**STATION 1**

**Read aloud - as a whole class:**

In fact, *aoccdrnig to rscheearch at an Elingsh uinervtisy, it deosn't mttaer in what oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer is at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm.*

This is to illustrate that the brain can determine what the words should be even when the letters are mostly in the wrong place. You know what you meant to write and may have read and reread your work several times so your brain tells you that you've written what you meant to write. This is especially true if you use the computer for writing. It's easy to miss little errors.

You should read your writing aloud, saying each word clearly. That way you're using more of your brain to check your writing. Recording your reading would be even more helpful, but at least read it out loud to yourself.

 *The smell check on you computer can only check four worms that are knot collect.*

The above sentence will not be tagged by the spell check program. Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When I took classes to become a professional secretary, we were told to read the letters we typed backwards. This forces the brain to look at each word individually. That would be impractical for large reports, or if you generated a lot of typed material every day. You can still use the reading backwards strategy for sentences that don't sound right when you read them aloud.

As you read listen for:

* small mistakes (articles, tenses, grammar, ...)
* the **rhythm of your writing,** if it sounds monotonous, the words may be close to the same length or too simple (vocabulary)
* sentence lengths, if they are too similar, they may sound clunky - using conjunctions will help vary the lengths by combining some (so, but, and, ...)
* transitions between ideas and sections, are they smooth or awkward
* using the same word too often

Make corrections as you read or listen, and repeat the steps a few times to feel more confident about your work. Be sure to read with expression.

This process also helps your awareness of your voice and pronunciation since it requires you to speak clearly and loud enough for the recorder.

It is difficult to build It is difficult to build comfort revising your work. You need practice, and even then it's hard to know where to start. Hopefully, the suggestions in this workshop will help you feel confident enough to experiment and play with your writing style.

**Resources:**

Bayne, K. (2005). *Tips for ESL Students on Reviewing and Improving Written Work.* Retrieved 29 January 2019 from http://iteslj.org/Lessons/Bayne-Writing.html

Gil, C. (2017). *10 Specific Suggestions for Revising Student Writing.* Retrieved 29 January 2019 from https://www.edutopia.org/discussion/10-specific-suggestions-revising-student-writing

**STATION 2**

**Synonym work:**

Use a thesaurus to look up these words:

*state*

*speak*

 *remark*

*utter*

*express*

*declare*

*say*

*assert*

*explain*

*declare*

*report*

*relate*

*comment*

*note*

*illustrate*

*mention*

**What do you notice?**

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**Circle five words, without hesitation, in your letter. Cross them out and rewrite them using synonyms. Does the new word help make the sentences stronger, more meaningful? If not, use yet another synonym.**

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**STATION 3**

**More Synonyms**

Use different colors for different vocabulary types: nouns, verbs, adjectives, transitions, etc. all get different colors. Go through your writing and highlight or underline all the examples you can find.

Next, ask yourself:

"Does my writing actually and precisely express what I want to convey?"

"Do the words and phrases I use reflect what I want the reader to know about me?"

Use a thesaurus for some revisions but don't worry about every word. Not all examples in a thesaurus actually mean the same thing so double check to make sure you are expressing the meaning you want the reader to get.

**STATION 4**

**Sentences**

Write out the first word of each sentence. If you notice that you have started with the same word more than two or three times, rewrite some of those sentences.

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**STATION 5**

**More Sentences**

**Use the following checklist to check details in your sentences.**

\_\_\_\_\_\_ Complete sentences?

\_\_\_\_\_\_ Capitals where appropriate?

\_\_\_\_\_\_ Is the sentence punctuated correctly?

\_\_\_\_\_\_ Do you have subject/verb agreement throughout?

\_\_\_\_\_\_ Do the tenses match? Are past, present, and future tense uses consistent?

\_\_\_\_\_\_ Is there pronoun agreement throughout?

\_\_\_\_\_\_ Is it obvious who your pronouns are referring to?

**STATION 6**

**Paragraphs**

1. Are your paragraphs short and/or vague? Did you leave ideas in your head that didn’t get on the page?
2. What is the most important image your reader will come away with? Make sure you have details to support that main idea.
3. Did you find that point you knew what you wanted to say when you were mostly finished? (Don't worry! Many writers work that way.) Are there examples or facts that now seem irrelevant and could be cut?
4. Is your introduction interesting but not a real attention grabber? Perhaps a simple word change would make it stand out.
5. Are there examples, anecdotes, facts, or details that should be added to strengthen your writing? Add them now.
6. Are there important details that got lost in the rest of the writing? Try rewriting a sentence from that paragraph. Try using figurative language or a word choice new to you. Especially try combining sentences to create a compound or complex sentence.