Edit for Spelling

Objectives

In this mini-lesson, students will:
• Learn how to edit a realistic fiction story to correct spelling errors.
• Edit practice sentences for spelling and share edits with the class.
• Discuss how they can apply this skill to their own writing.

Preparation

Materials Needed
• Student dictionaries
• Chart paper and markers
• Proofreading Symbols BLM (from Additional Resources)
• Realistic Fiction Checklist (page 60)
• 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 Editing for Spelling

Say: When we draft, we don’t pay too much attention to our spelling. We’re busy trying to tell a good story, get our thoughts on paper, and expand on our ideas. If we misspell a word, that’s okay. We know we can correct it later, during the editing stage of the writing process. When we edit, we make sure we have spelled every word correctly, because we don’t want our readers to find mistakes. Have you ever found a spelling error in a book you have read? (Allow time for student responses.) You can be sure the author of that book was embarrassed when someone pointed out the spelling error. The best way to edit for spelling is to reread your work and look for words you might have misspelled. Look for words that just don’t look right. What are some ways we can find out the correct spelling of a word? (Allow time for responses.) We can use spelling rules that we know, check in a dictionary, or ask a friend for help. Today I’m going to show you how I edit my work to correct my spelling.

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.

1. "No, I haven't seen any dogs,” she said.
2. I was telling Maria about Tucker when another girl hollered Jake’s name.
3. She was so excited that she stepped right on Jake’s sand castle.

Modeling Text

After sentence 1. Say: The word haven't doesn’t look quite right. I know it’s a contraction, made up of the words have and not. I remember that when I combine two words to make a contraction, I write the first word and then use an apostrophe to take the place of the vowel in the word not. I’m missing the e in have. I’ll write in the correct spelling. Model how you correct the spelling.

After sentence 2. Say: I’m not sure that the word hollered is spelled correctly. I think I need to double the consonant l. I’ll try writing the word with two l’s and see if that looks right. If I’m not sure, I can check in the dictionary. Model looking up the word in a dictionary. Make the correction to the modeling text.

After sentence 3. Say: I know the word castle doesn’t look right, but I’m not sure how to spell it. I think I need to look it up in the dictionary. Model finding cas in the dictionary and running your finger down until you find the word.
castle. You may also wish to ask a volunteer to find the word for you. Say: I left out a letter. That’s why the word doesn’t look right. I remember now that castle has a silent letter. I’ll write in the correct spelling. Model how you correct the spelling.

2. Rehearse

Practice Editing for Spelling

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

1. “I’ll get you for this, Linda!” Jake screamed screamed.
2. Linda didn’t didn’t seem to care at all. She didn’t didn’t even say that she was sorry.
3. She was looking off into the distance distance.

Practice Text

Invite students to work with a partner to edit the practice text for spelling. Each pair should write the correct spelling of misspelled words and be prepared to explain how they identified the spelling errors and how they came up with the correct spellings.

Share Spelling Edits

Invite partners to share their edits with the class. Make the changes to the sentences on chart paper or using the interactive whiteboard resources, modeling how you use proofreading symbols.

3. Independent Writing and Conferring

Say: We just learned how to edit our realistic fiction stories to correct misspellings. Remember, good writers always edit for spelling, using what they know about spelling rules or by checking in a dictionary.

Review the Realistic Fiction Checklist (page 60) and encourage students who are at the editing stage of their independent writing to focus on punctuation and other conventions of good writing. During conferences, use the prompts on your conferring flip chart to reinforce students’ editing of spelling and other errors.

4. Share

Bring students together. Invite volunteers to talk about their experiences editing their realistic fiction stories for punctuation and other basic writing conventions.