today?

List at least three facts about African American quilting (use back of page if needed):

Works Cited:

- **Topic #2: Afrocentricism**

- Directions:

- Go to www.iseek.com
- Search for “afrocentrism.”
- Begin by looking at the **Encyclopedia Britannica** website. Then, look at several other websites. You may notice this is a somewhat controversial topic!
- Answer the questions below. Be sure to cite the website(s) you used to get your answers.

What is afrocentrism (be sure to use your own words)?

What are some opinions of Afrocentrism?

Works Cited:

Character Study of MAGGIE in “Everyday Use”

As we read “Everyday Use,” highlight the following:

- Maggie’s thoughts. What goes on in her mind?
- Maggie’s words. What does she say out loud?
- Maggie’s actions. What does she do? How does she behave?
- Descriptions of how Maggie looks.

Inference: An intelligent guess based on evidence in the story and on what you already know. When making inferences about characters, you’ll base many of your guesses on what they say and do.

ONE QUOTE FROM TEXT

YOUR INFERENCES ABOUT MAGGIE

Maggie’s Thoughts	
Maggie’s Words	
Maggie’s Actions	
Maggie’s Appearance	

Character Study of DEE in “Everyday Use”

As we read “Everyday Use,” highlight the following:

- Dee’s thoughts. What goes on in her mind?
- Dee’s words. What does she say out loud?
- Dee’s actions. What does she do? How does she behave?
- Descriptions of how Dee looks.

Inference: An intelligent guess based on evidence in the story and on what you already know. When making inferences about characters, you’ll base many of your guesses on what they say and do.

ONE QUOTE FROM TEXT

YOUR INFERENCES ABOUT DEE

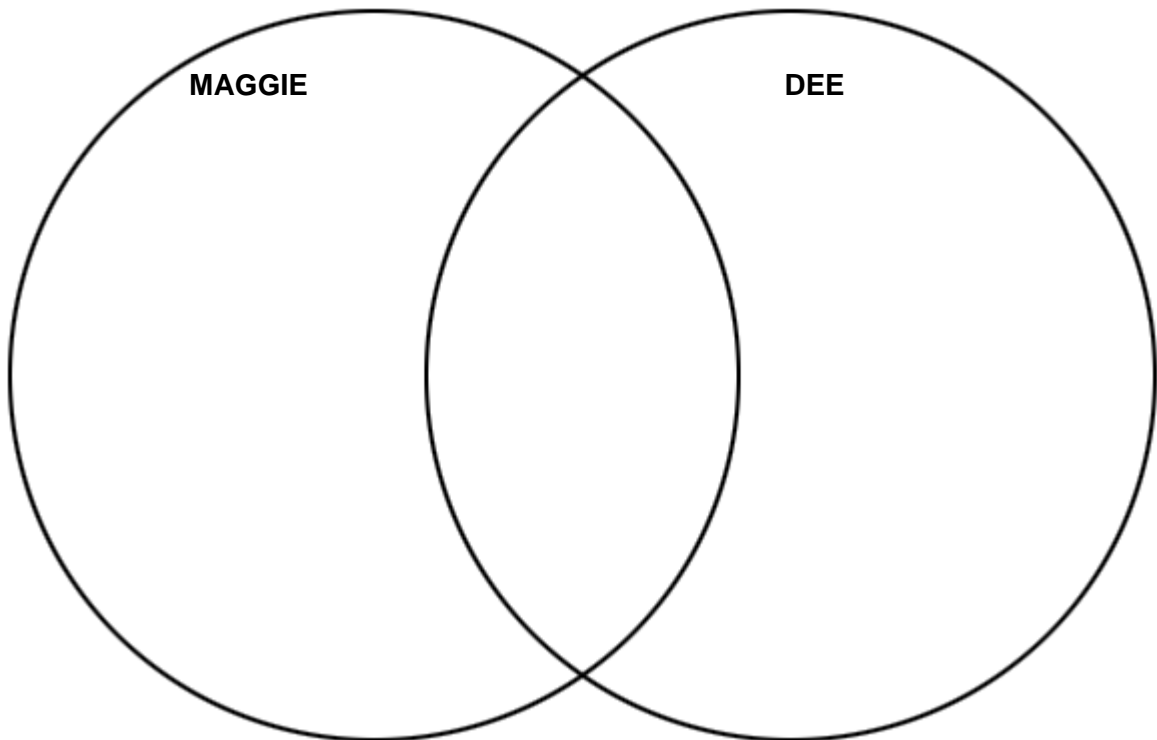
Dee’s Thoughts	
Dee’s Words	
Dee’s Actions	
Dee’s Appearance	

“Everyday Use:” Understanding the Plot

- 1.** Describe the major conflict in the story and why it occurred.
- 2.** Describe how the conflict affected Maggie and Dee.
- 3.** Describe the climax, or turning point, of the story.
- 4.** Describe the outcome, or resolution, and Maggie and Dee were affected.

Venn Diagram

Teacher's Name:
Student Name:
Class:
Prompt: "Everyday Use"



Looping

Looping is an exercise many writers use to narrow the focus of a piece. Often, in early drafts we write anything and everything that comes to mind about our topic (and this is okay!). As we revise, we want to “zoom in” on only the most important and interesting parts of our narrative. We need to discover our PURPOSE for writing.

Tell students:

Step 1: Re-read your entire piece.

Step 2: Choose one line that stands out to you. Maybe it is an extremely important moment in your story, maybe it is the most exciting point, or maybe you just like the idea you are trying to express.

Step 3: Underline or highlight that line.

Step 4: On a blank piece of paper, write ONLY that line at the top of the paper.

Step 5: Now, for next ten minutes, write as QUICKLY as you can about only that line.

Step 6: Think about what happened. Do you like what you just wrote more than your first draft? If so, you now have a NEW and more specific focus for your story. At the very least, one part of your story has been “exploded.”

Looping in MY Access!

Here is a powerful way to use Looping while logged in to MY Access! This exercise will help students process and understand the power of revision.

