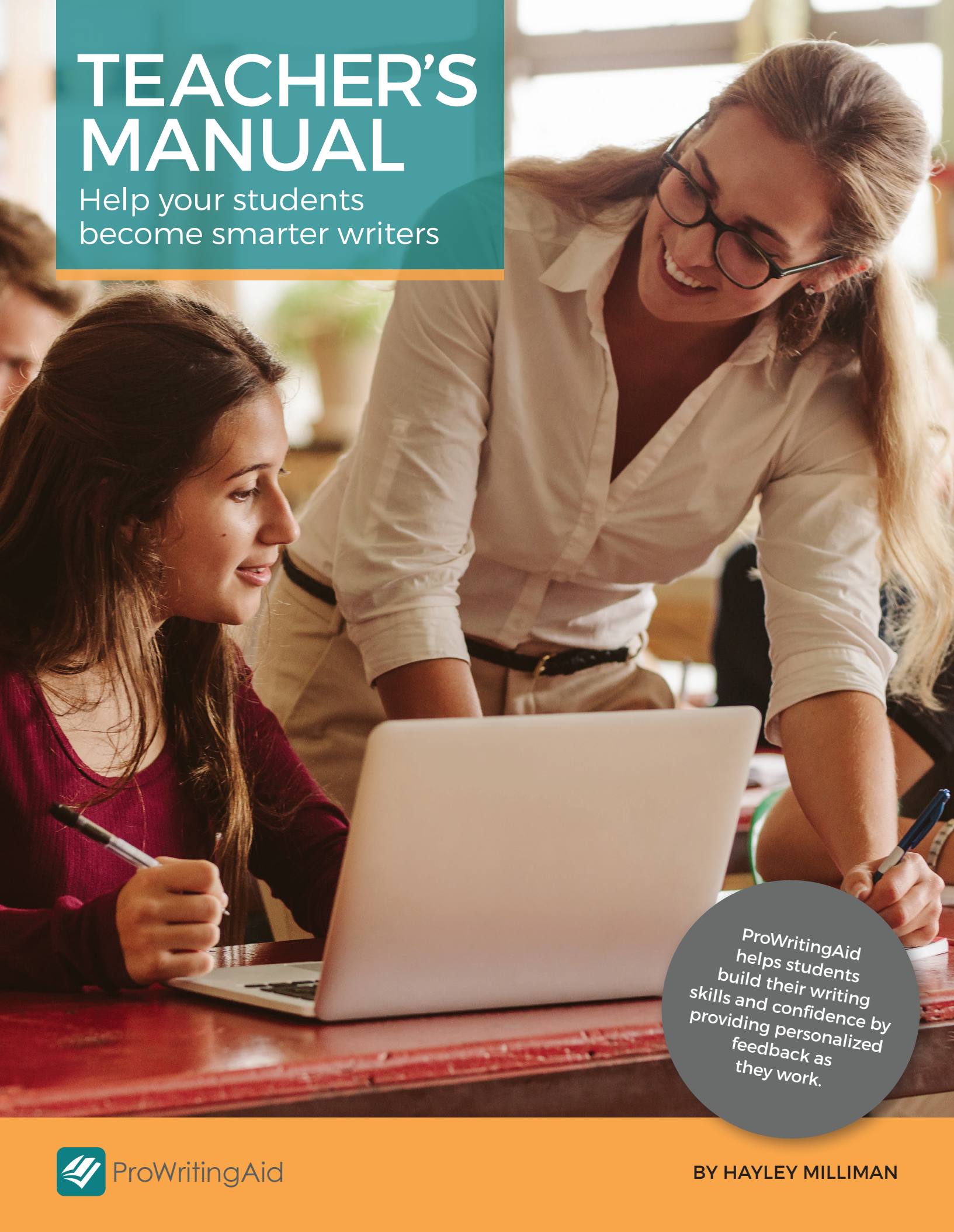


# TEACHER'S MANUAL

Help your students  
become smarter writers



ProWritingAid  
helps students  
build their writing  
skills and confidence by  
providing personalized  
feedback as  
they work.



ProWritingAid

BY HAYLEY MILLIMAN

# ▶ INTRODUCTION

**P**roWritingAid is the most comprehensive editing technology available today. With more than twenty different reports that check everything from grammar to plagiarism, ProWritingAid is a useful classroom tool for students to build their confidence in writing and editing.

In this guide, we'll cover what ProWritingAid is and how you can use it in your classroom to build your students' skills. You'll find an overview of the ProWritingAid reports with instructions on how to use them in the classroom, as well as sample exercises that you can use with your students. In the appendix, there's a worksheet students can use to track their changes during editing, which will help them learn how to improve their writing.

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## ▶ CHAPTER 1. WHY IS GOOD WRITING IMPORTANT?

**A**n educator's job is to help students develop the skills they need to communicate effectively. Strong writing skills give kids a huge advantage no matter what area of study they choose.

### 1 WRITING IS INTERDISCIPLINARY

Whilst still in secondary school, writing skills are an important part of your students' success. With the rise of new standards in many school districts across the country, students are writing more (and in more courses) than ever before. Students need to demonstrate an ability to communicate their analysis in subjects like social studies and science, not just in English.

Students will need to demonstrate their writing skills on standardized tests and for college entrance essays. On standardized tests in many parts of the world, students need to effectively respond to prompts. For a student to achieve a top score, he or she has to demonstrate a command of the conventions of the English language (e.g. their work should be free of grammatical errors) and the ability to logically and coherently organize thoughts.

### 2 WRITING IS A KEY PART OF GETTING INTO (AND THROUGH) COLLEGE.

Personal essays are a weighty part of many college applications. Nearly every college requires students to produce some sort of statement of intent or reflection on their previous experiences. **These entrance essays need to be compelling, clean, and well-written.**

After entering college, most courses require written assignments. Students need to be able to take what they have learned and communicate it clearly and persuasively to their professors if they hope to get passing marks.

### 3 WRITING IS A SKILL, NOT A TALENT

Effective written communication requires a lot of practice. Young writers need to flex their writing muscles and grow in their discipline. The more writing that they do, the better they'll be. Similarly, the more feedback students receive, the more they'll improve their writing. Every time your students receive feedback, they're able to make better decisions on what to do next time.

### 4 ALMOST EVERY CAREER REQUIRES WRITING SKILLS

Even if your students don't dream of becoming authors, written communication plays a key role in nearly every profession. Biologists publish their research. Graphic designers write pitches for new jobs. Insurance salespeople must be able to write air-tight sales copy. Everyone needs to be able to write a clear and compelling email. In fact, a well-written cover letter and resume may mean the difference between them getting their dream job or not in the first place. Sending your students into the world with good writing skills will help them reach new heights.

### WE KNOW YOU ARE BUSY! TEACHERS JUST DON'T HAVE THE TIME

Unfortunately, as a teacher, it's nearly impossible to provide constant, personalized feedback to each student. You simply don't have the time in the day to do so. That's where technology can help. Editing technology like ProWritingAid provides immediate and personalized feedback that will help students to better understand grammar and writing techniques.

More than that, ProWritingAid also has learning opportunities built into the software. ▶

Corrections come with explanations, so students can see why each suggestion has been made. The identification of mistakes coupled with the explanation of why they're wrong helps students not just mindlessly make corrections, but really understand them so they don't make the same mistakes in the future.

In this guide, we'll show you how you can use ProWritingAid as an effective edtech tool. We'll also help you use it to create effective independent practice exercises for your students. ■

**Writing isn't just important in high school!**

When students get to college, they'll be expected to write effectively. According to the **University of Wisconsin**, students need to write well to succeed in college, but they're rarely taught to do so. That means it's all the more important to develop these skills in high school.

## ▶ CHAPTER 2. HOW DOES PROWRITINGAID WORK?

**P**roWritingAid is one of the only editing tools that combines grammar and spelling checks with more comprehensive reports like readability, writing style, transitions, and more. These comprehensive reports analyze all aspects of your students' writing so they're not just fixing spelling mistakes, but making choices that will improve how effectively they communicate their ideas.

ProWritingAid works a bit like your word processor's grammar and spelling checker, but it goes way beyond grammar to make suggestions that will improve the readability of your students' work. Suggestions are based on many of the same techniques that teachers already cover in the classroom. For instance, the Writing Style Report (a) will not only identify instances of passive voice, but explain to the student why they're problematic and show how to make them active.

