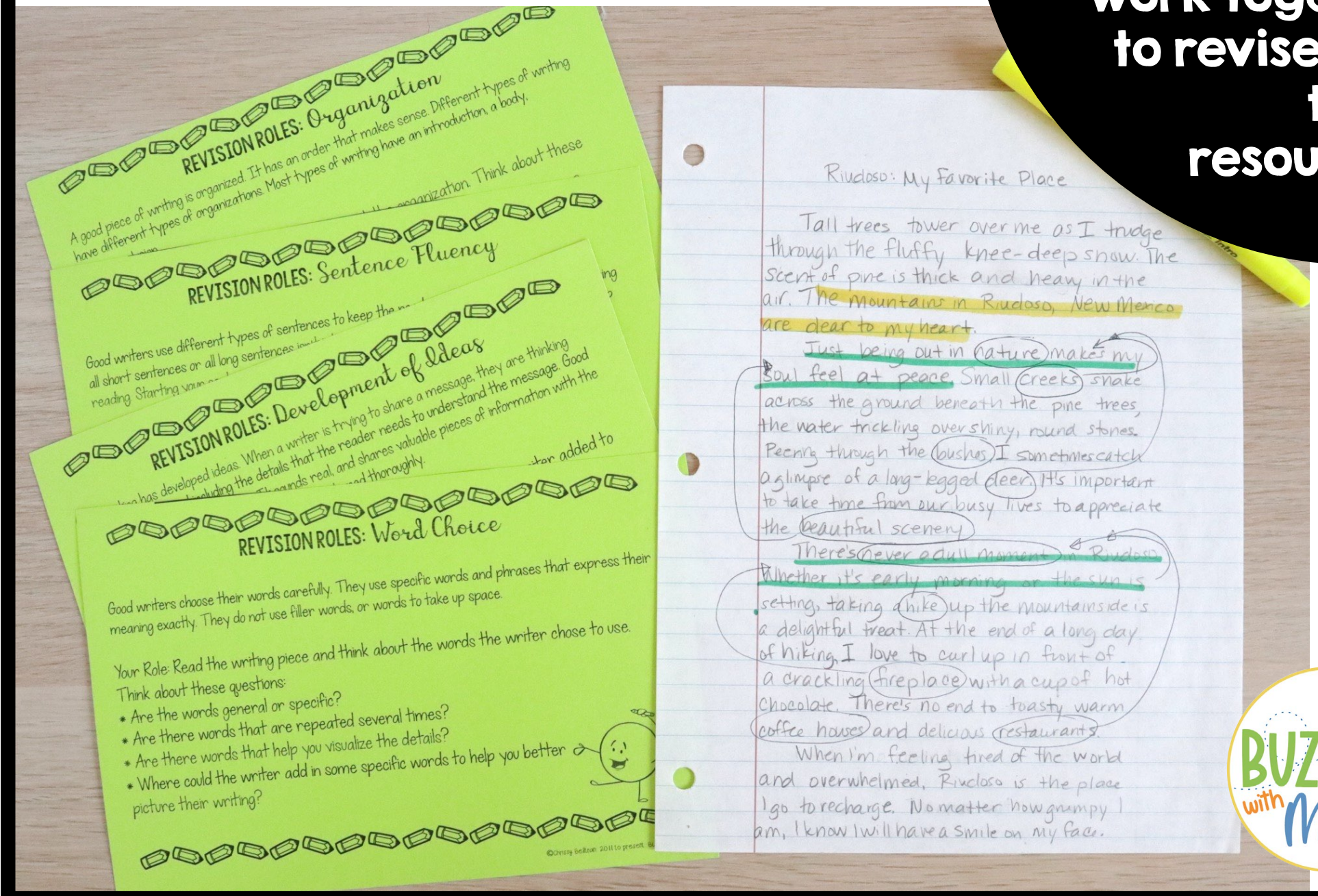
REVISION BUDDIES & GROUPS
PRINTABLE AND TEACHER GUIDE

Teach your students to work together to revise with these resources!



