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Wallenberg (rev. 10/21/03)

## HOW TO DO "BUYBACKS" PACKET

**Now that you have your paper back, what do you do?**

### **FIRST, STUDY AND RECORD HOW YOU DID ON CONTENT**

No matter how much the technical errors bother you, first study how you did in terms of the content requirements on this paper. After all, content really is the MOST important aspect of any paper. Do the following:

1. On your grading sheet, look carefully over why points were deducted under content.
2. Read the teacher comments (positives and suggestions) which deal with **content**.
3. Turn to the **pink sheet** in your folder and do this:
  - Record your preliminary points and preliminary grade.
  - In the boxes, record the strengths and suggestions given to you. Feel free to summarize or paraphrase the teacher's comments.
  - In the far right box, write a goal for the **content** of the next paper.

### **NOW, SURVEY AND RECORD YOUR TECHNICAL ERRORS**

Do the following:

1. On your grading sheet, look carefully over why points were deducted for technical errors.
2. Read the comments given by the teacher which apply to **technical aspects**.
3. Turn to the yellow sheet in your folder and do this:
  - Record the number of technical errors of each type. Note any patterns.
  - Go back to the pink sheet in your folder. In the far right box, write a goal for the **technical aspects** of the next paper.

### **NEXT, GET READY TO DO THE BUYBACKS**

The buyback system allows you to recapture technical points lost on your paper and gives you the opportunity to identify and learn from your own individual errors. In order to do this, you will need to gather **some or all** of the following materials:

1. This "HOW TO DO BUYBACKS" packet
2. In the **SURVIVAL PACKET**:
  - EPHS English Dept. CORRECT MANUSCRIPT FORM (msf) "RULES" sheet—yellow
  - GRAMMAR RULES SHEET (a.k.a. Grammar Rules Sheet (GRS) or DOL RULES SHEET)—orange
3. OTHER SECTIONS OF THE **SURVIVAL PACKET** WHICH APPLY TO YOUR ERRORS
4. Any other class materials given to you which cite rules (i.e., EWS grammar book, paper packets, etc.)

### **WHAT CAN I "BUY BACK"?**

You can only "buy back" those technical points marked with an abbreviation and a -1 or -2 beside the abbreviations for mechanics and msf. You may not buy back any CONTENT points.

# THE SIX-COLUMNED BUYBACK TEMPLATE

Column 1      Column 2      Column 3      Column 4      Column 5      Column 6

| SURVIVAL PACKET PAGE COLOR, SECTION TITLE, AND RULE # (or other applicable source)  | ERROR # (from your paper)  | ERROR TYPE  | POINTS LOST   | CORRECTION   | EXTRA COLUMN  |
|---|--|---|---|--|---|
| Cite the color of the pages you used in the Survival Packet which applies to your error, the exact section title (such as GRS) and the rule # (58). You must have all three of these clearly and accurately cited to receive the buyback. | This is the actual # you gave the error in your paper (in colored pen) when you went through and numbered your errors chronologically as they appeared in your paper.<br><b>NOTE:</b> If you are correcting MSF errors (where you are allowed to correct all of the same type at once), this will be the total number of points taken off for all of this type of msf error. | This is the abbreviation your teacher gave the error to identify its type (such as "sp"). | This is the total number of points you lost for the error (either -1 or -2 usually).<br><b>NOTE:</b> If you are correcting MSF errors (where you are allowed to correct all of the same type at once), this will be the total number of points taken off for all of this type of msf error. | This is the correction you are required to make to show you understand what you did wrong. Sometimes you will merely have to rewrite the original sentence correctly. Other times you may have to do something else. You need to do something different for each type of buyback. SEE CHART later in this packet to know exactly what to do for the buyback. | Sometimes you will use this column for other special buyback requirements. For example, you will use this column when you are doing comma buybacks and need to make up a brand new sentence applying the rule you "violated." |

## HOW DO I TURN IN THE BUYBACKS?

You must turn in the corrections along with the grading sheet, the original paper and your writing folder (with all pink boxes and yellow columns completed) by a due date specified by your teacher.

