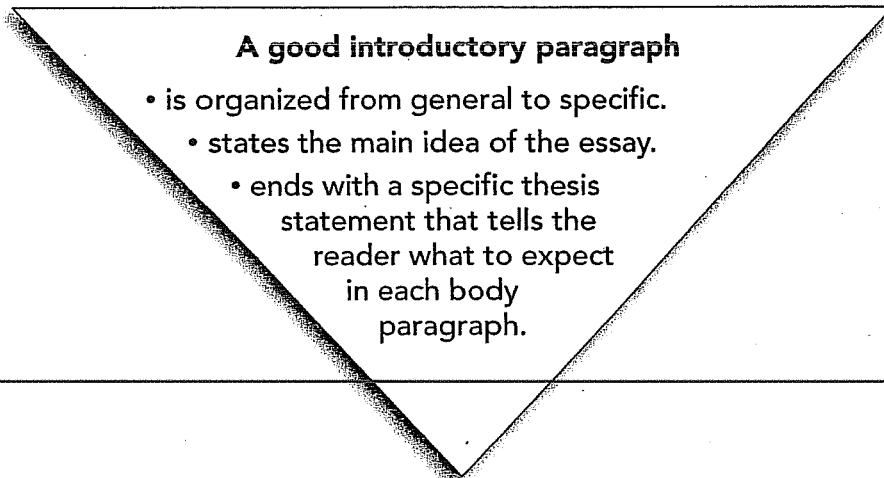
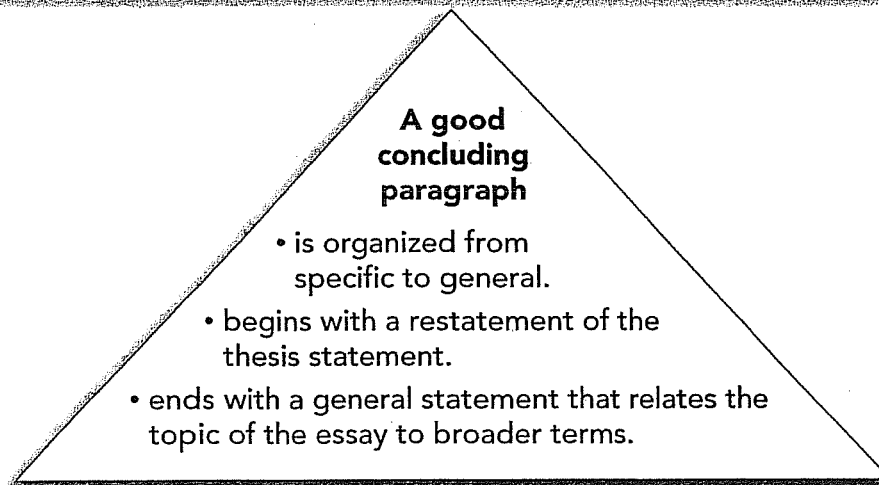
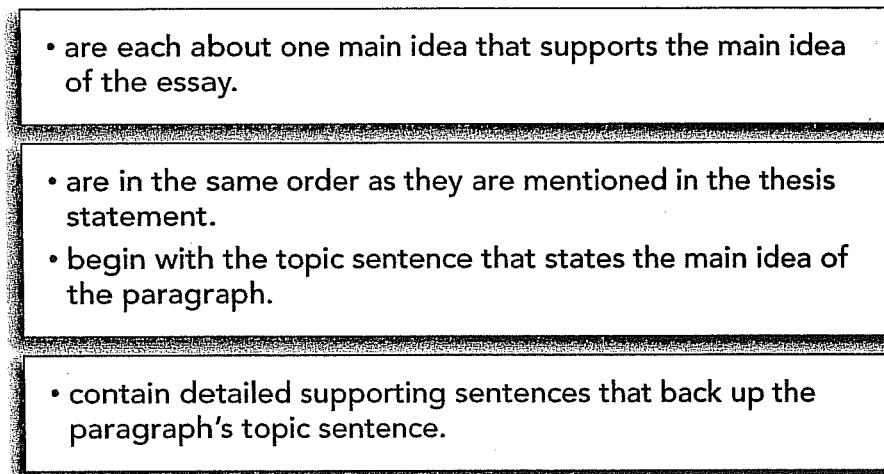




Five-Paragraph Essay Diagram



Good body paragraphs



GED Essay Scoring Checklist

For each question, choose the appropriate answer (1–4) that best describes your essay.

