



# Revising with the CDO Writing Strategy

Compare, Diagnose, Operate





# What is the purpose of revising?

- Evaluate your own writing, focusing on clarity, coherence, structure, and audience alignment
- Gain metacognitive awareness by articulating intended meaning versus expressed text
- Empower self-regulation during revision through structured decision-making



# What is CDO?

CDO Stands For: **Compare**, Diagnose, Operate

- **Compare:** Students read their writing sentence by sentence, comparing what they intended to express with the actual text



# What is CDO? (Part 2)

Compare, **Diagnose**, Operate

- **Diagnose:** They pinpoint issues, such as unclear meaning, awkward phrasing, mis-sequencing, weak development, or drift from the main idea. They are guided by evaluation cards for clarity, audience, and purpose



# What is CDO? (Part 3)

## Compare, Diagnose, **Operate**

- **Operate:** Students choose and apply revision tactics (e.g., adding detail, deleting extraneous content, rewording, or reorganizing text) to edit and improve their writing



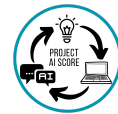
# Steps for CDO Strategy (Part 1)

Step	Action	Guiding Question
1. Compare	Read one sentence. Think: "Is this what I meant to say?"	Does this match my idea?
2. Diagnose	Identify issues: ambiguity, missing context, shaky structure, drift from main idea	What doesn't sound clear or effective?



# Steps for CDO Strategy (Part 2)

Step	Action	Guiding Question
3. Operate-Identify Tactic	Choose a revision method: add, delete, rewrite, or reorder text	What can I do to fix it?
4. Operate-Revise	Apply the chosen tactic. Re-read to confirm improved alignment	Does this now convey my intention clearly?



# CDO Revising Writing Strategy

**C**

## Compare

**Ask: "Is this what I meant to say?"**

- Read your sentence slowly.
- Think about what you were trying to say.
- Does the sentence match your original idea?

**D**

## Diagnose

**Ask: "What's wrong with this sentence?"**

You can use your:

- Evaluation cards,
- Checklist, or
- Graphic organizer

**O**

## Operate

**Ask: "How can I fix it?"**

Choose a revision strategy:

- Add details or description
- Delete unnecessary or off-topic words
- Reword to be clearer
- Rearrange the order of words or ideas
- Combine sentences
- Break up a run-on
- Add a transition or linking word
- Change the tone or voice





# CDO Evaluation Cards

## Step 2: Diagnose

“This is not  
what I intended  
to say.”

“This is good!”

“This is not  
useful to my  
paper.”

“This doesn’t  
sound right.”



# CDO Evaluation Cards (Cont.)

## Step 2: Diagnose

“The reader may not understand this.”

“The reader won’t believe this.”

“The reader won’t be interested in this.”

“The reader will understand and believe this.”



# Step 3: Operate | How to fix sentences

## 1. **Add Descriptive Detail**

Enhance your writing by including adjectives, adverbs, sensory language, or specific examples

*Example:* "The dog barked." → "The scruffy brown dog barked loudly at the passing mail truck."



# Step 3: Operate | How to fix sentences

## 2. **Delete Redundant or Off-Topic Words**

Remove unnecessary words that clutter or detract from the main idea

*Example:* "I actually really, really enjoyed the awesome, fun game." → "I enjoyed the game."



# Step 3: Operate | How to fix sentences

## 3. **Reword for Clarity or Precision**

Replace vague or confusing language with more specific or appropriate vocabulary

*Example:* "She did stuff at the event." → "She organized the community booths at the event."



# Step 3: Operate | How to fix sentences

## 4. **Rearrange Sentence Structure**

Change the order of words or phrases to improve flow, coherence, or emphasis

*Example:* "In the forest, a bear I saw." → "I saw a bear in the forest."



# Step 3: Operate | How to fix sentences

## 5. **Combine Sentences**

Merge short, choppy sentences into one sentence to improve fluency and reduce repetition.

*Example:* "I went to the store. I bought apples." →  
"I went to the store and bought apples."



# Step 3: Operate | How to fix sentences

## 6. **Break Up a Run-On Sentence**

Divide a long, confusing sentence into two or more clear, complete sentences

*Example:* "We ran all the way to the park it was really far and I got tired." → "We ran all the way to the park. It was really far, and I got tired."





# Step 3: Operate | How to fix sentences

## 7. **Add a Transition or Linking Phrase**

Improve coherence between ideas by inserting a word or phrase that signals relationships

*Example:* "I didn't study. I passed the test." →  
"Even though I didn't study, I passed the test."

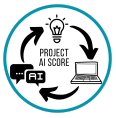


# Step 3: Operate | How to fix sentences

## 8. **Change the Tone or Voice**

Modify the language to better suit the audience or purpose (e.g., more formal, more engaging)

*Example:* "Whatever, I just did it." → "Despite my hesitation, I completed the task."

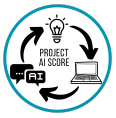


# Now You Try!

Class Practice Prompts | See Handout

## 1. Prompt: A Moment I'll Never Forget

- Think about a moment in your life that stands out, whether it was joyful, embarrassing, exciting, or scary. Describe what happened. Who was there? why did it stick with you?
  - *Great for: Revising emotional tone, adding descriptive details, clarifying events*



# Now You Try!

Class Practice Prompts | See Handout

## 2. Prompt: If I Were in Charge of the School for a Day

- What would you change, and why? Describe your schedule, rules, and activities.
  - *Great for: Rewording vague ideas, organizing sequences, and strengthening voice.*

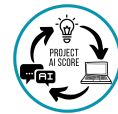


# Now You Try! (Part 3)

Class Practice Prompts | See Handout

## 3. Prompt: The Day Everything Went Wrong

- Write a true or fictional story about a day when nothing seemed to go as planned. How did you respond?
  - *Great for: Adding transitions, combining sentences, and using sensory language.*



# Graphic Organizers to Support the Revision Process

## CDO Writing Strategy Graphic Organizer Compare, Diagnose, Operate

Original Sentence	Evaluation Card (Diagnose)	Chosen Tactic	Revised Sentence



# Graphic Organizers to Support the Revision Process

## CDO Writing Strategy Checklist Document

### **Compare**

☐ I read my sentence and matched it to my thinking.

### **Diagnose**

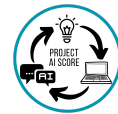
☐ I selected a card reflecting the core issue.

### **Operate**

☐ I chose an action (rewrite/add/delete/change).

☐ I revised the sentence.

☐ I reread to confirm clarity & alignment.



# Graphic Organizers to Support the Revision Process

## CDO Writing Strategy Peer Review Form

Pair up with a partner and work through this graphic organizer.

Partner A: \_\_\_\_\_

Partner B: \_\_\_\_\_

Step	Directions	Complete
1. Read aloud	Partner A reads their sentence.	<input type="checkbox"/>
2. Compare aloud	What did you intend?	<input type="checkbox"/>
3. Diagnose together	Partner B selects an Evaluation Card.	<input type="checkbox"/>
4. Discuss tactic	Choose from rewrite/add/delete/change.	<input type="checkbox"/>
5. Revise	Partner A makes the change	<input type="checkbox"/>
6. Confirm	Return to the checklist and ensure alignment.	<input type="checkbox"/>