

How to Conduct Self- and Peer Editing Stations

Overview

Use this information to conduct self- and peer editing stations like those seen in the Unit 12 video.

Instructions to the Teacher

Set up stations around the room with one station for each section or task for the essay. Each station should have the following:

- Envelopes of highlighters (three or four highlighters in each envelope), preferably a different color for each station.
- Posters with directions that tell the students what to do at each station (see directions that follow for the ten stations in the video).
- An example (model) essay with the corresponding task for each station highlighted and completed, so students can see what they need to do.

Give each student one copy of the Self-Editing and Peer Editing Checklist for Writing.

Students can start at any station, complete the task and when finished, move on to the next station of their choice. They can visit stations and do the tasks in any order. If they are satisfied with their essays, they initial that task. **BUT**, before they can move to the next station, they must (1) ask a classmate to read and discuss the section or task for that station, (2) come to an agreement with the classmate about that section, and (3) initial the Self-Editing and Peer Editing Checklist for Writing next to that section. Students can freely choose peers for each of the stations, but as they move among the stations, they should work with several different peers to get a range of feedback.

If students have many revisions to make, they may take their essays home and make revisions. If they are satisfied, they can turn them in at the end of the class.

Directions for the Ten Stations in the Video

Task directions for the posters in each of the ten stations seen in the video are listed below. You can modify the directions according to the level of your students and the learning objectives.

Station One: Thesis Statement

Highlight your thesis statement.

- Is it ONE sentence?
- Does it have TOPIC, FOCUS and DIRECTION?
- Is the grammar in the direction *parallel* (same parts of speech or form)?

Station Two: Topic Sentences

Highlight your topic sentences.

Do they use language similar to that in the thesis statement?

Station Three: Explaining Sentences

Highlight your explaining sentences.

Do they add more information about your main idea?

Station Four: Evidence

Highlight your evidence.

Did you give specific examples to support your main idea?

Station Five: Interpreting Sentences

Highlight your interpretations.

Did you tell the reader the importance or meaning of your evidence? Does it explain why your evidence supports your topic sentence?

Station Six: Closing Sentences

Highlight your closing sentence.
Did you restate the main point?

Station Seven: Bridges

Highlight the clauses or phrases that **review** the previous paragraph and/or **preview** the following paragraph.

Station Eight: Conclusion — Restatement

Highlight the idea in the conclusion that repeats the main idea of the thesis.

Station Nine: Conclusion — Summary

Highlight the sentences in the conclusion that summarize the supporting ideas of the body.

Station Ten: Conclusion — Final Thought(s)

Highlight the sentence in the conclusion that gives the reader something to think about in the future (a prediction, suggestion, or warning).