Revision in Action

Keep your audience and purpose in mind as you revise your work. Follow these steps.

1. **Evaluate Your Work**
   - Choose one of the techniques you have read about to gather ideas for your revision. Then ask yourself questions.
   - **About the Form** Am I giving enough information? Are the events in my narrative clear and organized?
   - **About the Organization** Do the sentences flow together? Do events flow in a logical order?

Academic Vocabulary

Use the Make Words Your Own routine (PD33–PD45).

1. **Pronounce the Word.** Have students repeat it.
2. **Study Examples—Repeat the student-friendly definition:** To evaluate means to judge something’s value or worth. In writing, you evaluate the text to determine if it can be improved.
   - Provide additional examples:
     - **evaluate** You evaluate your writing to determine whether you need to improve it.
     - **evaluate** A movie review to decide whether a movie is worth seeing.
3. **Encourage Elaboration—Use a prompt:**
   - **evaluate** What other things do you evaluate?

4. **Practice the Word—Create a Word Map.**
   - **WORD** evaluate
     - **DEFINITION** to judge something’s value or worth
     - **OTHER FORMS** evaluated, evaluating, evaluator
     - **EXAMPLE** to evaluate a new computer game
     - **NON-EXAMPLE** to like all games a team plays
   - **SENTENCE**
Practice Revising

Writer’s Workout, p. 21 Read the passage aloud again while students listen to identify which parts need improvement. Tell them to listen for whether more information is needed or if there is unnecessary detail anywhere. Call on students to identify parts that need to be improved.

Then display Transparency 4W and identify the text to revise. Work through the paper, supporting the revising practice:

**Structured Practice** Describe a solution for each problem, and ask students to point to the mark you should use to fix it. Make the revision and have students copy it.

**Guided Practice** Ask students to mark a solution for each problem. Allow wait time and then call on students to share their solutions. Discuss why solutions work or do not work, recording any effective changes on the transparency.

If students have difficulty evaluating text or coming up with solutions, reteach using the Revision in Action passage on p. 46W.

Revise on Your Own

**Independent Practice**

Writer’s Workout, pp. 17–18 Students revise the draft of their personal narrative.

Reflect on Revising

Model using the reflection as if you were the writer thinking about the revisions on p. 47W.

**Model** Ask:

- Did I tell my story clearly, presenting events in order? (Yes. I added signal words so that readers would better understand the sequence of events.)
- Do I need to add, delete, or rearrange information? (No. I have made changes that improve my writing and no additions, deletions, or rearrangements are necessary.)

Check Progress

Have students show their Writing Plans and Writer’s Workout pages along with the revised draft. Make sure students have

- identified and marked text to be added
- identified and marked text to be deleted
- made additional changes, if appropriate
- adhered to their Writing Plans.

Writing Support

**Revision in Action**

MARK THE CHANGES

<table>
<thead>
<tr>
<th>MARK</th>
<th>WHAT IT MEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert something.</td>
<td>Move to here.</td>
</tr>
</tbody>
</table>

Revised Draft

Carlos asked me to go to an ice hockey game with him. I was really excited. I even bought a jersey with the goalie’s number to where. Well, Carlos let me down. He asked the new kid Eliot to go with him instead. I showed up at Carlos’s house, there were three of us and only two tickets. I was pretty annoyed. I just left for home.

Carlos and I have been best friends since fifth grade. He helped me meet new people when I moved. He invited me to play in the neighborhood football games. He is the guy I can always count on.

It turned out I totally misunderstood the situation. Carlos wanted to invite Eliot since he’s new at school. He doesn’t really know anyone yet. And Carlos is kind of scatterbrained. He didn’t plan ahead.

Jeff added signal words to make the order of events clearer.

Jeff moved this paragraph, since it discusses events that happened earlier.

Jeff combined sentences so his writing would flow more smoothly.

Translation 4W
Writing on a Computer
Download and distribute the rubric from InsideNG.com

How It Helps Remind students that a word-processing program can efficiently add, delete, and move text around. Say: Without a computer, a writer has to make changes by hand and then recopy the page.

How to Add Text Read the instruction. Call attention to the location of the cursor on the screen. Ask: What happens here? (Text will be input at the point where the cursor is flashing.) Demonstrate on a computer. Provide hands-on practice in the classroom or computer lab.

