

Important Concepts . . .

Preview Review



Language Arts Grade 9 TEACHER KEY

***W2 - Lesson 4: Editing and
Publishing Your Essay/ Essay Review***

Important Concepts of Grade 9 Language Arts	Materials Required
W1 - Lesson 1Paragraph Structure W1 - Lesson 2 The Persuasive Paragraph W1 - Lesson 3The Business Letter W1 - Lesson 4 Business Letter Assignment W1 - Lesson 5Paragraphs and Business Letters W1 - Quiz W2 - Lesson 1 The Five-Paragraph Essay W2 - Lesson 2 The Body of the Essay W2 - Lesson 3 The Concluding Paragraph W2 - Lesson 4 .. Editing and Publishing Your Essay/Essay Review W2 - Lesson 5 Five-Paragraph Essay Review W2 - Quiz W3 - Lesson 1The Short Story W3 - Lesson 2 More Story Elements/Planning Your Story W3 - Lesson 3Story Building W3 - Lesson 4Advanced Story Writing Techniques W3 - Lesson 5 Short Story Review W3 - Quiz	Textbooks <i>ResourceLines 9/10</i> <i>SightLines 9</i>

Language Arts Grade 9

Version 5

Preview/Review W2 - Lesson 4 TEACHER KEY

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Preview/Review Concepts for Grade Nine Language Arts

TEACHER KEY



***W2 - Lesson 4:
Editing and Publishing Your Essay/
Essay Review***

OBJECTIVES

By the end of this lesson, you should

- have collaborated with another student (if possible) to proofread and edit your essay
- have written a final, “good” draft of your essay
- have reviewed the parts and structure of a five-paragraph essay

GLOSSARY

Refer to *ResourceLines* 9/10

edit - checking work for errors
(pages 84 and 85)

evaluate - critically assessing written work using established criteria
(pages 284, 295 to 297)

proofread - process of reviewing what you have written to identify errors in spelling and sentence structure (page 332)

revise/revision - process of refining what you have written to bring focus and clarity to your message
(pages 82 to 84, and 305)

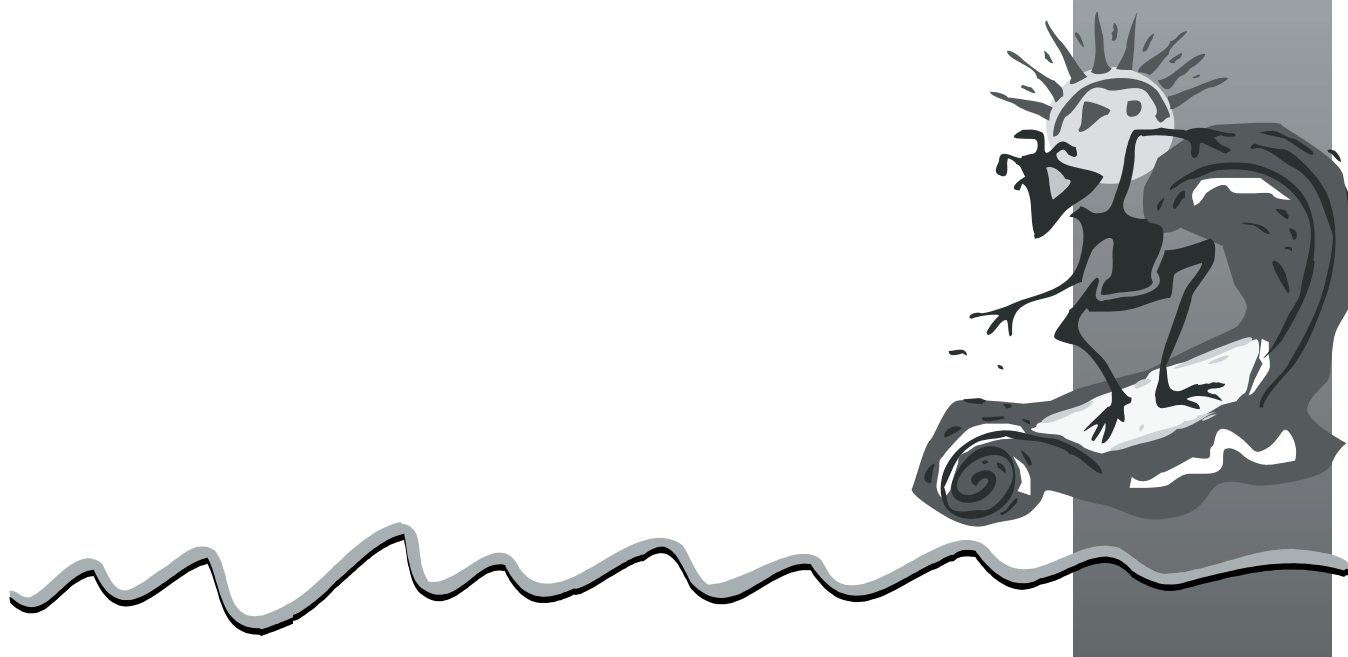
publish - sharing your polished work with an audience
(pages 85 to 86)