**NOTE:** Make sure you have recorded all errors on the yellow sheet in your folder and the score and teacher comments on the pink sheet. **THIS IS MANDATORY** to get full credit for buybacks.

## HOW MANY POINTS MAY I BE CREDITED BACK?

For the first few papers, I allow you to "buy back" all of the number of mechanics or msf points you lost originally for each error provided that all your corrections are done correctly. **For example,** let's say a paper is worth 70 points. Out of the 70 points, 20 points were allotted to technical errors. Suppose you made 30 one-point technical errors. Those thirty errors amounted to losing all 20 points off your score. This means you lost the maximum technical points possible. In order to buy back all 20 points, you will need to correct all thirty errors. All thirty corrections must be done **correctly** in order to recapture all 20 points that you lost. Each correction, then, is worth 1/30<sup>th</sup>. Let's say that 21 of your corrections were done correctly. You will then be credited 21/30ths = 70% x 20 points possible = 14 out of the 20 points back.

## WHAT IF I DO NOT FOLLOW THIS BUYBACK PACKET'S INSTRUCTIONS?

OR

## WHAT IF I MAKE NEW ERRORS ON MY BUYBACKS?

You cannot be credited any points for incorrect corrections OR corrections which include NEW ERRORS you make inadvertently OR corrections that do not follow this packet's instructions for making the corrections. I will be very firm on this. **GETTING TO DO BUYBACKS TO IMPROVE YOUR GRADE IS A PRIVILEGE, NOT A RIGHT.** My buyback system was designed to help you interact with your own errors to help you understand what you did wrong so you don't continue to make these same errors. However, buybacks must be "teacher friendly." This means I expect the format and corrections to be easy for me to correct. Do not turn in "sloppy" buybacks. Use the template below, do them as neatly as possible (typed or handwritten in your best writing), and **PROOFREAD THEM!!!**

## HOW DO I ACTUALLY DO THE BUYBACKS?

### \* STEP 1: NUMBER YOUR ERRORS

Go to your paper and **consecutively** number every error that has one of the technical abbreviations and a -1 or -2 next to it. **USE A MARKER other than green or red to do this.**

**NOTE:** When I check your corrections against what you did in the paper, I expect to see actual numbers identifying each error in the paper clearly marked so I can easily find them. If I find that the numbers beside the errors in the text do not match the numbers on the correction sheet, it will be nearly impossible to give you credit.

### \* STEP 2: HOW DO I "TITLE" THE BUYBACKS?

At the top of the buybacks, write the original title of your paper and the word "BUYBACKS." I encourage you to type your buybacks.

### \* STEP 3: HOW DO I SET UP MY PAPER? USE A SIX-COLUMNED BUYBACK "TEMPLATE"

**NOTE: You do NOT retype your paper or do the corrections on your original paper.** You will make all the corrections on new, separate six-columned sheets of paper. This is best set up with a table/spreadsheet program printed in LANDSCAPE format so you have plenty of room for each error. Make your columns deep enough to write long sentences if they are needed.