Tell students:

- Step 1:** Give students 10-15 minutes to write quickly about their prompt in MY Access! Do not allow them to use tools and encourage them to keep typing without thinking too much!
- Step 2:** Stop students. Have them re-read their piece and choose one line that stands out to them to highlight.
- Step 3:** Write that line down on a piece of paper.
- Step 4:** Submit the draft you just completed and receive a score.
- Step 5:** Back at “assignments,” begin a “revision” of the piece. When you get to “My Writing Space,” delete everything you just wrote (don’t panic—your first draft is already saved).
- Step 6:** Write the line from “Step 2” at the top of your writing space. Now, for next ten minutes, write as QUICKLY as you can about only that line.
- Step 7:** Submit this response.
- Step 8:** Think about what happened. Compare your two scores. Do you like what you just wrote more than your first draft? If so, you now have a NEW and more specific focus for your story. At the very least, one part of your story has been “exploded” and this will add to the overall purpose of your first draft.

Writing a Thesis Statement
MY Access! "Everyday Use" by Alice Walker

Your **thesis** is a sentence or two that tells the reader the **main argument** you will be making in your essay. It cannot simply be a fact from the story, but it needs to include *your opinion* of Dee and Maggie's relationship. In a compare/contrast essay it is okay to choose one character as the primary focus of your essay—just make sure you continually compare her to the other character.

Take a look at all the notes we took while reading the story, your Venn diagram, and re-read your looping in MY Access! Try one (or more) of the formats below to write a first draft of your thesis. If one of these formats doesn't appeal to you, write your own or adapt one of these.

Although Maggie and Dee are both _____,
they are different in how they _____
_____.

This shows _____.

Even though Maggie/Dee is sometimes _____,
she _____,
and will never agree with her sister.

Maggie/Dee can be _____, but more often is _____,
and so will _____.

As long as Maggie/Dee remains _____,
she will never _____ and
so her sister will not _____.

Planning “The Body” of Your Essay

MY Access! “Everyday Use” by Alice Walker

The **body** of your essay follows your introduction, and it is the part where you “prove” to the reader through explanations, analysis and evidence from the text that your thesis is true. You need to put some thought into how to organize your body paragraphs so they reach your audience in an effective manner.

Below are two suggestions for how to organize the body of a compare/contrast essay.

The Block Method

For this method you discuss each character, one at a time. It looks something like this:

- Paragraph 1: You discuss one character and analyze her thoughts, decisions, etc.
- Paragraph 2: You discuss the other character, focusing on similar characteristics.
- Paragraph 3: You discuss how these characters are different, and you explain why this is.

Here is how you might organize an essay comparing and contrasting Cinderella and her step sisters:

Thesis:

Although Cinderella and her Step Sisters share the same goal—they want to marry Prince Charming—Cinderella distinguishes herself because she has to work hard to achieve what she wants. The sisters, on the other hand, expect everything to be given to them.

Paragraph 1: Describes the Step Sisters and uses evidence from the text to show how demanding they are even though they don’t do any work. Explains the significance of this.

Paragraph 2: Describes Cinderella and uses evidence from the text to show how sweet, hardworking and motivated she is.

Paragraph 3: Explains to the reader why these differences prove that Cinderella is set apart because she isn’t spoiled. This is the heart of your argument!

The Point-by-Point Method

With this organization you discuss the *characteristics* of the two characters you are discussing, one at a time. Each paragraph will need to discuss both characters being compared and contrasted.

Here is how you might organize the same essay discussed above:

Paragraph 1: Cinderella and her Step Sisters share a similar goal: they want to go to the ball. If there are any differences you also need to discuss them (for example, her sisters seem focused on marrying the Prince, whereas Cinderella seems more interested in just getting there. Explain why this is).

Paragraph 2: The differences between Cinderella and her Step Sisters are striking: Cinderella is sweet and hardworking compared to her lazy and mean-spirited Step Sisters. Explain why this evidence is significant and what it tells us about each character.

Paragraph 3: Cinderella’s ultimate reward of the Prince proves that if parents do not expect anything from their children, they do not develop into the type of people who deserve a “happy ending.” The Step Sisters tried to “win” by torturing Cinderella; what they didn’t realize is that Cinderella’s hard work and lesser status shaped her into a better person.

Organizing Your Essay

Thesis Statement

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Support for Thesis/Topic Sentence

Examples from Text as Evidence

Support for Thesis/Topic Sentence	Examples from Text as Evidence
1.	
2.	
3.	