A. Does your essay answer the question that is asked in the writing prompt?

- 1. No, my essay refers to the question, but it doesn't really discuss it or develop a main idea that answers the question.
- 2. My essay addresses the question with a main idea, but it also includes some ideas that are not directly related to the question.
- 3. Yes, my essay has a main idea that is based on the question, but the main idea could be stated in a better way.
- 4. Yes, my essay clearly answers the question with a main idea.

B. Are the ideas in your essay well organized?

- 1. No, the ideas in my essay are mixed up in order and are hard to follow.
- 2. Most of the ideas in my essay are clear and easy to follow, but there are some ideas that are hard to follow.
- 3. Yes, the ideas in my essay are clearly organized, but some of the ideas could be organized in a better way.
- 4. Yes, the ideas in my essay are clearly organized and easy to follow.

C. Does your essay contain details or examples that support the main idea?

- 1. No, many of the paragraphs in my essay contain details or examples that don't support the topic sentence, or many of the paragraphs don't have any details or examples at all.
- 2. Some of the paragraphs in my essay have a topic sentence and supporting details and examples, but the details and examples could be stronger and more abundant.
- 3. Yes, each paragraph in my essay contains a topic sentence and details or examples, but some of the paragraphs have more details or examples than others.
- 4. Yes, each paragraph in my essay contains a topic sentence with specific details and examples that support the topic sentence.

D. Are the sentences and paragraphs in your essay grammatically correct?

- 1. No, the sentences and paragraphs in my essay are not worded correctly, and a majority of the sentences contain errors in grammar and spelling.
- 2. Some of the sentences and paragraphs in my essay are worded incorrectly, and there are a noticeable amount of errors in grammar and spelling.
- 3. Yes, the sentences and paragraphs in my essay are mostly worded correctly, and there are only a few small errors in grammar and spelling.
- 4. Yes, the sentences and paragraphs in my essay are worded correctly, and there are practically no errors in grammar or spelling.

E. Does your essay display a wide range of words that are used correctly?

- 1. No, my essay displays a very limited choice of words, which are often reused or used incorrectly.
- 2. My essay doesn't display a very wide range of word choice, and there are a few words that are used incorrectly.
- 3. Yes, my essay displays a word choice that is appropriate to the topic but could be more complex.
- 4. Yes, my essay displays a wide range, in which all words are used correctly.

Photocopy Master 4: GED Essay Scoring Guide

	1	2	3	4
	Inadequate	Marginal	Adequate	Effective
Response to the Prompt	Reader has difficulty identifying or following the writer's ideas. Attempts to address prompt but with little or no success in establishing a focus.	Reader occasionally has difficulty understanding or following the writer's ideas. Addresses the prompt, though the focus may shift.	Reader understands writer's ideas. Uses the writing prompt to establish a main idea.	Reader understands and easily follows the writer's expression of ideas. Presents a clearly focused main idea that addresses the prompt.
Organization	Fails to organize ideas.	Shows some evidence of organizational plan.	Uses an identifiable organizational plan.	Establishes a clear and logical organization.
Development and Details	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations.	Has focused but occasionally uneven development; incorporates some specific detail.	Achieves coherent development with specific and relevant details and examples.
Conventions of EAE	Exhibits minimal or no control of sentence structure and the conventions of EAE.	Demonstrates inconsistent control of sentence structure and the conventions of EAE.	Generally controls sentence structure and the conventions of EAE.	Consistently controls sentence structure and the conventions of Edited American English (EAE).
Word Choice	Exhibits weak and/or inappropriate words.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits appropriate word choice.	Exhibits varied and precise word choice.