*Note: There is a link on my Eng 9 website*

| Abb. or Symbol | Explanation  | Method for Correction (especially for Columns 5 & 6)   |
|----------------|--|--|
| mm             | Misplaced or dangling modifier—your modifying phrase (usually a prepositional phrase—but not always) being used as an adjective or adverb is in the wrong place.<br>Ex. <u>Stuck in the elevators</u> , the firefighters rescued the children. ( <i>The firefighters were not stuck in the elevators!</i> )<br>Corrected: <u>Stuck in the elevators</u> , the children were rescued by the firefighters. | 1. In column 5, rewrite the sentence putting the phrase in its proper place.<br>2. Underline the phrase.<br>3. Draw an arrow to the word the phrase is modifying.  |
| msf            | manuscript form: The correct spacing, margin size, format, etc., was not used.<br>Ex. <i>I lost 16 pounds last year.</i>   | 1. Consult the yellow EPHS English Dept. "CORRECT MANUSCRIPT FORM" rules sheet or orange GRS ("Grammar Rules Sheet")—both in the SP or any specific handouts given in class that pertain to the error you made.<br>2. In column 5, make the correction.<br>NOTE: You may combine all msf buybacks of the exact same type. See page 4 of this packet for an explanation of this. For your corrected example, then, choose one as a sample.<br>3. In column 6, explain what you did incorrectly AND what you should have done instead.   |
| pc             | comma-- You either put a comma in for no reason or forgot one.<br>Ex. <i>He took her to see the Bulls, but never asked her out again.</i><br><i>I like the Cubs but I don't like the Sox.</i>  | 1. Figure out whether you put a comma in incorrectly or omitted one. Consult the list of comma rules on the orange GRS ("Grammar Rules Sheet") or your EWS hardcover grammar textbook.<br>2. In column 1, give the abbreviation for the rule you should have followed or applied as well as its rule # in the left margin. Do not merely put "Rule 13."<br>Write "Rule 13--CC."<br>3. In col. 5, write the sentence correctly.<br>4. In col. 6, construct a brand new, original sentence using the rule correctly.<br>5. If you have put a comma which doesn't belong in the sentence, write "NONE" in column 1. Correct the sentence in column 5. In column 6 you <u>must</u> explain thoroughly why you thought the comma should or shouldn't be there. NOTE: For paired commas, you may buy back both at once. (See example on page 9.) |

| Abb. or Symbol   | Explanation   | Method for Correction (especially for Columns 5 & 6)  |
|--|---|---|
| pa<br>pco<br>pd or ph<br>pend<br>pq<br>psc<br>pund                           | <b>All of these are punctuation errors:</b><br>apostrophe<br>colon<br>dash/hyphen<br>endmark<br>quotation marks<br>semicolon<br>underlining   | For all of these punctuation errors, do this:<br>1. In column 5 rewrite the sentence correctly.<br>2. Underline the correction.   |
| pro case   | You have chosen a subject pronoun when you needed an object pronoun or an object pronoun when you needed a subject pronoun.<br>Ex. <i>Sandra sent my sister and I a postcard.</i> "I" should be "me" because "my sister and me" are objects. See Pronoun Case rule O1.<br>Ex. <i>It's her who started the argument.</i> "Her" should be "she" because the pronoun follows a form of the verb "to be." See Pronoun Case rule S2. | 1. In column 5, rewrite the sentence with the correct pronoun choice.<br>2. Underline the new pronoun you substituted.<br>3. Above the new pronoun, write "SUBJ" if it's a subject pronoun or "OBJ" if it's an object pronoun. Do not forget to label these or no buyback credit. |
| ref  | Your reference is unclear. Usually, a pronoun's antecedent is not clearly established.  | In column 1, write "none." In column 5, rewrite the sentence making the references clearer.   |
| RO<br>(can also be marked CS for "comma splice" if you run-on using a comma) | run-on -- You "ran" or connected two independent clauses with or without a comma. (In effect, these should have been two separate sentences. If the two clauses were closely related, they may have been written as one sentence with a semicolon connecting them.)<br>Ex. <i>David Letterman is a riot his show is popular.</i> ( <i>to correct this sentence, write: David Letterman is a riot. His show is popular.</i> )    | In column 5, rewrite the sentence punctuating it correctly.<br>2. Put an "S" above the subject(s) and a "V" above the verb(s).<br>NOTE: <b>DO NOT FORGET TO LABEL THESE</b> (or no buyback credit!)   |
| sp   | spelling -- You misspelled the word!<br>Ex. <i>His effect on his girlfriend is incredible.</i> ( <i>should be spelled "incredible."</i> )   | In column 5, write the word correctly <u>5 times</u> . At least once, circle the part of the word that caused you to misspell it. If a specific spelling rule applies, cite the specific rule in column 6.  |
| circled<br>sp  | no-excuse spelling -- You misspelled a word included on the NO-EXCUSE SPELLING LIST.<br>Ex. <i>He has a prejudice viewpoint.</i> ( <i>should be spelled "prejudiced."</i> )   | In column 5, write the word correctly <u>15 times</u> . At least once, circle the part of the word that caused you to misspell it. If a specific spelling rule applies, cite the specific rule in column 6.   |
| tense  | tense -- You chose the incorrect tense.<br>Ex. <i>By ten o'clock the band will play for an hour without a break.</i> (replace "play" with the future perfect progressive tense: "have been playing")  | In column 5, rewrite the sentence using the correct verb tense. Put an "S" above the subject and a "V" above the verb.  |

