



POWERUP
WHAT WORKS

powerupwhatworks.org

Lesson in Action

Reviewing Writing: Edit and Revise

Context

Ms. Nupak's Grade 6 class has 24 students who exhibit a range of diverse abilities and needs. They are in the midst of a unit on Ancient Greece and are reviewing drafts that compare and contrast life in Athens and Sparta. They have been drawing content from a variety of online social studies resources. As a final project, they will use a digital tool of their choice to present their ideas in a multimedia format.

Common Core State Standards

- ▶ [CCSS.ELA.W.6.2](http://www.corestandards.org/ELA-Literacy/W/6/2) (<http://www.corestandards.org/ELA-Literacy/W/6/2>) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ▶ [CCSS.ELA.W.6.5](http://www.corestandards.org/ELA-Literacy/W/6/5) (<http://www.corestandards.org/ELA-Literacy/W/6/5>) 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.
- ▶ [CCSS.ELA.W.6.9](http://www.corestandards.org/ELA-Literacy/W/6/9) (<http://www.corestandards.org/ELA-Literacy/W/6/9>) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Lesson Objective

Students will revise and edit the first draft of the compare/contrast writing assignment.

Technology

- ▶ Interactive whiteboard to demonstrate and model revision strategies
- ▶ Online resources to access digital tools for revising, editing, and portfolios
- ▶ Tablets to view draft paragraphs and peer revise
- ▶ Multimedia applications to record peer conferences
- ▶ Document camera to demonstrate and model revision strategies
- ▶ Digital portfolio for ongoing formative assessment

Assessment

- ▶ Self-assessment using revision and editing checklists
- ▶ Peer assessment using digital tools, multimedia

AT A GLANCE

Before Reviewing

- Define revising and editing.
- Elaborate on what it means to revise.
- Elaborate on what it means to edit.
- Use a document camera to begin the revision process.
- Model how to revise text.
- Show students how to use a revision checklist for self-assessment.
- Model how to edit text.

During Reviewing

- Check in with students.
- Provide differentiated support as needed.

After Reviewing

- Discuss revision process with class.

Ms. Nupak’s Class in Action

Before Reviewing

Ms. Nupak explains, “Revising means making sure that your writing communicates what you want to say to the reader. Editing is the final cleaning up of the text to make sure there are no errors.” She lists the goals for each element on her document camera:

- ▶ **Goals for revising:** strengthen content, organization, style, and voice
- ▶ **Goals for editing:** correct mechanics and spelling

Ms. Nupak explains, “A writer decides to improve the text after she or he has read it with fresh eyes or gotten feedback from another reader. You might make changes to the content (e.g., adding something or presenting an idea), the organization of your text (e.g., the sequence of ideas or the flow of content), your style of writing (e.g., sentence structure or word choice), and/or your voice (e.g., personality, feelings, and beliefs).”

She goes further: “Readers expect to read material that is error free. You need to find and fix mistakes. After finishing your revisions, edit your text. Focus on correcting mistakes in areas like spelling, punctuation, and capitalization.”

Ms. Nupak displays a draft paragraph she wrote comparing how geography affected the development of Athens and Sparta as city-states. She highlights Athens in red and Sparta in green to show how she compared one with the other. She explains that first she will focus on revising and then on editing. She reads the draft aloud all the way through before making any changes.

Students view the draft on their tablets as Ms. Nupak asks them to follow along while she reads the first sentence aloud.

Using a think-aloud strategy, she demonstrates revising:

- ▶ **Word choice:** Using a colored pen, she crosses out “areas” and writes the word “villages” above it, and she substitutes “walled city” for “closed-in city.”
- ▶ **Deletion:** She crosses out a sentence that sounds too similar to a previous one by placing a self-sticking note with “delete” written on it below the sentence.

Students follow along, noting on their tablets the type of revision (e.g., word substitution, voice, and so on) that Ms. Nupak is doing.

Ms. Nupak reads aloud and discusses questions in the revision checklist while students follow along on their tablets.

After making sure students understand the checklist, she has them work in pairs for 15 minutes to make more changes to her sample draft. Each set of partners then shares their suggestions in a whole-class discussion while she makes changes to the draft with a colored marker, using the document camera to show the students.

