

Personal Narrative Self & Peer Editing

Directions: First complete the Self Revisions as Mr. Leonard directs the class. Then, work with one partner to revise each other's personal narratives.

Materials: Red pen and a highlighter of any color.

Self-Editing:

Color Coding: Highlight the following elements in your personal narrative.

1. Highlight similes/metaphors (at least 4... if you don't have that many, make a note that you need to add these before your final draft)
2. Highlight the hook of your personal narrative (does it capture the reader's attention?)
3. Highlight the climax of your personal narrative (label "climax" in the margin)
4. Highlight the theme in your personal narrative (label "theme" in the margin)

Checklist: Make the following corrections to your personal narrative as Mr. L directs the class.

- Dialogue (punctuation is inside the quotation, skipping lines after change in speaker)
- Mechanics (circle or underline spelling words that you are unsure about)
- Look for run-on sentences. Is every sentence a complete sentence?
- Capitalization – are all proper nouns capitalized? Beginning of the sentence?
- I have checked my paper for correct punctuation (periods, commas, quotation marks, etc.).
- I checked spelling, circled words, and looked up any words I am unsure about.
- Others will be interested in reading my narrative. There is SUSPENSE and excitement.

Peer Editing

Peer Editing Objective: Students will provide written feedback that analyzes a classmate's writing. This analysis will provide the basis for editing and producing a final draft. The ultimate goal is for each student to create a mechanically sound, informative, and original essay with minimal teacher input.

Peer Editing is...

- An opportunity to practice communicating criticism respectfully.
- A way to practice your own grammar skills while learning from a classmate's strengths.
- A chance to practice being a good reader who can explain when he/she is confused and why.
- A way for your classmates to help you improve your own writing assignment.

Peer Editing is not...

- An opportunity to make another student feel bad about his/her writing or thinking.
- A way to show-off how much you know about grammar and writing.
- A chance to complain about how confusing someone else's writing seems.
- A chance to get someone else to do your work. ~~the ultimate revising responsibility is yours~~

In-Class Peer Editing (Exchange papers with someone in your row):

- I. Grammar / Mechanics
 - a. Edit the entire essay using a red pen to edit spelling, capitalization, and punctuation.
 - b. Neatly highlight the editing marks you make so your classmate can find them.
 - c. If you are not sure, make the suggestion and allow the writer to decide on final changes.

- II. Content / Organization
 - a. Use a red pen to add creative revisions to the content of the essay.
 - b. You must make at least 4 suggestions for revising the essay.
 - c. Examples
 - i. Revise/improve the hook
 - ii. Insert additional description, sensory images, or similes/metaphors
 - iii. Recommend stronger, more detailed vocabulary words**
 - iv. Combine sentences to create compound/complex sentences
 - v. Suggest places where the writer could expand on description
 - vi. Ask a **specific** question that will clarify meaning
 - d. Write at least 2 positive comments at the end of the paper. Be specific about what you liked.

Examples / Non-examples: Circle the examples of **POSITIVE** peer editing comments.

1. *Are you saying you agree? I was confused at this point; maybe you could start with "I agree because..."*
2. *What?!?!?!?*
3. *Why would you include this? It makes no sense. What were you thinking?*
4. *Change this.*
6. *I think these two sentences could be joined by the word "however" right here →*
7. *Could you add something here about the Song of the Family we talked about yesterday?*
9. *Bad word choice. Change it.*