

REVISION TOOLS

Peer & Self Feedback Bookmarks

Critique Group Role Cards

YOU'LL GET . . .

- 6 Critique Group bookmarks
- 4 Self Revision/Editing bookmarks
- 8 Narrative Story Critique Group Task Cards
- 8 Informational Writing Critique Group Task Cards

LOW-PREP

Word Wizard

Zap 10 boring words and replace them

OR

Conjure up 10 new words the author should use

Dialogue Doctor

Check each line of dialogue. Is the dialogue punctuated correctly? Does the dialogue sound natural? Did the author include dialogue tags or action tags? Point out places where the dialogue needs to be fixed.

Timeline Traveler

As you listen to or read the author's story, pay close attention to the order of events. Does the timeline make sense? Did the author include transition words or phrases to help the reader understand the order of events?

Setting Sensai

Did the author include good setting and weather details to help the reader visualize where the story takes place? What and where can

Print - Cut - & Go



Sensory Scholar

Search for sensory details in the writing piece. What did the main character SEE, HEAR, SMELL, TASTE, or TOUCH. What sensory details are missing and need to be added?

Figurative Language Guru

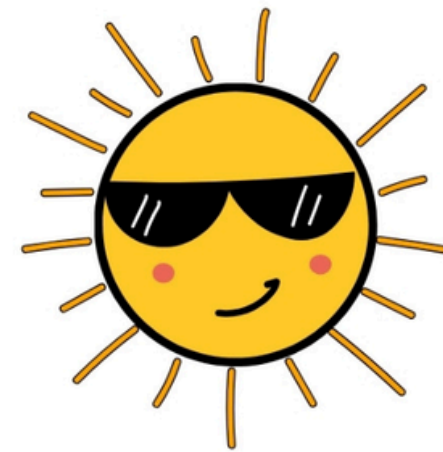
Look for examples of:

- | | |
|---------------------------------------|--|
| ☐ similes | ☐ imagery |
| ☐ metaphors | ☐ hyperbole |
| ☐ alliteration | ☐ personification |
| ☐ idioms | ☐ onomatopoeia |

What figurative language device could be added to improve this writing piece?

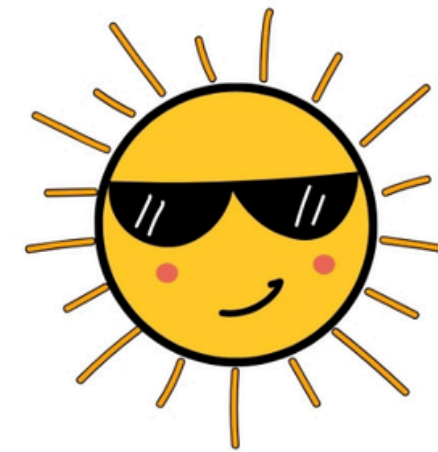
Problem - Solution Pro

Pay close attention to the problem in the story. How does the main character try to solve their problem? What solution finally works? Does this solution make sense? What lesson about life does the main character learn?



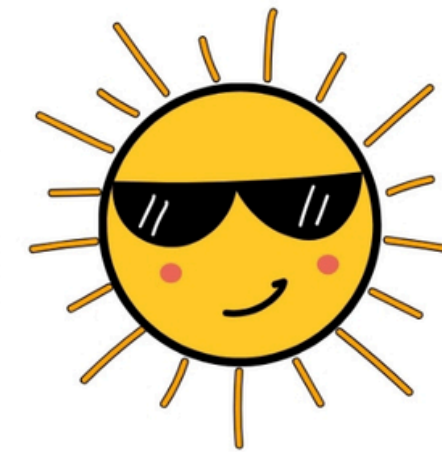
This Writing **GLOWS** Sentence Starters

- The best part of your writing piece was . . .
- I really liked how you . . .
- I appreciate that you tried to . . .
- It was cool the way you . . .
- My favorite part is _____ because . . .



