**Writing Strategy – May**

**“I think… I wonder… I like…” – Peer Editing & Revision**

**Purpose**

* Provides students with the opportunity to personally and authentically interact with and apply writing principles.
* Acts as a motivational tool: students tend to write more clearly and carefully when they know they have a peer audience.
* Students can actively learn from one another’s writing pieces as they are exposed to a wider scope of content knowledge and/or writing formats.

**Directions**

* Prior to students drafting their writing piece, let students know that they will be exchanging papers and performing peer editing and revision.
* When writing pieces are completed, ask students to exchange papers with a classmate. Provide three to six Post-It Notes to each student.
* As students read and edit a classmates paper, instruct students to create detailed and/or specific statements to finish the following sentence starters:
  + “I think…” (should be constructive criticism)
  + “I like…” (something positive)
  + “I wonder…” (something for the peer to ponder upon)

For Example:

“I think…”

You have some sentences that are too long and wordy – like this one!

You could use more details to describe what you are saying here.

“I like…”

How you defined this vocabulary term.

How your writing flows – it’s easy to understand.

“I wonder…”

If you should include more analysis in your conclusion?

If you know more facts about this event that you could include?

* Peer editors should write their statements on Post-Its Note’s and place in the appropriate spot on their peer’s paper.
* After returning papers to their original authors, provide students with the time to discuss editor’s notes (either in partners or groups) and to reflect upon and revise their writing.