

<p>Rank these skills in the draft: (5 = most evident skill; 1 = least evident skill)</p> <p>_____ The introduction truly invites the reader into the story or report.</p> <p>_____ The writer has used <i>showing</i> skills to paint interesting images on the reader’s mind throughout the draft.</p> <p>_____ The author has invigorated his/her verbs in many of the sentences.</p> <p>_____ The author has “written small,” like Ralph Fletcher suggests, sharing interesting details about the most important persons, places, or things.</p> <p>_____ If this is a narrative, the author has described characters interestingly and/or woken up the narrator by including him/her enough in the writing.</p>	<p>Rank these skills in the draft: (5 = most evident skill; 1 = least evident skill)</p> <p>_____ The introduction truly invites the reader into the story or report.</p> <p>_____ The writer has used <i>showing</i> skills to paint interesting images on the reader’s mind throughout the draft.</p> <p>_____ The author has invigorated his/her verbs in many of the sentences.</p> <p>_____ The author has “written small,” like Ralph Fletcher suggests, sharing interesting details about the most important persons, places, or things.</p> <p>_____ If this is a narrative, the author has described characters interestingly and/or woken up the narrator by including him/her enough in the writing.</p>
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I Xerox both blue and white versions of these “feedback sheets,” then cut them into fourths. We usually practice using these forms on a short piece of published writing (this year, we used the “Eating the World” chapter from Ralph Fletcher’s [Marshfield Dreams: When I Was a Kid](#) as our first practice); following that, we practiced on my hand-written rough draft. Only then, did I think they were ready to rank their own skills and each other’s.

The important verb here is RANK. They have to read the writing a second time, partner-up, discuss and analyze, determining which of these five skills stood out the strongest, and they award that skill a score of “5.” They next determine which skills did not stand out as strong as the others, and they award that skill a score of “1.” Then they must agree on which of the other skills receives the “4,” “3,” and “2.” When ranking, you may not award to skills the same score; that’s too easy to do because you really aren’t using analysis skills.

Students rank their own drafts first (on blue) and hide their answers; after exchanging, their partners rank on white versions. After discussing the differences in their self-ranking with one or more partners, they determine a revision plan based on the two or skills that were least evident in the rough draft.