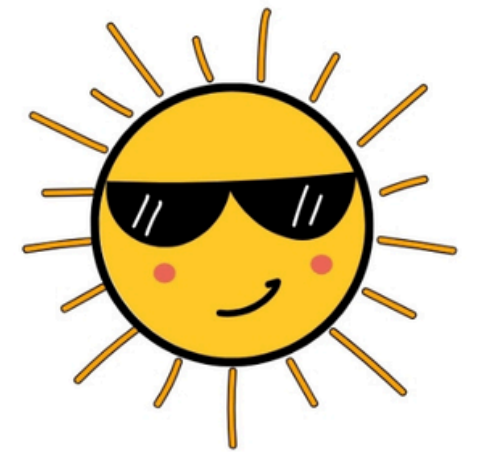
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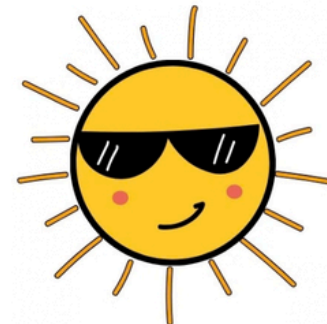
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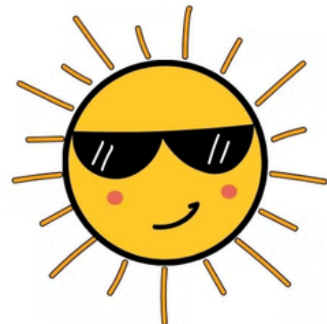
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PERFECT FOR WRITER'S WORKSHOP & STATIONS



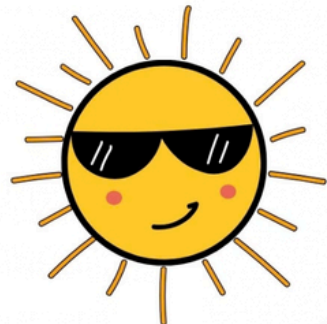
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- My favorite part is _____ because . . .
- Your writing made me feel . . .
- Your opening sentence grabbed my attention because . . .
- I loved the part when . . .
- Your writing really made me visualize . . .
- Your story had a great end because . . .



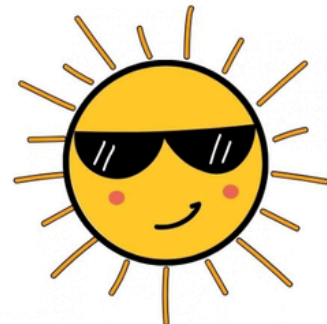
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This Writing **GLOWS** Sentence Starters

- The best part of your writing piece was . . .



This Writing Can **GROW** Sentence Starters

- One suggestion I have is . . .
- You may need more . . .
- You may need less . . .
- I was confused when . . .
- I think you might be missing . . .
- It might be helpful to . . .
- One area you might want to focus on is the . . .
- What would happen if you . . .
- One thing I think you should . . .



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GIVING GREAT FEEDBACK

- Listen to the author very carefully as they read their writing aloud. Don't get distracted. Stay focused on what the author is saying.
- Start with something you liked. Be specific. Did the author do a good job staying on topic? Did they give convincing reasons for their opinion? Did they bring their characters to life?
- Give 1 or 2 suggestions for improvement. Always start with the big stuff, such as:
 - Did the author stay on topic and answer the writing prompt?
 - Did the story or essay make sense?
 - Did the ideas or plot flow together well?
- Don't get upset if the author doesn't take your advice. Remember it's their writing.



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ACCEPTING FEEDBACK

- Listen to your peers very carefully and don't interrupt them when they are giving their feedback.
- Keep an open mind and don't get mad. Your friends are trying to help you improve your writing. Sometimes we don't like hearing negative feedback, but it will help you improve.
- If you don't understand what your writing partners are saying, ask for clarification.
- Say THANK YOU and then write down the suggestions you heard.
- Think about the feedback and suggestions your critique partners gave you. Now that the



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GREAT FOR INDEPENDENT REVISION & EDITING



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☐ Does it make

☐ Did you answer

☐ What parts of

☐ What parts of

☐ Did you elaborate

☐ Did you use

☐ Do all your



REVISE YOUR WRITING

A Add details, words, and sentences

R Remove unneeded sentences.

M Move and reorganize words or sentences.

S Swap out weak words and sentences.



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When you EDIT your writing, you're trying to make it easier to read by correcting the following problems:

CAPITALIZATION:

☐ Did you capitalize the beginning of each sentence?

☐ Did you capitalize i when talking about yourself?

☐ Did you capitalize proper nouns, which are the names of specific people and places?

PUNCTUATION:

☐ Does every sentence have a punctuation mark?

☐ Do you have commas in the correct places?

SPELLING & TYPOS:

☐ Run spellcheck, or circle any words that you might have misspelled. Check their spelling.

☐ Can people read your writing or typing?



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U Check your word usage

P Check for punctuation marks

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TASK CARDS OR ROLE CARDS FOR CRITIQUE GROUPS

Rubric Reporter

Review the writing assignment rubric. Based on the rubric, what score would this writing piece earn? Where and how can the author improve?

Line Editor

Check for misspelled words and punctuation. Does each sentence make sense? Are there run-ons? Are there missing words that need to be added? Are there repeated words that should be deleted?

Content Editor

Does the writing piece make sense? What is confusing about it? What details need to be added, moved, or subtracted?

