

# Lincoln Middle School Writing Comment Guide – 8<sup>th</sup> Grade

**Directions:** After you receive your scored assignment, read the positive comments, and look for numbers (which correspond to the constructive comments below). You must write these comments onto your assignment as they correspond below. **For definitions of terms and suggestions for revision, see other side.**

## Grammar and Mechanics

1. sentence fragment
2. run-on sentence
3. lacks active voice
4. lacks parallelism
5. incorrect/inconsistent verb tense
6. subject and verb agreement issue
7. pronoun and antecedent agreement issue
8. incorrect use of a colon, semicolon, and/or comma
9. incorrect use of a hyphen, dash, bracket
10. apostrophe missing or used incorrectly
11. incorrect capitalization
12. incorrect spelling
13. wrong word
14. incorrect use of quotation marks and/or citation

### Focus your efforts:

<b>P</b> urpose _____
<b>A</b> udience _____
<b>S</b> ubject _____
<b>S</b> tyle _____

### Style Box:

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| <ol style="list-style-type: none"><li>15. Vary your sentence structure.</li><li>16. Reach for new vocabulary. Word choice is informal/predictable.</li><li>17. Use specific word choice. Use of “this” or “that”; “thing” or “it” is vague or unclear.</li><li>18. Read aloud! Sentence is wordy or awkward.</li></ol> |
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Writing Standard 1. Organization and Focus 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. 1.3 Support theses or conclusions with analogies, paraphrases, quotations, and opinions from authorities, comparisons and similar devices. Evaluation and Revision 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages and ideas.

National Board Standards: Teachers know that conventions of writing language are best learned in the context of writing text to be read by others, and they know how to weave instruction in language skills throughout the writing process.

Constructive Comment	Explanation: <i>Example</i> <sup>1</sup>	Suggestions for Revision
1. sentence fragment	A group of words that is missing either a subject or a verb: <i>Thinks bugs are gross.</i>	Add a subject or a verb to express a complete thought. <b>My brother</b> <i>thinks bugs are gross.</i>
2. run-on sentence	A run-on sentence occurs when two simple sentences are joined without punctuation or a connecting word: <i>I thought the ride would never end my eyes were crossed and my fingers were numb.</i>	Add punctuation (semi-colon, period) or a connecting word (coordinating conjunction (and, or, but, etc.): <i>I thought the ride would never end; my eyes were crossed and my fingers were numb.</i>
3. lacks active voice	Located in verbs; the passive voice occurs when the subject is receiving the action instead of personally do it: <i>My daydreams are often shattered by reality.</i>	Change the sentence so the subject is doing the action: <i>I dream of going to galaxies light-years from Earth.</i>
4. lacks parallelism	Repeating similar grammatical structures (words, phrases, or sentences) to give writing rhythm: <i>I love bananas, an apple, and three grapes.</i>	Change the sentences so the objects agree rhythmically: <i>I love bananas, apples and grapes.</i>
5. incorrect/Inconsistent verb tense	It is a mistake to use different verb tenses when writing about events that occur at the same time: <i>The dog jumped onto the counter and steals the sandwich.</i>	Use the same tense to write about events that occur at the same time: <i>The dog jumped onto the counter and stole the sandwich.</i> <b>*Always use present tense when writing about literature.</b>
6. subject and verb agreement issue	A verb needs to agree in number with its subject: <i>My list of favorite foods include carrots and apples.</i>	Identify the subject first and determine whether it's singular or plural. Then write the verb that agrees in number with its subject: <i>My list of favorite foods includes carrots and apples.</i>
7. pronoun and antecedent issue	Errors occur when pronouns do not match the nouns or pronouns to which they refer: <i>Each actor in the play had memorized their lines.</i>	Change the pronoun so that it agrees with its singular antecedent: <i>Each actor in the play had to memorize his lines.</i>
8. incorrect use of a colon, semicolon, and/or comma		
9. incorrect use of hyphen, dash, or bracket	See chapter 15 in the <a href="#">Holt Handbook</a> : <i>Most years, there are twenty eight days in February.</i>	Revised sentence: <i>Most years, there are twenty-eight days in February.</i>
10. apostrophe missing or used incorrectly	An apostrophe should hold the place of missing letters in a contraction OR show ownership to a possessive noun: <i>I cant find the childs toy.</i>	Revised sentence: <i>I can't find the child's toy.</i>
11. incorrect capitalization		
12. incorrect spelling		Use spell check, consult your dictionary, or ask for help.
13. wrong word	Mistaken use of a word or homonym: <i>their/there/they're</i>	
14. incorrect use of quotation marks and/or citation		

**Listen to class instruction and take notes for numbers 8, 11, 12, and 14 in the table above.**

<sup>1</sup> Write Source 2000. Houghton Mifflin Company; Massachusetts;1999