

Edit Out Errors!

Purpose

Students will practice proofreading their own writing, as well as that of others, using an editing checklist.

Materials

For the teacher: transparency of Black Line Master (BLM) *Editing Checklist*, overhead projector, students' revised rough drafts, teacher's writing sample

For the students: copies of BLM *Editing Checklist*, pencils

Activity

A. Pre-Activity Preparation

Create a writing piece that is revised and ready to be edited to be used as a model, and make a transparency of it. Be sure to have examples of the errors you want students to look for in this piece.

B. Pre-Activity Discussion

1. Explain to students that *editing* means putting the piece into its final form.
2. Explain that editing includes correcting capitalization, punctuation, spelling, and grammar.
3. Tell students that all writers have editors edit and make corrections in their work.
4. Display the transparency of your writing sample on the overhead. Make sure it has examples of errors to correct.
5. Tell students that you are now going to proofread your writing piece to locate and mark possible errors.
6. Using the BLM *Editing Checklist*, begin editing your piece. Ask students to be quiet as you do so because self-editing is done without help.
7. Proofread and hunt through the entire piece from one type of error at a time, reading slowly, pronouncing each word softly, and touching each with the tip of your pencil.
8. Speak aloud each edit you make, and be sure to check items off on the BLM. Leave several obvious errors unedited.
9. Ask for a student volunteer to become your editor.

(continued)

EXTENDING
THE



ACTIVITY

Have your students help create the editing checklist instead of handing it to them ready-made. Ask students to come up with rules for spelling, punctuation, and capitalization.

INCORPORATING



TECHNOLOGY

Teach students who are writing drafts on word processing software to use the spell check and grammar correction functions. Provide students with a specific paragraph (full of errors) to correct.

**Standards Link
2.4.8**

Activity (continued)

10. Have your editor repeat the process, proofreading your piece, marking errors, and checking off the items on the BLM.
11. Upon completion of the editing process, be sure that both you and your editor sign the BLM.

C. Activity

1. Pair students with a partner.
2. Give each student a copy of the BLM.
3. Have students proofread their own writing piece independently, checking off each item on the editing checklist as they complete it. Require them to proofread slowly, reading word-by-word, pronouncing each softly while touching each word with the tip of their pencils.
4. Direct partners to swap their writing pieces and editing checklists and proofread each others' work.
5. Make sure that students sign their own editing checklist, one as the author and the other as the editor.

D. Close the Activity

1. Discuss with students why it is important to edit written work.
2. Ask authors and editors to share errors they found and how they were able to improve their writing pieces.

Questions for Review

Basic Concepts and Processes

Ask students the following questions after they've completed the activity:



Why is it important to edit writing?



How do you self-edit your written work?

Name: _____

Editing Checklist

- | | | |
|--|------------------------------------|------------------------------------|
| 1. I have checked that the words make sense. | AUTHOR
<input type="checkbox"/> | EDITOR
<input type="checkbox"/> |
| 2. I have checked that all sentences begin with capital letters. | AUTHOR
<input type="checkbox"/> | EDITOR
<input type="checkbox"/> |
| 3. I have checked that all sentences end with punctuation marks. | AUTHOR
<input type="checkbox"/> | EDITOR
<input type="checkbox"/> |
| 4. I have checked that all proper nouns begin with capital letters. | AUTHOR
<input type="checkbox"/> | EDITOR
<input type="checkbox"/> |
| 5. I have circled the words that might be misspelled. | AUTHOR
<input type="checkbox"/> | EDITOR
<input type="checkbox"/> |
| 6. I have checked to make sure that others can read the handwriting. | AUTHOR
<input type="checkbox"/> | EDITOR
<input type="checkbox"/> |

Author: _____

Editor: _____

Editing Checklist

Teacher Directions

Use a transparency of the BLM *Editing Checklist* to demonstrate to students how to edit a piece of writing.

Distribute the BLM to students and have them proofread their own writing pieces. Have students swap pieces and edit their partner's work.

Answer Key

Not applicable.