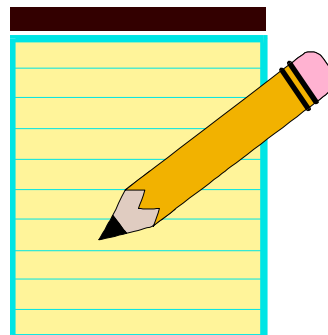


Revising

The revising stage focuses on meaning. The author needs a chance to ask himself questions about the writing. Reading aloud by the writer is the best way for him to see how his writing looks and sounds.

- ◆ Does it make sense?
- ◆ Does it say what I intended?
- ◆ Do I like it?
- ◆ Is it smooth and clear?
- ◆ Is it in the right order?



The author also needs to get feedback from others. Writing conferences are a good way for young writers to get advice from their peers and teacher. The draft should be read aloud to individuals, small groups of peers, or the teacher to get their reactions. Peers may offer suggestions, praise, and ideas for clarification or change. This should be a positive, constructive experience. When giving feedback, students should be specific, giving positive feedback first. For example, students may say, "Your use of adjectives created a vivid picture of the forest. With your description, I was able to paint a picture of the forest in my mind." After positive feedback has been given, suggestions for improvement may be made. For example, students may say, "I would like to know more about what happened after he got lost in the forest. Was it dark? Was he scared? How did he find his way home?" This type of specific feedback may be difficult for students. Their tendency is to say, "I like your story." You will have to model effective sharing and feedback.

- ◆ Students will now take their writing and revise. Clarify, change, fix, reshuffle, replace, or rework whole pieces of writing.
- ◆ Revision should focus on a few things at one time.
- ◆ Students need to do the revision themselves, with their peer editor.
- ◆ The author maintains ownership of the written piece. As author, a student may make revisions based on suggestions, or decide to leave the writing in its original form.
- ◆ Each piece does not need to be revised and edited for publication.