

## Teacher Lesson Plan

### Peer Editing Sheet

#### Clocking for an interpretive essay of a literary text



Writer's Name:

Editor's name #1:

Read the entire piece, and then go back and note whether there is a capital letter for each word that begins a sentence. Write down the line numbers of where this does not occur.

Editor's name #2:

Read the entire piece, and then go back and note whether there is a punctuation mark at the end of every sentence. There should be either a period or question mark. Write down the line number of where this does not occur.

Editor's name #3:

Read the entire piece to get an idea of what it is about every sentence and highlight the subject in blue and highlight each verb in green. Do they agree? Is there a singular subject written with a singular verb? --- Or a plural subject with a plural verb? If not, record the line number on this sheet you think the writer should consider for correction.

## ***Clocking activity for peer editing-focus on subject/verb agreement***

### **Overall Description:**

Clocking can be done at any point during the writing process; however, this particular handout was adapted to fit the time constraints of this video for an interpretive essay of a literary text, TEKS 15C, for peer editing focusing on subject/verb agreement.

**Objective:** Students will analyze the writings of fellow classmates looking for specific writing errors.

### **TEKS: 13D**

### **CRS: IA 5**

Create a circle with desks. Students begin by passing his/her paper to one person in a clock-wise motion. The list of items to be analyzed is prepared by the teacher; e.g. spelling, periods, commas, semi-colons and capitalization. "Students receive feedback on specific areas from multiple "eyes" as their paper rotates around the clock" (Tobias, 131).

### **Supplies needed:**

- Enough space in the classroom to form a circle to emulate a clock with designated positions for 12:00 and 6:00
- Blue and green highlighters (or whatever colors you have on hand-each student needs two different colors) for each student editor
- Students should come to class with their writing folders that hold all drafts of current essay and past essays.
- Copies of editing sheet for all students

### **Step by step:**

1. Identify topics for editing based upon the errors students are making in their writing and from state or district writing requirements. These topics will vary for every genre of writing being taught, but some will remain the same. Topics can also be grammar, spelling and punctuation.
2. Set up the classroom ahead of time to maximize time during class for editing not for moving the chairs. Also, have the highlighters easily available for students to get as they enter the classroom.
3. Introduce to students the overall idea of the process. Each time the writings are passed in a clock-wise motion to one person. The student editor does a different job on each piece of writing he/she reads. For example: when the class is acting as editor #1 for this writing, he/she will focus only on the number of drafts the writer has in his/her folder. When the students pass the pieces the next time in the direction of a clock, he/she will be editing for the next item on the handout-in this case, the writer's use of capital letters at the beginning of sentences or whatever convention needs to be

addressed. A great website for new ways to approach conventions and all other parts of the writing process is: [www.writingfix.com](http://www.writingfix.com).

Here is the link about conventions:

[http://writingfix.com/6\\_traits/conventions.htm#punctuation](http://writingfix.com/6_traits/conventions.htm#punctuation)

Another very useful website for writing is The Purdue Online Writing Lab.

<http://owl.english.purdue.edu>

4. Instruct students to number each line of their piece so that the editor's will be able to easily locate the area that needs attention.

5. Since subject/verb agreement can be confusing for novice writers to remember, a brief review should precede the actual rotation. For this video, notes were provided from the website English Works from Gallaudet University.

<http://depts.gallaudet.edu/englishworks/grammar/subjectverb.html>

6. Possible script to use for subject/verb agreement rotation: "You are now editor #3, please write your name or initials next to that spot on the clocking sheet. Your job is to read the whole piece rather quickly, to get an idea of the piece. Then very carefully read each sentence highlighting the subject in blue-who or what the sentence is about- and then highlight the verb-what is the "who" or what" doing- in green. Do they agree? Is there a singular subject with a singular verb or a plural subject with a plural verb? When there are sentences you are unsure of what the subject and verb are and/or if they agree, write that line number on the editing sheet. Then it is the job of the writer to study the sentence and either fix the error or rewrite the sentence so the subject and verb agree. You do not have to fix any errors, just bring them to the attention of the writer, and he/she will choose to fix them or not."

7. After all editing has been done and each writer's paper has been edited around the clock, the last editor returns the piece to the writer. Now the writer must go through the corrections that were found and fix them. When doing this activity in class, it would be a good idea to allow enough class time for writers to begin making corrections while this is all fresh. As Penny Kittle says in her book, *Write Beside Them*, "Writers need time to work. We need to understand what work time looks like: time to think, ... reread, scratch out, delete, cut and paste. ... this time cannot be tossed into "homework" (Kittle, 82).

## Works Cited

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