Edit Your Research Report for Spelling

1. Focus

Explain Editing for Spelling with Technical Terms

Say: Research reports often contain technical, or specialized, terms that might be unfamiliar. Some of the terms can be difficult to read and write. It is important to check and make sure these terms are spelled correctly. Why do you think this is important? (Allow responses.) It’s a good idea to double-check the spelling of technical words to make sure they are correct. A dictionary is a good resource to use.

Model Editing for Spelling with Technical Terms

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

After sentence 1. Say: I am unfamiliar with the word chemests, so I want to check to be sure I have spelled it correctly. I am going to use a dictionary to check. (Model using a dictionary to look up the word.) When I look for the word chemest, I can find c-h-e-m, but according to the dictionary, chemest is spelled c-h-e-m-i-s-t, not c-h-e-m-e-s-t. I will cross out chemests and write chemists.

After sentence 2. Say: Anthropologists is another word that I am unfamiliar with. I will look it up in the dictionary to see if it is spelled correctly. I see that the first part of anthropologists, a-n-t-h-r-o, is spelled correctly, but I don’t see a u between the o and p in the word in the dictionary. Anthropologists is actually spelled anthropologists. I will fix it in my sentence.

After sentence 3. Say: I can’t find the word manufacture in the dictionary, but I see the word manufacture nearby. I will read the definition to make sure it is correct. Now I will fix my sentence.

Objectives

In this mini-lesson, students will:
• Learn to edit a research report for spelling, focusing on 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
• Chart paper and markers
• Research Reports Checklist
• Student dictionaries
• Interactive whiteboard resources

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

Practice Editing for Spelling

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

1. Silk thread needs special cultivation.
2. The basic process of making traditional silk hasn’t changed for years.
3. The larva, or silkworm, does nothing but eat.
4. Deciding to use cocoons to make cloth was an ingenious idea.

Practice Text

Ask students to work with partners to identify the misspelled technical terms. Partners should write down their edited sentences and be prepared to read them to the class and explain how their changes improved the sentences. Remind students to consult the dictionary for help with spelling.

Share Practice Edits

Invite partners to read aloud their edited sentences and explain how their edits improved their sentences. Make changes to the sentences on chart paper or using 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 just learned how to edit our research reports for spelling. We focused on looking up unfamiliar terms in the dictionary and spelling them correctly. Editing for spelling with technical terms is an important skill to use when writing research reports. Good writers always check to make sure their words make sense and are spelled correctly.

Review the Research 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 conferencing 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 research reports.

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 level. 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 during the partner activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: correct/correch; edit/editar; technical/técnico(a).