The class now shifts to discussing editing. Several students mention that they see grammar and spelling errors in the sample draft. Nodding in agreement, Ms. Nupak has students log on to the class website on their tablets, locate the editing checklist and find items to edit. For example, a student corrects two spellings of “Athens” and one spelling of “Aegean.” Another student substitutes an exclamation mark for a period after “No.” A third student corrects a verb tense in the third paragraph changing “is fertile” to “was fertile.” Students again share their suggestions aloud with the class while Ms. Nupak makes changes on her draft. She uses a different colored marker for all editing changes.

During Reviewing

Students use the revision and editing checklists as a guide to revise their writing. Some students use materials such as self-sticking notes, highlighters, colored pens, and colored flags to make revising or editing changes in their drafts.

To personalize instruction, Ms. Nupak has some students create drafts using varied tools (e.g., Buzzword and Google Docs); others used grammar and spell-checker tools (e.g., Visuwords, Lexipedia, and GrammarBook).

Students work together to peer revise and edit. They use voice recording software on their laptops (e.g., Voice Thread) to record their conferences for their digital portfolios. Ms. Nupak circulates around the room, checking in with the small groups and asking questions about their revisions and their work together. Once they finish the peer review process, students work independently on their tablets to revise and edit their drafts.

After Reviewing

Ms. Nupak gathers students around the whiteboard. She uses the document camera to share revision documents from a student—both the checklists and the first revision of his draft, along with peer recommendations. Two students talk about why they made certain suggestions and the process they went through in sharing ideas with each other. Ms. Nupak also asks them to explain how this process can help them with future writing. She gives students a chance to ask questions and share ideas, and she reminds them that they will have time for a second revision during writing class tomorrow.

Reflection

Ms. Nupak was generally pleased with the lesson. Because she knows reviewing is challenging, she feels she made the right decision to spend extra time explicitly teaching what content revision involves. She took notes as she circulated and met with groups but wasn't able to check in with all the groups today. She will need to meet with the other groups tomorrow. She realizes she didn't spend enough time modeling or discussing the concept of voice and will review this tomorrow. She also decides to break down the checklists further so that students review only one section at a time. This will help struggling students to concentrate on one specific task, such as organization or content.

Revision Checklist	
Name:	Date:
Topic:	
Content	
Is the main idea specific enough?	Yes___ No___
Is my lead appealing enough to hook the reader?	Yes___ No___
Does my writing stay on topic?	Yes___ No___
Do my written ideas all relate to each other?	Yes___ No___
Organization	
Is my paper organized in a sensible and logical way?	Yes___ No___
Do I have enough supporting details?	Yes___ No___
Do my details relate to the main idea?	Yes___ No___
Do I have any information that is not related to the main idea?	Yes___ No___
Did I use transition words correctly to connect my details together?	Yes___ No___
Does my closing sentence make sense?	Yes___ No___
Style	
Are my word choices specific instead of unclear?	Yes___ No___
Do I need any similes or metaphors to make a detail more vivid?	Yes___ No___
Do I have some short and long sentences? Do they flow well?	Yes___ No___
Is there any unnecessary repetition of ideas or details?	Yes___ No___
Do my sentences begin in different ways?	Yes___ No___
Does my writing sound smooth when I read it aloud?	Yes___ No___

Editing Checklist	
Name:	Date:
Topic:	
Mechanics	
Did I use punctuation such as periods and question marks correctly?	Yes___ No___
Is my capitalization correct for proper nouns and sentence beginnings?	Yes___ No___
Did I use commas correctly? Do my reasons make sense?	Yes___ No___
Am I missing any commas or other punctuation?	Yes___ No___
Spelling	
Is my spelling correct on the words I already know?	Yes___ No___
Did I spell names correctly?	Yes___ No___
Do I need to correct the spelling on any harder words?	Yes___ No___
Did I use homonyms (their, there, and they're) correctly?	Yes___ No___
Did I use the correct verb tense?	Yes___ No___
Do my subjects and verbs agree?	Yes___ No___
Did I use pronouns correctly?	Yes___ No___