MY Access! ® 6-Point Literary Writing Rubric

	The extent which the response demonstrates understanding of the text and the purpose of the task, and makes connections between them through a controlling or central idea.	The extent to which the response develops ideas fully and artfully using extensive, specific, accurate, and relevant details. <i>(facts, examples, reasons, anecdotes, prior knowledge)</i>	The extent to which the response demonstrates a unified structure, direction, and unity, paragraphing and transitional devices.	The extent to which response demonstrates an awareness of audience and purpose through effective sentence structure, sentence variety, word choice that create tone and voice.	The extent the response demonstrates control of conventions, including paragraphing, grammar, punctuation, and spelling
6	Very effective Focus & Meaning Establishes an <i>in-depth analysis</i> of the text(s) and makes <i>insightful connections</i> among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or <u>techniques</u> through a controlling or <u>central idea</u> .	Very Effective Content & Development. Develops ideas <i>fully</i> and <i>artfully</i> , using a wide variety of <i>specific</i> and <i>accurate evidence</i> and <u>literary elements</u> or techniques from the <u>text(s)</u> .	Very Effective Organization. Demonstrates a <i>cohesive and unified structure</i> with an <i>engaging introduction</i> and a <i>strong conclusion</i> ; <i>effective</i> use of <u>paragraphing</u> and <u>transitional devices</u> throughout.	Very Effective Language Use, Voice and Style Demonstrates <i>precise</i> language and <u>word choice</u> , a <i>defined voice</i> , and a <i>clear</i> sense of <u>audience</u> ; uses <i>well-structured and varied sentences</i> .	Very effective control of Conventions & Mechanics. <i>Few or no errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> .
5	Good Focus & Meaning. Establishes a <i>thorough</i> analysis of the <u>text(s)</u> and makes <i>clear connections</i> among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> .	Good Content & Development. Develops <i>ideas fully</i> and <i>clearly</i> , using a variety of specific and accurate <i>evidence</i> and <u>literary elements</u> or techniques from the <u>text(s)</u> .	Good Organization. Demonstrates a <i>mostly unified structure</i> with a <i>good introduction and conclusion</i> ; <i>consistent</i> use of <u>paragraphing</u> and <u>transitional devices</u> .	Good Language Use , Voice and Style. Demonstrates <i>appropriate language</i> and <u>word choice</u> , with <i>some evidence</i> of <u>voice</u> and a <i>clear</i> sense of <u>audience</u> ; uses <i>well-structured</i> sentences with <i>some variety</i> .	Good control of Conventions & Mechanics. <i>Few errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not interfere with the message</i> .
4	Adequate Focus & Meaning. Establishes a basic analysis of the text(s) and makes implied connections among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> .	Adequate Content & Development. Develops ideas <i>adequately</i> , using some <i>specific</i> and <i>accurate evidence</i> and <u>literary elements</u> or techniques from the <u>text(s)</u> .	Adequate Organization. Demonstrates a <i>generally unified structure</i> with a <i>noticeable introduction and conclusion</i> ; <i>inconsistent</i> use of <u>paragraphing</u> and <u>transitional devices</u>	Adequate Language Use, Voice & Style. Demonstrates <i>appropriate language</i> and <u>word choice</u> , with an <i>awareness</i> of audience and control of <u>voice</u> ; generally uses correct <u>sentence structure</u> with <i>some variety</i> .	Adequate control of Conventions & Mechanics. <i>Some errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not significantly interfere</i> with the communication of the message.
3	Limited Focus & Meaning. Establishes a basic analysis of the text(s) and makes only few or vague connections among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or central idea.	Limited Content & Development. Develops ideas <i>briefly</i> and <i>inconsistently</i> , using <i>little specific</i> and accurate evidence and <u>literary elements</u> or techniques from the <u>text(s)</u> .	Limited Organization. Demonstrates <i>evidence of structure</i> with an <i>uncertain introduction and conclusion</i> ; <i>lacks</i> paragraphing and <i>some transitional devices</i> .	Limited Language Use, Voice & Style. Demonstrates <i>simple language</i> and <u>word choice</u> , <i>some awareness</i> of audience and control of <u>voice</u> ; relies on <i>simple</i> sentences with <i>insufficient sentence variety</i> and <u>word choice</u> .	Limited control of Conventions & Mechanics. <i>Several noticeable errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>may interfere</i> with the communication of the message.
2	Minimal Focus & Meaning. Establishes a confused or incomplete analysis of the text(s) and makes <i>no</i> connections among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> .	Minimal Content & Development. Develops ideas incompletely and <i>inadequately</i> , using <i>minimal</i> references to the <u>text(s)</u> .	Minimal Organization. Demonstrates <i>little evidence</i> of structure with a <i>poor introduction and conclusion</i> ; <i>little evidence</i> of <u>paragraphing</u> and <u>transitional devices</u> .	Minimal Language Use, Voice & Style. Demonstrates <i>poor language</i> and <u>word choice</u> , with <i>little awareness</i> of audience; makes <i>basic errors</i> in <u>sentence structure</u> and <u>usage</u> .	Minimal control of Conventions & Mechanics. <i>Patterns of errors in</i> <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>substantially interfere</i> with the communication of the message.
1	Inadequate or no Focus & Meaning. <i>Fails</i> to establish an analysis of the text(s) and makes <i>no connections</i> among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> .	Inadequate or no Content & Development. <i>Fails</i> to develop ideas, using <i>no</i> meaningful references to the <u>text(s)</u> .	Inadequate or no Organization. Demonstrates <i>no evidence</i> of structure with <i>no introduction</i> or <u>conclusion</u> ; <i>no evidence</i> of <u>paragraphing</u> and <u>transitional devices</u> .	Inadequate Language Use, Voice & Style. Demonstrates <i>unclear or incoherent language</i> and <u>word choice</u> , <i>no awareness</i> of audience, and <i>major errors</i> in <u>sentence structure</u> and <u>usage</u> .	Inadequate or no control of Conventions & Mechanics. <i>Errors so severe in</i> <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that they <i>significantly interfere</i> with the communication of the message.

MY Access! Writing Domains

Type of Writing: _____

Your writing will be evaluated on the basis of five domains or trains of writing. Study each domain on the rubric and USE BULLET POINTS to take notes so that you can define each one. The feedback you receive will use the language on this chart.

Focus & Meaning	Content & Development	Organization	Language Use & Style	Mechanics & Conventions
				<ul style="list-style-type: none">● Piece is paragraphed● Grammar errors do not interfere with the message● Uses proper punctuation● Excellent spelling

Evaluating Student Essays

Directions: Read the following essays. Based on our discussions that centered on the elements necessary for writing a strong literary response essay, evaluate each essay. Use the MY Access! rubric to assign a score to each essay, and then give the writer feedback

Maya's Essay (Point-by-Point Organization)

In the short story, "Everyday Use," by Alice Walker, Dee visited her mother and her sister, Maggie. There are differences and also some similarities between Dee and Maggie. The two sisters can be compared and contrasted in many ways. The first comparison that can be made is by their personality. Second, there are differences and some similarities in their motivations. The last is their point of view on preserving their heritage. Although, Dee and Maggie have great differences in many ways, there are still some similarities between these two sisters.