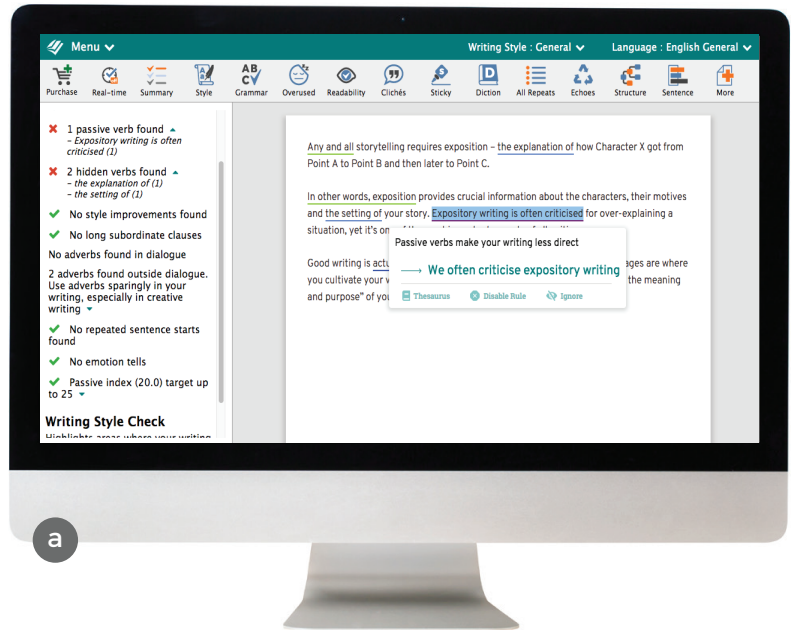
ProWritingAid offers both real-time suggestions and focused reports (b). Real-time suggestions highlight grammar, spelling, and style issues immediately, so students can make changes as they work. They can then run more detailed reports to focus in on specific writing techniques.

None of the suggestions in ProWritingAid are automatically applied. Students must click through each mistake, learn why it's problematic, and choose whether or not to apply it.

Think of ProWritingAid as a teacher hovering over their shoulder saying:



Wait, you just used passive voice there and it can make your writing less clear. Better double-check it to see if you can say it in a better way.



Every report is tailored directly to the individual piece of work. No two students will receive the same corrections, because no two students will produce the same assignments. Since not every suggestion will work for every writer, students will also learn to use discretion in editing.

In this manual, we highlight a handful of reports that we believe will be of most value to teachers. ProWritingAid offers over twenty other checks. See [Appendix A](#) for the full list of reports. You can learn more about them on our [website](#). ■



## ▶ CHAPTER 3. HOW TO USE PROWRITINGAID IN THE CLASSROOM

**P**roWritingAid will be most effective during independent practice – when students are applying the skills you have taught them to produce their own work. In this section, we'll cover the specifics of how to use ProWritingAid from a technical point of view, as well as suggestions for how to incorporate it effectively in your classroom.

### WHERE TO USE PROWRITINGAID

ProWritingAid should be used on a computer – we do not currently offer an app for tablets or phones. There are a number of different ways you can use ProWritingAid on a desktop or laptop:

■ **Online Editor:** ProWritingAid offers an online, in-browser editor that you can access by going to [www.prowritingaid.com](http://www.prowritingaid.com).

■ **Google Docs Add-On:** ProWritingAid offers a Google Docs add-on that you can use directly in Google Docs.

■ **Word Add-In:** The Word Add-In integrates directly into Microsoft Word on Windows computers (not Apple).

■ **Desktop App:** You can download the ProWritingAid Desktop App to write and edit natively on your computer.

■ **Chrome/Firefox/Safari Extensions:** These extensions let you edit text on most websites, including social media.



### HOW TO USE PROWRITINGAID IN THE CLASSROOM

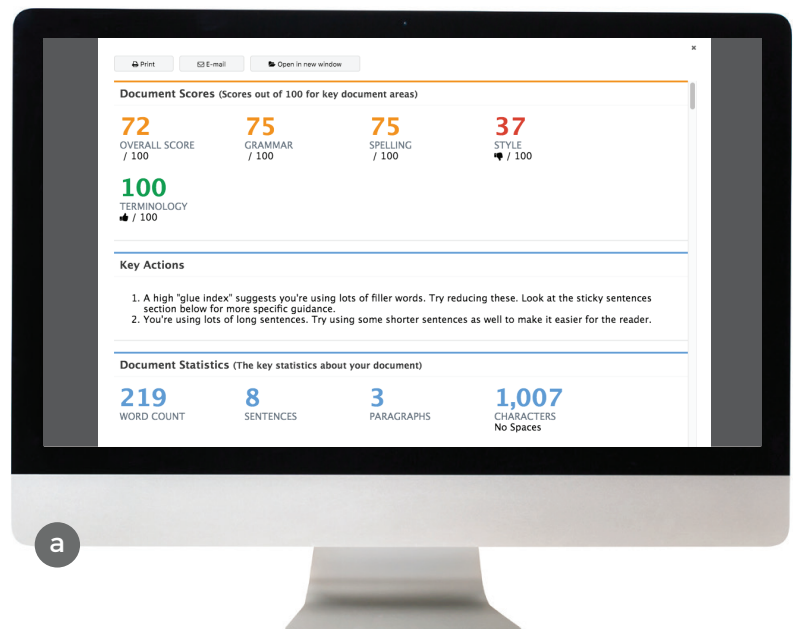
You should have a defined process for using ProWritingAid in your classroom to make sure your students get the most out of it. Here's how we suggest using ProWritingAid:

#### 1 HAVE YOUR STUDENTS DRAFT THEIR WORK

Before students run any report, they should draft their work. They can draft their work in ProWritingAid or in another Word processor and use ProWritingAid for analysis later.

#### 2 RUN A SUMMARY REPORT

When they've finished writing, students should run the Summary Report first. It's much too comprehensive to fit here but we have included a teeny-tiny version (a) to give you a sense of it. It provides an overview of their work's statistics, a list of key actions to take to improve their text, and an overview of all the individual reports. Scores for different aspects of writing are given in green (looks good), yellow (needs work), and red (definitely make changes). ▶



### 3 DECIDE WHICH REPORTS TO FOCUS ON

The Summary Report should give students a good idea of which reports to focus on (b). For instance, if they have a low grammar score, they'll move on to the Grammar Report to work through tailored suggestions. If they have a high percentage of sticky sentences, they may move on to that report.

### 4 WORK THROUGH SUGGESTIONS ONE BY ONE

Once students have run through their Summary Report, they'll need to open each individual report, one by one. After they run the report, they can work through the changes it suggests (c).

