

Revise Checklist for Descriptive Writing

1. **Read** your work aloud, and listen for any awkward wording. **Listen** for any strange sounding sentences. If any part of a sentence sounds awkward (weird) to you, underline that part. Then, bring it to your teacher. Your teacher will help you figure out how to revise the wording. You are developing an “ear” for writing. This means you are learning to hear if something is written well or not.
2. **Be sure** that you have not written any fragments. Write an “S” above the subject and a “V” above the verb in each sentence. Make sure each sentence has a complete thought.
3. **Compare** each detail sentence with the topic sentence to be sure you have not gone off topic.
4. **Check** that all three ingredients of the paragraph are there: the topic sentence, the details, and the conclusion.
5. **Circle** the first word of every sentence, and read these words to your teacher. Be certain that all sentences begin with a different word.
6. **Check** the agreement: subject, verbs, and pronouns (singular/plural).
7. **Check** your verb tense: past/present. Read your verbs to your teacher.
8. **Improve** at least two verbs. Action verbs have more energy than “being verbs.”
Being verbs = am, is, are, was, were, be, being, & been.
9. **Add** adverbs to improve sentences.
Examples: suddenly, happily, sadly, unfortunately, etc.
10. **Add** adjectives to describe important nouns.
Rule: No more than two adjectives in a row.
11. **Have** different types of sentences.
 - Compound (comma + and, but, or, for, yet, or so) or use a semicolon.
 - Complex (before, after, since, although, while, as, etc.)
 - One sentence with a participial phrase (causing..., making..., etc.)
12. **Add** needed transitions or time connectors.
Transitions: next, furthermore, also, in addition, etc.
Time connectors: suddenly, before long, after a while, etc.
13. Once again, read your sentences aloud and listen for any awkward wording. Make certain that your sentences are not missing words.

