

Local and Global revision on a written text

Metacognitive skill targeted: Reflection, critical thinking, self-assessment, self-evaluation, self-revision, focusing, developing autonomy, self-reinforcement

Age group

10+

Duration

30-40 minutes

Materials needed

- Pencil and eraser/rubber
- A printed photocopy of the attached template (ideally, laminated or glued onto stiff cardboard)
- Optional: a sheet of paper for possible note taking or/and to rewrite the text and create a final version of the initial draft after the revision process (i.e. the local and global revisions)

Activity Description

The purpose of this reflective exercise is to enhance the quality of your written text and, thus, to improve your text outcome. By engaging in this metacognitive task often, you can enhance in the long run your self-reflection and self-revision skills.

Instructions

For this task you will need to reflect on the content of your written text and attempt to revise it using two focus levels:

FIRST LEVEL – LOCAL LEVEL

Using the guidelines on the first page of the attached template, read your written text and try to make changes at the **word/phrase level (local level)**. Focus on corrections about **spelling, punctuation, capital letters** and **legible writing**.

SECOND LEVEL – GLOBAL LEVEL

Using now the guidelines presented on the second and third page of the template, read again your text and try to make more **meaningful changes**. This means that you need to try to work at a more **comprehensive level (global level)**. This time focus on changes about the **content** and the **organization** (e.g. check the meaning of your sentences and if it is proper and accurate, reflect on your word choices, create proper paragraphs, explain better an idea or an argument, add arguments or descriptive sentences, add adjectives in a description etc.).

Useful Tips

- Ask for your teacher's guidance when you feel you need it; the text revision process is a very important, useful but also demanding one.
- Ask your teacher to have a modelisation of the process on the class board; it will be very helpful if you first exercise this process in class through teamwork or a peer-revision task.

- Don't worry if you make little changes on your text at the first time; time-after-time you shall get used into using this template and you will realize that you are each time raising the revisions you make. The fact that you engage yourself in this reflective process is very important and beneficial for you, even if you don't make big or many changes at the beginning.



GUIDED TEXT REVISION

Making local &
global revisions on
my written text

LOCAL REVISIONS

General description

Using the guidelines on the next page, **reread your text** and make your **first-level changes** at the word/phrase level, by generally correcting grammar, spelling, punctuation, and legibility issues.

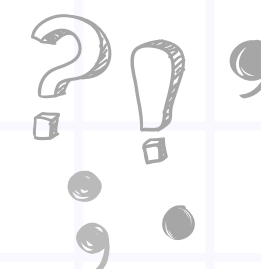
SPELLING

Check **spelling rules** where appropriate (e.g. -s, -es, -ed), complete any **missing letters** and use **dictionary for unfamiliar words**.



PUNCTUATION

End each sentence with an **appropriate punctuation mark**.



CAPITAL LETTERS

At the **beginning** of each sentence and **for proper nouns**.



LEGIBLE WRITING

Ensure that;

- **letters** and **words** are **legible**,
- there is appropriate gap between each word (**finger spaces**),
- there are **no smudges** in your writing.



GLOBAL REVISIONS

General description

After completing your local changes, **reflect for a second time on your text**; by using the guidelines of the next pages make now your **second-level changes** at a more comprehensive level, including **this time** content and organization.

CORRECT MEANING

- Make sure that all **sentences make sense**;
- Check for **missing**, **repeated** or **unnecessary words**.



WORD CHOICES

• Cohesion

*Ensure that you have used **different sentence starters** and **connectors**;



*Add proper conjunctions

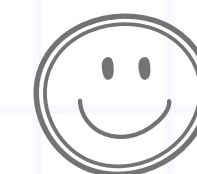
i.e. coordinating conj.: *and, but, yet, so, etc.*

subordinating conj.: *because, although, since, etc.*

correlative conj.: *either...or, not only...but also, etc.*

• Vocabulary

*Think if your **vocabulary** is **interesting** and **effective** for your ideas' expression;

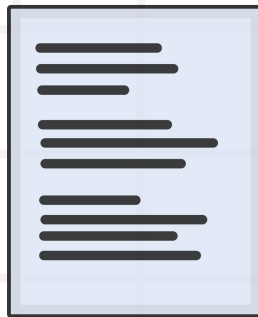


*Check for unnecessarily **"wordy" phrases**.

GLOBAL REVISIONS

STRUCTURE

- **Paragraphs;**
 - *are **clearly divided**,
 - *develop a **specific** and **clear idea**,
 - *have smoothly and **logically connected sentences through** transitional phrases.
- **Coherence**
 - Ensure there are;
 - ***clear transitions** between paragraphs,
 - *easy to follow and **logical paragraphs' order**.



CONTENT

Check for;

- **vague** points,
- **irrelevant information**,
- appropriate **tone** and **language** according to the topic and the genre (*formal, colloquial etc.*),
- clear **introduction** and **ending/conclusion**,
- **effectively explained ideas** according to the genre
(*e.g. narrations with logical plot, detailed descriptions, supported thesis with clear arguments and examples*).