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TEACHER TIPS & PLANNING PAGES

TIPS FOR USING
Response Buddies & Groups

Response Buddies and Response Groups are an excellent way to get students to do the following things:

* Actually read with revision i
* Gain practice in identifying
* Speak as writers

In order to make them work

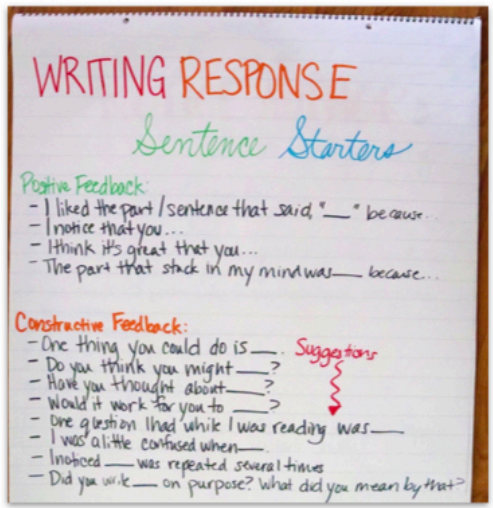
Tip #1 Teacher Chooses the B
Choose partners & groups car
grouped with students who c
may mean you pair struggling
writers with similar abilities t
response group with more st
kids (just like adults) who stru
in another area. Pair kids with
areas.

Tip #2 Change It Up
After a while, having the sam
same as it always does. Make
writing pieces.

TIPS FOR USING
Response Buddies & Groups

Tip #3 Model How to Talk About Writing
Using a piece of your own writing, model how to use the feedback guides to provide feedback about your own writing. Scaffold a student through the process by projecting your writing and discussing it with the student, using a feedback guide. This will encourage and support students in discussing writing as writers do, rather than saying, "I liked it," or "I didn't like it."

Tip #4 Provide Sentence Starters
Helping students discuss writing with academic language is so important! Grow students' academic discourse with sentence starters. When you model talking about your writing, their writing, or a published author's writing, use the starters.