## SAMPLE BUYBACKS

| Column 1<br>Grammar Rule #                              | Column 2<br>Error | Column 3<br>Error Type | Column 4<br>Points Lost | Column 5<br>Corrections   | Column 6<br>Extra Columns  |
|---|-------------------|------------------------|-------------------------|---|--|
| <b>SPELLING ERRORS</b>                                  |                   |                        |                         |   |  |
| Orange GRS Rule 59                                      | 20                | sp                     | -1                      | veil, veil, veil, veil  | "I before e except after e and when the combination sounds like a long e or a long i"  |
| Orange GRS Rule 58                                      | 37                | circled (sp)           | -2                      | then, then, then, then, then, then, then, then, then, then, then, then, then                                  |  |
| Orange GRS Rule 60                                      | 52                | sp                     | -1                      | preferred, preferred, preferred, preferred, preferred   | When you are adding a suffix that begins with a vowel to a 2-syllable word which is accented on the second syllable, double the last consonant.        |
| <b>EXACT WORD ERRORS</b>                                |                   |                        |                         |   |  |
| none  | 16                | ew                     | -1                      | As a result of the new backpack policy, student morale was low.   | <b>ERROR:</b> the mental and emotional condition of an individual with regard to a task at hand<br><b>ORIG:</b> an ethical code of conduct             |
| <b>MSF ERRORS</b>                                       |                   |                        |                         |   |  |
| Orange GRS Rule 84                                      | 2                 | msf                    | -1                      | seventy-five (not 75) 175 (not one hundred seventy-five)  | I should have written "twenty-first century" instead of using numerals because "all numbers that can be said in one or two words must be written out." |
| Green Parenthetical Documentation Section, p. 7, Rule G | 8, 19, 99         | msf                    | -3                      | Let's assume this is the 4 <sup>th</sup> line of a block quotation: We understand the awful impact. (Holm 53) | I should have put the period at the end of the block quotation, not after the parenthetical documentation.   |
| Yellow Works Cited, section, p. 3, Rule 5               | 75.               | msf                    | -1                      | Meany, Owen, et. al.  | I should have put "et al." in place of the names of all five authors.  |
| <b>MISPLACED MODIFIER ERRORS</b>                        |                   |                        |                         |   |  |
| Orange GRS Rule 81                                      | 13                | mm                     | -1                      | Looking out of the cab of my truck, I saw a moose.  |  |
| <b>RUN-ON ERRORS</b>                                    |                   |                        |                         |   |  |
| Orange GRS Rule 5                                       | 24                | RO                     | -2                      | S AV He bought the tickets. However, S AV he never attended the concert.                                      |  |

