



The Oracy Planning Toolkit

Interaction and Collaboration Tools and Strategies for
Language and Content Learning in Innovative Contexts



PRODUCTIVE *or* PRESENTATIONAL MODE



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for Educational Excellence

COLLABORATIVE REVISION AND EDITING

Purpose

During this phase of the writing process, students revise and edit their writing drafts. Writing checklists and outlines are tools that support metacognitive processes and encourage students to think about and improve their writing. This helps students internalize the expectations for a particular writing genre instead of solely relying on the teacher for help. During these stages of the process, it is important to include opportunities for students to receive and give peer feedback.

Additionally, explore ideas for offering students choice for sharing and publishing their writing under the Additional Considerations for Virtual and Hybrid Contexts section below.

Connections to Standards

College and Career Readiness Anchor Standards for ELA

ELA.CCRA.W. 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

ELA.CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

ELA.CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

ELA.CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ELA.CCRA.LS. 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

ELD Standards

ELD.I.A.1. Exchanging information and ideas via oral communication and conversations

ELD.I.B.5. Listening actively and asking or answering questions about what was heard

ELD 1.C.10. Writing literary and informational texts

WL Standards

WL.CM2. Interpersonal Communication

WL.CM.3. Presentational Communication

Description and Implementation

During this phase of the writing process, it is important to give students the opportunity to receive and give feedback on their writing drafts. This allows students to reflect on the success criteria as it relates to their own and their peers' writing. It also helps students internalize the expectations for a particular writing genre instead of solely relying on the teacher for help.

A writing checklist may include the steps necessary to complete a writing assignment and key elements of the genre in question, as well as guidelines for editing and revision. Here is an example of a checklist that was created for elementary students who were working on writing narratives.

[Narrative Writing Checklist](#)

Writing outlines are genre-specific organizers that support students when they are structuring their writing within a certain genre. Here are some examples:

[Recount Text Writer's Outline](#)

[Writer's Outline for Informative/Explanatory Text](#)

The use of writing checklists or outlines supports student participation in a **structured peer feedback process**:

1. Students review their draft independently using the writing checklist or outline, prior to the collaborative feedback session.
2. The teacher partners up students strategically, considering language proficiency levels, personality, and other student assets.
3. The students use their checklists/outlines as they systematically review each student's draft.

[First Reading - First Impressions](#)

4. Student A reads his/her draft aloud and Student B asks clarifying questions and provides a first reaction to the draft.
5. Students switch roles to read Student B's draft.

Second Reading - Digging Deeper

6. Students go back to Student A's draft. This time they will review the draft following the checklist or outline. Student A reads each element of the checklist or outline and elicits Student B's feedback. Student B provides suggestions, while Student A takes notes on the margins or using sticky notes.
7. Students switch roles to review Student B's draft.
8. If time is a concern, the teacher can select specific components on the checklist or outline for students to focus on.
9. Alternatively, the teacher may decide to have students switch back and forth from one draft to the other for each element in the checklist or outline.

For example, using the sample writing checklist above, Student A might say, "My story has a title. The title of my story is _____. I chose this title because _____." Student B can offer feedback on the title. Student B would then proceed to the next item on the checklist and say, "My story has a beginning that tells what the story is about, when the story takes place, and who the main character is. My story is about _____, it takes place _____, and the main character is _____." Student A would then offer feedback. Students continue to alternate back and forth in this manner until they discuss all of the statements on the checklist.

For a different approach to a structured process, learn about the [praise, question, suggest, critique protocol](#) (EL Education).

Teacher Preparation and Modeling

- The teacher prepares the writing checklist or outline and reviews each item with the whole class, sharing models of each of the elements in the checklist or outline so students understand the expectations.
- The teacher might consider adding pictures to the checklist to support younger, novice, or newcomer students.
- The teacher will also need to model the interactions for the class with the help of student volunteers.
- While analyzing mentor texts and learning about the genre, the teacher also makes connections to the checklist and the writing outlines, helping students to identify any missing elements or parts of the writing that don't make sense. This will help students provide feedback to peers.