### 5 RECORD THE CHANGES THEY'RE MAKING IN THE TRACKER

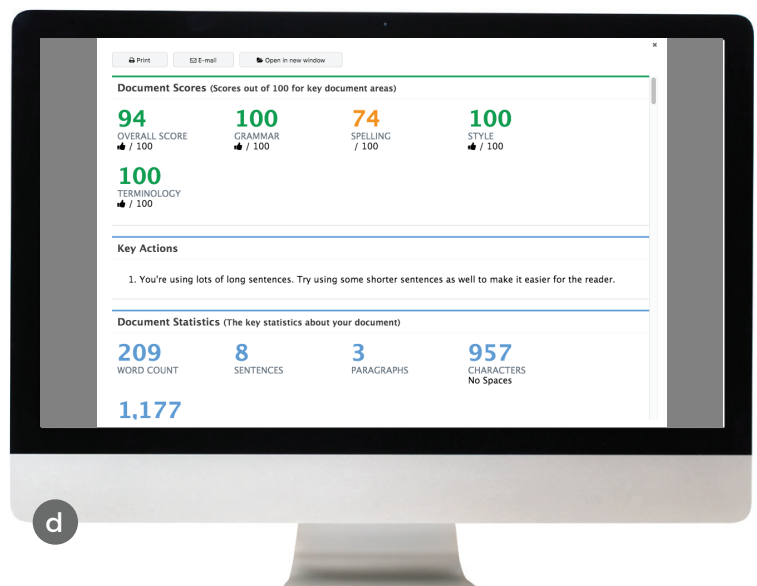
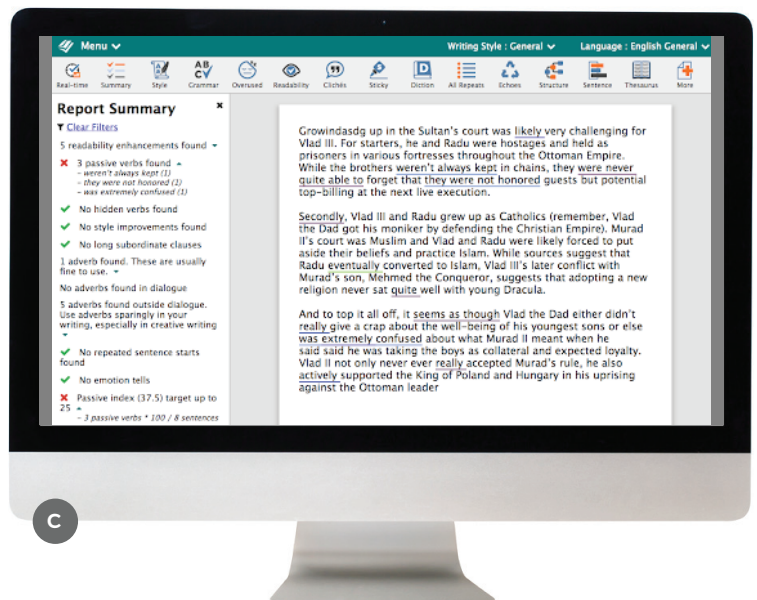
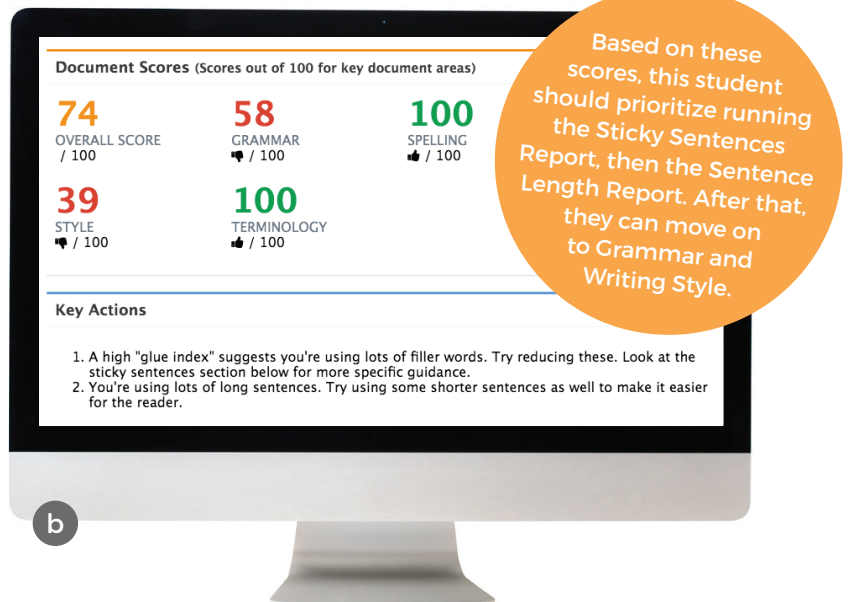
Students can use the tracker provided in [Appendix B](#) to record the changes they're making. The tracker is important because it forces students to reflect on their changes and explain their reasoning behind what they decided to do.

### 6 RUN A FINAL SUMMARY REPORT TO SEE THEIR NEW SCORES

After students have made their changes, they should run the Summary Report again (d). This will hopefully show improved scores, reflecting their changes.

### 7 STUDENTS SUBMIT THEIR WORK FOR REVIEW

After students have made their changes, they should submit their work to you for review. ■





## ▶ CHAPTER 4. THE BENEFITS OF USING AN EDITING TOOL IN YOUR CLASSROOM

Using an editing tool in your classroom can transform your students' writing and help them make improvements more rapidly. Here are some of the benefits of making ProWritingAid part of your classroom learning environment.

### 1 STUDENTS RECEIVE PERSONALIZED FEEDBACK, FAST

ProWritingAid provides immediate, real-time feedback as your students draft their work. This feature means that when you're working one-on-one with an individual student, the rest of the class can still be experiencing tailored learning.

Consider this model of classroom setup:

- You work one-on-one with students on a rotating basis at your desk. They bring you their drafts to review.
- While you're working one-on-one, the rest of the class is drafting their work in ProWritingAid. They are also making changes and learning from the errors. That means that their work will be more polished and stronger by the time each student comes to your desk for a one-on-one conference. You can then provide stronger feedback that's more focused on content and structure, rather than spending your time rehashing grammar and spelling errors.

### 2 STUDENTS CAN CHOOSE WHICH DRAFT TO PRESENT FOR GRADING

ProWritingAid enables students to work throughout different versions of their draft before turning in their work to you for grading. This helps develop skills beyond writing: students will learn how to self-edit and will soon start to identify patterns of strong work.

### 3 TEACHERS CAN SPEND MORE TIME ON THE IMPORTANT THINGS

ProWritingAid's reports can help students fix all types of errors, from grammar and spelling to writing style. This functionality frees up your time to give more feedback on content and structure.

Imagine not having to correct one instance of passive voice use or seeing that all of your students have remembered to include transition words in their work. Eliminating these common and time-consuming errors before they even make it to your desk means that you can help your students really develop their voice and content. You can focus on the validity of an argument presented in an opinion piece or the rise and fall of action in a narrative.

Using ProWritingAid as a part of your students' learning can help make them better writers, faster, because they're receiving more robust feedback during all parts of the process. ■

# CHAPTER 5. PROWRITINGAID IN THE CLASSROOM: GRAMMAR REPORT

The Grammar Check (a) works similarly to the spelling and grammar checkers in a word processor. It highlights any word that's not in the ProWritingAid dictionary in case it's misspelled. It also looks at the construction of the sentence to make sure that the structure, punctuation and tense are correct.

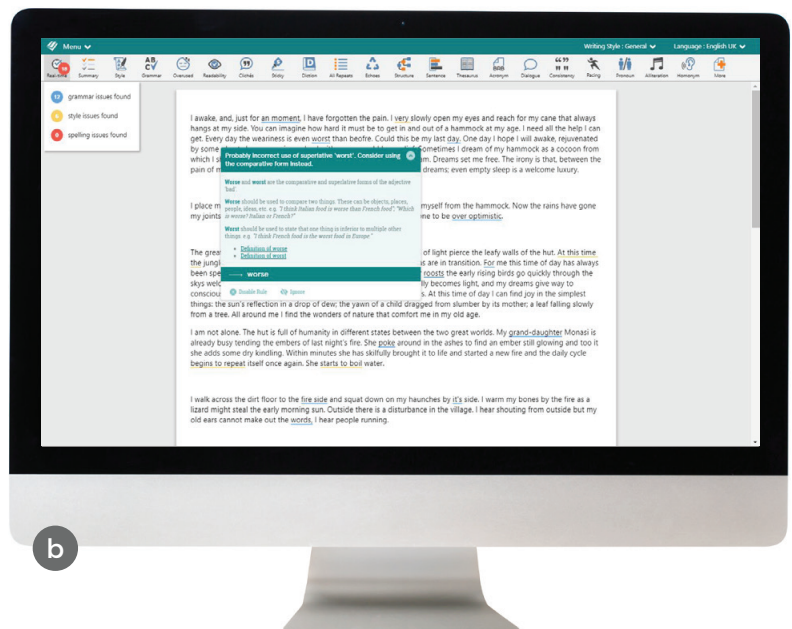
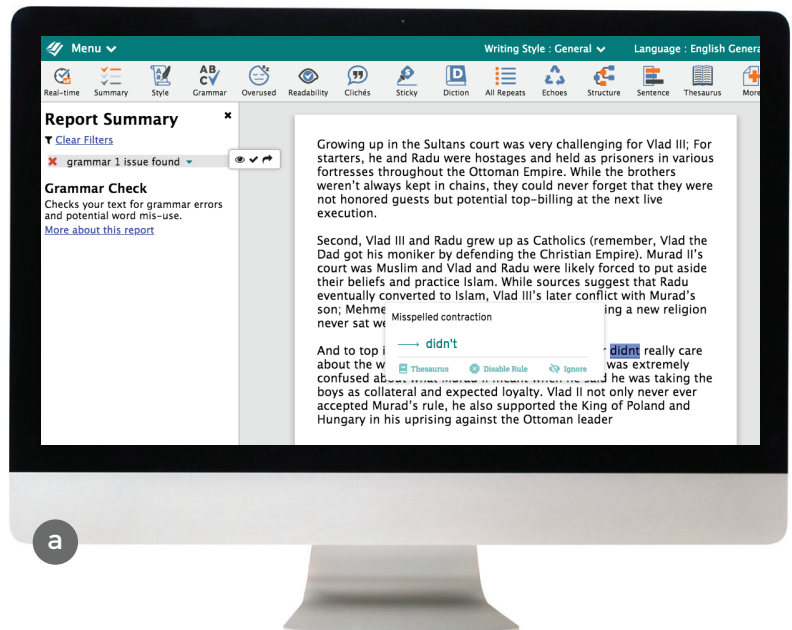
But, in addition to these standard grammar checks, ProWritingAid has thousands of specific checks that have been built in by its team of computational linguists. The software offers simple explanations for every identified error, which is important for building your students' confidence and understanding.

