Edit Your Memoir Using Editing Marks

1. Focus

Explain Using Editing Marks

*Say:* We can always find ways to improve our writing. Sometimes we need to add more words to a sentence. Why do you think this is important? (Allow responses.) Sometimes we have to delete unnecessary words. Why do you think writers might do this? (Allow responses.) We can use editing marks to mark areas where we think we might have errors that can be deleted, as well as areas where additional text should be included.

Model Using Editing Marks

Display the modeling text (without editing marks) on chart paper or using the interactive whiteboard resources. Model reading aloud the text and using editing marks.

The military gives me a fifteen-cent *subway* token to use to go to Whitehall Street in Manhattan. Everyone there is going into the military service of the military. In the late afternoon, they take us to Penn Station and put us on a train for basic training in *Fort Jackson*, South Carolina.

Modeling Text

*After first sentence. Say:* When I first read this sentence, it makes sense. But when I reread it, I think that I need to include more information on the type of token that was given. When we want to insert information into text, we use the caret, or ^ mark, and then write the text we want to add. I think I want to add the word *subway* in front of *token* to tell what type of token. So, I will add ^ subway to the sentence. Make the edit to the text.

*After second sentence. Say:* The ending of this sentence sounds a bit awkward. I know that the term *service* is often used when referring to the military. I want to say *military service* instead of *of the military*. I will cross out *of the military* and also the first *the* in the sentence to show that I want to delete that information and use a proofreading mark to show that I want to add *military* before the word *service*.

*After third sentence. Say:* It looks like the writer is missing a word here. I think he is referring to a time of day. It can be any time of day. Since he says it is late, I will use a caret and insert the word *afternoon*. Also, I notice that the first letter of each word in the place name should be capitalized. I will add three lines under the first letter of each word.

Objectives

In this mini-lesson, students will:
- Learn to edit a memoir using editing marks.
- Edit practice passages 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
- Memoirs 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 (without editing marks) onto chart paper prior to the mini-lesson.
2. Rehearse

Practice Using Editing Marks

Display the practice text (without editing marks) on chart paper or using the interactive whiteboard resources.

I have never been in the South. This is the first time I see water fountains labeled for blacks and whites. I am neither black nor white. There was no fountain for me.

Practice Text

Ask students to work with partners to edit the text for errors that can be deleted or for additional text that can be added. Partners should write their edited passages and be prepared to read them to the class and explain how their changes improved the passage.

Share Practice Edits

Invite partners to read aloud their edited sentences and identify which editing marks they used to make the passage correct. Make the changes to the sentences on chart paper or with 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 learned how to use editing marks to add or delete information to memoir text. Remember, good writers find and correct errors in their writing before taking their work to completion. If you have any errors in your memoirs, readers may focus on your mistakes and not on the information in your memoir.

Review the Memoirs Checklist (page 59) and encourage students who are at the editing stage of their independent writing to focus on editing for paragraph indentation 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 memoirs.

Strategies to Support ELs

Beginning

Work one on one with beginning ELs on a piece of their own writing to help them find any information that can be deleted or added to make their writing more clear.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity.

All Levels

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