

NAME:

Writer's Stylus ›

Portfolio
6

A CLERESTORY LEARNING PROFESSIONAL DEVELOPMENT PROGRAM: WRITING

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REVISION SKILLS CHECKLIST: Grade 6

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.

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?

DANGLERS

- Read the draft to identify phrases.
- Examine each phrase. If a phrase lacks connection to another sentence component, revise the sentence to make the connection obvious by adding the connection to the phrase, placing the connection in an position where the relationship is obvious, or by moving the phrase to follow the sentence's main clause.

MISPLACED MODIFIERS

- Read the draft to identify modifying phrases.
- Check the location of each modifying phrase and its intended "target."
- If the "target" is missing, rewrite the sentence to include it.
- If the modifying phrase and target are separated by other possible "targets," restructure the sentence to keep modifying phrases and targets together.

OVERUSED PHRASES

- Read the draft to identify common phrases.
- Ask yourself if the common phrase represents overused phrasing. Is it what you expect to hear in the given context? If so, it is likely a cliché. [Susan Bell (2007) offers this guiding question: "Am I writing new words to fit this moment and this story?" (p. 136)]
- Revise the sentence with fresher language.

PARAGRAPH UNIT

- Read the draft one paragraph at a time.
- For each paragraph, ask: "What do I want to say here? What point do I want to make?" (Provost, 1985, p. 44).
- Identify the sentence that states that idea. If no such sentence exists, consider adding one.
- Review every sentence in the paragraph. If any do not develop or support the central idea, consider moving or deleting them.

PREPOSITIONAL PHRASES

- Read the draft to identify prepositional phrases.
- Examine each prepositional phrase, especially those in sentences that contain two or more.
- If possible, revise the sentence to eliminate as many prepositional phrases as possible without changing your intended meaning.

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 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*.

SHOWING NOT TELLING

- Read the draft to identify sentences/paragraphs/sections that explain something.
- Ask yourself if it is possible to show the same ideas through action or dialogue. If so, make the revisions that entrust the reader to reach appropriate conclusions.

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.

VERBS TO NOUNS

- Read the draft to identify nouns formed with a suffix.
- Identify the verb from which the noun was formed (e.g., action formed from act).
- Revise the sentence by using the verb form. If the meaning stays the same, consider keeping the revision.

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HOW TO DO A STORY PROBLEM

Story problems will have shown up often in mathematics books because they illustrate real-life situations. There are particular ways you can use in order to solve story problems.

First, carefully read the problem. Identify the most important details in the problem and then figure out what you needed to do with the numbers to figure out the answer. It will be important to set up your number sentence so that they represent what you will have to do to the numbers in them. Now you will have to compute for the answer and following the correct order of operations. Now label your answer with the correct label.

Now, go back to re-read the problem again. Make sure to be certain that your outcome makes sense and is sensible. You will have felt that you should be congratulated for your smart and intelligent thinking.

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