The first way to compare and contrast between Dee and Maggie is by their personality. For instance, Maggie is a shy girl who seldom talks to anyone. She would rather be doing her own things than socializing with others. As for Dee, she is an opened person and would socialize with anyone without problem. Although Dee is open-minded, she is a hypocrite. In the story, Dee said, "Maggie can't appreciate these quilts!?" In truth, Dee isn't going to do anything with the quilts except to hang them. She also hated the quilts before and did not want them until now. Unlike Dee, Maggie actually wanted the quilts because she wants to remember her Grandma who made the quilts. Also, their sense in style is quite different. Dee loves to wear colorful dresses with weird styles. As for Maggie, she wears a simple dress without considering the styles. Besides the differences, there are some similarities between them. For instance, both Maggie and Dee want the quilts except they have different reasons for wanting them.

Second, Dee and Maggie have similarities and differences in their motivations. Both Dee and Maggie want to have grandma's quilts. But, they have different reasons on why they want the quilts. For instance, Dee wants to hang the quilts and Maggie wants to use the quilts. Besides using the quilts, Maggie also wants to remember her Grandma that made the quilts. Unlike Maggie, Dee just wanted the quilts because of their designs. Their motivations are quite different but they both have similar motivations because they wanted the quilts.

The last way to compare and contrast between the two sisters is by their point of view on preserving their heritage. Both Maggie and Dee have a different point of view in their heritage. For instance, Maggie appreciates her heritage because her mother is the only person she has. She does not hate her family the way Dee does. Unlike Maggie, Dee despises her family and her heritage due to many reasons. She is ashamed of her family because they are not educated and rich. She did not like her own mother for not being beautiful. Dee also hated her name and changed her name to Wangero because it was dull and was passed down by her ancestors.

These are the similarities and differences between Dee and Maggie. Maggie and Dee's personality, motivations, and their point of view on their heritage can be differed in many ways. Although there are more differences between these two, some similarities are still shown. For instance, they both wanted the quilts but for different reasons. Also, they both think that the quilts are priceless although both had different reasons why they think it was priceless.

Score:

Feedback to the Writer:

Aaron's Essay (Block Organization)

Alice Walker's "Everyday Use" is a short story about heritage and the conflict of a mother and her two daughters. Most children raised by the same person grow up with a lot of the same interest. For sisters Maggie and Dee, that is not the case they differ in personality, appearance, and their beliefs about family values. The conflict they have involves quilts that are passed down in their family and who will get them next.

Maggie, is the youngest of the two daughters, she is described as quiet and respectful. Due to their first house burning down Maggie now has burn scars down her legs and arms which she is ashamed of. Maggie is very self-conscious with the way she looks and keeps her head down whenever she walks. Her mother describes her as, "Walking as a lame dog run over by a careless person". Whenever her big sister Dee comes around she gets nervous. Due to her low self-esteem she speaks very low and you can hardly hear her. Standing up for herself is something she has never done because she likes to keep quiet. In this story Maggie is just a hidden character who has no control over herself.

Dee, the oldest of the sisters is full of herself. She is secure, confident, beautiful, smart, and she is a high demanding young woman. Dee is used to getting everything her way. She is afraid of nobody and looked anybody in the eye. Style, was a big part of her life, she wanted the nicer things in life. When Dee comes back from school she wants to be called Wangero instead of her original name Dee, because she couldn't bear being named after the people who oppressed her. Dee was really named after her aunt and grandmother which she didn't know until her mother told her. The reason for her name change is because she learns about her African roots and decides to be a part of her culture.

Even though both Maggie and Dee have the same mother many things are different about them. Maggie is shy and self-conscious, while Dee is confident and would look anyone in the eye. Dee was lighter than Maggie with nicer hair and a fuller figure. Dee is the oldest and only cares about style and how everything looks. In Dee's point of view, if anything was pretty or looked nice she wanted it. Maggie, being the youngest stays home to help her mother clean and just live life. The reason for Dee wanting the quilts was to hang them up because they were fashionable, and her grandmother sewed them herself.

All in all at the end of the story Maggie ends up getting the quilts. Dee is used to getting everything she wants, so when she does not get the quilts she leaves in anger. Dee didn't appreciate her heritage enough to get the quilts, besides Maggie was supposed to get them when she gets married. Dee only wanted them because they were fashionable and would look good hung up somewhere in her house. The purpose of the quilts were to be passed down from generation to generation. When Dee leaves, Maggie finally starts to open up and even smiles but this time she's not scared.

Score:

Feedback to the Writer:

Ken's Essay

The story "Everyday Use" by Alice Walker compares two sisters. The story shows their personalities, motivation and respect to preserving their heritage. Dee likes nice things and Maggie has a heart. Even though they are completely different from one another they still have conflicts with each other.

Dee's personality shows that she's an anti-culture, she thinks she's better than everybody. Even thinks she's better than her family. Dee dresses in fancy African-style clothing and when Dee decides to take two family quilts, a conflict arises.

Families should keep something in value and in importance around with them till generations, and generations. When their future ancestors want to remember the past they can look at the family emblem. Importance and meaning of an item can influence other families to do the same thing. It brings families together and tells a story.

Score:

Feedback to the Writer:

Angela's Essay

Maggie and Dee are different, but they do share some similarities.

First, Maggie is always intimidated of her sister Dee. She is filled both with envy and awe as she looks at her sister. She is embarrassed of the burning scars she has on her arms and legs since their house burned down years ago. Her mother describes her as a lame animal that is run over by some careless person rich enough to own a car? To preserve her heritage, Maggie would rather put them to everyday use. Because she learned to quilt, she can always make new ones if the others are ever damaged.

Maggie and her sister Dee, do have some, but few similarities. They both obviously want to preserve their heritage. Likewise, they want to preserve it through the family's quilts.

However, there are many obvious differences between the two. Although they both want to preserve their heritage, Dee would rather do it by hanging the quilts up. Maggie, on the other hand, would rather use the quilts. If they are damaged, she can always make more because she knows how to quilt. Dee, however, has not learned the craft. Dee is a very confident individual, and is very comfortable with herself. Maggie is very cautious of her burns and is both envious and admirable of her sister.

As a whole Maggie and Dee have few similarities. However, they are as a whole different. Maggie is more the shy, anxious individual. Dee, however, is very confident and secure. Nonetheless, they both want to uphold their heritage, but in different ways.

