

NAME:



Writer's Stylus ›

Portfolio
3

A CLERESTORY LEARNING PROFESSIONAL DEVELOPMENT PROGRAM: WRITING

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REVISION SKILLS CHECKLIST: Grade 3

ADVERBS

- Identify every adverb in the draft.
- Question the necessity of each one. Could a stronger verb eliminate the need for an adverb?
- Look for redundancy created by modifiers (e.g., *She smiled happily*.) Eliminate redundancy.

REDUNDANCY

- Identify every adjective and adverb in the draft, including prepositional phrases acting as adjectives or adverbs.
- Question the necessity of each one. Could a stronger verb eliminate the need for an adverb? Could a stronger noun eliminate the need for an adjective?
- Look for redundancy created by modifiers (e.g., *She smiled happily*, and *The boy was sad and unhappy*.) Eliminate redundancy.

SENTENCE LIMITS

- Read the draft sentence by sentence and identify the main idea(s) of each sentence.
- If the sentence contains more than one (or two) main ideas, break it into more than one sentence.

SENTENCE STARTERS (THERE, IT)

- Find each usage of *there* and *it*. If one opens a sentence and includes unnecessary phrasing, revise the sentence to eliminate *there* or *it*.

SUBJECT-VERB PLACEMENT

- Read the draft sentence by sentence.
- Where possible, shift phrases to move the subject and verb closer to the sentence opening.

VERB TENSE

- Read the draft sentence by sentence and identify any verbs that are more elaborate than simple past or present tense.
- Reword the sentence with a more immediate verb tense. If the meaning remains constant, keep the more immediate verb tense.
- Check each paragraph/section for consistency in verb tense.

Unit
1

Unit
2

Unit
3

Unit
4

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

JOURNALING

PRACTICING

VISIONING

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COACHING

REFLECTING

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

PRACTICE TEXT

If you are hungry for a hot lunch, then why not try a crispy, toasted cheese sandwich? Spray a small skillet with non-stick spray, butter two slices of bread, and lay one slice, buttered side down, in the skillet, then place two slices of cheese on the bread and top with the other slice of bread, buttered side up. With an adult's help, turn the burner on medium high and set the skillet on the burner, and after two minutes, lift the corner of the sandwich with a spatula and check for browning. When the first side is golden brown, carefully turn the sandwich and brown the other side, but be careful because the sandwich may burn before you realize what is happening. After about five minutes, be sure to turn off the burner and enjoy your tasty, hot lunch with a dill pickle and your favorite veggies or chips.

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

SEEING

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

SKETCHING

Large empty rounded rectangular box for sketching.

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

SHAPING

Shaping box containing the text "SLANT" on the left, a vertical dotted line in the center, and "CENTRAL QUESTION" on the right.

REFLECTING

VISION STATEMENT

Large empty rounded rectangular box for a vision statement.

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

20 horizontal lines for writing.

