

Discussing Revision with Students

Revision itself is a nebulous concept for most students. In high schools, many teachers use revision to mean “copy-editing,” and tend to reduce revision to worksheets to help readers identify “thesis statements” and “topic sentences.” We might think of *revision* as the one thing that students really haven’t seen/done before, the one really “new” thing we can teach them. Here are some suggestions.

If teachers want genuine revision on student-written projects, they must think carefully about what revision means to them as teachers and as writers, why they themselves revise and when, but mostly, what role they think the student essays play in class:

- Are they just to answer questions the teacher has posed?
- Are they to demonstrate student mastery of a topic the teacher has chosen?
- Are they a chance for students to explore a new idea or concept?
- Are they opportunities for students to address a specific audience about a particular issue/topic/subject?

RADaR: Types of Revision

RADaR provides ways to consider specific revisions strategies as it stands for

Replace	Add	Delete	Reorder
<ul style="list-style-type: none">• Words that are not specific• Words that are overused• Sentences that are unclear.	<ul style="list-style-type: none">• New details• Transitions between ideas• Rhetorical and literary devices	<ul style="list-style-type: none">• Unrelated or unnecessary ideas• Repeated ideas, words, or phrases	<ul style="list-style-type: none">• To introduce ideas in sequence• To improve the logical flow of ideas• To connect details to related main ideas