

Module: Writing

Lesson Title: Peer Revision and Editing

Objectives and Standards

Students will:

- Distinguish between editing and revising
- Revise documents to improve clarity, unity, and coherence
- Edit documents to address grammatical, spelling, and word usage errors
- Implement a peer revising/editing process

Florida Adult Basic Education Reading Standards	Level Expectation
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCR.WR.ABE.5)	NRS Level 2 - With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing.

Materials

- Handout A: Sample Documents for Revising and Editing
- Handout B: Three Steps for Peer Revising and Editing
- Handout C: More Sample Peer Revising and Editing Forms
- Handout D: Editing Checklist for Self- and Peer-Edit
- Student writing samples to use for peer revising and editing

Instructional Plan

Overview

Do students' eyes glaze over when they try to revise and edit their own writing? Two steps that often cause students difficulty in the writing process are revision and editing. They often do not know what to revise means, and so they think this step means to find mistakes in grammar and punctuation. Modeling revision is the best way to teach students this important step. However, the use of peer editing is another important strategy to implement in the classroom to assist students in becoming more effective writers.

Process

Introduce the lesson by asking students to define each of the following words: edit and revise. Write the words on the board. You may wish to use a Venn Diagram where revise is in one circle and edit is in the other. Have students identify the different parts of revising and the different parts of editing. Next have them identify what areas are similar and put those in the middle of the diagram.

Don't be surprised if students have difficulty distinguishing between the two words. Share with students that editing results in changes to correct obvious mistakes.

Examples of editing include:

- Deleting unnecessary words
- Correcting spelling errors
- Correcting punctuation, such as commas, apostrophes, quotation marks, and periods
- Changing the format of text (for example, changing text from a paragraph to a bulleted list)
- Correcting grammatical errors such as subject/verb agreement, verb tense, pronoun reference
- Changing fragments to complete sentences
- Correcting run-on sentences

Revising a document changes what the document says. Share with students examples of revision:

- Changing a paragraph or even the entire document from passive to active voice
- Reorganizing the paragraph so it flows better and is easier to understand
- Providing additional information to support a point or to give more details and examples
- Deleting sentences or paragraphs that are not relevant

The use of the acronym ARMS can help students remember the revision process. ARMS stands for:

- A – Add (add something to the writing)
- R – Remove (remove something that is not needed)
- M – Move (move words, phrases, sentences, paragraphs for clarity)
- S – Substitute (substitute a word or phrase with another for clarity or effectiveness)

Remember to reinforce that revision comes before editing in the writing process. Share with students that to improve their writing, they will learn how to peer revise and edit during this lesson.

Introduce the concept of peer editing to students and define the term (i.e., students work with a peer in the classroom to help improve, revise, and edit a piece of student writing. Brainstorm the pros and cons of peer editing. Record the students' ideas on chart paper.

Share with students that during this lesson, they will learn how to peer edit more effectively. Explain that they will look at samples of writing.

Pass out a sample writing for students to peer revise and edit. Read it aloud to students. Explain that there are three steps to peer editing:

- Step 1: Compliments (Positives about the paper)
- Step 2: Suggestions (Things that will improve the paper. This is the revision process.)
- Step 3: Corrections (Editing errors that are fixed.)

As you introduce each step, model a few compliments, suggestions, and corrections that you would make on the sample writing piece. Have students assist you with the compliments and talk about why it is important to “stay positive.” Samples of positive comments may include: good word choice, well organized, different types of sentences, interesting opening or closing sentences. Record the students' positive compliments on the board.

Next, move to the second step – suggestions. Ask students to think about suggestions they would make to the author. Remind students that they need to be specific when giving suggestions. For example, the third sentence in the first paragraph is confusing. Maybe it would be better to move it to the last paragraph as a

closing idea. Record students' ideas on the board. Reinforce that all suggestions should be positively stated, not "put downs."

Finally, have students identify any errors in standard English conventions (spelling, grammar, capitalization, punctuation) and sentence structure. If students' skills are just developing in this area, you may wish to have them just circle or underline errors. If students have more developed skills, they may wish to also make suggestions for changes.

After you have modeled with the class the process for peer revising and editing, divide the class into small groups of three to four students each. Pass out copies of Handout B: Peer Revising and Editing. You may wish to have students first peer edit one of the writing samples included in this lesson or select a writing sample that you or your students have created.

Have each group report back to the class their edits and revisions. Show students how their edits and revisions improve the sample writing by revising and editing the sample on chart paper.

Sample Debriefing Questions

- What types of things did you most like about the sample writings?
- How did the revision suggestions improve the writing sample?
- How did the editing suggestions improve the writing sample?
- How would you define the differences between revising and editing? Which is more difficult to assess? Why?
- What do you most like about the peer revising/editing process?
- What do you like least? Why?
- Is there anything that you would add to the peer revising and editing process? What? Why?

