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| --- | --- | --- | --- |
| Name: |  | Date: |  |

## Preparation

* Graded essay scored on the WHP Writing Rubric
* [Download the WHP Writing Rubric](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-Writing-Rubric)
* Download the Sentence Starters worksheet (optional)

## Purpose

In this final activity in the writing progression, you’ll edit one of your own essays. This is, in many ways, the ultimate editing task. It can be hard to self- edit, as it’s difficult to see your own writing errors. Also, you’re being asked to use the entire rubric to evaluate your essay, instead of just one or two rows. This will help prepare you for your culminating writing assignment in the course, and will also help you be a better writer in general.

## Process

In this final activity in the writing progression, you’re going to examine your own essay against the WHP Writing Rubric, and improve it based on what you find. Start by taking out your graded Unit 8 DBQ, the WHP Writing Rubric, and the Sentence Starters worksheet, if your teacher makes it available. You will have feedback to use in this process—either from your teacher or peers, depending on how your essay was graded. Keep in mind that this feedback is intended to supplement the most important part of the self-editing process: your review of your essay against the WHP Writing Rubric. Review your graded essay, then follow the directions on the Writing – Self Editing worksheet.

First up is the Claim and Focus row of the rubric. Identify the major claim in your essay, and then rewrite the claim to improve it. Next, pick one area of focus you could have done better and write an edited version of that on your worksheet.

The second step is revising for use of analysis and evidence. First, add additional evidence to your essay. Then, find one analysis statement you could improve upon (you might even add a new sentence if you found an instance where you didn’t analyze evidence you used) and provide the original and rewritten statements on the worksheet.

Third, look at the organization of your essay and improve one area of the essay where it could be better. This might mean adding a transition sentence or even rearranging some text. Write your suggestions for improving organization on the worksheet.

Fourth, look at how you did in terms of language and style, and improve upon one area in the essay where you could have done better. Even if you didn’t make obvious errors, essays can almost always benefit from more precise language or domain-specific vocabulary to make them even stronger.

Note: If you feel you’ve done the best you possibly can on any particular part of your essay, write a statement pointing out the features of your writing— connected to specific rubric criteria—that made it exemplary.

Once you’re done, be prepared to discuss your revision process with the class!

**Directions:** Identify a sentence (or sentences) in your essay for each of the categories below. Copy the text into the space for original text. Then, revise that section of your essay to improve it! If there is any area of the essay you feel does not need revision, instead of providing the original and revised text, provide an explanation, pointing out the specific features of your writing—connected to specific rubric criteria—that make it exemplary.

## Step 1: Claim and Focus

Original major claim:

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| --- |
|  |

Revised major claim:

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| --- |
|  |

Original focus:

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| --- |
|  |

Revised focus:

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| --- |
|  |

## Step 2: Analysis and Evidence

New evidence added to essay:

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| --- |
|  |

Original analysis statement:

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| --- |
|  |

Revised analysis statement:

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| --- |
|  |

## Step 3: Organization

Original organization text:

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| --- |
|  |

Revised organization text:

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| --- |
|  |

## Step 4: Language and Style

Original language and style text:

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| --- |
|  |

Revised language and style text:

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| --- |
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