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Photocopy Master 3: Essay Editing Checklist

(Attach your work to this sheet and submit both to your instructor.)

Last Name

First Name

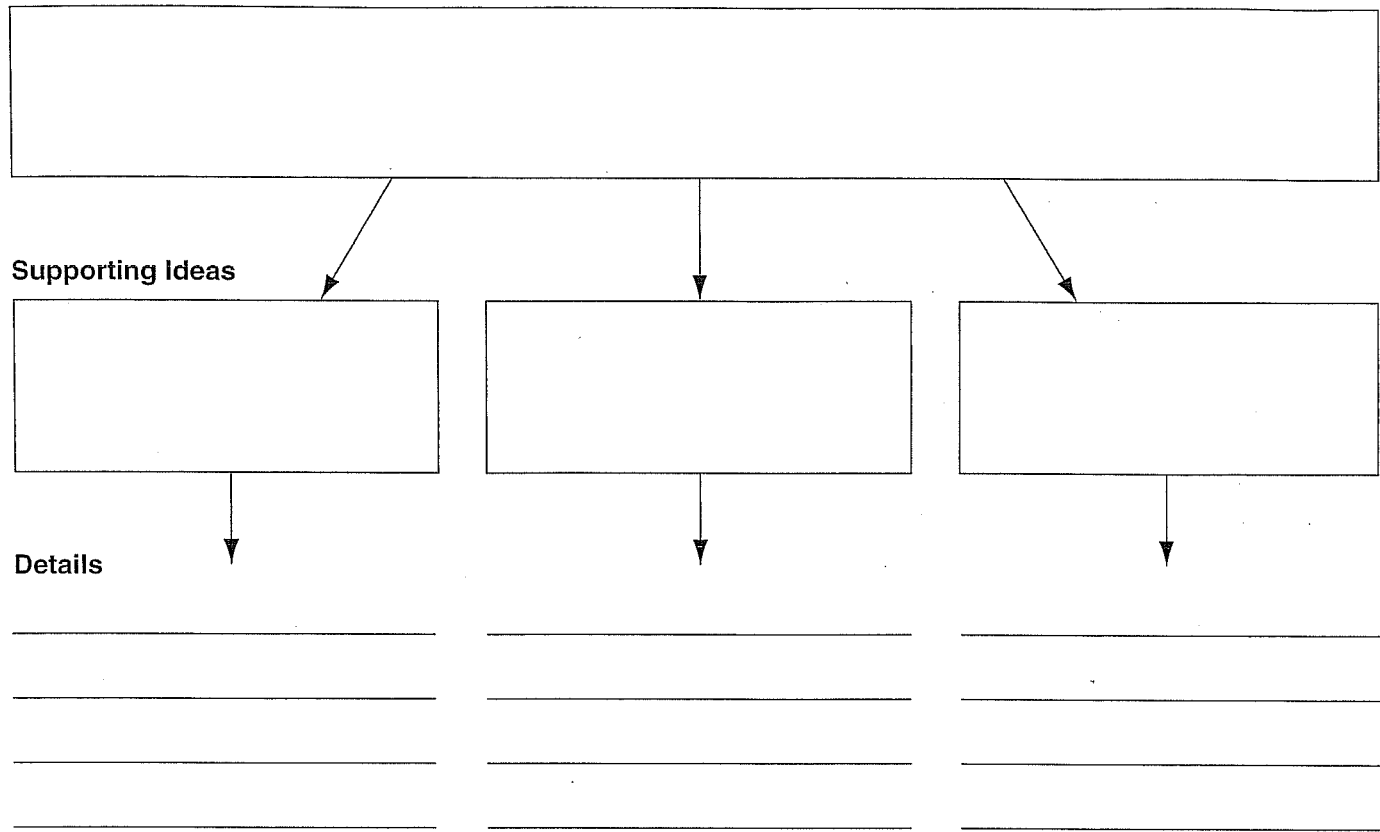
Instructor, Date

Title or Topic of Work: _____

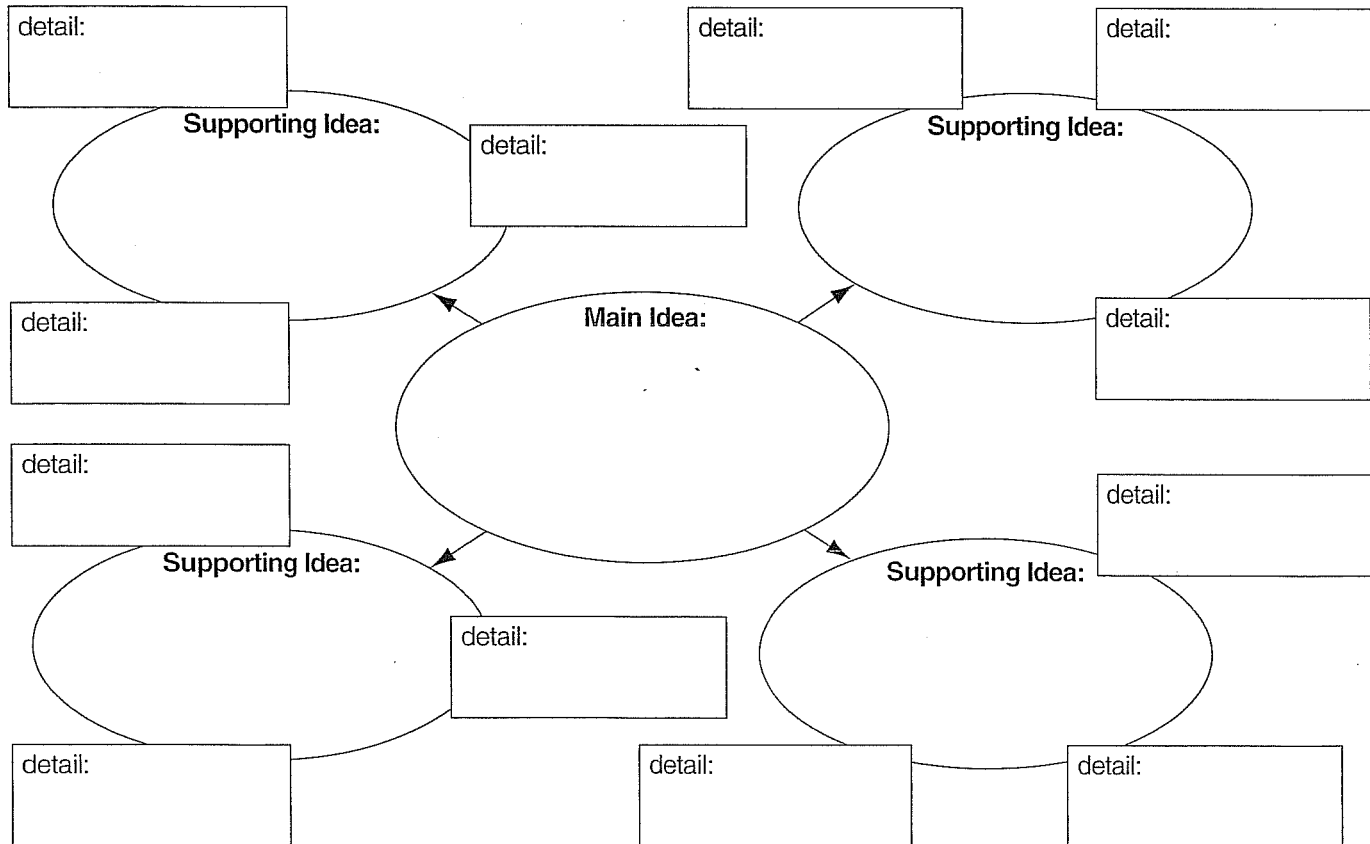
- | Yes | No | Response to the Prompt |
|---|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | (1) Is there a clear main idea? |
| <input type="checkbox"/> | <input type="checkbox"/> | (2) Does the essay stick to the topic? |
| Organization | | |
| <input type="checkbox"/> | <input type="checkbox"/> | (3) Does the introductory paragraph include a thesis statement and a preview? |
| <input type="checkbox"/> | <input type="checkbox"/> | (4) Does each body paragraph have a topic sentence and details related to the topic sentence? |
| <input type="checkbox"/> | <input type="checkbox"/> | (5) Does the concluding paragraph restate the thesis statement and review the ideas? |
| <input type="checkbox"/> | <input type="checkbox"/> | (6) Are there smooth transitions between paragraphs and between sentences? |
| Development and Details | | |
| <input type="checkbox"/> | <input type="checkbox"/> | (7) Do the paragraphs include specific details and examples that support the topic sentences? |
| <input type="checkbox"/> | <input type="checkbox"/> | (8) Does the essay support the thesis statement? |
| <input type="checkbox"/> | <input type="checkbox"/> | (9) Is the essay free of irrelevant details? |
| Conventions of Edited American English | | |
| <input type="checkbox"/> | <input type="checkbox"/> | (10) Are the ideas written in complete sentences? |
| <input type="checkbox"/> | <input type="checkbox"/> | (11) Is there a variety of sentence structures? |
| <input type="checkbox"/> | <input type="checkbox"/> | (12) Do all the subjects and verbs agree? |
| <input type="checkbox"/> | <input type="checkbox"/> | (13) Are verbs in the correct tense? |
| <input type="checkbox"/> | <input type="checkbox"/> | (14) Are punctuation marks used correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | (15) Are words spelled correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | (16) Are capital letters used correctly? |
| Word Choice | | |
| <input type="checkbox"/> | <input type="checkbox"/> | (17) Is the use of words varied and appropriate? |
| <input type="checkbox"/> | <input type="checkbox"/> | (18) Are words used precisely? |

Main Idea and Details 1

Main Idea



Main Idea and Details 2



Sentence Structure (Unit 1)

When you edit your own writing or a passage on the GED Language Arts, Writing Test, ask yourself and check for the following:

Are all sentences complete?

Each sentence has a subject and verb and expresses a complete thought.

Example: *Sarah had a good day.*

Are all sentences correctly punctuated?

There are no run-on sentences and no comma splices. Each sentence has correct end punctuation.

Example: *Sarah had a good day at work.*

Are ideas combined smoothly and effectively in compound sentences?

Equal ideas in independent clauses are connected with an appropriate coordinating conjunction and a comma.

Example: *She had written a memo, and her boss complimented her.*

Are ideas combined smoothly and effectively in complex sentences?

A main idea is connected with additional information by an appropriate subordinating conjunction.

Example: *Because her meeting was running late, she had to skip lunch.*

Are details combined smoothly and effectively?

Sentences vary in amount of detail and structure, without series of short, choppy sentences.

Example: *Sarah works in a downtown real estate office five days a week.*

Do items in series have parallel structure?

Items in series are expressed in the same form and separated by commas.

Example: *Her duties are to handle incoming calls, place print ads, and write televised listings.*

Are modifiers clear and understandable?

Modifying words and phrases are placed near the words they describe.

Example: *Going home, she felt good about her day's work.*

Organization (Unit 2)

When you edit your own writing or a passage on the GED Language Arts, Writing Test, ask yourself and check for the following:

- Is the text divided into paragraphs where appropriate?**
Each paragraph has a main idea and supporting details that explain that idea.
- Is each paragraph unified and coherent?**
The ideas in each sentence of a paragraph clearly support and relate to the main idea, and the ideas are presented in a logical order.
- Does each paragraph have a topic sentence?**
The topic sentence states the main idea of the paragraph.
- Do transitions show how ideas are related?**
Clue words and phrases connect one sentence to the next related sentence and one paragraph to the next related paragraph.

Example:

Many people want to own their homes, but owning can be expensive and stressful. **For one thing**, you need to come up with a down payment. **For another**, repairs can be costly, and repair companies can be unreliable. ~~Our teenaged babysitter is pretty unreliable, too.~~ **Finally**, property taxes are another hidden expense. **All told**, home ownership can be worrisome and costly.