The mistakes ProWritingAid catches go far beyond missed commas. The Grammar Report identifies and explains commonly misused or confused words (b). For instance, one of our editors noticed that writers often mistake "adverse" with "averse". One is an adjective, the other is a verb. The Grammar Report will highlight for students when they are using the incorrect version.

## HOW TO USE THE GRAMMAR REPORT IN THE CLASSROOM

The Grammar Report should be the first report your students run when they edit their work to check for simple spelling, grammar, and word choice errors. Students should run the Grammar Report on every assignment they turn in, regardless of subject.

The greatest benefit of using ProWritingAid's Grammar Report effectively isn't that it catches errors, but that it teaches students to identify their mistakes and helps develop their understanding of English grammar. This means that they are much less likely to repeat the mistake next time. ▶



Ask your students to not only run the Grammar Report, but track the changes they make with it. We've provided a [template](#) at the end of this manual that they can use to identify why their changes are correct or incorrect.

The Grammar Report can also be used for goal-setting. Have your students set targets for how few errors they'll have as they work on their drafts. Ideally, a completed draft will be free of grammar and spelling mistakes. ■



## ▶ CHAPTER 6. PROWRITINGAID IN THE CLASSROOM: STYLE REPORT

The Style Report is one of the most popular and comprehensive reports that ProWritingAid offers. There is a lot more to good writing than just correct grammar, and the suggestions in the Style Report are based on the same ideas you teach your students in class.

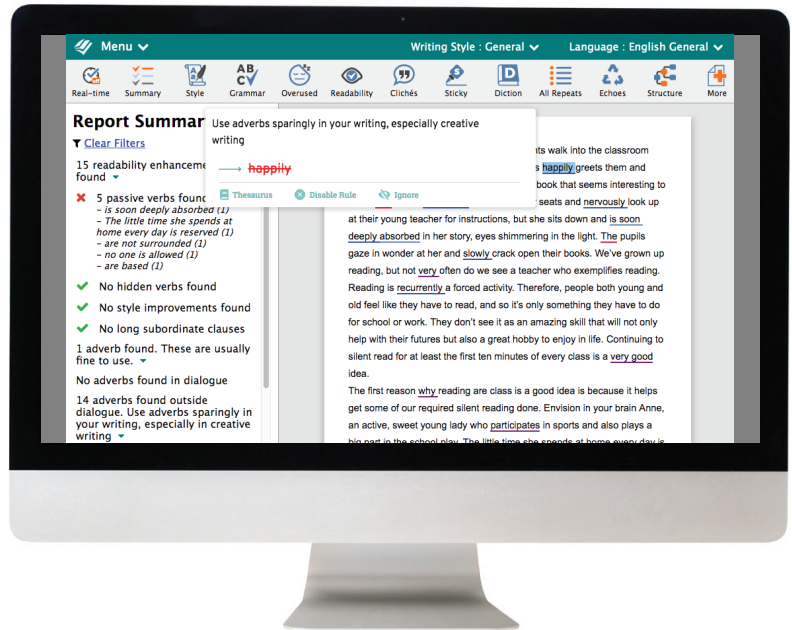
The Style Report highlights several areas of writing that should be revised to improve readability, including: passive and hidden verbs, over-reliance on adverbs, repeated sentence starts, emotional tells and much more.

These suggestions are the same that you would give your students as you edit and grade their work. By fixing all these mistakes upfront, you're able to focus on the more important aspects of your students' work, such as originality of ideas. They'll submit more polished and effective writing as a result.

### HOW TO USE THE STYLE REPORT IN THE CLASSROOM

Students should also run the Style Report every time they submit a piece of work. Just as with the Grammar Report, you can help your students use the Style Report to set goals that make sense for the assignment. For instance, if your students are working on an informative essay, you might set the goal that no occurrences of passive voice pop up in their piece. A narrative assignment, on the other hand, might have different goals because it's stylistically different.

The Style Report is a great complement to the more advanced grammar and style lessons you'll be teaching. Use it to hammer home the mechanics that'll take your students' writing to the next level. ■



# CHAPTER 7. PROWRITINGAID IN THE CLASSROOM: STICKY SENTENCES REPORT

A sticky sentence is one that is full of glue words. Glue words are the empty space that readers need to get through before they can really understand the main ideas in your work. Generally, sentences should contain less than 45% glue words. If they contain more, they should probably be re-written to increase clarity.

## Glue words

The most common words in English, including, but not limited to:

in	of	think	is
on	to	some	this
the	there	new	from
was	will	make	with
for	be	much	have
that	what	every	an
said	get	should	by
a	go	just	it
if	like	and	asked

Let's look at some examples.

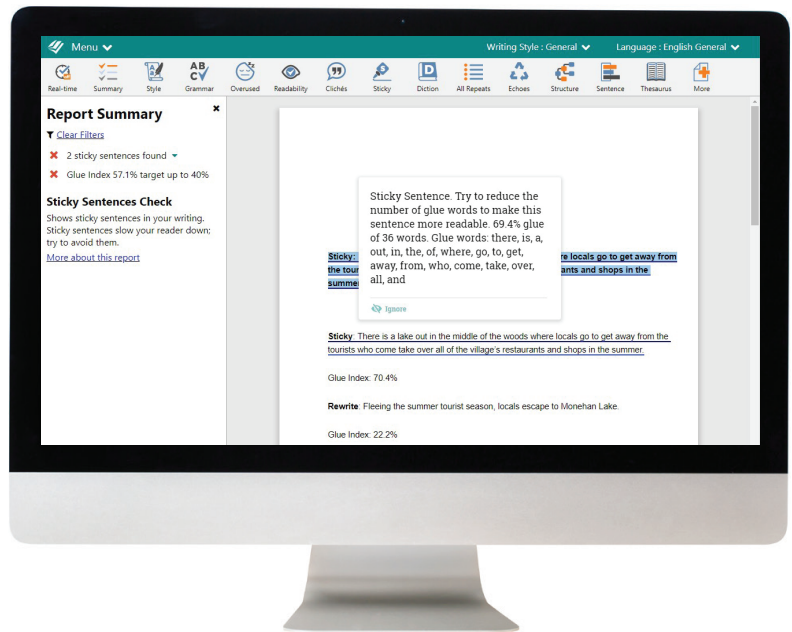
■ ORIGINAL: Dave walked over into the back yard of the school in order to see if there was a new bicycle that he could use in his class.

**Glue index:** 60.7% – Sentence length 27 words

■ REDRAFT: Dave checked the school's back yard for a new bicycle to use in class.

**Glue index:** 42.8% – Sentence length 14 words

The second sentence is much easier to read. The wording is more concise and the point of the sentence comes across clearly.



## HOW TO USE THE STICKY SENTENCES REPORT IN THE CLASSROOM

The Sticky Sentences Report is important for helping your students make sure they are communicating their ideas clearly and effectively. Many students get overly wordy or convoluted in their writing. The Sticky Sentences Report can help them find sentences that are too complex and simplify them.

## HOW TO HELP YOUR STUDENTS LEARN TO UNSTICK THEIR SENTENCES

When faced with a sticky sentence, your students should ask themselves the following questions:

### 1 DOES THIS SENTENCE CONTAIN NONESSENTIAL INFORMATION?

■ STICKY: As soon as I read King's *Misery* in my class, I decided that I liked it even more than I liked *The Shining*, which I read last year.

