

**Common Core Standards Addressed:**

WHST.6.-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Learning Goals:**

**Students will...**



<b>Understand</b> that good writers go through many revisions before submitting a final product.	
<b>Know</b> Common editing symbols Edit/Revise: to rework a paper by checking for errors or necessary improvements	<b>Do</b> Revise a peer's writing by checking for errors and coherency

**Materials Needed:**

- Pencil
- Paper
- Loop* by Karen Akins

**Procedures:**

- The purpose of this lesson is to introduce students to peer editing in their writing. You could have them write a new piece specifically for this lesson, or use student writing that is currently in progress.
- Discuss with students that an important part of the writing process is to have it reviewed and edited by other people.
- A local author, Karen Akins, went through a lengthy writing process to publish her first book, *Loop*. It required her to edit her own work many times, as well as submit her work to others for revisions.
  - Karen Akins will be presenting at the Bentonville Youth Literature Festival on April 23<sup>rd</sup> to discuss her writing process in detail.
  - This would be great presentation for your students to see the writing process in action, as well as gain insight from a local author.
- Read the first page of *Loop* to your students.
  - Discuss how this page probably looks very different now than it did when the author first began writing it. She had to go through an editing process to get to the final product.
- When we edit or revise our papers, we go through and fix errors and improve upon the paper.
- Go over some common proofreading symbols with the students. You could choose different symbols depending on your particular class, but some common ones are:

- ^ - insert word
  - ~~Word~~ - omit word
  -  - check spelling
  -  - capitalize letter
  - / - make letter lower case
  - ¶ - start a new paragraph
- Remind the students that peer editing means sharing the positive features as well as the negative. Specific feedback is more beneficial than general praise or criticism.
    - When you edit, you should first read through the paper without a pen in your hand.
    - The second time you read is when you can make notes directly on the page. Mark any mistakes such as spelling errors, capitalization, missing words, etc.
    - Go through the checklist step by step, rereading the writing as necessary. Make comments on the paper about some great things you read or any changes you recommend.
  - Have the students swap papers with a partner to peer edit.
  - The peer review checklist used can vary depending on the type of paper and the students' readiness level. Some things you may want to include are:
    - Does the writing have a topic sentence and concluding sentence?
    - Is the purpose of the writing clear?
    - Is the writing in a logical order?
    - Are descriptive words and details used?
    - Does the writing have transitions (first, next, finally, etc.)?
  - After editing, students should then discuss with their peers any comments, edits, and praise.

Learn about Karen Akins at <http://www.bentonvillelibrary.org/assets/YLF/pdfs/akins-bio.pdf>.