



Learning Project 3 Revising for Clear Expression

(Note: Italicized portions should be directed to the students.)

Inquiry Activity 3-3: Revising an Essay

Refer to Appendix C for several strategies to help accomplish successful peer review of essays. Remind your learners that this is a constructive exercise where both the reviewer and the writer can begin to understand the writing process better.

1. Identifying the Problem

In this Activity, you will read the work of a classmate or your partner. You will be looking for areas where the ideas are not clearly expressed. For example, sentences may be out of order, details that expand ideas may be scattered rather than clearly organized, or ideas may not be clearly explained. Then, you will look at your own work and revise it for clear expression of ideas.

2. Becoming Familiar with the Problem

How has the exploration you did in the previous IAs, 3-1 and 3-2 helped you understand the process of revising?

Look for parts in the essay where you have to reread the sentence, or part of the sentence, several times in order to understand the point.

3. Planning, Assigning, and Performing Tasks

Doing the Work:

Trade with your partner one of the essays each of you has written on any topic. Read through the essay carefully, noting those areas where ideas are scattered, sentences seem out of place, or ideas seem unclear. Rewrite those sections in the paper you are reading, making those sections more clear.

After each of you has finished, go over the revised essays and discuss with each other what you have done and why you did it.

Discuss strategies that you have developed for revising work to express ideas clearly.

Developing the skills to revise one's own work is the key to good writing. In addition, the correlation between revising skills and success on the multiple-choice writing test is very high. The better your students revise, the better they will do in writing wherever they need it in their own lives, and the better they will do on the test.

4. Sharing with Others

Discuss with others in the class ways you and your partner have revised writing in order to make it clearer. Put the ideas into your Revising Journal.

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understood what you have done.

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

What ideas about writing and revising did you get from your work on your partner's essay?



How can revising the essays of others help you in working on your own essay?

Extending: *Extend what you learned to new situations.*

In extending, you are being asked to transfer the information learned in this Inquiry Activity to other information or situations.

Have your revisions improved the essay?

In what ways do you think it is now a better essay? Explain.

Using the strategies for revising that you have developed by looking at the work of others, read one of your own essays and revise it for clear expression of ideas.

Evaluating: *Assess what you learned and how you learned it.*

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods to help you pass the GED test.

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

How can careful revising improve the essay you have written?

What new essay writing strategies did you learn from this Inquiry Activity?

What parts of this Inquiry Activity will you use when writing the essay on the GED test? Why?