**Glue Index:** 52.8%

■ REWRITE: I preferred King's *Misery* to *The Shining*. ►

### Four points about the above sentence:

- In the first example, you don't need to say that you read a book if you are giving an opinion about that book. It's understood that you read it.
- You don't need to say you decided that you liked it. You can just say that you liked it. It is understood that you made that decision.
- "Preferred" is a more concise way to say you like something even more.
- The primary point in the sentence is your preference for one book over the other. It's unlikely that the specific times and locations of when you read the books are important to your point.

As such, all that information is nonessential. Cut it.

## 2 DOES THIS SENTENCE CONTAIN MORE THAN ONE POINT?

- **STICKY:** As Henry was running to try and catch the train that would take him to his new home in Boston, he remembered that he had forgotten to say goodbye to Elizabeth and he knew that her feelings would be very hurt.

**Glue index:** 53.7%

- **REWRITE:** Henry sprinted to catch the train that would take him to his new life in Boston. Elizabeth flashed in his mind. He had forgotten to say goodbye. She would never forgive him.

In the first example, we tried to squeeze too much information into one sentence. The three key points—he might miss his train, he forgot to say goodbye, and Elizabeth will be hurt—are all less impactful because they are not given enough space. In the rewrite, these points are more evocative for the reader.

## 3 HAVE YOU PUT THE ESSENTIAL POINT IN THE SECOND HALF?

- **STICKY:** Ever since she had been a small child growing up in rural New Hampshire, she'd had the unlikely dream of being an astronaut.

**Glue index:** 54.2

- **REWRITE:** She had always dreamed of becoming an astronaut: an uncommon goal in rural New Hampshire.

When you write your sentences back-to-front, it takes more scaffolding to hold it in place. It also means that your reader has to wade through a lot of glue before they reach your main point. In most cases, you can improve readability by putting your essential information first.

## 4 IS THE MAIN POINT OF YOUR SENTENCE CLEAR AND EASY TO UNDERSTAND?

- **STICKY:** There were some really good reasons why Amy decided that it might be a bad idea to pursue her master's degree, even though she thought that the advanced degree could potentially have some sort of benefit in the future.

**Glue index:** 55.0

- **REWRITE:** Amy decided not to pursue her master's degree, even though an advanced degree could benefit her career in the future.

When you have too many glue words in your sentence, it can make your main point hard to identify. By boiling down your work to exactly what you need to say, your sentence will be easier for your reader to understand. ■

# ▶ CHAPTER 8. PROWRITINGAID IN THE CLASSROOM: TRANSITION REPORT

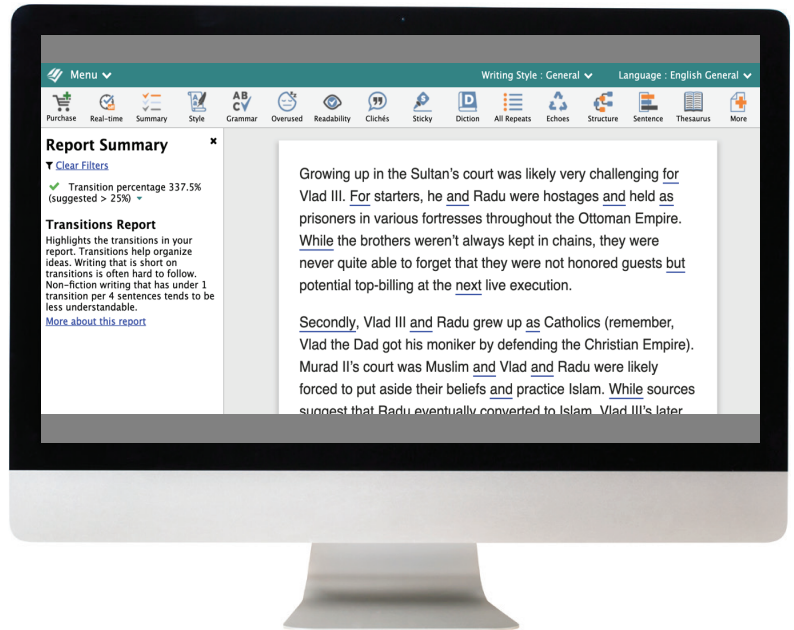
Great transitions are an important part of writing, especially in informative and argumentative pieces. Your students will be judged on their ability to effectively wield transitions in their end-of-year writing assignments.

Words and phrases like *similarly*, *nevertheless*, *in order to*, *likewise*, and *as a result* show the relationships between ideas. They can help illustrate agreement, contrast or cause and effect.

## HOW TO USE THE TRANSITION REPORT IN THE CLASSROOM

ProWritingAid's Transition Report is a nifty tool for helping students build transitions into their writing. Your students can use this report on every assignment, and should be especially sure to run it whenever they're working on an informative or argumentative piece.

Highlight to your students that they don't just need transition words, they need to use them to connect different ideas. They can use ProWritingAid to identify where transition words are (or are not) and make sure that they effectively strengthen their structure and argument. ■



Transition percentage **13.78%**

suggested > 25% ▲

- 9 transition found in 66 sentences

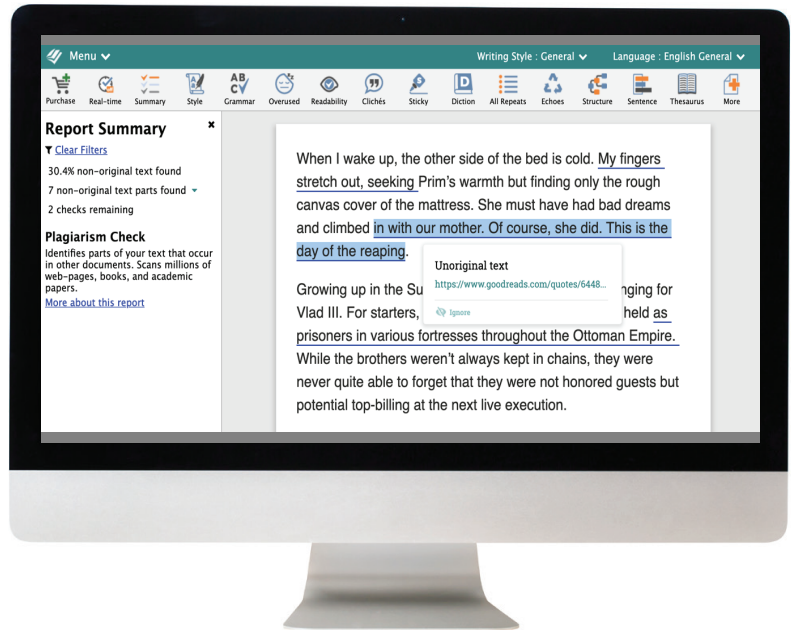
## ▶ CHAPTER 9. PROWRITINGAID IN THE CLASSROOM: PLAGIARISM CHECK

**A**s a teacher, one of your main concerns is ensuring your students submit original work. ProWritingAid's Plagiarism Check can help you easily identify plagiarized content.

The plagiarism checks performed by ProWritingAid compare the text with over a billion web pages and articles to make sure that your students have correctly cited any unoriginal content.

### HOW TO USE THE PLAGIARISM CHECK IN THE CLASSROOM

You can use the plagiarism check in your classroom in a couple of different ways. You can run the check yourself on submitted work, you can have students run the check themselves, or you can do both. How you use the plagiarism check will depend on what you have taught your students about citing their sources. ■



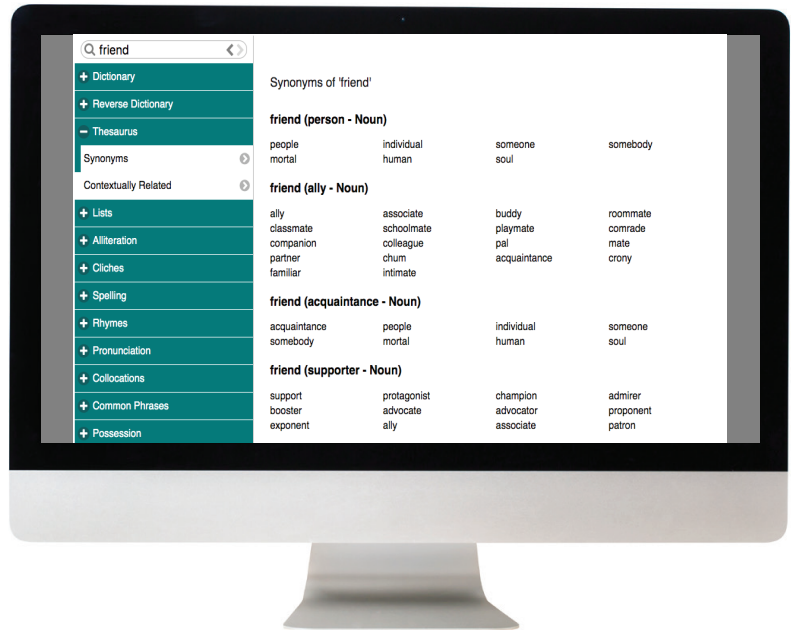


# ▶ CHAPTER 10. PROWRITINGAID IN THE CLASSROOM: WORD EXPLORER

**P**roWritingAid's Word Explorer is a great way of ensuring that your students build a rich and varied vocabulary. Using a strong vocabulary is an important part of many assessments. The Word Explorer can help your students use this tool effectively.

