
Teaching the Revising and Editing Process

Group Editing

1. Using collected/volunteered student writing samples:
 - Demonstrate revising/editing techniques
 - Model how to make “fixes” and additions
 - Clarify assignment criteria
 - Calibrate grading expectations
2. Using a NEW student writing sample, engage students in guided practice (independent or in small groups or pairs):
 - Complete a Focused Editing Task (see below for more details)
 - Identify one strength, problem area, or tip
 - Revise, edit, or rewrite selected sections
 - Discuss potential score on each pre-selected criteria with justification and examples

Self- and Peer Editing

1. Student completes one or more Focused Editing Tasks:
 - Examples: Circle all your sentence beginnings; Number your details; Circle your vivid verbs; Underline your topic and closing sentences; etc.
2. Student reads aloud to self and makes √s (in color) for each area of concern:
 - Did I complete the assignment?
 - Does it sound right? Is it easy to read?
 - Do I have problems with the selected criteria?
 - Any other errors?
3. Student makes all corrections (in color) and paper is submitted for grading OR continues with peer editing as outlined below.
4. Peer edit:
 - Partners sit shoulder to shoulder.
 - Author reads to editor. Both make √s (in color) for each area of concern.
 - Editor signs and reads to author. Both make √s (in color) for each area of concern.
 - Partners discuss reasons for √s.
 - Partners switch papers and repeat.
 - Authors return to their own papers and make corrections as appropriate.
5. Student submits paper for grading in its edited form or in a recopied second draft.