

Robert Price

102 Macdonell Avenue, Toronto, Ontario M6R 2A2, Canada • 416.536.9989

EMAIL: robert@eggplant.org

WEBSITE: www.eggplant.org

Student Peer Editing

Purpose

The purpose of students peer editing is to develop responsibility with their own writing including content, mechanics, and spelling. To stimulate purposeful interest it is helpful to begin with content as students have a vested interest in what they have written. The goal is to have students build on their rough draft while learning to work with other students to achieve this. The initial sessions will be whole class to model the procedure. Ultimately students will learn when to peer edit with another student during regular writing sessions.

The Introduction

Students can use any writing they are currently working on in class. They could be similar or different subjects. The whole class gathers together in a community space. It is important they are all together to promote participation, and not in their seats. One student and the teacher face each other on chairs in front of the gathered class (pair-share). The procedure is as follows:

- model how to choose who goes first. For the initial modeling the teacher has the student read first. The modeling student and teacher will need a pencil and clipboard to write on.
- let everyone know they will be participating.
- the student reads their paper. No more than a full page for the first modeling.
- after the student reads the teacher (with sharing from all students) will acknowledge a highlight. A highlight could be how the story was read &/or content.
- the listener now asks a question about something not mentioned in the story. An example could be if the story took place in the back yard—*What did the back yard look like?* After the writer answers they are asked if they had written that in their paper. If not, then they write the information on their paper. Initially two or three questions with answers is a fine start.
- the teacher now reads a paper with the student listening. The paper could be theirs or a students. After reading the writing the student listener shares a highlight(s) followed by a question(s). Include participation from all students in the initial modeling.
- repeat the above procedure with two students in front of the whole class. The teacher will coach from the side.
- have the whole class repeat the procedure in pairs. The students that modeled initially can be paired with different students. The teacher will circulate to assist and assess.
- repeat the above procedure several days in a row (very important!) to build understanding.
- once you've assessed the students understand how to peer edit for content, start having them do it during writing time as part of the writing process.

Next Steps

Once students have mastered peer editing for content and are doing regularly during regular writing time, the next step is back to whole class modeling for mechanics and spelling. Again this starts with the teacher as part of the model. Using overheads &/or poster sized reproductions of student work as part of the pair-share will help everyone see how the teacher and student are thinking. As above, first pair-share with teacher and student, then two students, then the whole class. As above, repeat as a whole class for several consecutive days before incorporating within the regular writing time.