Enhancing This Strategy Through Student Interaction/Collaboration

There are other ways to engage students in giving and receiving feedback from peers. Some are not quite as structured as the model described above, but they may invite more student choice. For example:

Have students review their own draft independently and select one or two sections in their writing that they are not sure about and they would like to get peer input about. The students write one or two specific questions about those

sections to pose to others. This approach can be very productive when students already have a good understanding of the genre and they only need specific advice to improve their writing. You can use the following protocols:

Think-Pair-Share — Use this protocol if you would like pairs to work together.

Round Robin — One student reads their draft or section, asks their question, and gets responses from each person in the group. Go around for everyone to share their question and receive suggestions.

Lines of Communication — Use this protocol to allow each student to give and get feedback from several partners moving quickly from one to the other.

Last Word or Final Word — In this protocol, similarly to round robin, one student reads their draft or section, asks their question, and gets responses from each person in the group. Then the student shares with the group what they are planning to do to improve their writing using the suggestions given. Go around for everyone to share their question and receive suggestions.

Additional Considerations for Newcomers

- If you have newcomers and students at the emerging/early expanding levels, consider engaging them in this task in a small-group setting under teacher guidance. Ask questions to support understanding and encourage thinking.
- If you would like students to provide feedback to each other, consider using partners rather than other types of grouping, as it will be more manageable for newcomers to consider only one other student's suggestions.
- Chunk the task and model each element of the checklist/outline extensively for students prior to asking them to engage in the task individually or in pairs.
- You may want to start with a simplified version of the checklist/outline and add more elements as students' familiarity and confidence with a particular genre increase.

Additional Considerations for Dual Language and World Languages

This strategy can be challenging as well as enriching for dual language and world languages students. It is a very powerful tool for students at the lower levels of proficiency to receive feedback and suggestions from peers at higher levels. However, students at higher levels also benefit from reviewing and commenting on others' writing because this task increases metalinguistic skills.

- Partner students strategically taking into consideration their proficiency levels.
- Provide sentence stems and key vocabulary to scaffold student responses.
- Provide target language linguistic models.
- Find spaces for students to share, publish, and present their work in front of the class and other appropriate

audiences. Try to find opportunities to include target language audiences and for them to participate and provide feedback.

Additional Considerations for Virtual and Hybrid Instruction

- The student-to-student interaction can be done by placing students in breakout rooms during synchronous instruction. Provide guidelines for how this task should occur in a breakout room.
- Monitor the breakout rooms by visiting a few while the discussion is taking place. Let students know to ignore your presence; you are just there to listen to the conversations. If you identify any common misconceptions or any concepts that need to be reinforced, take the opportunity to do that with the whole group class after the breakout discussion.
- Ask students in breakout rooms to record their discussion. The teacher can listen to the recording later, provide feedback, and create accountability for the pair/group discussion.
- Ask students to use the Comments feature in Google Docs to provide feedback and suggestions to each peer in their group.

Sharing Students' Writing

Create a space for students to share, publish, or otherwise formally present their work in front of the class and other appropriate audiences. In the case of dual language and world languages classrooms, find opportunities to include target language audiences. Build in opportunities for students to receive audience feedback. Provide choice for sharing, publishing, and submission of student's writing.

Tech Tools

❖ Notebook

- Digital (examples using Google Slides or Google Site)

❖ Video or Audio Responses

- [Vocaroo](#)
- [Flipgrid](#)
- [Screencastify](#)
- [Loom](#)

❖ [Google](#)

- Google slides
- Google document
- Google drawing

Low-Tech / No-Tech Tools

- ❖ **Notebook**
 - Composition Book
- ❖ **Video or Audio Responses**
 - [Vocaroo](#)
 - [Flipgrid](#)
- ❖ **Phone Call**
 - [Whatsapp](#)
 - [Google Duo](#)
 - [Google Voice](#)
- ❖ **Email Messages**
- ❖ **Text Messages**
- ❖ **Drawings, Photos, Projects**

Sources: Derewianka, B. & Jones, P. *Teaching Language in Context*. South Melbourne, Australia: Oxford University Press (2012); Derewianka, B. *Exploring How Texts Work*. Primary English Teaching Association. Newtown NSW, Australia (1990)