The ProWritingAid Word Explorer has multiple features, including:

- Dictionary
- Reverse Dictionary (this shows you words with your given word in their definition)
- Thesaurus
- Lists (lists of dated terms, ironic terms, often used terms)
- Alliteration (adjectives, adverbs, nouns, and verbs with the same letter or sound at the beginning or adjacent to your given word)
- Clichés (to help you avoid them)
- Spelling (good to know if you write frequently in American, British, and Australian English)
- Rhymes
- Pronunciation
- Collocations (adjectives, adverbs, nouns, and verbs that come before or after your given word)
- Common Phrases (2-, 3-, 4-, and 5-word phrases using your given word)
- Commonly Possessed By (words that can own your given word)
- Anagrams (in case you need help)
- Examples (from books and quotes using your given word)



## HOW TO USE THE WORD EXPLORER IN THE CLASSROOM

Teach your students to use the Word Explorer as part of their editing process. They can use it to check the word they've chosen is the one they intended, or to spark creative ideas such as using the Rhymes feature for poetry.

Here are questions your students can ask themselves as they're using the Word Explorer:

- Is the word I have chosen the best word for what I'm describing?
- Is there a more interesting or appropriate word I can use?
- Am I using different types of words throughout my work?
- Am I using words that are appropriate for my grade level and topic? ■

## ▶ CHAPTER 11. USING AN EDITING TOOL FOR INDEPENDENT PRACTICE

**P**roWritingAid is an effective tool for independent practice in the classroom. During independent practice, your students will put the skills you have taught them into action. For instance, if you've been working on a unit about narrative writing, your students will write their own narrative essays during independent practice.

Independent practice is a time for your students to do the work themselves. They've received initial direct instruction from you and they've walked through a guided practice with you and their peers. Now is the time for them to focus on individually applying those learned skills.

While independent practice is something that students do, well, independently, it doesn't have to be a time where they're not receiving feedback. Using ProWritingAid can help your students continue to learn and grow during independent practice, while also providing them with the critical opportunity to evaluate and make changes to their own work.

Students can use ProWritingAid during their independent practice to write and edit their work. As they are drafting, they can run ProWritingAid's reports to identify errors and fix them. ProWritingAid's robust reporting features not only catch students' errors, but explain why they're wrong. Remember, ProWritingAid doesn't make automatic changes, so students will have to engage with and decide on every individual error as they work through their document.

If you'd like your students to do more reflection on why they're making specific changes in their work, you can use the [template](#) provided at the end of this manual to help them analyze. ■

## ▶ CHAPTER 12. USING PROWRITINGAID TO BUILD CONFIDENCE EDITING

**Y**ou can use ProWritingAid to help students develop the skills to think critically about the edits they make to their work and others' work. As an editing tool, ProWritingAid makes suggestions to the writer – it never makes corrections. That means students implement changes based on a combination of what ProWritingAid tells them and their intuition regarding what needs to be done.

ProWritingAid provides the building blocks: it highlights problematic areas of the text. Then, students will need to use their discretion to decide which errors to fix or keep.

Using ProWritingAid can build students' confidence in self-editing as they learn to identify and fix grammar and style errors in their work. ■



## ▶ PRACTICE TEXTS

**T**o get you started on these skills, we've provided three passages that are in dire need of editing. In [Appendix B](#), we've included a template that students can use to track their changes.

**Here's how to use these resources:**

- Provide the sample text to students as an easily copied file (sending through email might be best).
- Instruct students to run each of the 20+ writing reports on the file.
- As students run each report, they should record the changes they have made to it on the writing template: what did they decide to change? Why did they decide to change it?
- Students should submit a final piece of work along with their tracked journal. **Every piece of work should be different as students are responsible for making changes themselves and no two students will make the exact same changes.**

You can use the editing journal template provided in the appendix for the three practice texts here, as well as any future editing you would like your students to do. ▶



## EDITING PRACTICE TEXT #1: NARRATIVE WRITING

There is much happening outside in the country of England. The year is 1587, and the month February. I am commanded to be married by everyone around me, but I don't think it a wise idea. Should I easily give my country over to someone else who will recklessly run England? No. I owe it to my subjects to keep them very safe as long as possible, and for as long as I am alive. I also at the moment need to keep my country safe from France and Spain who seem to be plotting against me, planning to take over this country destroying what I have built.

The task at hand requires only a signature from me. My name, written identically countless times before over and over. The consequence of signing this paper are far bigger than any paper put forth in my past existence up until this time unfortunately. This time my signature means the death of a fellow human being. My cousin, Mary, the Scottish queen.

There is no question about what I must do. Mary has been kept in many different prisons here and around the rest of England after being accused of plotting her husband's murder and after escaping prison in Scotland to come asking for my help. I had no choice but to keep her here. I have kept her here for over twenty years. I could not leave her helpless and keep us dangerously at risk.

Now, however, Mary are guilty of high treason. She was found to be communicating with France and Spain. She has been devising plans with them to take over England. To let her live would be wrong. Nevertheless, she is a relative of mine. In addition, she is a queen. How can I put to death royalty? The hand belonging to none other than me has to sign the paper for her death. Is there a special term for me giving approval to Mary to be killed? Regret? Shame? Murder?

A hand seemingly unnoticed by the bug raises into the air.

My signature is the task at hand. My signature is Mary's death. The tip of my quill pen finds its way to the paper. My heart beat finds its rate speeding up.

I look up just in time to see the hand of one of my guards falling, slicing through the air. A foot away from the table. Half a foot. Two inches.

A cold chill goes slowly down my back. I look down at my signature. Elizabeth. In the middle of the "z", there is a tiny fault where my hand slipped. The bump is hardly noticeable to those who would glance at my signature in the future. However, engraved in my mind is my name holding the mistake in the "z", and holding Mary's death. ►



## EDITING PROMPT #2: INFORMATIVE WRITING

The Great Depression. This notorious and infamous event put America's hope to the test, leaving Americans very economically and mentally drained. Also, the world. The Great Depression devastated America and will never be forgotten. If not for Franklin Delano Roosevelt and his beneficial "New Deal"; who knows what horrid ruins would remain as a result of The Great Depression?

During The Great Depression people had things to deal with that made them struggle. Some people didn't have an abundant amount of money not a decent amount. Instead they had little or none at all. It was a struggle to earn money with the lack of jobs, people ended up doing side jobs to earn money.

Every other American's spirits were being tested during the Great Depression and the number of those who still slightly had some hope was constantly diminishing. With America facing economic doom Americans turn to one man - Franklin Delano Roosevelt. With the promise of a New Deal to help end the Great Depression: Roosevelt handily won the election by a landslide. He created jobs for three million single men between seventeen and twenty-three years of age. Roosevelt's work relief program put eight and a half million Americans to work building roads, bridges airports and more. Although Roosevelt did not end the Great Depression, he provide Americans with work and hope.

The Great Depression left Americans mentally as well as economically depleted. This event tested the will of the American people and left some citizens without any hope. But through the leadership of Franklin Delano Roosevelt many Americans was inspired to make positive changes in their lives and have new choices. Lessons were taught to people about how to learn better skills and take control over their own lives.

