Figure 4.3: Ratiocination Chart

Code	Revision choice
Draw a box around the first word or phrase of every sentence. Make a list of all the first words in each sentence.	Can we change any of these words to more sophisticated transition words, phrases, or connectors?
Circle the verbs.	Are verbs in the correct tense? Would a more active verb fit here?
Underline repetitive tier 1 words.	Can we substitute repetitive tier 1 words with tier 2 words?
Underline each sentence with an alternating color.	Underlining alternating sentences shows structure and length variety. How might we combine or break apart different sentences?
Look for gaps in the text.	Where do we see passages with a lack of evidence, fuzzy ideas, or other ways the text is unclear? What adjustments, additions, or other changes can we make to fill gaps?
Here is something for you to look for in your writing.	(As the teacher, add one feature to this space for a student who needs extra practice in areas of writing such as punctuation, capitalization, verb usage, and other skills.)

Source: Calderón, 2020.

Reference

Calderón, M. E. (2020). *Getting newcomers into the academic flow*. Educational Leadership, 77(4), 68–73.