Edit Your Informational Report for Spelling

1. Focus

Explain Editing for Spelling with Technical Terms

Say: An important part of the writing process is to edit our writing to make sure we don’t have spelling, grammar, or punctuation errors. Informational reports often contain technical terms that might be unfamiliar. We need to learn how to recognize and edit for technical terms in our writing. These include words we cannot pronounce. It is always a good idea to look up any word you are unfamiliar with and make sure it is spelled correctly.

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 each sentence aloud and look for spelling errors in your writing.

Modeling Text

1. He had been suffering from 
   epilepsy, a disease that causes unpredictable tightening of the muscles.
2. To cure his disease, doctors operated on his corpus callosum, an organ deep in the middle of the brain.

Objectives

In this mini-lesson, students will:

• Learn to edit informational reports for accuracy, focusing specifically on correct spelling of technical terms.
• Edit practice sentences 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
• Informational Reports Checklist
• Interactive whiteboard resources

Advanced Preparation

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

After sentence 1. Say: The word epilepsy is not a word I often use in my writing, so I’m not sure if I spelled it correctly. I need to look it up in a dictionary to check the spelling. (Model thinking aloud so students can see and hear how you look up a word.) When I get to epilepsy, I don’t see an ey at the end. I see it has a y ending instead. I am going to correct the spelling of this word. It’s important when I use technical words in my report writing that I check to make sure I have used the correct spelling. Now I know the spelling and I will correct it in my sentence.

After sentence 2. Say: I am definitely not familiar with corpus callosum, so now I need to edit for spelling. I’ll use a dictionary. (Model looking up corpus callos.) I don’t see an e after these letters, but I do see the words corpus callosum nearby. Since the definition in my text matches the definition in the dictionary, I know this is the right word. I’ll go ahead and correct the spelling.
2. Rehearse

Practice Editing for Spelling

Display the practice text (with errors) on chart paper or on the interactive whiteboard.

1. The left hemisphere controls the nerves on the right side of the body.
2. The right brain sees the world in an intuitive way.
3. The left brain is the analytical part of the brain.

Practice Text

Ask students to work with partners to correct the misspelled words in each sentence. Teams should write their edited sentences and be prepared to read them to the class and explain how their changes improved each sentence. Remind students to consult a dictionary for help with spelling unfamiliar words.

Share Practice Edits

Invite partners to read their sentences aloud and explain how their edits improved their writing. Make the changes to the sentences on chart paper or the interactive whiteboard to model how to use proofreading symbols during the editing process. Discuss and support students’ use of proofreading symbols.

3. Independent Writing and Conferring

Say: We just learned that it is common to use technical words in informational reports. Often these words are words we don’t commonly use, so we need to be sure we have spelled them correctly. Using a dictionary is one way we can make sure to use the correct spelling.

Review the Informational Reports Checklist (page 64) and encourage students who are at the editing stage of their independent writing to focus on editing for correct spellings of technical terms as well as 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 share technical words they used in their informational reports and explain how they checked the spelling of the words.

Strategies to Support ELs

Beginning and Intermediate

Beginning and intermediate ELs are not ready to work on this skill. 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 levels. For example, you may want to work with students’ spelling of commonly used words.

Advanced

Pair ELs with fluent English speakers during the partner activity. Remind students to look up unfamiliar words in a dictionary.