Even though the Depression devastatingly affected tens of millions of people, the way it changed people's outlooks were very inspiring. Instead of tossing a cotton bag in the garbage, people learned to be resourceful and used them as towels and dish cloths. A stronger sense of pride in their country helped them work through the hardships together, with patriotism and unity. Above all else, without hope for the future, people would've given up on trying to fix their severely wounded economy. These enhanced senses of resourcefulness, unity, along with patriotism and hope; were all ways that the Great Depression affected Americans. ►

### EDITING PROMPT #3: OPINION WRITING

On the first day of school: the students walk into the classroom and see a book on every desk. The teachers happily greets them and quickly tells everyone to sit at a desk with a book that seems interesting to them. The pupils tentatively sit down in their seats and nervously look up at their young teacher for instructions, but she sits down and is soon deeply absorbed in her story, eyes shimmering in the light. The pupils gaze in wonder at her and slowly crack open their books. We've grown up reading, but not very often do we see a teacher who exemplifies reading. Reading is recurrently a forced activity. Therefore, people both young and old feel like they have to read, and so it's only something they have to do for school or work. They don't see it as an amazing skill that will not only help with their futures but also a great hobby to enjoy in life. Continuing to silent read for at least the first ten minutes of every class is a very good idea.

The first reason why reading are class is a good idea is because it helps get some of our required silent reading done. Envision in your brain Anne, an active, sweet young lady who participates in sports and also plays a big part in the school play. The little time she spends at home every day is reserved for homework assignments and memorizing her lines. Time reading in class at school cuts down on the time Anne has to make in order to read. Reading is important to Anne but she knows she can't possibly read and make good reflections if she doesn't have the time to do so. Some people just don't have the time, so making them read more outside of school is like telling the workers of IBM to go play a football game every day- there's just not enough time outside of work and school.

There are people who say that silent reading doesn't help lowly level readers, but in reality, it actually helps a lot. Once a child discovers the wonders of reading, they are sure to come across words they don't know. When this happens, silent reading will surely help because they can go over words they do know, and learn as they go. This really helps since classwork reading may be harder for lower level readers and they have many words they don't understand as opposed to learning a couple new words a day. They need practice in order to read better so if students are not surrounded by reading then they will not get better.

Silent reading is not only fun, it paves way for tests - no one is allowed to read out loud or have questions read to them during a test. All tests require you to read at least questions. The more you practice reading, the more enhanced your vocabulary gets. This helps not only the reading part, but also the writing parts, most importantly on standardized tests. Getting students to read in school ensures at least some practice for the testing that the United States schools have for students.

Not only is silent reading useful, it allows students to choose what they want to read, which in turn can help their future. Too frequently, class discussions are based on books that the teacher selects for their students to read. Students may get bored of always having their choices made for them and some even take it for granted and can soon forget how to deal with life on their own. By having the choice to find their own books, students become more independent in the process. School prepares them for life, but their choices prepare them for their future.

Silent reading during school hours has been a widely argued situation in many school districts of the world. We should continue to have silent reading for at least ten minutes every day. Having a good knowledge of reading and reading strategies will help our school and a good start to getting there is through silent reading. ►

## WRITING PROMPT #1: NARRATIVE WRITING

As we grow, we experience moments that teach us important lessons. Think about a moment in your life when you learned something significant.

Write a narrative piece where you explain what happened in that moment and what you learned from the experience. Be sure to include specific details so that the reader can follow your story.

### RUBRIC #1 STUDENT EVALUATION

As your students are working on their drafts, here are analysis questions they can ask themselves while working in ProWritingAid:

- Is my work free of spelling and grammar errors?
- Do I use transitions effectively to sequence ideas in a way that makes sense for my reader?
- Do I use strong vocabulary that helps paint a vivid picture for my reader?
- Do I use a consistent point of view throughout my work?
- Are my sentences clear and easy to read?
- Is my tone of voice suitable for this prompt?

**Focus reports:** Transition Report, Grammar Report, Word Explorer, Overused Words Report, Sticky Sentences Report, Readability Report

### TEACHER EVALUATION

As you're reading your students' final drafts, ask yourself these questions:

- Does the piece engage and orient the reader by setting out a situation and establishing its significance?
- Does the piece establish a clear point of view?
- Does the piece have a clear and consistent main character?
- Does the piece present a problem and use narrative techniques to develop its importance?
- Does the piece use precise and relevant words and language to create a vivid picture of the events, setting, and character?
- Does the piece use different techniques to sequence events and draw connections in a way that's easy for the reader to follow?
- Does the piece provide a conclusion that follows from and reflects on what is resolved over the course of the narrative? ►



## WRITING PROMPT #2: INFORMATIVE/ EXPLANATORY WRITING

Consider the role automobiles play in modern culture. What are the most important effects automobiles have had on modern culture? Why? Write an essay explaining the influence the automobile has had on modern culture using specific examples and evidence.

### RUBRIC #2

#### STUDENT EVALUATION

**As your students are working on their drafts, here are analysis questions they can ask themselves while working in ProWritingAid:**

- Is my work free from spelling and grammar mistakes?
- Am I using transitions effectively to create a logical flow between ideas?
- Am I using effective, subject-related and age-appropriate vocabulary?
- Am I using an appropriate and effective tone throughout my essay?
- Am I presenting my argument clearly and effectively?
- Are the ideas I presented my own or properly cited?

**Focus reports:** Transition Report, Grammar Report, Word Explorer, Overused Words Report, Sticky Sentences Report, Readability Report

#### TEACHER EVALUATION

**As you're reading your students' final drafts, ask yourself these questions:**

- Does the student provide background information that helps set up the topic?
- Does the student state the focus and topic of the piece in the introduction?
- Does the student develop the topic thoroughly with accurate evidence, including concrete details and significant, relevant facts?
- Does the student use precise language and appropriate, subject-specific vocabulary?
- Does the student use language techniques such as imagery, metaphor, and others to help the reader understand the topic?
- Does the student use appropriate and varied transitions to create cohesion and establish relationships between ideas and concepts?
- Does the student organize the topic in a way that makes sense and flows cohesively?
- Does the student maintain a formal and objective style throughout?
- Does the student provide a concluding section that supports the information presented throughout the piece? ►



## WRITING PROMPT #3: ARGUMENT/ OPINION WRITING

Over the past decade, school districts have invested millions of dollars in bringing technology into classrooms. Schools have installed smart boards, purchased laptops, and provided students with technology. According to supporters of technology, these electronics will improve student learning and performance, creating more equal opportunities for students.

But, in the January 2015 Op-Ed essay **“Can Students Have Too Much Tech?”**, Susan Pinker writes:

**“More technology in the classroom has long been a policy-making panacea. But mounting evidence shows that showering students, especially those from struggling families, with networked devices will not shrink the class divide in education. If anything, it will widen it.”**

As a student in the classroom, what are your feelings on technology? Do you think that technology has helped to advance your learning? Or do you think that it has a neutral or negative effect on your education? Why? Why not?

### RUBRIC #3 STUDENT EVALUATION

**As your students are working on their drafts, here are analysis questions they can ask themselves while working in ProWritingAid:**

- Is my work free from spelling and grammar mistakes?
- Am I using transitions effectively to create a logical flow between ideas?
- Am I using effective, topic-specific, and age-appropriate vocabulary?
- Am I using an appropriate and effective tone throughout my essay?
- Am I presenting my argument clearly and effectively?
- Are the ideas I presented my own or properly cited?

**Focus reports:** Transition Report, Grammar Report, Word Explorer, Plagiarism Check, Sticky Sentences Report, Readability Report

### TEACHER EVALUATION

**As you’re reading your students’ final drafts, ask yourself these questions:**

- Does the student introduce a knowledgeable claim about the topic and establish both the claim and the topic’s significance?
- Does the introduction to the piece state the student’s claim in precise language?
- Does the argument laid out in the piece follow a logically organized sequence using transition words to flow between different ideas?
- Does the student develop and support the claim with effective evidence?
- Does the student use appropriate words, phrases, and syntax to bolster his or her argument?
- Does the student develop the claim thoroughly?
- Does the student address and negate any counter arguments?
- Does the student use a formal style and objective tone throughout the piece?
- Does the student provide a conclusion that follows from and supports the main argument, while also reflecting on the significance of the claim? ■

## ▶ KICKSTART CLASSROOM EDITING WITH PROWRITINGAID

**Y**ou can use ProWritingAid as part of your classroom's independent practice to help students develop their writing skills. By empowering students to understand and use the analysis capabilities of ProWritingAid, students can learn and improve their work.

Using this tracker, students can record errors that ProWritingAid highlights in their work. They can then identify why the error is wrong and explain their reasoning for why they did or did not decide to accept the recommended change. ■



## ▶ APPENDIX A: THE PROWRITINGAID REPORTS

**P**roWritingAid analyzes your writing and highlights potential improvements. Each report focuses on a particular area of your writing.

