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Educ 230

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Lesson: Editing Checklist

Grade: 10th

Length: 30-45 minutes

Academic Standard:

10.4.10 Review, evaluate, revise, edit and proofread writing using an editing checklist.

Performance Objectives:

Given an editing checklist, students will be able to proofread a peer's rough draft finding 75% of the errors.

Comment [b1]: Nice job!

Assessment:

The students will get into pairs and proofread each other's rough draft, filling out the editing checklist as they go along. When they are finished, they will turn in their rough drafts with the editing checklist stapled to their peer's paper and I will check to see if they have found most of the mistakes.

Advance Preparation:

Students will need to bring in their rough draft ready to be proofread. The editing checklist needs to be ready and enough copies for all of the students.

Introduction/Motivation:

I will start off the lesson plan asking my students "What is the importance of proofreading a paper?" (Bloom: Knowledge) After students have answered the question, I will explain that proofreading is an important step that many people either forget or choose not to do. Proofreading is a simple way to fix easy mistakes in any paper. I will then say, "Today, we are going to get into pairs and proofread each other's papers using an editing checklist."

Step-by-Step Directions:

1. Ask the students, “What are some things to look for when proofreading a paper?” (Bloom: Knowledge). As the students answer this question, write the answers on the board. (Gardner: Visual/Spatial, Verbal/Linguistic)

Examples of things to look for:

Spelling errors, grammatical errors, transitions, thesis, intro, conclusion.

2. Pass out the editing checklist. Explain to students that this checklist is an easy tool to use when proofreading papers. Also explain that every time you write a paper, you should proofread it afterwards. Give helpful tips for proofreading, such as when you finish the paper, don’t look at it right away. Take a break and come back to it. Have someone else look over your paper. Read your paper out loud because then it is easier to hear the mistakes.
3. Write an example on the board, such as, “This summer my, family went on vacation. We went to california. The sun was brite, the sky was blue and the weather was beautiful.” Ask the students, “Can you find the errors in this writing example?” (Bloom: Analysis) As the students point out the errors, make a diagram out of it, circling the spelling errors, putting the three lines under the capitalization error and putting an x through the unneeded comma. (Gardner: Logical/Mathematical) Explain that this is what they should do to the rough draft.
4. Put the students into pairs. Explain that they will switch papers and proofread their partner’s rough draft. (Gardner: Interpersonal) As they proofread the papers, they need to fix the errors found in the rough draft and fill out the editing checklist.
5. After they have had adequate time to finish the activity, have the students hand in the papers with the checklist. Explain that you will be looking to see if they filled out the checklist and found all of the errors in the rough draft.

Comment [b2]: This is a good modeling technique, but I think you might need to present each editing mark that you will be using.

Closure:

Ask the students, “Where else could you use an editing checklist?” (Bloom: Application) Explain that when they are writing an essay for a test, like ISTEP, it is also very important to proofread your writing. Explain that easy points could be missed if you do not take the time to proofread a paper. Also explain that when they are writing a test essay, they can think about this editing checklist when they proofread their papers. Explain that next class, they will be in the computer lab working on their final drafts of the paper.

Comment [b3]: Not necessary here

Adaptations/Enrichment:

Student with a Learning Disability in Reading Comprehension:

This student may have a hard time reading someone else’s paper. Therefore, I would put this student in a group of three. The student would have two other peers to help him with this activity. If this student was still having trouble, I would have this student work with me, letting

him read his paper out loud to me. Sometimes if you read your paper out loud, it is easier to find mistakes.

Student with ADHD and Emotional Disabilities:

I would write out a step by step plan of the day for this student so he could see the schedule for that day. The student could have this schedule at his desk and cross out each step as we move along. I would make sure to pair this student with another student who would not get him sidetracked or distracted. I would also make sure this student was paired with another student who wouldn't make fun of him or his writing. If I see that this student is getting upset, I would let him step out of class and take a breath and let him start the editing checklist again when he is ready.

Comment [b4]: Good idea

Student with Gifts/Talents in Math and Reading:

This student could still work in a pair for the editing checklist. When he/she is done, they can walk around the room to see if anyone else needs help.

Comment [b5]: This student is not your assistant. How can you enrich this activity for a student who probably has mastered this task? Could they edit copy for the yearbook, school newspaper, etc?

Self Reflection:

Comment [b6]: 5/5 points

1. This lesson engages students because they get to work in pairs. They have independent time away from the teacher where they have the responsibility to finish this task. It also helps them fix easy mistakes that might make them lose points in the long run.
2. In the editing checklist, not only do they have to find the grammatical and spelling errors, but they must locate the thesis, find transitional sentences and look at the structure of the paper. This activity makes them look deeper into their papers. They have to use their higher thinking skills to make sure their paper flows.
3. I would want a score breakdown of their test. I would want to know how many questions they got right and by how many questions wrong they failed. That way, I would know what to really focus my lessons on.

Editing Checklist

1. Circle the thesis. Does the thesis match the content of the paper?
2. Circle transition sentences. Does the paper have transition sentences for all of the paragraphs? Do the transitions make the paper flow smoothly?
3. Does the paper have an introduction paragraph? Does it have a conclusion paragraph?
4. Do they use any words too many times? If they do, what word(s) do they need to change? Give an example of a different word that they could use.
5. What do you like about this paper?
6. What does this student need to work on?
7. Find any spelling errors in this paper
8. Find any grammatical errors in this paper
9. Do you have any other comments for this paper?