Use this strategy to help students set goals and collaborate with peers during revision/editing process.

**Set goals.**
- I’ve thought about who the audience is and the impression I want to give them; I want them to think... (e.g., my story is scary).
- My quality goal is... (e.g., a score of 5 on a scale of 1–6 in word choice).
- My quantity goal is... (e.g., at least 10 different descriptor words).

**Examine paper to see if it makes sense.**
- I’ve read my paper out loud.
- Each sentence and the whole paper makes sense.
- No words have been omitted.
- I’ve combined sentences that are too short and broken up ones that are too long.

**Ask if you said what you meant.**
- My ideas are clear and related to the topic.
- The order of my ideas is logical.

**Reveal picky errors.**
- I’ve corrected all errors in spelling, capitalization, and punctuation that I found.
- Someone else has double checked my work.

**Copy over neatly.**

**Have a last look for errors.**
- I made sure my final copy doesn't have any new or remaining errors.
- Someone else has checked my work one last time.
- I did/did not meet my goals.
C-D-O

Use this strategy to help students make revisions independently.

Compare

- **First Cycle**: Ask myself, “Does my sentence match what I really wanted to say?”
- **Second Cycle**: Ask myself, “Does my paragraph match the main idea I wanted to express?”

Diagnose

- **First Cycle**: Pick a diagnostic card (e.g., words are too vague, forgot some words, sentence lacks detail, sentence is too long or short, words are in the wrong order).
- **Second Cycle**: Pick a diagnostic card (e.g., forgot a topic or main idea sentence, lacks a transition, paragraph is too long or short, sentences are in the wrong order, need more details about the main idea).

Operate

- **First Cycle**: Make the change and evaluate the impact by asking, “Was the change effective?”
- **Second Cycle**: Make the change and evaluate the impact by asking, “Was the change effective?”
COPS

Use this strategy as a student checklist in the initial round of revision/editing. This strategy is appropriate for primary grade students.

**Capitalization**

- Have I capitalized the first word in each sentence?
- Have I capitalized all proper nouns (the names of specific people, places, things, and any titles)?

**Organization**

- Have I corrected any handwriting, spacing, or margin errors?
- Have I included a heading and title, if necessary?

**Punctuation**

- Have I used end punctuation correctly?
- Have I used commas and quotation marks correctly?

**Spelling**

- Have I checked to make sure all the words look like they are spelled right by reading aloud backwards?
- Have I used a spelling resource (a dictionary, a thesaurus, a person who is a good speller) for the words I’m not sure about?
COLA

Use this revising/editing strategy as a student checklist in expository and persuasive writing with older students.

**Content**

- Does my introduction establish the purpose and topic?
- Do I have a definite beginning, middle, and end?
- Do all of the ideas relate to the topic?
- Does the title capture the topic and main ideas?
- Will any part of my paper be confusing or unclear to a reader?
- Does my ending leave the reader with something interesting to think about?

**Organization**

- Do the ideas follow each other in a logical order?
- Do all paragraphs have a main idea sentence and at least 2 supporting details?
- Are transitions between paragraphs and ideas clear?
- Is there enough information to support my main ideas?

**Language**

- Does each sentence sound right when I read it out loud?
- Does each sentence say what I mean?
- Do I use unusual words that make my writing interesting?

**Appearance**

- Does each sentence start with a capital letter and end with correct punctuation?
- Did I capitalize names, specific places, and titles?
- Do all words appear to be spelled correctly when I check by reading out loud backwards?
- Have I carefully examined my demon words and used a spelling guide?
- Is the overall appearance of the paper neat and clean?
PQP

Praise (Peer Editor)

☐ Mark each section of the author’s paper that is imaginative with a star.
☐ Put a box around the most unusual or interesting words in the paper.
☐ Underline at least one part you think others should be able to read because you like it so much.
☐ Put a question mark next to any part you thought was confusing.
☐ Share your stars, boxes, and underlined parts with the author.

Question (Peer Editor)

☐ Ask the author what her or his goals were for the paper.
☐ Share your questions about the confusing parts.
☐ Give suggestions for ideas to add or changes to make.
☐ Give back the copy of the paper to the author.

Polish (Author)

☐ Decide if you met your writing goals.
☐ Identify the suggestions your peer editor gave that you will use.
☐ Address the question marks on your paper.
☐ Make changes to your paper that improve it.