

Abstract

This action research project delineates a teacher's efforts to increase fourth grade students' understanding and utilization of the writing revision process through explicit instruction. Students in the teacher's fourth grade class were taught 43 lessons over 14 weeks.

Lessons covered four broad areas of revision:

- the definition of revision,
- how writers revise,
- using a revision checklist,
- peer revision with meaningful feedback.

The research design of this study includes a pre- and post-survey, anecdotal records, and multiple drafts of a writing sample. Analysis of data revealed significant change in student revision practices as well as attitudes about revision. The results indicate that explicit revision instruction provides students with many of the strategies they need to more effectively revise writing, thereby improving the quality of their writing.