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

JOURNALING

PRACTICING

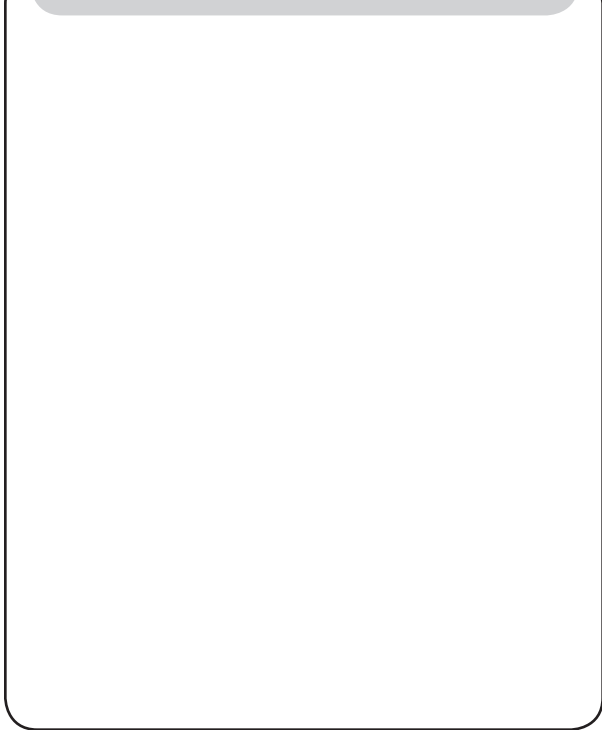
VISIONING

DRAFTING

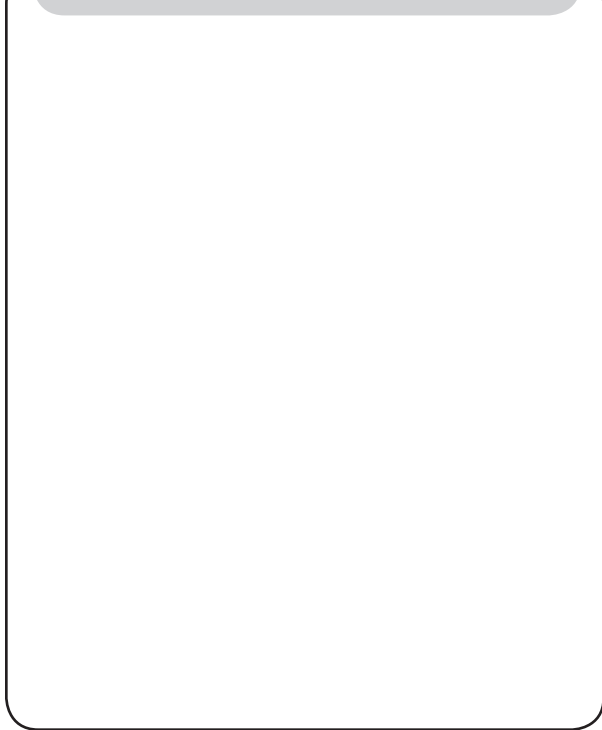
COACHING

REFLECTING

MY WRITING: What's Working



MY QUESTIONS

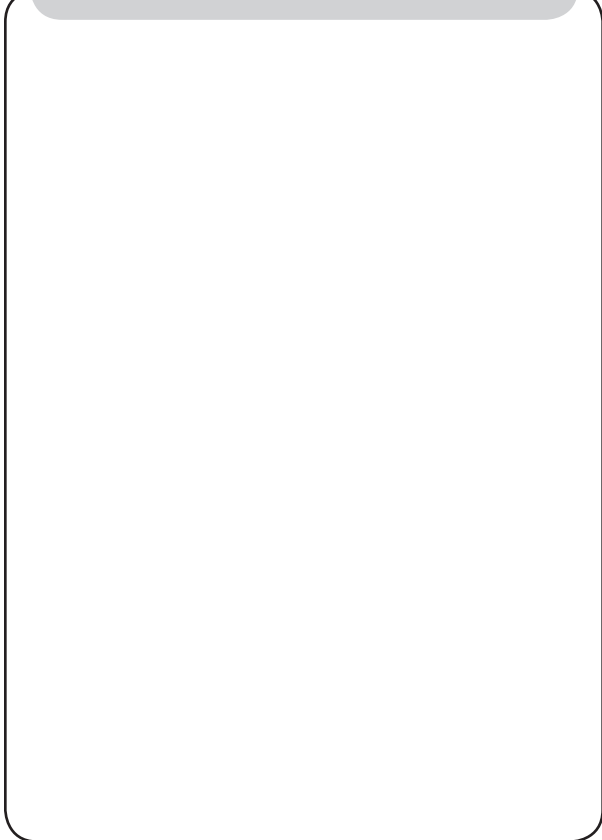


JOURNALING

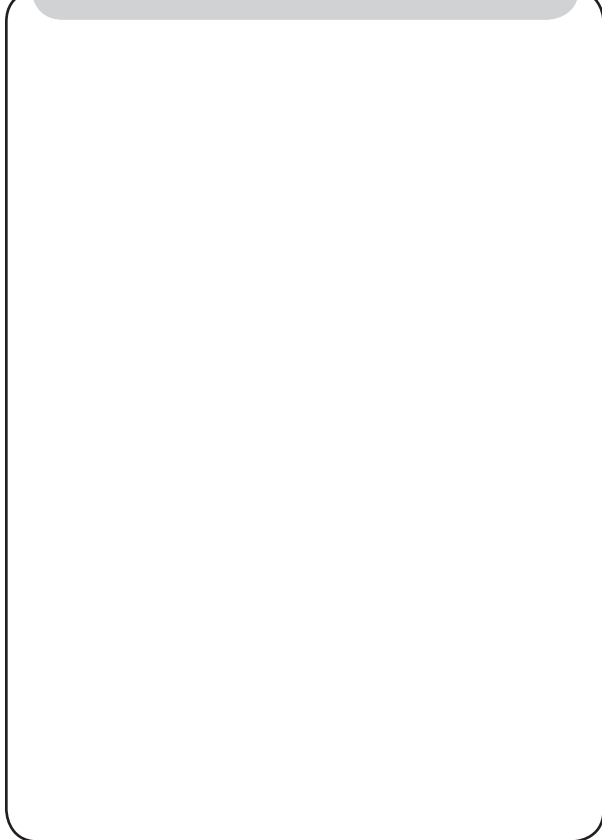
PRACTICING

VISIONING

MY TEACHER'S THOUGHTS



MY IMPROVEMENT PLAN



DRAFTING

COACHING

REFLECTING

MY WRITING: What's Working

MY QUESTIONS

JOURNALING

PRACTICING

VISIONING

MY TEACHER'S THOUGHTS

MY IMPROVEMENT PLAN

DRAFTING

COACHING

REFLECTING

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING