Georgia Performance Standards Framework for ELA Unit 1 – 4th Grade

Grade: 4th  
Topic: Revising  
Instructional unit: Unit 1: Habits of Effective Readers, Writers, Listeners, Speakers, and Viewers in the Narrative (in reference to Week 4, # 9)  
Contributed By: Denise Taylor, Dr. Cynthia L. Allen-Golden, Terry K. Erbsfield, Christine Parker, Julia D. Brackett, Tracy Gutierrez

The task: The teacher introduces the revising step in the writing process and defines the term. The teacher models revision of his/her own piece of writing, showing how revision helps the author to get his/her ideas to the readers much more clearly and in an interesting manner. The class and teacher will brainstorm the advantages and disadvantages of peer revising and will chart students’ thoughts. Next, the teacher will explain the steps to peer revising: Reading the piece, Compliments, Checklist, and Corrections.

For compliments, discuss the importance of doing this first after reading the piece and maintaining a positive view. Brainstorm a variety of compliments and put them on a chart or have students put them in their source book for a reference.

For the checklist, give students a copy (see attached) to put in their source book and discuss the revising categories, their meaning, and their importance. Stress the importance of ownership of a piece of writing and how the author has a final say in whether to make the suggested changes to his/her piece of writing.

For corrections, discuss the revising marks for the revising categories. Put these on a chart and/or have students put them in their source book for a reference.

The teacher and a student should then model how a peer revising session should look. (The student who is modeling may be given a “cheat” sheet from which to read during the modeling presentation. Also, the teacher may want to give the class a copy of the student work that is being revised in the modeled presentation as well as a copy of the revising checklist used to keep students on track with what to revise.) The teacher will pass out or use an overhead transparency to show some student writing. As a whole group, the class will examine these pieces of work and revise, using the checklist.

Finally, the teacher will have each student choose one of his own rough drafts and work with a partner to peer revise each other’s pieces using the list of compliments, the checklist, and the list of revising marks as references.

Students may then share positive and negative experiences with their partners, and the class can discuss as a whole group what they have learned and how this will help them publish their final drafts.

Differentiation: The revising checklist and revising marks may be developed by the teacher or by the class. The teacher may also allow different students to develop their own revising checklist and revising marks.

Focus Standard:

**ELA4W4** The student consistently uses a writing process to develop, revise, and evaluate writing. The student

b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
Circumstances of the assignment/Notes to the Teachers:
This task should be completed as a part of teaching the writing process. At this point in the school year, students should already have several narrative rough drafts completed and ready for peer revising.