The topic sentence is circled. Transitions are identified in bold text. A sentence that is irrelevant to the main idea is crossed out.

Usage (Unit 3)

When you edit your own writing or a passage on the GED Language Arts, Writing Test, ask yourself and check for the following:

Do all subjects and verbs agree?

Singular subjects have singular verbs.

Example: *Baseball is a popular sport.*

Compound and plural subjects have plural verbs.

Example: *Football and basketball are popular too.*

Subjects and verbs agree, regardless of interrupting phrases or inverted order.

Example: *A very popular sport at the Olympics is figure skating.*

Are verb tenses consistent and correct?

The past, present, and future tenses of verbs correctly show the timing of actions.

Example: *I go to Wood County Community College.*

Example: *Last fall I enrolled in a GED course.*

Example: *Next spring I will pass the GED Test.*

Are verb forms correct?

The past and participle forms of verbs, especially of irregular verbs, are used correctly.

Example: *My 90-year-old grandmother has seen some strange things in her lifetime.*

Are pronouns used correctly?

Pronouns agree with their antecedents in person, number, and gender.

Example: *Matt takes the bus to his job every day.*

Subject pronouns are used as subjects.

Example: *He likes the company that he works for.*

Object pronouns are used as objects of verbs or prepositions.

Example: *Matt's boss has promised him a raise.*

The antecedent of each pronoun is clear.

Example: *Matt and his boss are talking about Matt's idea for improving customer service.*

Mechanics (Unit 4)

When you edit your own writing or a passage on the GED Language Arts, Writing Test, ask yourself and check for the following:

Are words capitalized correctly?

Proper nouns and adjectives are capitalized. Common nouns are not.

Example: *The Sands family is going to Mexico this fall.*

Are commas used correctly?

Commas separate independent clauses in a compound sentence. They set off an introductory clause or phrase. They separate items in a series. They appear before and after a nonessential appositive. They are not used where there is no clear need for them.

Example: *They are leaving on September 10, and they won't return for two weeks.*

Are words spelled correctly?

The apostrophe is placed correctly in each contraction and possessive. Contractions and possessives that sound alike are not confused. Other homonyms are not confused.

Example: *They can't wait to go there.*

Spelling Demons

Here are some homonyms and other commonly confused words. You may want to write each in a sentence and then compare the spelling you used with the meaning given here. Check the words that give you trouble. Then work on learning to spell them.

- accept (to receive)
- except (to exclude)

- advice (words that try to help or tell what to do)
- advise (to tell what to do)

- affect (to influence)
- effect (a result)

- be (to exist)
- bee (an insect)

- board (piece of wood)
- bored (uninterested)

- brake (to stop)
- break (rest period; to damage or destroy)

- capital (city that is seat of government; very important; money to invest)
- capitol (building where legislature meets)

- complement (to go with)
- compliment (flattering words)

- council (group or committee)
- counsel (to advise; advice)

- course (path, track)
- coarse (rough, textured)

- dear (sweet; priceless)
- deer (an animal)

- feet (plural of foot)
- feat (achievement)

- for (to be used as; in favor of; meant to belong to)
- four (the number 4)

- grate (shred)
- great (very good)

- hear (to listen)
- here (in this place)

- hour (60 minutes)
- our (belonging to us)

- knew (to be certain of)
- new (latest, additional)

- know (to have information)
- no (negative; not; opposite of yes)

- lessen (to decrease)
- lesson (something taught)

- let (to allow)
- leave (to go away)

- lose (to fail to win or to keep)
- loose (not tight)

- made (created)
- maid (cleaning person)

- mane (hair of a lion)
- main (chief, most important)

- meat (flesh of an animal that is eaten)
- meet (to get together)

- one (the number 1)
- won (past tense of *win*)

- pane (window glass)
- pain (hurt)

- passed (went by)
- past (a time before)

