

Teacher Instructions

I suggest printing page 3, sliding it into a sheet protector and using a dry erase marker to check off each item each time your child needs to edit his or her work.

Page 2 is to give you ideas of how to cue your child during the editing process.

I find it helpful to remind my children that editing your work is part of the writing process that EVERY writer goes through, even famous writers. It is not the same as when we correct a test they have taken or a worksheet they have done. It is part of their job as a writer to edit their work just like their favorite authors do!

Credits:
Frame by:



Helper's Notes

What was hard, but you figured it out? Good job!

-This might be spelling a difficult word or improving in a skill that is normally hard. It allows you to start on a positive note.

Does your writing have:

An Introduction?

A Body?

A Conclusion?

Do all of your sentences stayed focused on the main idea(s)?

-Student should be able to state what their **specific** main idea was for the essay or for each paragraph for longer essays. For example, not just "whales", but "what whales eat" or "how whales communicate".

Do your readers have all the information they need to understand the story?

-If not, play 'dumb' to cue your children as to what may be missing.

Do you have enough describing words?

-Often, children do not include enough describing words to make their writing interesting. You may want to set a goal of a certain number of adjectives and adverbs for your child to use. Then, maybe increase the goal by one each time your child writes something until an appropriate amount is reached.

Did you indent each paragraph?

Did you use capitalization and punctuation appropriately?

-Remember to check capitalization at the beginning of sentences and for proper nouns. Check punctuation at the level your child is learning. For example, for younger children you can model where commas go, but not necessarily "correct" them if they are missing.

Do you need to fix any spelling mistakes?

-You may find it beneficial to keep a running list of misspelled words and work them into weekly spelling review.

Do all of your sentences 'sound' right?

-This means "are all of the sentences grammatically correct?" Children are more likely to notice a sentence sounds 'weird' than they are to notice they applied a grammatical rule incorrectly. Reading the essay out loud can be helpful to hearing these mistakes. If they still don't hear it themselves, you could read the sentence with the mistake out loud using exaggeration when you get to the mistake.

Did you overuse any words?

-Sometimes kids overuse describing words (i.e., 'awesome') or pronouns such as 'he' and 'it'. If you feel a word was overused, encourage them to think of another word.

Edit Your Writing

- What was hard, but you figured it out? Good job!
- Does your writing have:
 - An Introduction?
 - A Body?
 - A Conclusion?
- Do all of your sentences stayed focused on the topic?
- Do your readers have all the information they need to understand the story?
- Do you have enough describing words?
- Did you indent each paragraph?
- Did you use capitalization and punctuation appropriately?
- Do you need to fix any spelling mistakes?
- Do all of your sentences 'sound' right?
- Did you overuse any words?

Great Job!

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Thank you, Randi Smith