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## Emerging Writers Learn to Revise and Edit

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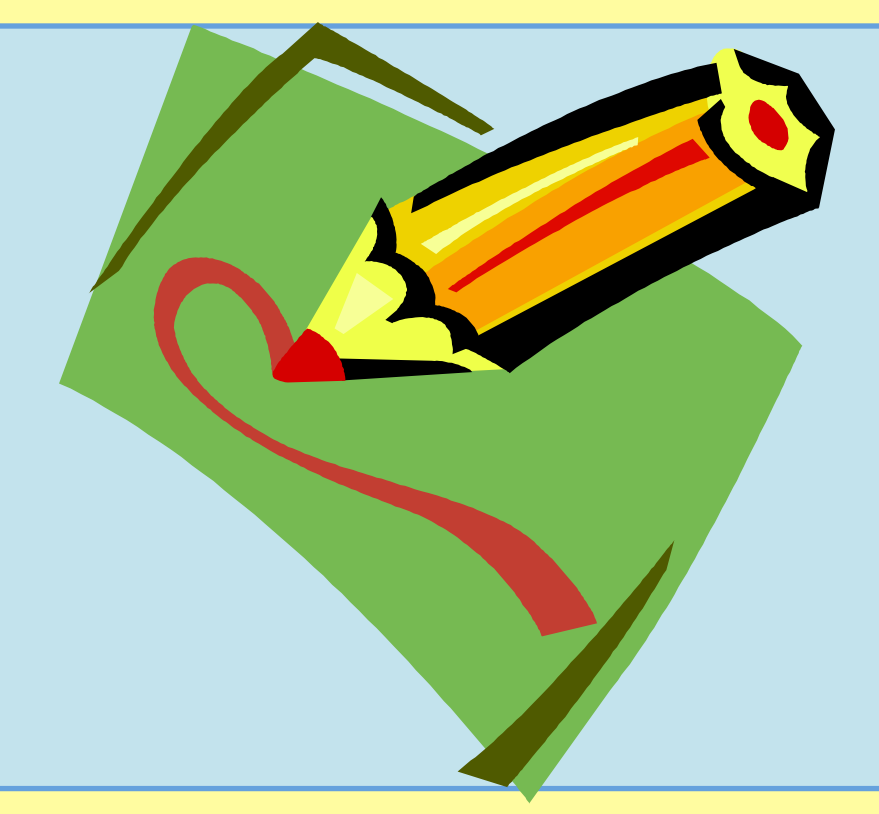
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# Emerging Writers Learn to Revise and Edit



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## Research Question

How can I facilitate the revising and editing stages of Writers' Workshop for my first grade students?

## Literature Review

- Martin (2009) and Matsumura (2002) suggest teacher feedback is a powerful tool for individualizing instruction. Matsumura (2002) suggests that content level feedback is more important than "surface level" corrections.
- Teacher modeling is a crucial component of the revision and editing stages (Anderson, 2008; Portalupi, 1999).
- Peer conferencing can be effective for improving writing, provided that teachers model proper conversational and questioning skills (Routman, 2005).
- Writers' Workshop is beneficial for bilingual students because it promotes a responsive-collaborative approach, where student dialogue and participation are most important for advancing language and writing skills (Serna, 2009; Gutierrez, 1992; and Roberts, 1994).

## Methodology

- 1<sup>st</sup> grade bilingual classroom with 19 students (12 females, 7 males)
- Field notes and student work samples from Writers' Workshop sessions

Lista de revisiones

¿Tiene sentido mi cuento?

😊 Sí

😞 No  ✓ Lo arreglé.

¿Puedo añadir más a mi cuento?

😊 Sí  ✓ Lo añadí.

😞 No

¿Yo usé las palabras de secuencia en los lugares correctos?

😊 Sí

😞 No  ✓ Lo arreglé.

Original revising checklist used during self- and peer-revisions

Modified revising checklist for easier use

Lista de revisar

Léelo otra vez. Añade las partes que te faltan.

Léelo otra vez. ¿Hay algunas detalles que quieres añadir?

¿Tiene sentido mi escritura?

## Acknowledgements

I would like to thank Professor Leavitt for guiding me through the refinement of my research questions and guiding me through my data collection. I would also like to thank Professor Koehler for helping me through the writing process. Finally, I owe a big thank you to my cooperating teacher, students, and their parents for allowing me to carry out my self-study with their full support.

## Findings & Conclusions

- Because revising and editing was a new concept for students, teacher modeling helped students understand the writing cycle process. However, students mimicked the modeled writing pieces, writing very similar stories to what I had modeled in front of the class.
- Checklists guided my students through the revising and editing processes. After explicitly teaching each section of the checklists and modeling appropriate peer talk, my students made improvements to their writing, with varying degrees.
- Conferencing with peers was an unfamiliar task for students. They benefited from teacher and student modeling sessions in which they learned how to question their peers or provide positive feedback.
- Although finding time for my students to share their published pieces was difficult, I found it valuable in developing my students' identities as writers.