How to Add and Delete Text
Revising your work involves adding and deleting text. Here’s how to use a computer to make these changes:

To add text:
When you want to add, or insert, characters, words, or spaces:
1. Put your cursor where you want to insert something.
2. Click the mouse once. The cursor will start to flash.
3. Type what you want to add.

To delete text
To delete, or take out, a character or space between characters:
1. Place your cursor just after the character or space.
2. Press the delete key. The cursor will move backward and “erase” whatever was before it.

Technology and Classroom Management
Computer access for all students is an important educational goal. For a variety of reasons, not all students have computers at home. Provide guidance to help those students access computers they can use for free. Suggest these alternative locations:
• the school library or media center
• the public library
• a community center

Some students may be shy about approaching adults to ask to use public computers. Assure students that librarians and other professionals are available to help young people use and learn how to operate computers.

Acceptable Use Tell students that whether they are using the computer at home, in school, at a library, or at a friend’s or relative’s house, they should be sure to use the computers fairly and not wastefully. Give students these guidelines:
• Don’t print out something you don’t have to. It is acceptable to print out a draft of an essay so that you can read it and revise it. But limit the number of revisions you print. Unnecessary printing wastes paper, and it wastes ink, too.
• If you are using a computer that other people also use, open only your own files. Respect other users’ privacy.
• Keep the computer and the area around it neat and safe. Don’t eat or drink at the computer table. Leave other people’s work papers where you find them. Give other users enough time and space to do their work.
To delete a whole word:
1. Place your cursor anywhere on the word.
2. Click the mouse twice to highlight the word.
3. Press the delete key. This erases the whole word.

Carlos asked me to go to an ice hockey game with him. I was really excited because I’d never seen a live game. I even bought a jersey with the goalie’s number to where to the game.

Well, Carlos let me down. I found out he asked the new kid Eliot to go instead. I showed up at Carlos’s house. There were three of us and only two tickets. I was pretty annoyed. I just left.

To delete more than one word:
1. Click and drag to highlight the words you want to delete. To do this, click on the mouse and hold it down as you slide it over the words.
2. Press the delete key. This will erase everything you highlighted.

How to Delete Text  Read the instruction and demonstrate how to delete a character, a space, a whole word, and more than one word.

Give students hands-on practice by having each student type a sentence from an available text. Have students delete one character or space, then one word, and then more than one word.

Reflect on Technology  After students practice adding and deleting to make revisions, promote discussion with these prompts:

• How does working on a computer make it easier for you to add and delete text?
• Which do you prefer—revising on paper or on a computer? Why?

Assess  Use the rubric below to evaluate students’ use of technology.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Technology Use</th>
<th>Technology Application</th>
<th>Acceptable Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Great</td>
<td>• Uses the technology application independently&lt;br&gt;• Conducts operations successfully and in the most efficient way&lt;br&gt;• Expands knowledge of skills and tools independently and mentors others in technology use</td>
<td>• Always selects the appropriate time and place for technology&lt;br&gt;• Always evaluates and selects the appropriate purpose for technology</td>
<td>• Always follows and supports classroom and school policies for acceptable use of technology</td>
</tr>
<tr>
<td>3 Good</td>
<td>• Uses technology application with some guidance&lt;br&gt;• Conducts operations successfully but not always efficiently&lt;br&gt;• Appropriately engages mentors and teachers in learning new skills</td>
<td>• Often selects the appropriate time and place for technology&lt;br&gt;• Often evaluates and selects the appropriate purpose for technology</td>
<td>• Often follows classroom and school policies for acceptable use of technology</td>
</tr>
<tr>
<td>2 Growing</td>
<td>• Uses technology application with a lot of guidance&lt;br&gt;• Conducts operations inefficiently with some success&lt;br&gt;• Extends learning new skills only when encouraged by the teacher</td>
<td>• Rarely selects the appropriate time and place for technology&lt;br&gt;• Rarely evaluates and selects the appropriate purpose for technology</td>
<td>• Rarely follows classroom and school policies for acceptable use of technology</td>
</tr>
<tr>
<td>1 Needs Work</td>
<td>• Watches others use technology&lt;br&gt;• Does not conduct operations successfully&lt;br&gt;• Does not try new skills</td>
<td>• Does not use technology or selects inappropriate times and places for its use&lt;br&gt;• Does not attend to the purpose for technology use or uses technology for inappropriate uses</td>
<td>• Does not follow classroom and school policies for acceptable use of technology</td>
</tr>
</tbody>
</table>