| Column 1<br>Grammar Rule #            | Column 2<br>Error | Column 3<br>Error Type | Column 4<br>Points Lost | Column 5<br>Corrections   | Column 6<br>Extra Column  |
|---------------------------------------|-------------------|------------------------|-------------------------|---|---|
| <b>AGREEMENT ERRORS</b>               |                   |                        |                         |   |   |
| Orange GRS Rule 65                    | 60                | agr                    | -1                      | S AV He understands the athlete's mind.   |   |
| Orange GRS Rule 62                    | 67                | agr                    | -1                      | Each student must remember to bring his or her form by Friday.  |   |
| <b>PUNCTUATION ERRORS</b>             |                   |                        |                         |   |   |
| Orange GRS Rule 51                    | 53                | pn                     | -1                      | That Viking's mansion caught on fire.   |   |
| Orange GRS Rule 31                    | 73                | psc                    | -1                      | The crowd arrived at seven o'clock; however, the band was late.   |   |
| <b>COMMA ERRORS</b>                   |                   |                        |                         |   |   |
| Orange GRS Rule 13 CC                 | 1                 | pc                     | -1                      | The fog was the thickest it had been in years, and the chance of losing your way was almost guaranteed.   | The matador waved his red cape in fury, but the bull sniffed a flower.                                    |
| Orange GRS Rule 13 CC                 | 4                 | pc                     | -1                      | But my watch showed that it was exactly midnight, and I was still driving around St. Paul trying to see through the blanket of fog that seemed to be smothering my car. | Andy went to ski in Montana for a week, and his daughter went to school.                                  |
| Orange GRS Rule 15 Intro Phrase       | 7                 | pc                     | -1                      | Through debating, I slowly would realize the amount of controversy surrounding the late queen.  | Acting swiftly, the runner passed the leader of the race.   |
| Orange GRS Rule 16 Intro, Dep. Clause | 6                 | pc                     | -1                      | Even though the fog seemed to threaten and innocent, it was taking on frightening appearances.  | As she lay crying, the sun rose.  |
| Orange GRS Rule 22 and Intro Phrase   | 10, 11            | pc                     | -2 (-1/-1)              | For a brief moment, the crowd, which was comprised of our neighbors, actually acted as if they might incite a riot.   | For a split second, the tiger, who was majestic in every aspect, was seen behind a large piece of bamboo. |

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P. 11

Name \_\_\_\_\_ Hr. \_\_\_\_\_ Buybacks for \_\_\_\_\_

| col. 1<br>Grammar<br>Rule # +<br>Descrip | col. 2<br>Error<br>Number<br>(from your paper) | col. 3<br>Error<br>Type | col. 4<br>Points<br>Lost | col. 5<br>Explanation/ Correction<br>(whatever is required for the<br>type of error) | name of paper<br>col. 6<br>EXTRA COLUMN (if<br>needed)               |
|--|--|-------------------------|--------------------------|--|--|
| Orange<br>Rule 13 CC                     | 3<br>A M P L E<br>8                            | pc                      | -1                       | She rarely told the truth, but no one<br>ever suspected her.                         | Her content was flawless, but<br>she made too many technical errors. |

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(rev. 2003) TE var. like using this sheet photocopy the reverse side of this sheet for further use!



**WHAT IF TWO ERRORS (OR MORE) OCCUR IN THE SAME SENTENCE?**  
 Except for MSF errors and special teacher-approved situations, each error is supposed to be corrected independently! However, if two (or more) errors occur in the same sentence, you MAY combine errors in one correction and correct them all at once. You will still need to do exactly what is required for each individual error, but in column 5 (where you rewrite the sentence correctly in most cases), you may write the sentence ONCE providing you label where each error is corrected.

For example, let's say you typed the following sentence (with 4 errors) in your paper. Let's assume that the sentence appears somewhere in the middle of your paper, so your error numbers are 17, 18, 19, 20.

*She displayed similarities with her father but she also maintained her likeness to other famous*

*matriarchs in history. (Matts 7)*

Your errors are (17) using "with" instead of "to" (-1 ew)

(18) forgetting to put a comma before "but" in a CC (-1 pc)

(19) spelling the word "matriarch" wrong (-1 sp)

(20) putting the period before instead of after the parenthetical documentation (-1 msf)

