

NAME:



Writer's Stylus ›

Portfolio
4

A CLERESTORY LEARNING PROFESSIONAL DEVELOPMENT PROGRAM: WRITING

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REVISION SKILLS CHECKLIST: Grade 4

ACTIVE VOICE

- Read the draft sentence by sentence to identify any written in passive voice.
- Unless the emphasis is intentionally placed on the receiver of the action, revise the sentence by making the subject perform an action.

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.

ANTECEDENTS

- Read the draft to identify each pronoun. Then read the surrounding text to identify each antecedent.
- If the pronoun-antecedent is confusing or vague, revise by using a noun in place of the antecedent or by restructuring the text so that the pronoun-antecedent relationship is clear.

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.

REPETITION

- Read each sentence to identify repeated words. If possible, revise to eliminate the repetition.

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

Big cats like lions and tigers have many similar characteristics, but although we watch and admire them, we may not recognize the ways they are different. Consider their habitats, for example, the lion's natural habitat is most often a dry grassland or savanna, but sometimes they are found in the bush or forest regions, mainly in Africa, but sometimes in Asia, but not in America. Tigers, on the other hand, protected by their camouflage of stripes, adapt easily to their surroundings and are found in a wide range of habitats: grasslands, forests, tropical rain forests, and mangrove swamps in Asia. In any of these habitats tigers will always be near good hiding places, plenty of prey to hunt, and water for swimming, because, unlike other cats, tigers love to swim and are strong swimmers.

Another area of contrast is in the behavior of lions and tigers, since lions are unusually social and live in family groups called prides. A pride is made up of related female lions, their cubs, and a few males. The females hunt at night, but the dominant

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

male often takes over the kill, only allowing the female and her cubs to eat after he has

eaten his fill and he fights with the other males over the food. Tigers, however, live

alone and guard their territory with both males and females hunting at night. They are

more likely than lions to share their kill, and males allow females and cubs to eat first.

JOURNALING

Tigers do not actually fight one another as often as lions do so they use body language

PRACTICING

and intimidation to demonstrate their dominance and control.

VISIONING

DRAFTING

COACHING

REFLECTING

SEEING

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

SKETCHING

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

SHAPING

SLANT



CENTRAL QUESTION

REFLECTING

VISION STATEMENT

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING

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

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

JOURNALING

PRACTICING

VISIONING

DRAFTING

COACHING

REFLECTING