

HIGH SCHOOL WRITING CHECKLIST

Goal 3

Illinois Learning Standards A-C

Performance Descriptors

GRAMMAR AND SENTENCE STRUCTURE

- _____ Recognize correct subject verb agreement when words intervene between the two.
- _____ Recognize appropriate use of subordinating conjunctions and relative pronouns.
- _____ Edit sentences to create or maintain parallelism between phrases.
- _____ Select prepositions and pronouns precisely and in keeping with established idioms (e.g., going *to* the store, rather than going *at* the store).
- _____ Recognize subject verb agreement in sentences with collective nouns and indefinite pronouns as subjects.
- _____ Recognize the distinctions between adjective and adverbial forms of words and when each is appropriate for a given context (e.g., With a dreamy—*not* “*dreamily*”—look in his eye, he made a wish.)
- _____ Recognize the correct form of regular and irregular verbs including how they should be formed in different tenses (e.g., The book should have—*not* “*of*”—been returned by now.)
- _____ Recognize the proper form of possessive pronouns, and distinguish them from adverbs and contractions (e.g., They need their—*not* “*there*”—buckets to play in the sand. The movie has a charm all its—*not* “*it’s*”—own.)
- _____ Recognize the proper case of a pronoun in a given context (e.g., She—*not* “*Her*”—and I went to the math contest.)
- _____ Recognize the correct form of words used to create a comparison (e.g., They are the fastest—*not* “*most fastest*”—swimmers.)
- _____ Recognize the idioms of standard written English (e.g., I felt as if I had walked a mile in his shoes. You won’t get away with that easily.)
- _____ Avoid run-on sentences, fused sentences, comma splices, and sentence fragments.
- _____ Recognize sentences in which modifiers are properly placed in order to avoid ambiguity or confusion (e.g., They thought the room filled with flowers was lovely. *Not*: Filled with flowers, they thought the room was lovely.)

- _____ Maintain consistency of person within a sentence and between sentences (e.g., You may spend the time riding your bike or jogging around the track. You—*not* “*One*”—may also lift weights.)
- _____ Maintain consistency of voice within a sentence.
- _____ Maintain the proper verb tense within a sentence and between sentences.
- _____ Recognize the mood in which a verb should be placed to create a coherent sentence (e.g., They told Mr. Liu that his car had been fixed and he can—*not* “*were to*”—pick it up at the garage.)

PUNCTUATION

- _____ Recognize when commas are needed to set off independent modifiers.
- _____ Recognize when semicolons are needed and/or effective between two closely related clauses.
- _____ Identify and omit misplaced commas, colons, dashes, and semi -colons.
- _____ Recognize whether the end of a sentence should be punctuated with a period, question mark, or exclamation point.
- _____ Recognize when information within a sentence should be identified, through punctuation, as parenthetical and how to identify it as such with the correct use of commas, dashes, or parentheses.
- _____ Understand how to use punctuation to avoid ambiguity in a sentence (e.g., The boys say the girls are talented. The boys, say the girls, are talented.)
- _____ Recognize the correct way to punctuate items or simple phrases in a series.
- _____ Recognize the correct way to use punctuation to indicate restrictive or nonrestrictive clauses.

COMPOSITION, ORGANIZATION, AND PARAGRAPHS

- _____ Recognize and eliminate wordiness or redundancy.
- _____ Recognize the best order of words in a sentence or of sentences in a paragraph to maintain or establish clarity and coherence.
- _____ Recognize the word or phrase that creates the most logical and effective transition between parts of a sentence, between sentences , or between paragraphs.
- _____ Identify the best sentence to be added to a paragraph (e.g., a sentence, from a list, that adds something significant and relevant to a paragraph).

- _____ Decide the best place to divide one paragraph into two paragraphs to create coherent paragraphs, each with a distinct focus, mood, or other specified purpose.
- _____ Identify additional information most relevant to a paragraph (e.g., information, from a list, that adds something to a paragraph).
- _____ Recognize the best analysis of the effect of removing specified words or phrases from sentences or of removing specified words, phrases, or sentences from paragraphs.
- _____ Recognize words that maintain the style and tone of a paragraph or essay (e.g., avoiding words that are too formal, casual, old-fashioned, academic, technical for an established context).
- _____ Select words that establish or maintain clarity rather than words that result in mixed metaphors or other nonsensical or confusing statements.

WRITING PROMPT

1. Expository Writing: Write an expository passage describing or explaining something very familiar. Responses are scored using the following features included in the Persuasive/Expository rubric: Focus, Support, Organization, Integration, and Conventions.

2. Persuasive Writing: Take a stance on one of two choices and give the reasons for your stance. Responses are scored using the following features included in the Persuasive/Expository rubric: Focus, Support, Organization, Integration, and Conventions.