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Response Buddy List

Teacher: _____

Student 1	Student 2

Response Group List

Teacher: _____

Student 1	Student 2	Student 3

Response Group List

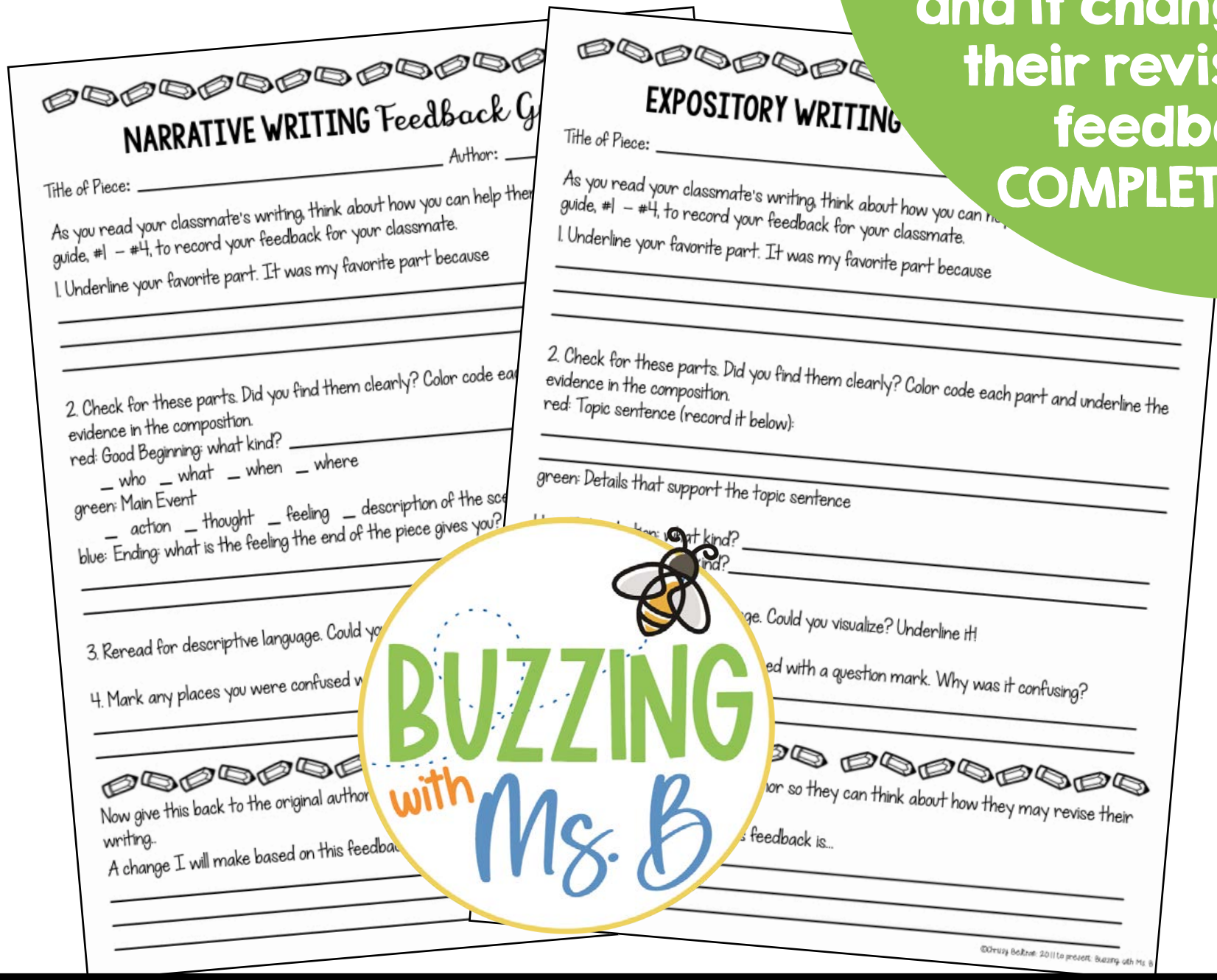
Teacher: _____

Student 1	Student 2	Student 3	Student 4

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FEEDBACK GUIDES

I used these forms with my students and it changed their revision feedback COMPLETELY!



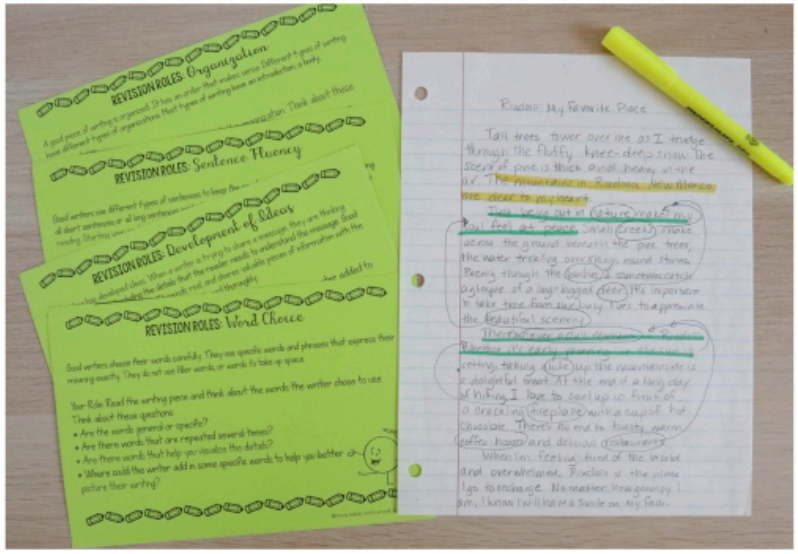
REVISION GROUP PRINTABLES

Revising role cards & feedback notes to the writer

REVISION Roles

Good writing includes a few criteria. On the next few pages, you will find cards for the criteria of good writing. To use these, give one composition or piece of writing (either in revision or publication stage of writing) to each group.

Each student in the group will receive a different revision role: Development, Word Choice, Organization, or Sentence Fluency. Their job is to read the piece of writing and look for only that specific criteria. They can record their thinking on a sticky note on the paper, or on the four-part revision sheet that follows.



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