1. Read the opening paragraph. Is the writer’s thesis clearly indicated somewhere in it? ___ yes ___ no If it is, paraphrase that thesis briefly in the space below; if it isn’t, look at the conclusion for the point the writer made and suggest a possible thesis statement for the opening paragraph.

2. As you can see from the excerpt handed out, a quote needs either to be run smoothly into the writer’s sentence—e.g., The reality for her life has been limited to her husband, her "hard-swept looking little house" (Chrys. 7), and her flower garden, protected by a wire fence—or it needs to be introduced by a colon—e.g., And yet we know from Steinbeck that Elisa too is ready—ready, not for the next stage in her life, but for something enriching and wonderful to happen now before she must move on: "Her face was eager and mature and handsome; even her work with the scissors was over-eager, over-powerful. The chrysanthemum stems seemed too small and easy for her energy" ( 9). You should never end your own sentence immediately before you quote an author.

Check each of the writer’s quotes to be sure that they’re set up in this way, bracketing any that have a period ending the writer’s sentence immediately before the quote.

3. Notice the page references made parenthetically in the sentences above: write “(p)” in the appropriate spot for each quote the writer has used that doesn’t include this information.

4. Notice how the writer includes brief quotes and immediately provides her reason for quoting them, i.e., what she believes Steinbeck is doing with each: does your writer do that for each of her quotes? ___ yes ___ no Place an asterisk in the left column beside each quote you feel is either too long or unexplained by the writer. Be sure to write either “too long” or “unexplained” by each asterisk.
5. Now read the entire draft for comprehension: is the paper clear? ___ **yes**  ___ **no**
Does the writer actually argue what she says she’s going to in the opening of the paper? ___ **yes**  ___ **no**