Score:

Feedback to the Writer:

Understanding and Applying MY Tutor Feedback Group Assignment

Group Members:

Writing Domain: Focus and Meaning

Instructions:

Step 1: Read Angela's essay and decide as a group how you would score it.

Step 2: Carefully read the MY Tutor feedback attached to this handout and follow the MY Tutor instructions. You can highlight directly on this paper.

Step 3: Discuss how Angela can revise the ***Focus and Meaning*** portion of her essay. Then, on a separate piece of paper, each group member needs to **INDIVIDUALLY** revise a portion of this essay. You only need to make changes related to Angela's ***Focus and Meaning***. Be prepared to share your revision!

Angela's Essay

Maggie and Dee are different, but they do share some similarities.

First, Maggie is always intimidated of her sister Dee. She is filled both with envy and awe as she looks at her sister. She is embarrassed of the burning scars she has on her arms and legs since their house burned down years ago. Her mother describes her as a lame animal that is run over by some careless person rich enough to own a car? To preserve her heritage, Maggie would rather put them to everyday use. Because she learned to quilt, she can always make new ones if the others are ever damaged.

Maggie and her sister Dee, do have some, but few similarities. They both obviously want to preserve their heritage. Likewise, they want to preserve it through the family's quilts.

However, there are many obvious differences between the two. Although they both want to preserve their heritage, Dee would rather do it by hanging the quilts up. Maggie, on the other hand, would rather use the quilts. If they are damaged, she can always make more because she knows how to quilt. Dee, however, has not learned the craft. Dee is a very confident individual, and is very comfortable with herself. Maggie is very cautious of her burns and is both envious and admirable of her sister.

As a whole Maggie and Dee have few similarities. However, they are as a whole different. Maggie is more the shy, anxious individual. Dee, however, is very confident and secure. Nonetheless, they both want to uphold their heritage, but in different ways.

Understanding and Applying MY Tutor Feedback Group Assignment

Group Members:

Writing Domain: Content and Development

Instructions:

Step 1: Read Angela's essay and decide as a group how you would score it.

Step 2: Carefully read the MY Tutor feedback attached to this handout and follow the MY Tutor instructions. You can highlight directly on this paper.

Step 3: Discuss how Angela can revise the ***Content and Development*** portion of her essay. Then, on a separate piece of paper, each group member needs to **INDIVIDUALLY** revise a portion of this essay. You only need to make changes related to Angela's ***Content and Development***. Be prepared to share your revision!

Angela's Essay

Maggie and Dee are different, but they do share some similarities.

First, Maggie is always intimidated of her sister Dee. She is filled both with envy and awe as she looks at her sister. She is embarrassed of the burning scars she has on her arms and legs since their house burned down years ago. Her mother describes her as a lame animal that is run over by some careless person rich enough to own a car? To preserve her heritage, Maggie would rather put them to everyday use. Because she learned to quilt, she can always make new ones if the others are ever damaged.

Maggie and her sister Dee, do have some, but few similarities. They both obviously want to preserve their heritage. Likewise, they want to preserve it through the family's quilts.

However, there are many obvious differences between the two. Although they both want to preserve their heritage, Dee would rather do it by hanging the quilts up. Maggie, on the other hand, would rather use the quilts. If they are damaged, she can always make more because she knows how to quilt. Dee, however, has not learned the craft. Dee is a very confident individual, and is very comfortable with herself. Maggie is very cautious of her burns and is both envious and admirable of her sister.

As a whole Maggie and Dee have few similarities. However, they are as a whole different. Maggie is more the shy, anxious individual. Dee, however, is very confident and secure. Nonetheless, they both want to uphold their heritage, but in different ways.

Understanding and Applying MY Tutor Feedback Group Assignment

Group Members:

Writing Domain: Organization

Instructions:

Step 1: Read Angela's essay and decide as a group how you would score it.

Step 2: Carefully read the MY Tutor feedback attached to this handout and follow the MY Tutor instructions. You can highlight directly on this paper.

Step 3: Discuss how Angela can revise the **Organization** portion of her essay. Then, on a separate piece of paper, each group member needs to INDIVIDUALLY revise a portion of this essay. You only need to make changes related to Angela's **Organization**. Be prepared to share your revision!

Angela's Essay

Maggie and Dee are different, but they do share some similarities.

First, Maggie is always intimidated of her sister Dee. She is filled both with envy and awe as she looks at her sister. She is embarrassed of the burning scars she has on her arms and legs since their house burned down years ago. Her mother describes her as a lame animal that is run over by some careless person rich enough to own a car? To preserve her heritage, Maggie would rather put them to everyday use. Because she learned to quilt, she can always make new ones if the others are ever damaged.

Maggie and her sister Dee, do have some, but few similarities. They both obviously want to preserve their heritage. Likewise, they want to preserve it through the family's quilts.

However, there are many obvious differences between the two. Although they both want to preserve their heritage, Dee would rather do it by hanging the quilts up. Maggie, on the other hand, would rather use the quilts. If they are damaged, she can always make more because she knows how to quilt. Dee, however, has not learned the craft. Dee is a very confident individual, and is very comfortable with herself. Maggie is very cautious of her burns and is both envious and admirable of her sister.

As a whole Maggie and Dee have few similarities. However, they are as a whole different. Maggie is more the shy, anxious individual. Dee, however, is very confident and secure. Nonetheless, they both want to uphold their heritage, but in different ways.

Understanding and Applying MY Tutor Feedback Group Assignment

Group Members:

Writing Domain: Language Use & Style AND Mechanics & Conventions

Instructions:

Step 1: Read Angela's essay and decide as a group how you would score it.

Step 2: Carefully read the MY Tutor feedback attached to this handout and follow the MY Tutor instructions. You can highlight directly on this paper.

Step 3: Discuss how Angela can revise the **Language Use & Style AND Mechanics & Conventions** portion of her essay. Then, on a separate piece of paper, each group member needs to INDIVIDUALLY revise a portion of this essay. You only need to make changes related to Angela's **Language Use & Style AND Mechanics & Conventions**. Be prepared to share your revision!