- plane (flat surface; airplane)
- plain (simple, ordinary)

- poll (a vote)
- pole (a long piece of wood or other material)

- principal (main)
- principle (rule, belief)

- right (correct; opposite of *left*)
- write (to form words)

- roll (to turn over; a type of bread)
- role (a part played)

- scene (a view; part of a play or movie)
- seen (past participle of *see*)

- sight (the ability to see)
- site (place, location)

- sit (to rest one's body)
- set (to put something down)

- some (a few)
- sum (total amount)

- stationary (not moving)
- stationery (writing paper)

- too (also, very)
- two (the number 2)
- to (part of infinitive verb form; in the direction of)

- wait (to stay around for someone or something)
- weight (how heavy something is)

- way (path, direction)
- weigh (to measure the heaviness of something)

- where (what place)
- wear (to have clothing)

- whether (if)
- weather (climate)

- whole (entire)
- hole (opening)

- wood (what trees are made of)
- would (verb expressing a wish)

Punctuation

End punctuation (. ? !)

- Use a period after—
 1. a statement or complete thought (February is the shortest month.)
 2. a command or request (Please don't park in reserved spaces.)
 3. a sentence that asks about a question, but doesn't ask it directly. (She asked me how to use periods and question marks.)
- Use a question mark after—
 1. a direct question (Does Marvin belong in this class?)
 2. a polite request in the form of a question (May I see that book?)
- Use an exclamation point after—

a word, phrase, or sentence that expresses strong emotion or shows special emphasis (Wow! Good grief! Get over here right now!)

Apostrophe (')

- Use an apostrophe to take the place of the missing letters in a contraction (is not = isn't, we would = we'd)
- Add 's
 1. to show possession of singular nouns (Jane's flute, James's drum)
 2. to show possession of plural nouns that do not end in s (the men's voices)
- Add ' to show possession of plural nouns that end in s (the musicians' instruments)
- Add 's or ' only to the last name when two or more people possess the same item. (Jack and Mickey's duet)

Comma (,)

Use a comma—

- to separate items in a list with three or more items. (The band includes drums, brass, and wind instruments.)
- before the coordinating conjunction *and*, *but*, *or*, *for*, *nor*, *so*, or *yet* to combine two independent clauses into a compound sentence. (The men wear black pants, and the women wear black skirts.)
- after a connecting word in a compound sentence that requires a semicolon before the connector. (We are waiting for our instruments; moreover, the conductor hasn't arrived yet.)
- after a dependent clause if it comes before the independent clause. (Because we are playing some difficult music, we need more practice time.)
- after long introductory phrases or short introductory phrases that might cause confusion without the comma (Waiting nervously in the back room, the flute player paced. To help, the assistant conductor talked to him)
- to set off an appositive (Ms. Sharon Glass, the conductor, has just arrived.)

Semicolon (;)

- Use a semicolon to join two related sentences not connected with a coordinating conjunction. (The performance was great; everyone sang perfectly. We are waiting for our instruments; moreover, the conductor hasn't arrived yet.)

Capitalization Rules

Capitalize:

- names of people and their titles (Mr. Gonzalez; President Lincoln)
- geographic areas that you can find on a map, including cities, states, countries, continents, mountain ranges, streets, roads, bodies of water (Nairobi, Ohio, Asia, Europe, the Andes, Fifth Avenue, the Amazon, Great Barrier Reef)
- names of companies, organizations, schools, and specific structures, including buildings and bridges (Xerox, Red Cross, Harvard University, the Eiffel Tower, the Golden Gate Bridge)
- languages, nationalities, ethnic groups, and religions (Chinese, Colombian, Scandinavian, Catholic)
- names of days, months, and holidays (Tuesday, April, Thanksgiving)

Don't capitalize:

- titles without names (The governor is in his office.)
- direction words, unless they are part of a name (Drive west for five miles to the intersection of East Main Street and North First Avenue.)
- seasons (fall, winter)
- school subjects, unless they are the name of a specific course as listed in a catalog (a biology text, Biology 201)