

# Classroom Example: Edit “Think Sheet” Used in the Revising Stage of Writing

## EDIT

(Explanation)

Name \_\_\_\_\_ Date \_\_\_\_\_

### Read. Reread my paper.

What do I like best? (Put a \* by the parts I like best.)

What parts are not clear? (Put a ? by unclear parts.)

### Question Yourself. Did I:

Tell what was being <i>explained</i> ?	YES	sort of	NO
Tell what things you need?	YES	sort of	NO
Make the <i>steps</i> clear?	YES	sort of	NO
Use <i>keywords</i> (first, second)?	YES	sort of	NO
Make it <i>interesting</i> ?	YES	sort of	NO

### Plan. (Look back)

What parts do I want to change?

1. \_\_\_\_\_

2. \_\_\_\_\_

Write two or more questions for my editor.

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

### Talk. (Talk to the editor)

**Read your paper with your editor.** Then the editor should read the paper and complete the Edit(or) page. Next, meet and talk about your answers.

Source: From "Constructing Well-Formed Prose: Process, Structure, and Metacognitive Knowledge, by C.S. Englert and T.C. Raphael, *Exceptional Children*, 54, 1988, pp. 513–520. Copyright © 1988 by The Council for Exceptional Children. Reprinted with permission.