

Instructional Tools for Revising and Editing

The following pages include one high-scoring student essay and several activities derived from that essay.

*Adapted for classroom use by Gretchen Bernabei
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Clutching the handle, I quickly opened the door. Ching! Ching! The door ringed when I opened it, I looked up at the ceiling and there it was. A bright blue sign that I read children asiel. I softly ran to the children asiel to pick the color of my room. Standing in front of a million colors I couldn't choose. Suddenly, a bright color pink caught my eye. I quickly told my dad I wanted that color.

Nervously, I grabbed the paint brush and gave it to my dad. Later on I got the paint can and tried opening it but it wouldn't budge. So, I remembered watching this t.v. show called Sponge Bob and they opened a can of paint with a screwdriver and a hammer. I ran to the kitchen and opened a cabinet that had just the right tools. Then I grabbed the hammer and the screw driver then I grabbed the can of paint and on the edge I shook the screw driver. I quickly tapped the screw driver with the hammer and it suddenly opened. I went to my dad to get the paint brush and when I got back I felt like I could do anything. So, I got my paint brush and dipped it into that beautiful colored pink. While I was painting the wall, I felt free.

Staring at the door as I heard footsteps, I realized I know that sound from anywhere it was my dad. As my dad stepped into my room he looked surprised. I started to feel scared. He proudly opened his mouth and said "good job Amber for painting your room!" I was relieved. That's when I realized I did do a good job.

286 Words

(This grade 4 narrative received a score point 8 in the 2013 STAAR.)

Sentence Combining

Directions: In large group, small groups, or individuals, combine the sentences to create one sentence. Compare the possible sentences. After some practice, notice that the strongest sentences do not begin with the subject. At some point, compare the students' answers with the original essay to see how the student-author composed them.

1. I clutched the handle to the door.
2. I opened the door.
3. I was quick.

4. The door made a sound.
5. The sound was Ching! Ching!

6. I looked up at the ceiling.
7. There it was.
8. I saw a sign.
9. The sign was bright blue.
10. The sign said "Children's Aisle."

11. I ran to the children's aisle.
12. I ran softly.
13. I wanted to pick the color of my room.

14. I stood in front of the colors.
15. There were a million colors.
16. I couldn't choose.

17. A color caught my eye.
18. The color was bright pink.
19. I told my dad how I felt.
20. I wanted that color.

21. I stared at the door.
 22. I heard footsteps.
 23. I knew that sound.
 24. It was my dad.
-
-
-




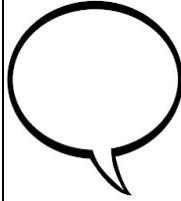



25. My dad stepped into my room.
 26. My dad looked surprised.
 27. I started to feel scared.
-
-
-

28. He was proud.
 29. He opened his mouth.
 30. He said something.
 31. He said, "Good job Amber, for painting your room!"
-
-
-

32. I was relieved.
 33. I realized something.
 34. I did do a good job.
-
-
-

Name the Icon

Directions: First in large group, then in small groups, and ultimately as individuals, identify which icon matches the sentence. You can have students mark these any way that works for you, either color-coding the icons and sentences, or drawing tiny icons next to the sentences.

action	images	thoughts	dialogue	smells	sounds	information
						

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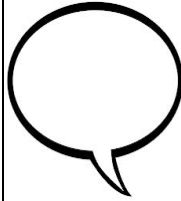



21. I stared at the door.
22. I heard footsteps.
23. I knew that sound.
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25. My dad stepped into my room.
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31. He said, "Good job Amber, for painting your room!"
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34. I did do a good job.

Use the Icons to Add Details

Directions: In large group, small groups, or individuals, use the icon know-how. Start with a sentence from a kernel essay and embed it with details. Have students label the icons they use. See how many they can add. Use the signature lines at the bottom for sharing the results.

action	images	thoughts	dialogue	smells	sounds	information
						

Plain sentence:

With details:

I heard this. 1. _____ 2. _____ 3. _____

Paragraph Overhaul

I went to the store we were picking out paint. For my room. I painted my room my dad said I did a good job.

List the sentences as they are:

1. _____
2. _____
3. _____

List the sentences, fixed:

1. _____
2. _____
3. _____
4. _____
5. _____

Reshape the perfect sentences into a paragraph:
