



# WRI-15

Intervention Activities Guide (IAG)  
Blackline Masters



Writing | Process

## WRI-15 Revising

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Students return to their previous writing to make it more clear, focused and interesting.

**MATERIALS:** *Previously created student writing, revision checklist, pencils/markers*

**1** The first step in the revision process is selecting a writing piece for revision. Not all student writing needs to be revised. Pieces selected for revision should be chosen primarily for two reasons:

- The piece will be published and/or performed. For example, the piece might be displayed on the wall, turned in for a published writing grade, read during a class celebration or author's day, or published in a class anthology.
- The piece is especially important to the student or is a clear example of their strongest work.

**2** Not all revised pieces need to be followed through to final revision and publishing. Some may simply undergo an initial revision to create a second draft.

**3** Revising can be a difficult process, particularly for younger students. For kindergarteners and below, only very limited revision work is productive. For all students, learning to revise successfully requires repeated teacher modeling, teacher and peer conferencing, and practice. Think-aloud comments for you to model while revising include:

**I need a better word here.**

**This is good. I'll keep it as it is.**

**I should say some more about this.**

**I'll add more details to describe this.**

**This part seems confusing. I might need to change the order or add some information.**

**4** Develop a system for approaching revision and stay consistent. Showing students a system helps them learn to rework and perfect their writing. Elicit and discuss suggestions from students for further revisions and make additional changes if appropriate. Revision is ongoing and may occur multiple times with one piece of writing. It's not necessary for students to rewrite the text completely after each revision.

**5** Ideas for revision may come from sharing with others and receiving their feedback. For grades 3 and up, more sophisticated questions dealing with sentences, paragraphs and words can be asked.

**6** Sometimes, using a revision checklist is helpful. Work with students to create the checklist based on skills and concepts previously taught, modeled and practiced with students. Checklist items will change as different skills or concepts are taught and mastered.

### EXAMPLE:

Model revising sentences by asking:

**Can I combine sentences that are too short?**

**Have I broken sentences that are too long into two shorter sentences?**

**Have I varied the beginnings of the sentences?**

Model revising words by asking:

**Have I repeated any words too many times?**

**Is there a stronger word I could use to describe something?**

Model revising paragraphs by asking:

**Does each sentence belong in my paragraph?**

**Does each sentence connect smoothly with the next?**

**Does each sentence say something about the main idea of the paragraph?**

Demonstrate revising shortcuts by:

- Using arrows to move words or sentences.
- Using numbers or asterisks to indicate an insertion.
- Crossing out unnecessary words and sentences.

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**Revising** *(continued)***Sample Revision Checklist**

A revision checklist should be developed in conjunction with students to increase their sense of ownership and understanding of what it includes. Items on the revision checklist will change as student ability and knowledge shift over time.

<b>Revising for meaning: Read the piece of writing to yourself.</b>			
<b>Did you remember?</b>	<b>Fix</b>	<b>OK</b>	<b>Teacher Comments</b>
<b>Beginning catches the reader's interest</b>			
<b>Middle part is sequenced</b>			
<b>Clear ideas</b>			
<b>Easy to follow (uses transition words)</b>			
<b>Ending makes sense</b>			
<b>Details so the reader really understands</b>			
<b>Each sentence helps the reader understand</b>			



**PREPARATION OF MATERIALS:** Page 3 provides a sample revision checklist. A checklist should be developed with students. Students use the checklist as a guide to improve their writing after finishing a paper. Follow the directions for modeling and student use.

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Read the piece of writing to yourself.

Did you remember?	Fix	OK	Teacher Comments
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Clear ideas			
Easy to follow (uses transition words)			
Ending makes sense			
Details so the reader really understands			
Each sentence helps the reader understand			

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