

NAME:



# Writer's Stylus ›

*Portfolio*  
11

A CLERESTORY LEARNING PROFESSIONAL DEVELOPMENT PROGRAM: WRITING

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## REVISION SKILLS CHECKLIST: Grade 11

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### AUTHENTICITY

- Read your writing aloud. Does it sound enough like you to make the reader hear your voice?
- Examine your word choice. Do any of the words communicate at a higher or lower level than is normal for you? If so, reevaluate their use.
- Are the character's motives and desires clear?
- Would the character, considering background, motives, desires, and other relevant influences, say that? in that way?

### COMPLEXITY AND SIMPLICITY

- Read the draft to identify passages that address potentially new or unfamiliar topics.
- Review the terminology and sentence lengths.
- Revise to simplify the presentation within these passages by defining necessary but new terms, using familiar terms instead of topic-specific ones, and shortening sentence lengths.

### LADDER OF ABSTRACTION

- Read your draft to note the levels of abstraction it contains. Identify places where movement up or down would strengthen the writing. (Remember, the bottom rung engages the reader while the top rung widens the meaning of your message.)
- Revise accordingly.

### NARRATIVE THREAD

- Read the draft sentence by sentence, focusing on the flow (or lack of it) from one to the next.
- Rework the writing to base the transitions on an obvious narrative "thread," such as chronology (i.e., an obvious thread frees the writer from being too concerned with transitions).

### PATTERNS AND BREAKS

- Read the draft to identify points where a text pattern could be effective.
- Try revising the passages to include a text pattern—and break the pattern if it directs attention to critical concepts.
- If the revised passage works when you read the section aloud, consider keeping it. If it sticks out as a drastic stylistic departure, return to the original text.

### PERSPECTIVE

- Read the draft to identify and label the perspective taken by the author.
- Brainstorm alternate perspectives: From what other viewpoint could the author write about the same topic?
- Rephrase a small portion of the draft to reflect an alternate perspective. If the alternate perspective works better, revise the draft to reflect it.
- Read the draft to check for consistency in perspective.

### RELATED QUESTIONS

- Read the draft to identify its major ideas.
- For each idea, ask yourself, "What else might be good/interesting to know about this?"
- Phrase the answer as a question.

### tone

- Read your opening paragraph and label the tone it establishes.
- Read the rest of the text. Identify any places where the tone does not fit with the label you identified.
- Make the changes necessary to 1) make your tone fit your intended message, and 2) keep the tone consistent throughout the text.

*Unit*  
**1**

*Unit*  
**2**

*Unit*  
**3**

*Unit*  
**4**





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REFLECTING



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Many children in Uganda have been cleaved absent of their family units, bound, taken, and mesmerized by totally unfamiliar humans. These abductors feast on a child's palpable lack of experience, wisdom, and judgment. That sponge-like awareness of the world soaks in any variety of learning. It can be scarred or nourished based on who is providing the learning. In Uganda thousands of children forlornly see their futures dashed by intolerant and ill-inspired humans.

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A few years ago three young men traveled the world. Their documentary, *Invisible Children: Rough Cut*, acquaints us with the existing tale of numerous offspring. What they saw in Uganda horrified them. Their web site exemplifies the ruinous actuality, calling it, "a tragedy where children are both the weapons and the victims." Child soldiers have made up large portions of Northern Uganda for the past two decades. The LRA (Lord's Resistance Army) abductors have worked tirelessly to indoctrinate Uganda's youth. However, since 2004 the leaders of the LRA have been warranted for their arrest by international authorities. Because of *Invisible Children*, other organizations, and eye witness accounts, the word is out.

However, the remains of 23 years of war and abductions still exist.

Academic instruction, various forms of aid and provisions are all still imperative.

Thousands of young inhabitants have been positioned in camps in order to find their way

out of peril. The healing and settlement course of action is multifaceted and costly. Invisible

Children supports these causes by “transforming apathy into activism.” Through the

empowerment of the Ugandan people, plentiful educational programs, and financial support

opportunities, Invisible Children believes in the completion of its undertaking.

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## SHAPING

SLANT



CENTRAL QUESTION

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## VISION STATEMENT



























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