

Formatting

- ☐ Is your paper using the MLA format? <https://owl.english.purdue.edu/owl/resource/747/24/>
- ☐ WHOLE PAPER IS IN Times New Roman/12 Point Font
- ☐ Header with your last name and inserted page number
- ☐ Heading with the proper elements on the left-hand side of the page
- ☐ EVERYTHING double spaced
- ☐ Works Cited on its own page
- ☐ The title is centered, but nothing else is
- ☐ The title is 12 Point, Times New Roman font
- ☐ There are no spaces between any element in your paper: no spaces between heading and title, or title and introduction of the paper, or between paragraphs
- ☐ Paragraphs indented ONE Tab
- ☐ Margins set to 1" on all sides
- ☐ [Keyboard set to US English and not INTL](#) (on Chromebook)

Revision

- ☐ Highlight the [thesis statement](#) and topic sentences of your body paragraphs. Read them together. Do they make sense if they were a paragraph? If not, you have a problem.
- ☐ Check your paragraphs for the [MEAL](#) structure. Do you have all of the [MEAL](#) components?
- ☐ Highlight in a different color or put a box around all of your [transitional words](#). Do they make sense?
- ☐ If you have an essay (rather than just a paragraph) look at your [hook](#). Is it a question? If yes, delete and find a different one. Reference the hook sheet in Google Classroom

Grammar

- ☐ Check for capitalization. All [proper nouns](#) and words like "I" need to be capitalized. Other words that are not at the beginning of sentences should not be capitalized. A spell check will catch many of these.
- ☐ Using the [search and find setting on your device](#), search for all first and second person pronouns, one at a time: you, yours, me, mine, we, us, our, ours, etc. [CHANGE](#) them to [third person pronouns](#).

- ☐ Check for passive voice. Your verbs should be active. Look for sentences that have words like “had” or “was” before the verb. Oftentimes you can remove those and make the sentence clearer.
- ☐ “There are” and “There is” are sentences that can be improved by changing them.
- ☐ Does every sentence end in end punctuation?
- ☐ Did you use a colon? Is it used correctly?
- ☐ Did you use a semicolon? Is it used correctly?
- ☐ Fix Fragments—Make sure your sentences have the three things: a subject, a verb, and a complete idea. Often students end up with fragments because they are trying to complete an idea that belongs in the previous sentence. If your sentence starts with “that” or a subordinating conjunction, like “because” it might be a fragment.
- ☐ Find your Quotation Marks and make sure they are done correctly.
- ☐ Search for Apostrophes—You should NEVER use an apostrophe to make something plural (meaning more than one). Apostrophes are used to show ownership of something. Tip: Nouns take apostrophes to become possessive. Pronouns don’t. *It’s* means “it is” or “it has.” *Its* is the possessive form of *it*. Acronyms, initialisms, and **years don’t** take apostrophes to become plural (CDs, **1980s**).

Commas

- ☐ Missing comma after the introductory element. Look for sentences that start with prepositions or subordinating conjunctions. These sentences need a comma after that element.
- ☐ Fix Comma Splices—this is when you separate two independent clauses with a comma. The easiest way to fix this is to add a coordinating conjunction—FANBOYS.
- ☐ Fix Run-on Sentences—these are when you run two sentences into one. There are a few ways to fix this.

Peer Review—After you have gone through this, have someone else read it and go through the list. They should be able to catch at least one or two things that you did not catch!

Another good tip—Read your paper out loud to your video recorder. When you play it back, circle areas that you read with difficulty, that generally means you need to fix something there. Also, if the sentence does not make sense to you, it will definitely not make sense to your reader!