Modifications for Different Levels

At a lower complexity level, provide students with a blank sheet of paper, rather than **Handout B: Three Steps for Peer Revising and Editing**. Have students fold the blank sheet of paper into thirds and label the first column compliments, the second column suggestions, and the third column corrections. Have students work with their group to peer revise and edit the writing sample. Have them start with compliments, then suggestions, and finally corrections. When students are finished, have the groups share their compliments, suggestions, and corrections with the class. A simple **Peer Editing Checklist (Handout C)** is also provided in this lesson. This type of checklist provides more guidance for the beginning editor.

At a more complex level, have students complete a more thorough analysis of the sample writing, indicating how a writing could be improved and providing specific comments, such as in Handout D: **Editing Checklist for Self- and Peer-Edit**.

Assessments/Extensions

Have students practice their skills by individually peer revising and editing a piece written by a classmate. Implement and instill peer-revising/editing techniques by having students revise and edit their classmates' written pieces on a regular basis.

Handout A: Sample Documents for Revising and Editing

Texting and Driving

Driving on today's highways are very dangerous. That is why the using cell phones and texting should be made illegal. If you text while you drive you increase your chances of crashing into another car. You may drive off the road you may injure yourself or your passengers you may hit a pedestrian you may ruin your car. Takeing your l's off the road for even a second can cause an accident. Sometimes, there are more important things to do than drive.

Some people say that giving tickets will stop texting while driving. I don't think this is enough. I think that drivers will just hold they're phones lower or try to text secretly. This means that they will cause more accidents. Instead, we should have more education and ads. How dangerous texting while driving really is. Laws are important and needed. Educating people will help more than lots of laws.

Women and Heart Attack

Women account for nearly half all heart attack deaths. There is differences in how women and men responds to a heart attack. Women are less likely than men to believe that their having a heart attack and more likely to delay seek emergency treatment. Further, women tends to be about 10 year older. When men have a first heart attack. They are more likely to have other conditions, such as diabetes high blood pressure, and congestive heart failure. Making it all the more vital that they get proper treatment fast. As with men, women's' most common heart attack symptom are chest pain or discomfort. However, women are somewhat more likely then men to experience some of the other symptoms such as shortness of breath; nausea/vomiting; or back or jaw pain.

Adapted from an American Heart Association Flyer

Mr. Joseph Alu
234 Anywhere Avenue
Anytown, FL 33444

Dear Mr. Alu.

The enclosed Enrollment Application make it easy for you to apply for \$50,000 in life insurance. Do you need life insurance? No medical exam for FLAAC members. You will be approved based on you're answer to three health questions. The prices are low!!!

You can apply for Term Life by mail in just a matter of minutes and approved in a matter of days. This policy is underwritten by Anywhere Life and Casualty Company. This is an easy way and inexpensive way to add to an exiting plan or get new coverage. The current rates are: \$10,000 for \$24.85 a month, \$30,000 for \$66.55 a month, and \$50,000 for \$118.95 a month.

This is a smart choice. To help take care of bills you left behind or to give to a charity. Apply by February 1 too get this special deal.

Sincerely,

Sakira Iman
Assistant Vice President, Anywhere Life and Casualty Company

Handout B: Three Steps for Peer Revising and Editing

There are three steps to good peer revising and editing:

1. Compliment the author
 - What are a few things that you like about the author’s writing?

2. Make specific suggestions regarding the author’s
 - Word choice
 - Use of details
 - Organization
 - Sentence length
 - Topic

3. Mark **corrections** on the writing piece
 - Look for spelling, grammar, and punctuation mistakes.

Remember to:

- Stay positive!
- Be **specific**

Author’s Name _____

Editor’s Name _____

Compliments	
Suggestions	
Corrections	

Handout C: Sample Peer Revising and Editing Forms

Peer Editing Checklist

Author's Name _____

Editor's Name _____

Does every sentence start with a capital letter? Yes No

Does every sentence have punctuation at the end? Yes No

Are all of the words spelled correctly? Yes No

Does everything make sense? Yes No

The sentence I liked the best was:

To make your writing even better, I suggest:

Handout D: Editing Checklist for Self- and Peer-Edit

Self-Edit			Peer-Edit		
	Checklist Items	After completing, place a check here.	Checklist Items	After completing, place a check here.	Comments and Suggestions
Punctuation	I read my written piece aloud to see where to stop for periods, question marks, exclamation marks, and commas.		I read my written piece aloud to see where to stop for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Capital Letters	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
Grammar	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		

ReadWriteThink <http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>