Overview

This lesson contains the following topics and activities:

- Glossary
- Overview
- Revise and Edit
- Second Draft
- Peer Edit
- Proofread
- Evaluate
- Publishing Your Final Draft
- Summary of W2 - Lesson 4
- Essay Review

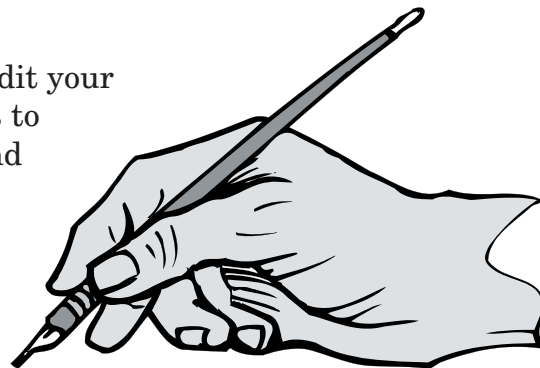
Catch wave!



Revise and Edit

After you write your first draft, you can revise and edit your writing. The main purpose of revising and editing is to look for ways to make your writing more effective and easier to understand.

Read your essay and decide which changes you would like to make. Look for ways to improve your essay.



Use the **ARMS** strategy to help you.

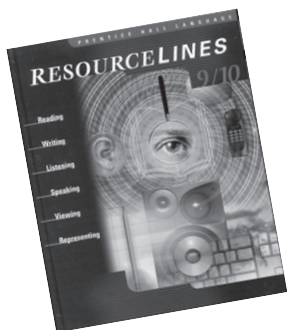
ARMS

Add details that make your writing more interesting and effective.
Add transitions to make your ideas clear and easy to follow.

Remove details that are unnecessary or off topic.

Move words, phrases, sentences, and paragraphs around to create a more effective piece of writing.

Substitute words that are too general or too boring (for example, thing) with more specific or interesting words and phrases.



Also, read pages 82-83 in *ResourceLines 9/10* for more information about the revision process.

Second Draft

After revising and editing your first draft, write a second draft, making the changes you decided on when you edited your work.

Give your essay an appropriate and interesting title.

Have someone help you proofread and edit your second draft, if possible (peer edit).

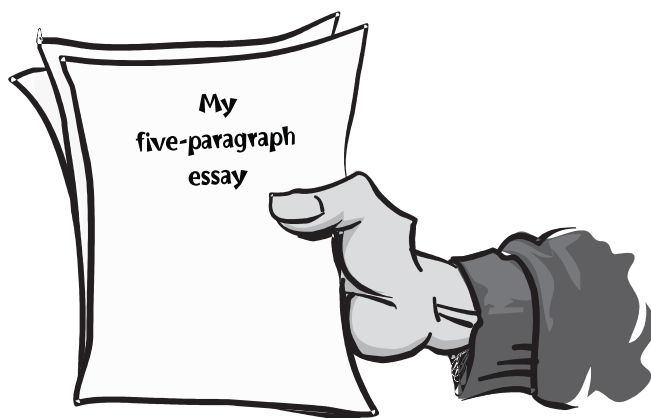
Peer Edit

Exchange papers with a classmate for proofreading and editing. If you are working independently, you might ask a family member to help you. This peer editing process includes both looking for ways to improve the writing and checking for correctness (proofreading).

Why Peer Edit?

When we edit our own work, we easily overlook problems or miss errors. After all, *we* know what we *meant* to say, so we are less likely to catch confusing ideas in our own writing than someone who cannot read our minds. Having someone else read our writing improves our chances of producing a piece of writing that is clear and effective.

Ask your editor to complete the following form (in *your* booklet).



Peer Editing Form

Instructions: Read the entire essay once for meaning. Reread the essay and answer the following questions. Remember, your purpose is to be helpful, not critical.

1. What is one positive thing you want to say about the essay?

2. Is there something you found confusing or unclear in the essay? Describe it here, and try to explain why it is confusing.