**Here's what your buybacks would look like for this complicated correction:**

| Column 1  | Column 2                  | Column 3   | Column 4    | Column 5  | Column 6  |
|---|---------------------------|------------|-------------|---|---|
| SURVIVAL PACKET PAGE COLOR, SECTION TITLE, AND RULE #         | ERROR # (from your paper) | ERROR TYPE | POINTS LOST | CORRECTION  | EXTRA COLUMN  |
| 17 NONE   | 17                        | ew         | -1          | She displayed similarities to her father, but she also maintained her likeness to other famous matriarchs in history (Matts 7). | (17) with: a function word to indicate a close association to: a function word to indicate appropriation or possession (18) He loved writing papers, but he loathed doing buybacks. |
| 18 Orange GRS Rule 13 CC                                      | 18                        | pc         | -1          | she also maintained her likeness to other famous matriarchs in history (Matts 7).   | (20) Sentence punctuation FOLLOWS parenthetical documentation.  |
| 19 Orange GRS Rule 58   | 19                        | sp         | -1          | she also maintained her likeness to other famous matriarchs in history (Matts 7).   |   |
| 20 Green Parenthetical Documentation Section, p.5, at the top | 20                        | msf        | -1          | she also maintained her likeness to other famous matriarchs in history (Matts 7).   |   |

**WHAT IF MY SENTENCE IS REALLY LONG?**

You must write the entire sentence out so I do not have to go back and find it in the paper. You may not use ellipsis points to get out of writing the whole sentence.

**WHAT IS SPECIAL ABOUT "MSF" CORRECTIONS?**

Only "MSF" error corrections CAN be combined. This means that if you make the same MSF error more than once (or even 16 times), you may cover all the errors with only ONE buyback. For example, let's say you forgot to paginate on every one of your six pages of your paper. You lost -1 MSF for each time. You are allowed to take care of this by doing only one MSF buyback, but you MUST list each number of that type of error in the error number column (such as 1, 4, 12, 15, 16, 20) and be sure to write -6 in the points lost column.

**\* STEP 4: "GROUP" THE CORRECTIONS**

Group all the same types of corrections together so you can track a pattern of your errors. For example, group all the apostrophe corrections together, all the spelling corrections together, all the capitalization errors together, etc.

**\* STEP 5: DO THE BUYBACKS**

Follow the directions on the chart on the next page as to the exact way to do each type of specific correction required.

**\* STEP 6: TURNING IN BUYBACKS**

**WHEN ARE MY BUYBACKS DUE?**

Your due date depends on how many buybacks you have to do and how complicated they are. This means that your due date may differ from other members of the class. Be sure to CAREFULLY check your grading sheet to see when your INDIVIDUAL DATE DUE is. Buybacks are due by 3:00 on your individual due date.

**MAY I TURN BUYBACKS IN LATE?**

NOTE: If you "forget" or miss your due date (unless you have an excused absence), there will be a deduction for one day late, but you can still turn them in. BUYBACKS ARE GIVEN ONLY 1/2 CREDIT IF TURNED IN ONE DATE LATE AND NO CREDIT AFTER ONE DAY LATE. Two days late (or more) equals NO CREDIT for buybacks!

**WHAT IF I DECIDE TO ACCEPT MY GRADE AS IT IS NOW AND NOT DO THE BUYBACKS?**

If you do not choose to do the buybacks, turn your paper back in (in the folder) on your due date. Write the following on the front of the first side of your grading sheet:

*"I choose NOT to do buybacks and, therefore, accept my grade as is."*

# How to Do the Specific Corrections (A.6-8)

| CORRECTION SYMBOLS AND HOW TO MAKE SPECIFIC CORRECTIONS |  |   |
|---|--|---|
| Abb.or Symbol   | Explanation  | Method for Correction (especially for Columns 5 & 6)  |
| agr   | <p>agreement: the subject and verb or the pronoun and its antecedent do not agree.</p> <p><u>S-V agr error example:</u><br/> <i>"The team train every Saturday."</i> ("train" should be "trains" because the "team" is singular)</p> <p><u>Pronoun-Antecedent agr error example:</u><br/> <i>"An athlete must watch their diet" is incorrect because "athlete" is singular, and "their" is plural. Correct this sentence either of these two ways: "An athlete must watch his or her diet" or "Athletes must watch their diets."</i></p> | <ol style="list-style-type: none"> <li>1. Rewrite the sentence correctly in column 5.</li> <li>2. If you have a subject-verb agreement error, put an "S" above the subject and a "V" above the verb.</li> <li>3. If you have a pronoun-antecedent agreement error, label the pronoun with a "pron" above it and the antecedent with an "antec" above it.</li> </ol> <p><b>NOTE: DO NOT FORGET TO LABEL as directed above!</b> Otherwise, there will be no buyback credit.</p> |
| awk   | awkward phrasing   | In column 1, write "none" for the rule. Rewrite the sentence in column 5 so it isn't awkward anymore. <u>Underline</u> the part you changed.  |
| cap/lc  | capitalization error<br>Ex. <i>She spoke english with King Edward.</i>   | Rewrite the sentence in column 5 with proper capitalization.  |
| ew  | Incorrect word choice: you did not use the "exact word" needed.  | <ol style="list-style-type: none"> <li>1. In column 1, write "none" for the rule.</li> <li>2. Look up the correct and incorrect words in the dictionary.</li> <li>3. In column 5, rewrite the sentence substituting a new word for the one which wasn't correct. Underline the word you substituted.</li> <li>4. In column 6, write both words and their respective definitions beside each.</li> </ol>   |
| FRAG  | <p>Fragment: what you thought was a complete sentence was not! It was missing either a subject or a verb or both! Or, you started the phrase with a word that makes the sentence incomplete without the next sentence.</p> <p>Ex. <i>When I left home.</i><br/>           Ex. <i>Because of him.</i></p>   | <ol style="list-style-type: none"> <li>1. In column 5, rewrite the phrase into a complete sentence.</li> <li>2. Put an "S" above the subject and a "V" above the verb. <b>DO NOT FORGET TO LABEL THESE</b> (or no buyback credit!)</li> </ol>   |
| H<br>or<br>circled<br>(H)                               | <p>Homonym and no-excuse homonym: You used a homonym (a word that sounds the same as the word you meant to use, but it is spelled differently.)</p> <p>Ex. <i>He is <u>to</u> tired to do any homework.</i></p>  | <ol style="list-style-type: none"> <li>1. Look up the correct and incorrect words in the dictionary.</li> <li>2. In column 5, rewrite the sentence using the correct word. Circle it.</li> <li>3. In column 6, write both words and their respective definitions beside each.</li> </ol>  |



NAVY

FOR THIS SIDE!!

# Mr. IYBACKS for

| col. 1<br>Grammar<br>Rule # +<br>Descrip | col. 2<br>Error<br>Number<br>(from year paper) | col. 3<br>Error<br>Type | col. 4<br>Points<br>Lost | col. 5<br>Explanation/ Correction<br>(whatever is required for the<br>type of error) | name of paper<br>col. 6<br>EXTRA COLUMN (if needed)                  |
|--|--|-------------------------|--------------------------|--|--|
| Orange<br>Rule 13 CC                     | 3<br>A M P L E<br>B                            | pc                      | -1                       | She rarely told the truth, but no one<br>ever suspected her.                         | Her content was flawless, but<br>she made too many technical errors. |

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2nd side

Name \_\_\_\_\_ Hr. \_\_\_\_\_ BUYBACKS for \_\_\_\_\_

name of paper \_\_\_\_\_ col. 6

| col. 1<br>Grammar<br>Rule # +<br>Descrip. | col. 2<br>Error<br>Number<br>(from your paper) | col. 3<br>Error<br>Type | col. 4<br>Points<br>Lost | col. 5<br>Explanation/ Correction<br>(whatever is required for the<br>type of error) | col. 6<br>EXTRA COLUMN (if<br>needed)                                |
|---|--|-------------------------|--------------------------|--|--|
| Orange<br>Rule 13 CC                      | 3<br>A M P L E<br>8                            | pc                      | -1                       | She rarely told the truth, but no one<br>ever suspected her.                         | Her content was flawless, but<br>she made too many technical errors. |

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