Some reports provide quick fixes that will allow you to polish up a short piece of writing. Other reports will go in depth and reveal areas where you can do more to improve your writing style.

While ProWritingAid is not going to do your job for you, it will make your job easier. You'll improve your writing style as you use the reports because you'll become more aware of the mistakes that you make, just like having a real-life writing coach guiding you. Not every suggestion will work for every writer, so you'll have to use your own judgement.

### THE WRITING STYLE REPORT

The Writing Style Report is one of the most popular and comprehensive reports that ProWritingAid offers. We all know that there is a lot more to good writing than just correct grammar, and these suggestions are based on the same ideas you would learn in a university writing course.

The Style Report highlights several areas of writing that should be revised to improve readability, including: passive and hidden verbs, over-reliance on adverbs, repeated sentence starts, emotional tells and much more. These suggestions are the same as a professional copy-editor would give you (in fact many of them use ProWritingAid). If you are going to send your writing to a copy-editor then, by fixing all these mistakes upfront, your editor will be able to focus on the more important aspects of your work, such as tone of voice. You'll get a more polished piece of writing as a reward.

### THE GRAMMAR REPORT

The Grammar Report is like Microsoft Word's grammar checker but with superpowers. We use the latest artificial-intelligence algorithms to catch all those issues that Word's grammar checker misses. What's more, our team of copy-editors have input thousands of specific checks that they have come across in their years of editing. For example, they noticed that many writers write "adverse" when they actually mean "averse", so when this comes up, the software will offer a short explanation about how the two words are different. This additional understanding means you can make sure you select the correct word not just this time, but every time. You'll eliminate all the embarrassing errors from your text and learn not to make them in the future.

### THE OVERUSED WORDS REPORT

Writers should be wary of many words and phrases in the English language that are indicative of poor writing style. Intensifiers like "very", for example, actually weaken your writing, or hesitant words like "just" or "maybe" make your writing feel unconvincing. Words like these are fine in moderation, but when overused can undermine your ideas. In this report, we'll flag the problematic words and phrases that are commonly overused by writers, and help you to eliminate them. As you work through them, you will begin to recognize and avoid using them in the first place.

### THE CLICHÉS AND REDUNDANCIES REPORT

Clichés are the crutch of the lazy writer! Don't rely on someone else's dusty old imagery. Brainstorm for innovative new ways to express your ideas. Fresh metaphors will leave a much stronger impression on your reader. ▶

Never use two words when one will do the job. Redundant wording adds quantity to your writing, but not quality. Every word in your writing should be there for a reason. This report helps you eliminate the clutter.

### THE STICKY SENTENCES REPORT

Sticky sentences wobble around without getting to the point. They are hard to follow, and should be rewritten to increase clarity.

Every sentence contains some words that don't have any actual meaning; they just hold your sentence together: *and, in, the, of,* etc. These glue words are empty spaces in your writing that your reader needs to get through to reach your meaning. Statistics show that published texts have a low percentage of glue words, and so should your writing.

### THE READABILITY REPORT

Being a great writer is not about using fancy words – it's about communicating meaning to your readers. If they have to look up words or decipher your language in any way, they will be distracted from your ideas. This report uses the top readability tools out there, including the popular Flesch Reading Ease Score, to analyze your writing and highlight those sentences that will be hard for your reader to understand.

### THE REPEATS CHECK

Writers often mistakenly use the same word several times in the span of one paragraph because it's foremost in their mind. But those repeats can set off an echo in the reader's mind – that subconscious feeling of "Didn't he just say that?" Too much of the same word or phrase can be irritating to read and, worse, it can detract from what you are trying to say. This report highlights repeated words and phrases in your document so you can use a more diverse vocabulary.

### THE SENTENCE LENGTH REPORT

Writing that uses varying sentence lengths keeps the reader's brain engaged. Some should be short and punchy, others should be long and flowing. Sentence variety adds an element of music to your writing. ProWritingAid creates a visual representation

of your sentence lengths so you can pick out areas where you should add more variety. Too many long sentences may result in a monotonous text, or too many short sentences may result in a choppy text. You can see at a glance where adding more short, medium or long sentences will round out the piece.

### THE PRONOUN REPORT

Inexperienced writers often rely on pronouns to keep the narrative moving: "He did this", "She did that", "They ran there", "I found out." It's dull. On average, published writing contains only 4–15% pronouns. If your writing contains a higher percentage than that, then you need to replace your pronoun-heavy passages with more dynamic wording.

### THE TRANSITION REPORT

Transition words are the road signs in writing – they help your reader move smoothly between ideas. Transitions like "similarly", "nevertheless", "in order to", or "as a result" help you show your readers how separate points go together to support your larger idea. They illustrate agreement, contrast or show cause and effect. One in every four sentences (25%) should contain a transition. If your transition score is less than 25%, you should consider adding more road signs.

### THE CONSISTENCY CHECK

Consistency is essential in writing. It makes it feel professional and polished. The Consistency Check highlights inconsistency of spelling, hyphenation, capitalization, and punctuation. It also checks to make sure that you are consistently writing in either American English or British English.

### THE PACING CHECK

Great fiction always contains fast-paced sections, such as dialogue and character action, as well as slow-paced sections, such as introspection and backstory. Both are essential to create a strong narrative and believable characters, but you never want your readers to feel bored or bogged down by too many long, slow passages. Use ProWritingAid to monitor your slow-paced sections to make sure your readers never lose interest. ►

## THE DIALOGUE TAGS CHECK

Most dialogue tags, aside from “said” and “asked”, break that cardinal rule of writing: show don’t tell. If you write “Jane exclaimed” after her dialogue, you are depending on a word to get Jane’s emotion across. Instead, show it to your reader with her actions. Describe how Jane’s eyes bulge with shock. Make everyone in the room turn to look at her outburst. Use ProWritingAid to highlight all your dialogue tags and get your characters emotion across in a stronger way.

## THE CONTEXTUAL THESAURUS

The contextual thesaurus allows you to explore a range of synonyms by double-clicking any word. Unlike most thesaurus suggestions, our report offers replacement words that fit within that context of that sentence.

## THE DICTION REPORT

When it comes to writing, less is more. Too often, writers try to sound authoritative by saying simple things in wordy ways. Why write “has the ability to” when you can write “can”? You’re just using more words to say the same thing, which makes your writing less clear. We’ll find these unnecessarily verbose phrases so you can make every word count.

## THE ALLITERATION REPORT

Alliteration creates a pleasant rhythm when reading and so is often used in fiction, poetry and even advertising. Spark creativity by using ProWritingAid to highlight all instances of alliteration in your text.

## THE HOMONYM CHECK

Homonyms are words that sound the same and are spelled alike but have different meanings – and they slip past spellcheckers all the time! Our check will also catch homographs (words that are spelled the same but sound different and have different meanings) and homophones (words that sound the same but have different spellings and different meanings). If you write *He lost his patients* but really meant *He lost his patience*, your spellchecker won’t flag it as an error. The

ProWritingAid tool will highlight every word in your document with a homonym, homograph and homophone so you can double-check that you have it correct.

## THE ACRONYM CHECK

The Acronym Report creates a list of all the acronyms you have used. Misspelled or inconsistent acronyms are not usually picked up by normal spell-checkers, so this list allows you to easily scan for errors. It can also help you create a glossary of acronyms for your text.

## THE HOUSE STYLE CHECK

Create customized reports to look for specific issues based on your needs. If you are a sports writer, input all the players’ names to make sure that they are spelled correctly. If you are a fashion designer, create a rule that “fall collection” should always be flagged and corrected to “autumn collection”. If you’re writing for a client, you can input their style guide rules into ProWritingAid and the software will flag any deviations for you. Create the ProWritingAid report that YOU need.

## THE PLAGIARISM REPORT

Plagiarism is a major concern for many people, especially those writing academic works. The plagiarism checks performed by ProWritingAid will check your work against over a billion web-pages and articles to make sure that you have correctly cited any unoriginal content. It is easy for unoriginal content to slip into your work, and the consequences can be disastrous. You need to purchase credits to use our plagiarism checker, available from as little as \$10.

## OVER 20 TOOLS IN ONE

We’ve just taken a look at some of our best writing and editing tools. ProWritingAid is continually evolving to make sure writers have everything they need in one piece of software. Try our free version now and see what [ProWritingAid](#) can do for you. ■