3. Does a section in the essay need more detail or development? Which section?

4. Do any parts of the essay need to be reorganized? Which parts? Why?

5. Comment on anything that you really liked about the essay.

6. Comment on any other major problems you see with the essay.

7. Check the essay for errors in spelling, grammar, and punctuation. Do not correct the errors for the writer, but mark them "S" for a spelling error, "G" for an error in grammar (for example, an incomplete sentence), and "P" for an error in punctuation (for example, missing punctuation).

After the completed editing form is returned to you, do one more revision of your essay based on the suggestions in the worksheet. You are not required to follow all the suggestions, but you should take them seriously. If one reader finds part of your essay confusing, others likely will, too.

After making these changes and corrections, you should...

Proofread

The editing process also includes proofreading. You are checking for errors in spelling, punctuation, and sentence structure.

You and your peer editor have probably already done some proofreading, and you have made corrections while you revised your work. However, now, before you write your final draft, do a thorough and careful proofreading to find and eliminate as many errors as possible.

Proofread your essay using the editing checklist on pages 84-85 of *ResourceLines 9/10* as a guide.



Evaluate

To evaluate means to judge or grade something.

How do you know whether you are writing an essay that will receive a good mark? On the next two pages a rubric (marking guideline) shows how this essay will be evaluated. This rubric is based on the one used for essays and narrative writing on the Grade 9 Language Arts Provincial Achievement Test. Use this guideline to evaluate your own writing. If you are in a classroom situation, your teacher might ask you to give yourself a mark for your essay while using this rubric.

Whether your teacher asks you to give yourself a mark, you should still think about the mark you would give your own essay. This will help you to decide what your strengths are when you write, and what you might still need to improve upon. Learning to evaluate your own work is an important skill that can help you in school because you will be able to decide whether or not a piece of writing needs more work. It will also help you as an adult when you are in the workforce. Although adults are sometimes evaluated by their supervisors, they also have to take responsibility themselves to ensure they are working effectively. Self-evaluation is an important skill to practice.

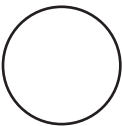
Use the rubric to evaluate your essay. This gives you one more chance to notice weaknesses and make any changes that might improve your essay (and your mark).

Essay and Narrative Writing Rubric

Content (out of 10): Decide how well the content of the writing meets the following standards on a scale of 1 to 10.

- The writing is creative and/or original.
- The purpose is clear.
- The ideas are carefully chosen and show thought and understanding regarding the topic.
- The supporting details are well-chosen, creative, and original.
- The writing remains on-topic and focused throughout.

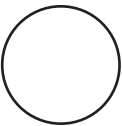
9-10	Meets the Standard of Excellence
7-8	Approaches the Standard of Excellence
5-6	Clearly Meets the Acceptable Standard
3-4	Does Not Clearly Meet the Acceptable Standard
1-2	Clearly Below the Acceptable Standard
INS	Insufficient (The writer has written so little that it is not possible to assess Content.)



Organization (out of 10): Decide how well the organization of the writing meets the following standards on a scale of 1 to 10.

- The introduction is purposeful and interesting, and it clearly establishes an appropriate thesis or focus.
- Events and/or details are arranged in paragraphs in a purposeful, effective, and coherent order.
- Transitions effectively connect events and/or details within sentences and between paragraphs.
- Closure is effective and purposeful.

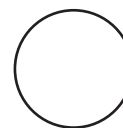
9-10	Meets the Standard of Excellence
7-8	Approaches the Standard of Excellence
5-6	Clearly Meets the Acceptable Standard
3-4	Does Not Clearly Meet the Acceptable Standard
1-2	Clearly Below the Acceptable Standard
INS	Insufficient (The writing has been awarded an INS for Content.)



Sentence Structure (out of 5): Decide how well the use of sentence structure meets the following standards on a scale of 1 to 5.

- Sentence structure is effectively and consistently controlled.
- Sentence type and sentence length are consistently effective and varied.
- Sentence beginnings are consistently varied.

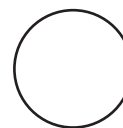
- | | |
|------------|--|
| 5 | Meets the Standard of Excellence |
| 4 | Approaches the Standard of Excellence |
| 3 | Clearly Meets the Acceptable Standard |
| 2 | Does Not Clearly Meet the Acceptable Standard |
| 1 | Clearly Below the Acceptable Standard |
| INS | Insufficient (The writing has been awarded an INS for Content.) |



Vocabulary (out of 5): Decide how well the writer's vocabulary meets the following standards on a scale of 1 to 5.

- Words and expressions are used accurately and deliberately to fulfill the writer's purpose.
- Specific words and expressions are used to create vivid images and/or enrich details.
- The writer's voice/tone is confident and appropriate, and it enhances the meaning.

