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

Grade: 4th
Topic: Peer Editing
Instructional unit: Unit 1: Habits of Effective Readers, Writers, Listeners, Speakers, and Viewers in the Narrative (in reference to Week 6, #9)
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The task: Introduce and explain the concept of peer editing to students. (Example: Students work with someone their own age to improve their piece of writing by correcting capitalization, punctuation, spelling, and other conventions of grammar). Brainstorm the advantages and disadvantages of peer editing and chart students’ thoughts.

Explain the steps to peer editing: Reading the piece, Compliments, Checklist, and Corrections.
For compliments, discuss the importance of doing this first after reading the piece and staying positive.
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 listed editing categories, their meaning, and their importance.
For corrections, discuss the editing marks for the editing categories. Put these on a chart or have students put them in their source book for a reference.

The teacher and a student should then model how a peer editing 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 edited in the modeled presentation as well as a copy of the editing checklist used to keep students on track with what to edit.)
The teacher will use an overhead transparency to show some student writing. As a whole group, the teachers and students will examine these pieces of work and edit, using the checklist.
Finally, each student will choose one of his or her own rough drafts and work with a partner to peer edit each other’s pieces using the list of compliments, the checklist, and the list of editing marks as references.

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

Focus Standard:
ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing.
The student
   c. Edits to correct errors in spelling, punctuation, etc.

ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
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c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).

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 have been through the revising process (adding, taking away, rearranging words, sentences, and paragraphs to make their writing more clear).