Angela's Essay

Maggie and Dee are different, but they do share some similarities.

First, Maggie is always intimidated of her sister Dee. She is filled both with envy and awe as she looks at her sister. She is embarrassed of the burning scars she has on her arms and legs since their house burned down years ago. Her mother describes her as a lame animal that is run over by some careless person rich enough to own a car? To preserve her heritage, Maggie would rather put them to everyday use. Because she learned to quilt, she can always make new ones if the others are ever damaged.

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However, there are many obvious differences between the two. Although they both want to preserve their heritage, Dee would rather do it by hanging the quilts up. Maggie, on the other hand, would rather use the quilts. If they are damaged, she can always make more because she knows how to quilt. Dee, however, has not learned the craft. Dee is a very confident individual, and is very comfortable with herself. Maggie is very cautious of her burns and is both envious and admirable of her sister.

As a whole Maggie and Dee have few similarities. However, they are as a whole different. Maggie is more the shy, anxious individual. Dee, however, is very confident and secure. Nonetheless, they both want to uphold their heritage, but in different ways.

MY Tutor Feedback – Focus and Meaning

Revision Goal 1: Clearly communicate your understanding of the essay question and the story.

1. Look again at the essay question. Did your response really focus on the question that was asked? If it did, highlight that section in yellow.
2. If you could not find a connection between the question and your response, make one now.

Example:

Katy's Assignment: Write a character sketch of Nancy from *Oliver Twist*. A character sketch describes and analyzes a person in a story. It should include important details about her life, actions, and personality.

Before Revision: Nancy is an important character in *Oliver Twist*. She and her boyfriend, Bill Sykes, kidnap Oliver. This is so Oliver can continue working for Fagin as a pickpocket. Fagin takes in boys who can help him make money by stealing from rich people.

Katy's Strategy: *I mentioned some actions related to Nancy, and also that she is important to the story, but I didn't really write a character sketch. I need to focus on who she is.*

After Revision: A young girl risks everything to save a little boy from a life of crime. Nancy, an important character in *Oliver Twist*, fully understands the danger of her actions. When she takes steps to prevent a kidnapping, she pays with her life. She is poor, and all of her friends are criminals. She drinks too much and does not live a good life. She and her boyfriend, Bill Sykes, kidnap Oliver.

Although Nancy appears to be a bad person, she does have some good qualities. She is loyal to her friends, and she loves Bill even though he is mean. She feels guilty about her bad behaviors and feels really sorry for Oliver.

Katy's Reflection: *I responded to the essay question by describing many of Nancy's qualities.*

Revision Goal 2: Keep the same focus throughout your writing.

1. Read your essay and highlight your important details in green. Details include specific information about the plot (what happens in the story), character, setting, or dialogue (words spoken in the story).
2. Are all of the details you highlighted about your main topic? If not, remove them now. Add more related details about your topic.

Example:

Katy's Assignment: Write a character sketch of Nancy from *Oliver Twist*. A character sketch describes and analyzes a person in a story. It should include important details about her life, actions, and personality.

Before Revision: *Oliver Twist* is set in England in the 1830s when life was very hard for poor, uneducated people. The character of Nancy is one of those people. Even though she is only eighteen, she has already lived a very hard life. Oliver has a hard life too. He lives in an orphanage with a lot of boys. Oliver gets kicked out of the orphanage because he is so hungry that he asks for more gruel.

Katy's Strategy: *Even though Oliver is important to the story, the details about him are not related to a character sketch of Nancy. I need to remove the details about Oliver and add more that describe Nancy.*

After Revision: *Oliver Twist* is set in England in the 1830s when life was very hard for poor, uneducated people. The character of Nancy is one of those people. Even though she is only eighteen, she has already lived a very hard life. Nancy is different from the other characters because it is not always easy to tell if she is good or bad. At first, she seems like just another villain. She and her boyfriend, Bill Sikes, kidnap Oliver and hold him against his will.

Katy's Reflection: *I removed the details about Oliver and added more related information about Nancy.*

MY Tutor Feedback – Content and Development

Revision Goal 1: Use details that relate to the theme of the story.

1. What is the theme or message of the story? (A theme is a unifying idea that the author will come back to again and again throughout the story). Highlight the theme in maroon.
2. If you cannot find the theme, write it now.
3. Highlight, in green, important details that relate to your theme. Details include specific information about the plot (what happens in the story), characters, setting, or dialogue (words spoken in the story).
4. If you did not find many details that relate to your theme, add them now.

Example:

Tyler's Assignment: Write a multi-paragraph essay in which you analyze the theme, or message, of *Oliver Twist*.

Before Revision: Nancy is an important character in *Oliver Twist*. She and her boyfriend, Bill Sikes, kidnap Oliver.

Nancy is a bad person in some ways, but she does one really good deed. She saves Oliver from being kidnapped a second time. Sadly, she comes to a tragic end.

Tyler's Strategy: *I wrote about some events in the story, but I didn't write about the theme. I need to write the theme, or message, and add details to support it.*

After Revision: Oliver is a young orphan who has no one to help him. After being sold to an undertaker, he runs away to London. He finds food and a place to sleep only after meeting Fagin, who sends him out to pick pockets. *Oliver Twist* is about how hard it is to be good when you are a poor and uneducated person.

Nancy is one of those people and an important character in *Oliver Twist*. She started working for Fagin when she was six years old. She is a good person inside, but because she doesn't have anyone to take care of her, she makes a lot of bad choices. She and her boyfriend, Bill Sikes, kidnap Oliver.

Oliver and Nancy get involved with crime as children because they don't have anyone or anything. Nancy is a bad person in some ways, but she does one really good deed. She saves Oliver from being kidnapped a second time. Sadly, she comes to a tragic end.

Tyler's Reflection: *I chose the theme "Oliver Twist is about how hard it is to be good when you are a poor and uneducated person," and added details about how Oliver and Nancy's lives support that theme.*

Revision Goal 2: Use details to describe what is important about your main character(s).

