Edit for Spelling

Objectives

In this mini-lesson, students will:

• Learn how to edit procedural text for spelling, specifically focusing on common words.
• Edit practice sentences for spelling and share their edits with the class.
• Discuss how they can apply this skill to their own independent writing.

Preparation

Materials Needed

• Student dictionaries
• Chart paper and markers
• Procedural Texts Checklist
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text and practice text (with errors) onto chart paper prior to the mini-lesson.

1. Focus

Explain Editing for Spelling

Say: After we have revised the drafts for our procedural texts, we need to spend time editing for mistakes. One way to edit is to check for spelling errors. What are some ways we can find out the correct spelling of a word? (Allow for responses.) We can use spelling rules that we know, check in a dictionary, or ask a friend for help.

Model Editing for Spelling

Display the modeling text (with errors) on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the text aloud and look for spelling errors.

Step 1: Get the water at the right temperature—not too hot and not too cold.
Step 2: Put your dog in the tube.
Step 3: Put shampoo on the dog.

Modeling Text

After step 1. Say: The word get is a word that I know, but I think it is misspelled here. When I say the word aloud, I hear the short e sound, not the short i sound. I will cross out the i. Then I will insert an e.

After step 2. Say: I think the writer wants to put a dog in a tub, not a tube. I’ll think back to my spelling patterns. I know that when I add an e to the end of a word, it often makes a long vowel sound. I want a short vowel sound here. I will cross out the e.

After step 3. Say: For this sentence, I need to remember our spelling rules. We never use three of the same letters in a row in English. I will cross out the third o in shampoo.
2. Rehearse

Practice Editing for Spelling

Write the practice text (with errors) on chart paper or using the interactive whiteboard resources.

- Step 4: Rinse off the shampoo.
- Step 5: Repeat Steps 3 and 4 with conditioner.
- Step 6: Wrap the doge in the towel.

Practice Text

Ask students to work with a partner to edit each sentence for correct spelling. Student pairs should write the practice sentences and edit them for correct spelling. They should be prepared to read their edited sentences to the class and explain how their changes improved each sentence. Remind students to consult a dictionary for help with spelling.

Share Practice Edits

Invite volunteers to tell which words were incorrectly spelled and how they fixed them. Make the changes to the sentences on chart paper or use the interactive whiteboard resources to model how you use proofreading symbols during the editing process. Discuss and support students’ use of proofreading symbols.

3. Independent Writing and Conferring

Say: We learned how to edit the drafts of our procedural text for correct spelling. Remember, good writers always edit for spelling, using what they know about spelling rules or by checking in a dictionary. They check their drafts to find and correct spelling errors. When you have spelling errors, readers focus on your mistakes and not on your ideas.

Review the Procedural Texts Checklist (page 59) and encourage students who are at the editing stage of their independent writing to focus on editing for correct spelling and other conventions of good writing. During conferences, use the prompts on your conferring flip chart to support students’ independent or peer editing.

4. Share

Bring the class together. Invite volunteers to discuss errors they found and were able to correct in their procedural texts.

Strategies to Support ELs

Beginning and Intermediate

Beginning and intermediate ELs may have difficulty with this skill. In English, many words look and sound alike. While other students collaborate on the partner activity or write independently, meet one on one with students to support developmentally appropriate skills based on their independent writing and language level. For example, you may wish to work with students on developing their own lists of spelling words.

Advanced

Pair ELs with fluent English speakers to complete the partner activity. Assist students, as needed, in using a dictionary to look up words they don’t know how to spell.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: correct/corrregir, edit/editar.