Capitalization Captain

Does the writing piece have correct capitalization? Highlight the capitalization errors.

Word Wizard

Zap 10 boring words and replace them

OR

Conjure up 10 new words the author should use

Dialogue Doctor

Check each line of dialogue. Is the dialogue punctuated correctly? Does the dialogue sound natural? Did the author include dialogue tags or action tags? Point out places where the dialogue needs to be fixed.

Timeline Traveler

As you listen to or read the author's story, pay close attention to the order of events. Does the timeline make sense? Did the author include transition words or phrases to help the reader understand the order of events?

Setting Sensai

Did the author include good setting and weather details to help the reader visualize where the story takes place? What and where can new details be added?

Evidence Evaluator

Does the author include examples and evidence to back up their claims? Did the author fully explain or elaborate on their ideas? If not, where should the author add more info?

Citation Commander

Did the author cite evidence that supports their claims? If not, where should they cite research? What research should they cite? If so, is the citation punctuated correctly?

Heading Honcho

Does the writing piece include headings? If so, does all the information within the heading belong there? If not, where should it be moved? If the writing doesn't have headings, where and what headings do you recommend the author add?

Organization Organizer

Are the paragraphs organized in a logical way? Do the paragraphs have a clear purpose? Do the paragraphs have a clear organization? Do the paragraphs have a clear purpose? Do the paragraphs have a clear organization?

Sensory Scholar

Search for sensory details in the writing piece. What did the main character SEE, HEAR, SMELL, TASTE, TOUCH, FEEL?

Figurative Language Guru

Look for examples of:

- | | |
|---------------------------------------|--|
| ☐ similes | ☐ imagery |
| ☐ metaphors | ☐ hyperbole |
| ☐ alliteration | ☐ personification |
| ☐ idioms | ☐ onomatopoeia |

Problem - Solution Pro

Pay close attention to the problem in the story. How does the main character try to solve their problem? What is the solution?

Characterization Correspondent

Pay attention to the main character. What kind of character traits does the character have? How do these traits affect the story?

YOU MIGHT ALSO LIKE:

WRITING FEEDBACK CRITIQUE GROUP FORMS

FOR SELF REFLECTION & PEER CRITIQUE

The image displays three overlapping forms designed for writing feedback and critique. The top form, titled 'BASIC CRITIQUE FORM', includes sections for 'What is the main idea of the essay?' and 'What did the author do well?'. The middle form, titled 'CRITIQUE REFLECTION', includes a section for 'AUTHOR'S NAME: STORY TITLE:' and a list of instructions for the critique process. The bottom form, titled 'Receiving Feedback' and 'Giving Feedback', includes instructions for both roles and a 'REMEMBER' section.

BASIC CRITIQUE FORM

What is the main idea of the essay?

What did the author do well?

- ☐ Stayed on topic
- ☐ Included multiple supporting details
- ☐ Used transitions to move from idea to idea
- ☐ Explained each detail with an example
- ☐ Used great, lively words

CRITIQUE REFLECTION

AUTHOR'S NAME: _____

STORY TITLE: _____

- With a pencil in your hand, READ your story out loud to your partner(s). Mark places where you stumbled over your words, Mark places that sounded unnatural or where you were confused.
- LISTEN thoughtfully to your critique partner(s). LIST each suggestion.
- THINK about the suggestions your partner(s) made and decide if you will or not, use each suggestion.

Suggestion from Critique Partner	My thoughts

Receiving Feedback

- Listen to your peers very carefully and don't interrupt them when they are giving their feedback.
- Keep an open mind and don't get mad. Your friends are trying to help you improve your writing. Sometimes we don't like hearing negative feedback, but it will help you improve.
- If you don't understand what your writing partners are saying, ask for clarification.
- Say THANK YOU and then write down the suggestions you heard.
- Think about the feedback and suggestions your critique partners gave you. Now that the errors have been pointed out, do you see them, too? If not, ask for a second opinion from another critique partner.

Giving Feedback

- Listen to the author very carefully. Don't get distracted. Stay focused on what the author is saying.
- Start with something you liked. Be specific. Did the author do a good job staying on topic? Did they give convincing reasons for their opinion? Did they bring their characters to life?
- Give 1 or 2 suggestions for improvement. Always start with the good stuff, such as:
 - Did the author stay on task and answer the writing prompt?
 - Did the story or essay make sense?
 - Did the ideas or plot flow together well?
- Don't get upset if the author does not take your advice. Remember, it's their writing.

REMEMBER:

The goal of writing is to communicate our thoughts, feelings, and knowledge to other people. The goal of revising is to make the message clear, so the reader understands.

12 Forms