

## Lesson Skill: Revising writing

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### Strand Writing

**SOL** 6.7, 6.8

7.7, 7.8

8.7, 8.8

### Materials

Copies of the attached Writing Prompt Response, REVISED! handout

Copies of the Revision Checklist handout

### Lesson

1. Begin the lesson by having students list the features of the composing/written expression domain. When they are finished, allow them to share their lists with partners and discuss and adjust their lists as needed.
2. Review the definitions and features of the domains, reminding students that in order for writing to be good, these features must be evident.
3. Tell students that they will be analyzing a student's sample first response to a writing prompt, as well as the student's sample revision of the first response. Distribute copies of the attached Writing Prompt Response, REVISED! handout and read the prompt and the sample first response aloud. Have students analyze the strengths and the weaknesses of the response, referring to the features of the composing/written expression domain.
4. Distribute the Revision Checklist handout. In a class discussion, lead students to identify what this response needs. Make sure they mention features such as greater elaboration, voice, and sentence variety, using the checklist to guide the discussion.
5. Read the student's sample revision aloud, and have students analyze the writing. Is it better? How did the student improve it? The paper is still not perfect, of course, and you may wish to continue discussing what it needs.
6. Have students select partners to work with on further revisions of the piece. Encourage partners to use the checklist to review the revision and make a list of further improvements needed.
7. Have students individually revise the piece again.

### Strategies for differentiation

- If Internet access is available, search "wordle." In step 1, students will enter their highlighted words onto the wordle Web site. (A Wordle is a tool to create a word cloud with the text the students supply.)
- Have students share their wordles.

*English Enhanced Scope and Sequence*

- In step 3, have students highlight the strengths in yellow and the weaknesses in blue.
- In step 5, have students highlight the changes in the sample revision in green.
- Students will then compare the changes in the writing.

## Writing Prompt Response, REVISED!

Prompt

**When you turned 13, your parents threw a surprise birthday party for you, and they really managed to surprise you. Write about what happened that day and how they managed to pull it off. Title your story “My Biggest Surprise.”**

Student’s sample first response

### My Biggest Surprise

On March 17, 1996, it was my 13<sup>th</sup> birthday. My mom said I couldn’t have a party. I was upset all day long. My mom sent me and my father out to get pizza. I was wondering why we got so much pizza. When I got home, I walked into the kitchen. My friends jumped out at me and said, “Surprise!” It startled me. I was so happy, but at the same time I was embarrassed. That was my biggest surprise ever.

Student’s sample revision

### My Biggest Surprise

“Please Mom,” I begged, “You know that my birthday is March 17, and I really want to have a party. I’ll do anything you want if you’ll just let me have my friends over!” “No! And that’s final,” she replied. I didn’t give up easily. I begged and pleaded with Mom every chance I got, but her reply was always the same. It seemed to me that my 13<sup>th</sup> birthday would be just another boring day. When my birthday finally arrived, I just moped around the house. I didn’t want to go anywhere or do anything. At first, with every chance I got, I’d slam a door or throw something around just to show my mom how upset I was. I finally decided that I was behaving like a little child and decided to improve my attitude. After all, I was turning 13. It was getting near dinner time when Mom called to me. “Hey, Greg, I need you to go with your dad to pick up the pizzas that I ordered from Papa John’s.” “Oh, alright,” I shrugged, thinking that pizza for my birthday was better than nothing at all. When we arrived at Papa John’s, my dad told me to help him get the boxes of pizza. I was wondering why we got so much pizza. “Dad, we don’t need this much pizza,” I said. “Ah, there’s a special right now. Anyway, we can eat it for lunch this weekend,” he replied. When we got back in the car, I had to hold all of those hot boxes on my lap. Boy, were they ever steaming! I thought we’d never get home without them scorching my legs. When we finally arrived home, I walked into the

kitchen carrying pizza boxes up to my nose. All of a sudden, a bunch of my friends jumped out at me and yelled, "Surprise!" I nearly dropped all those boxes! I could feel my face turning as red as the pizza sauce and my knees were getting weak. Then to embarrass me further, they all started singing, "Happy Birthday!" I thought I was going to die right there and fall flat into those pizzas. My parents really pulled one over on me that day.