1. Highlight important details about your character(s) in yellow.
2. If you did not find any specific details, look back at the story and add them now.

Example:

Tyler's Assignment: Write a multi-paragraph essay in which you analyze the character of Nancy from *Oliver Twist*.

Before Revision: A young girl risks everything to save a little boy from a life of crime. Nancy is a bad person in some ways, but she does one really good deed. She saves Oliver from being kidnapped, even though she knows it will put her in danger. Sadly, she comes to a tragic end.

Tyler's Strategy: *I have a few details from the story, but not enough to really describe Nancy well. I will add more details about her.*

After Revision: A young girl risks everything to save a little boy from a life of crime. At first, Nancy seems like just another villain. She is poor, and all of her friends are criminals. She drinks too much and does not live a good life. It is not always easy to tell whether she is good or bad, and that makes her a unique character.

She is a bad person in some ways, but she does one really good deed. She saves Oliver from being kidnapped even though she knows it will put her in danger. For this kindness, she refuses any reward. The chance to get away from London is offered, but she will not take it. She will not even accept a little money.

When she hands over information to save Oliver, she makes sure that her friends won't get in trouble. She knows that Fagin and Sikes are evil, but she wants to protect them. Her loyalty is strong because she doesn't feel separate from them. Just as they have, she has committed many crimes in the past. Sadly, she comes to a tragic end.

Tyler's Reflection: *I added details about how Nancy lived, who her friends were, and how she tried to protect them.*

MY Tutor Feedback – Organization

Revision Goal 1: Write a good introduction.

1. Grab your reader's attention in the beginning of the introduction. Use an exciting event from the story or a strong statement in your first sentence or two.

2. In your introduction, you should also give background information to explain the issue to your reader. Highlight, in pink, the background information you included.

3. Your introduction should lead to the thesis of your essay. Highlight your thesis, or central idea, in yellow. If you do not have one, add one now.

Example:

Oscar's Assignment: Write a character sketch of Nancy from *Oliver Twist*. A character sketch describes and analyzes a person in a story. It should include important details about her life, actions, and personality.

Before Revision: Nancy is an important character in *Oliver Twist*. She is different from the other characters because it is not always easy to tell whether she is good or bad.

Oscar's Strategy: I included the central idea of my essay at the end of my introduction, but I didn't include any background information about Nancy. I also need to grab my reader's attention with the first sentence.

After Revision: A young girl risks everything to save a little boy from a life of crime. Nancy, an important character in *Oliver Twist*, fully understands the danger of her actions. When she takes steps to prevent a kidnapping, she pays with her life. At first, she seems like just another villain. She is poor, and all of her friends are criminals. She drinks too much and does not live a good life. It is not always easy to tell whether she is good or bad, and that makes her an interesting character.

Oscar's Reflection: First, I added an exciting opening statement, "A young girl risks everything to save a little boy from a life of crime," and some detail that describes an important event in the story, "When she takes steps to prevent a kidnapping, she pays with her life." I also added background information to help the readers understand the character.

Revision Goal 2: Write strong body paragraphs and a conclusion.

1. Transitional words help show how your ideas are related, or connected. Highlight your transitions in red. You should include transitions between paragraphs and between sentences.

2. Underline your conclusion. If you do not have a conclusion, add one now. Your conclusion should bring all of your ideas together and restate your central idea in a new way.

Example:

Oscar's Assignment: Write a character sketch of Nancy from *Oliver Twist*. A character sketch describes and analyzes a person in a story. It should include important details about her life, actions, and personality.

Before Revision: Nancy does what she is told to do by her criminal friends, but she is bothered by her bad deeds. After kidnapping Oliver, she is so upset that she does not care if she puts herself in danger. When Oliver's life is threatened by Sikes' guard dog, Nancy risks everything to protect him. She would let the dog attack her before allowing Oliver be hurt.

Nancy saves Oliver from being kidnapped a second time, even though she knows she will be in danger. She refuses to take any reward for this good deed. The chance to get away from London is offered, but she will not take it. She will not accept even a little money. "I am chained to my old life. I loathe and hate it now, but I cannot leave it."

When she hands over information to save Oliver, she makes sure that her friends won't get in trouble. She knows that Fagin and Sikes are evil, but she wants to protect them. Her loyalty is strong because she doesn't feel separate from them. Just as they have, she has committed many crimes in the past.

Oscar's Strategy: *I need to add more transitions to show how my ideas are related. I also need to add a conclusion.*

After Revision: Although Nancy does what she is told to do by her criminal friends, she is bothered by her bad deeds. After kidnapping Oliver, she is so upset that she does not care if she puts herself in danger. When Oliver's life is threatened by Sikes' guard dog, Nancy risks everything to protect him. She would let the dog attach her before allowing Oliver to come to any harm.

Eventually, she saves Oliver from being kidnapped a second time, even though she knows she will be in danger. She refuses to take any reward for this good deed. The chance to get away from London is offered, but she will not take it. She will not accept even a little money. "I am chained to my old life. I loathe and hate it now, but I cannot leave it."

When she hands over information to save Oliver, she makes sure that her friends won't get in trouble. She knows that Fagin and Sikes are evil, but she wants to protect them. Her loyalty is strong because she doesn't feel separate from them. Just as they have, she has committed many crimes in the past.

Sadly, she comes to a tragic end. She knew this would happen, yet she was willing to sacrifice her life for Oliver. In spite of her bad behavior in the past, Nancy's last actions make the reader see that she is really a person with a good heart.

MY Tutor Feedback – Language Use and Style

Revision Goal 1: Choose words carefully.

1. Highlight in maroon, phrases or words that you repeated. Replace them with synonyms (words that mean the same thing) or more precise words.

2. Highlight, in green, the descriptive words (adjectives and adverbs that describe your details or ideas). If you do not have enough, use your five senses (sight, sound, touch, smell, taste) to help you add more to your essay.

Example:

Before Revision: A young girl risks everything to save a little boy from a life of crime. At first, Nancy, an important character in *Oliver Twist*, seems like just another criminal. She is poor, and all of her friends are criminals. She drinks too much and does not live a good life.

