Edit Your Biography Using Editing Marks

Objectives

In this mini-lesson, students will:

• Learn how to use editing marks to edit a biography for correct spelling, punctuation, and capitalization.
• 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
• Biography Checklist
• Editing/Proofreading Symbols BLM (from Making Sense of the Writer’s Workshop)
• 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.

1. Focus

Explain Using Editing Marks

Say: As we get closer to publishing our work, we need to focus on making sure our writing is as good as we can make it. We need to edit our drafts for errors in spelling, punctuation, and capitalization. Why do you think this might be important? (Allow responses.) We can use editing marks to mark areas where we think we might have an error in spelling, punctuation, or capitalization.

Model Using Editing Marks

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

After sentence 1. Say: This sentence includes proper nouns that need to be capitalized. I know that *Julius Caesar* is a person’s name, so the first letters of each word should have capital letters. I will use editing marks to show that these words need capital letters. I’ll draw three lines under the *j* in *julius* and the *c* in *caesar* to remind myself that, when I write my final draft, these letters need to be capitalized.

After sentence 2. Say: When I read this sentence, I notice that I’ve used the wrong word here. I need to correct the spelling. I’ll cross out the word and write in the correct one. (Model writing in the word *whether.*) The words *weather* and *whether* are homophones.

After sentence 3. Say: It looks like this sentence has an introductory phrase. I need to put a comma after the word *boys.* I will write a caret and a comma to show that I need to add a comma here when I write my final draft. Model writing a caret (\(^\wedge\)) and a comma after the word *boys.*
2. Rehearse

Practice Using Editing Marks

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

What sort of man was Julius Caesar? By all accounts, he was highly intelligent, a brilliant military tactician, and a skillful orator. He was handsome, although he worried about his thinning hair. Humble he most certainly was not!

Practice Text

Ask students to work with partners to edit the text for spelling, punctuation, and capitalization using editing marks. Student pairs should write their edited sentences and be prepared to read them to the class and explain how their changes improved the passage. Remind students to consult the dictionary for help with spelling.

Share Practice Edits

Invite partners to read aloud their edited sentences and identify which proofreading marks they used to make the sentences correct. Make the changes to the sentences on chart paper or using the interactive whiteboard to model how you use editing marks during the editing process. Discuss and support students’ use of editing marks.

3. Independent Writing and Conferring

Say: We just learned how to edit our biographies for correct spelling, punctuation, and capitalization using editing marks. Remember, good writers find and correct errors in their writing before taking their work to completion. When you leave errors in your biography, readers focus on these errors instead of on the information in your biography.

Review the Biography Checklist (page 63) and encourage students who are at the editing stage of their independent writing to use proofreading marks as they edit for 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 biographies.

Strategies to Support ELs

Beginning

Support beginning ELs’ use of commas and end punctuation by writing some simple sentences and guiding students through punctuating them. Say: Let’s read this sentence: “I am at school.” How do we know where the end of the sentence is? (Allow responses.) Right! We need to put a period at the end of the sentence. Repeat for simple sentences that need question marks and exclamation points.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity.