SEARCH

Use this strategy to help students set goals and collaborate with peers during revision/editing process.

Set goals.

- ❑ I've thought about who the audience is and the impression I want to give them; I want them to think... (e.g., my story is scary).
- ❑ My quality goal is... (e.g., a score of 5 on a scale of 1–6 in word choice).
- ❑ My quantity goal is... (e.g., at least 10 different descriptor words).

Examine paper to see if it makes sense.

- ❑ I've read my paper out loud.
- ❑ Each sentence and the whole paper makes sense.
- ❑ No words have been omitted.
- ❑ I've combined sentences that are too short and broken up ones that are too long.

Ask if you said what you meant.

- ❑ My ideas are clear and related to the topic.
- ❑ The order of my ideas is logical.

Reveal picky errors.

- ❑ I've corrected all errors in spelling, capitalization, and punctuation that I found.
- ❑ Someone else has double checked my work.

Copy over neatly.

Have a last look for errors.

- ❑ I made sure my final copy doesn't have any new or remaining errors.
- ❑ Someone else has checked my work one last time.
- ❑ I did/did not meet my goals.

C-D-O

Use this strategy to help students make revisions independently.

Compare

❑ *First Cycle:* Ask myself, "Does my sentence match what I really wanted to say?"

❑ *Second Cycle:* Ask myself, "Does my paragraph match the main idea I wanted to express?"

Diagnose

❑ *First Cycle:* Pick a diagnostic card (e.g., words are too vague, forgot some words, sentence lacks detail, sentence is too long or short, words are in the wrong order).

❑ *Second Cycle:* Pick a diagnostic card (e.g., forgot a topic or main idea sentence, lacks a transition, paragraph is too long or short, sentences are in the wrong order, need more details about the main idea).

Operate

❑ *First Cycle:* Make the change and evaluate the impact by asking, "Was the change effective?"

❑ *Second Cycle:* Make the change and evaluate the impact by asking, "Was the change effective?"

COPS

> **Use this strategy as a student checklist in the initial round of revision/editing. This strategy is appropriate for primary grade students.**

Capitalization

- ❑ Have I capitalized the first word in each sentence?
- ❑ Have I capitalized all proper nouns (the names of specific people, places, things, and any titles)?

Organization

- ❑ Have I corrected any handwriting, spacing, or margin errors?
- ❑ Have I included a heading and title, if necessary?

Punctuation

- ❑ Have I used end punctuation correctly?
- ❑ Have I used commas and quotation marks correctly?

Spelling

- ❑ Have I checked to make sure all the words look like they are spelled right by reading aloud backwards?
- ❑ Have I used a spelling resource (a dictionary, a thesaurus, a person who is a good speller) for the words I'm not sure about?

COLA

Use this revising/editing strategy as a student checklist in expository and persuasive writing with older students.

Content

- ❑ Does my introduction establish the purpose and topic?
- ❑ Do I have a definite beginning, middle, and end?
- ❑ Do all of the ideas relate to the topic?
- ❑ Does the title capture the topic and main ideas?
- ❑ Will any part of my paper be confusing or unclear to a reader?
- ❑ Does my ending leave the reader with something interesting to think about?

Organization

- ❑ Do the ideas follow each other in a logical order?
- ❑ Do all paragraphs have a main idea sentence and at least 2 supporting details?
- ❑ Are transitions between paragraphs and ideas clear?
- ❑ Is there enough information to support my main ideas?

Language

- ❑ Does each sentence sound right when I read it out loud?
- ❑ Does each sentence say what I mean?
- ❑ Do I use unusual words that make my writing interesting?

Appearance

- ❑ Does each sentence start with a capital letter and end with correct punctuation?
- ❑ Did I capitalize names, specific places, and titles?
- ❑ Do all words appear to be spelled correctly when I check by reading out loud backwards?
- ❑ Have I carefully examined my demon words and used a spelling guide?
- ❑ Is the overall appearance of the paper neat and clean?

PQP

Praise (Peer Editor)

- ❑ Mark each section of the author's paper that is imaginative with a star.
- ❑ Put a box around the most unusual or interesting words in the paper.
- ❑ Underline at least one part you think others should be able to read because you like it so much.
- ❑ Put a question mark next to any part you though was confusing.
- ❑ Share your stars, boxes, and underlined parts with the author.

Question (Peer Editor)

- ❑ Ask the author what her or his goals were for the paper.
- ❑ Share your questions about the confusing parts.
- ❑ Give suggestions for ideas to add or changes to make.
- ❑ Give back the copy of the paper to the author.

Polish (Author)

- ❑ Decide if you met your writing goals.
- ❑ Identify the suggestions your peer editor gave that you will use.
- ❑ Address the question marks on your paper.
- ❑ Make changes to your paper that improve it.