Larry's Strategy: *I need to add precise words and sensory details.*

After Revision: A teenaged girl risks everything to save an innocent, little boy from a life of crime. At first, Nancy, an important character in *Oliver Twist*, seems like just another villain. She is poor, and all of her friends are dangerous criminals. She drinks too much and does not live a respectable life.

Larry's Reflection: *I replaced the overused word "criminal," with "villain." I also used more precise language when I replaced "young," with "teenaged," and "good," with "respectable." I added "innocent," to more clearly describe Oliver.*

Revision Goal 2: Use a variety of sentences to make your writing more interesting.

1. Highlight short sentences in yellow. Highlight long sentences in pink. Combine short sentences using conjunctions (and, or, but). Separate long sentences that contain more than one idea.

2. Underline the first three words in each sentence. Do all of your sentences start the same way? If they do, change the way you begin each sentence by adding more details to the beginning of sentences such as when or where the action in the sentence took place.

Example:

Before Revision: Oliver is a little orphan boy. He lives in an orphanage. Then he lives in an undertaker's house. Then he lives with Fagin. Fagin gives him food. Fagin gives him lessons in pickpocketing. He gets caught. Then he lives with Mr. Brownlow.

Larry's Strategy: *My sentences are all about the same length. I need to combine short sentences. I also began several sentences with the same words. I need to think of ways to change the beginning of my sentences.*

After Revision: Oliver is a little boy who lives in an orphanage. He is sold to the undertaker, but runs away. He then meets Fagin, who gives him food and lessons in pick pocketing. Fortunately for Oliver, he gets caught. As a consequence, a kind man, Mr. Brownlow, feels sorry for Oliver and takes care of him.

Larry's Reflection: *I combined short sentences using the conjunctions, "and" and "but." I also began my sentences in different ways so they do not all sound the same.*

MY Tutor Feedback – Mechanics and Conventions

Revision Goal 1: Eliminate errors in spelling, punctuation, grammar, and mechanics.

1. Read your writing more than once. You may want to read out loud (to yourself) so you can hear your mistakes and correct them.
2. Correct any spelling errors using the spell checker. Then, make your readers SMILE by doing the following:

Sentences: Make sure each sentence has a subject and an action.

- **Before Revision:** And Oliver travels to London to learn how to pick rich men's pockets.
- **Marcy's Strategy:** *Since I began this sentence with "and," it's a fragment. I need to make this a complete sentence.*
- **After Revision:** _____ Oliver travels to London to learn how to pick rich men's pockets.
- **Marcy's Reflection:** *I deleted the word "and" to make the sentence fragment a complete sentence.*

Marks: End each sentence with a punctuation mark.

- **Before Revision:** Oliver is a young boy who lives in an orphanage he gets kicked out just for asking for more food then he meets Fagin who gives him food and a place to stay
- **Marcy's Strategy:** *I need to put punctuation marks at the end of each sentence to help my readers understand my ideas.*
- **After Revision:** Oliver is a young boy who lives in an orphanage. He gets kicked out just for asking for more food! Then he meets Fagin who gives him food and a place to stay.
- **Marcy's Reflection:** *I put punctuation marks at the end of each sentence. If the sentence was a statement, I added a period; if it was an exclamation, I added an exclamation point.*

Indents: Indent each new paragraph.

- **Before Revision:**

Nancy is an important character in *Oliver Twist*. She is different from the other characters because it is not always easy to tell who she is. At first, she seems like just another villain. She is poor, and all of her friends are criminals. She drinks too much and does not live a good life.

- **Marcy's Strategy:** *I noticed that I did not indent the beginning of this paragraph. I need to indent each paragraph*

- **After Revision:**

Nancy is an important character in *Oliver Twist*. She is different from the other characters because it is not always easy to tell who she is. At first, she seems like just another villain. She is poor, and all of her friends are criminals. She drinks too much and does not live a good life.

- **Marcy's Reflection:** *I indented the beginning of the paragraph.*

Letters: Start each sentence with a capital letter.

- **Before Revision:** "i am chained to my old life. i loath it and hate it now, but i can't leave it." these are Nancy's words when given the chance to get away from her criminal friends.

- **Marcy's Strategy:** *These sentences do not begin with capital letters. I need to capitalize the words at the beginning of sentences.*

- **After Revision:** "I am chained to my old life. I loath it and hate it now, but I can't leave it." These are Nancy's words when given the chance to get away from her criminal friends.

- **Marcy's Reflection:** *I changed all of the lower case letters in the beginning of sentences to capital letters. I also capitalized the pronoun, "I."*

Editor: Click on MY Editor for more ways to improve your writing.

Revising Your Essay

Revision means to “re-see” your writing. Before you “re-see” it, however, you need to re-read it! Use the following suggestions to help you determine what you need to do to improve your essay.

Introduction (must include first three bullet points):

- Highlight background information about the topic in YELLOW.
- Underline your thesis statement in BLUE.
- Circle the title and author of the story.
- Is your introduction interesting? ___yes ___no

Body (for each paragraph):

- Highlight your topic sentence (the sentence that tells your reader what the paragraph is about) in BLUE.
 - If you don’t have a topic sentence check here—you need to write one!
 - Does your topic sentence support your thesis statement?

Paragraph 1	___yes	___no
Paragraph 2	___yes	___no
Paragraph 3	___yes	___no
- Highlight the examples *from the story* you use to support your topic sentence in GREEN.
 - If you don’t have any examples check here—you need to add at least one example per paragraph.
- Highlight your own thoughts and commentary in RED. This is the part of your paragraph that explains why your examples are important.
 - If you don’t have any commentary check here—you need to add your own thoughts in!

Conclusion

Does it restate the thesis or your main argument in a new way? ___yes ___no

Does it push your reader’s thinking deeper? ___yes ___no

Answer Key (scored by The Approximator):

Maya: 5

Aaron: 5.2

Ken: 2.9

Angela: 3.8