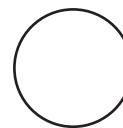
- | | |
|------------|--|
| 5 | Meets the Standard of Excellence |
| 4 | Approaches the Standard of Excellence |
| 3 | Clearly Meets the Acceptable Standard |
| 2 | Does Not Clearly Meet the Acceptable Standard |
| 1 | Clearly Below the Acceptable Standard |
| INS | Insufficient (The writing has been awarded an INS for Content.) |



Conventions (out of 5): Decide how well the use of conventions meets the following standards on a scale of 1 to 5.

- The quality of the writing is enhanced because it is essentially error-free.
- The relative absence of error is impressive considering the length and the complexity of the piece of writing.

- | | |
|------------|--|
| 5 | Meets the Standard of Excellence |
| 4 | Approaches the Standard of Excellence |
| 3 | Clearly Meets the Acceptable Standard |
| 2 | Does Not Clearly Meet the Acceptable Standard |
| 1 | Clearly Below the Acceptable Standard |
| INS | Insufficient (The writing has been awarded an INS for Content.) |



Total (out of 35):



Adapted from the guidelines in the Alberta Learning Grade 9 English Language Arts Achievement Testing Bulletin, 2004.

(http://www.learning.gov.ab.ca/k_12/testing/achievement/bulletins/Gr9_ELA/gr9_ela_scoring.asp#narrative)

Publishing Your Final Draft

Write your final draft. This draft should be as clearly and neatly written and as error-free as you can make it. Remember to include your name, the name of this course, the date, and the title at the beginning of your essay. (Your teacher may request that you put this information on a separate title page.)

Your final draft should now be ready for publishing.

When you *publish* your writing, you make it available for someone else to read. In this case, publishing your writing means handing it in for marking. Submit the final draft of your essay to your instructor. If there is time during the final class, your teacher may also ask you to share your essay with other students, in small groups.

Read the section about publishing on pages 85 and 86 of *ResourceLines 9/10* for more ideas on ways in which a piece of writing might be published.

Essay Review

Here are some notes on the essay topic, “What animal makes the best pet?” Write the letter of each item into the appropriate section of the abbreviated essay outline that follows. Each body paragraph has two to four supporting details. Four spaces have been provided for you although you will not always use each space.

- a. Fish are quiet, so they do not disturb the peace.
- b. Fish care requires very little effort or expense.
- c. Fish are calm, soothing pets.
- d. Fish food is inexpensive.
- e. It is not a big chore for a friend to look after one’s fish when one goes on vacation.
- f. It is impossible to grow tired of pet fish because they do not live for a really long time.
- g. Medical research suggests that having pets can help us to live longer.
- h. Watching fish swim is relaxing and enjoyable.
- i. The tank needs cleaning only occasionally.
- j. A fish is fairly short-lived, unlike a parrot or a dog, for example.
- k. For all of these reasons, a fish is a good choice for a pet.
- l. For example, the average life-span of a goldfish in captivity is six years.
- m. If you want a great pet, go fishing!
- n. When children grow up and move away from home, they probably will not have to worry about leaving their pets behind.
- o. Fish make the best pets because they are soothing, easy to care for, and short-lived.
- p. Fish don’t require frequent walking, brushing, or petting, like some pets do.

Introduction

*(Note: The supporting details are listed in alphabetical order.
For the purpose of this exercise, any order is correct.)*

Hook: g

Thesis Statement: o

Body**Body Paragraph 1**

Topic Sentence: c

Supporting Details: a h _____

Body Paragraph 2

Topic Sentence: b

Supporting Details: d e i p

Body Paragraph 3

Topic Sentence: f

Supporting Details: j l n _____

Conclusion

Topic Sentence: k

Clincher: m



Summary of W2 - Lesson 4

- After writing the first draft of an essay, you should revise and edit it.
- Having someone help you revise and edit can help you find problems and errors that you might miss on your own.
- Before writing your final draft, do a thorough proofreading so you can publish a piece of writing that is as error-free as possible.
- You might publish your writing for one reader (your teacher), for several readers (your family or a small group in the classroom), or for many readers (your entire class, your entire school, or the general public).

News, Clues, and Reviews

News



Extra! Extra! Here are three new ideas I learned in this lesson:

1. _____

2. _____

3. _____

Clues

Here is a question or an example I thought of for each of the above ideas. When I thought of a question, I tried to find the answer, and I wrote it below the question:

1. _____

2.

3.

Reviews

Use the notes you made on this page to help you review for tests.

