

## Targeted Editing

<b>Lesson Objective</b>	(Editing) Students will learn a routine for editing each other's papers for specific errors and will be able to edit for correct use of common homophones.	
<b>Vocabulary</b>	<b>editing:</b> reading in order to find errors and mark corrections	
<b>Reviewed Vocabulary</b>	homophones	
<b>Instructional Materials</b>	<b>Teacher</b>	<b>Student</b>
	<ul style="list-style-type: none"> <li>• Teacher Masters</li> <li>• Timer</li> </ul>	<ul style="list-style-type: none"> <li>• Student Booklet</li> <li>• Practice—Students should come to this lesson with a writing assignment that they consider finished (drafted and revised).</li> <li>• Colorful pens and/or highlighters</li> </ul>

### Preview

**Correct spelling, punctuation, and grammar help readers understand our writing quickly and easily. Mistakes in these areas of our writing distract the reader from the ideas we are trying to express. Today's lesson will help you practice finding errors in writing.**

## Engage Prior/Informal Knowledge

1. Students complete a silent warm-up.

Display the *TM#1: Engage Prior Knowledge—Silent Warm-up*. Direct students' attention to their copies, *SB#1: Engage Prior Knowledge—Silent Warm-up*.

**Look at the silent warm-up. You are going to list as many words as you think of that sound the same, but have different meanings and are spelled differently. Use one line for each word group like the example. You have 3 minutes.**

Set the timer for 3 minutes.

2. Review student responses. Answer will vary.

When 3 minutes have passed, ask for students to share their responses. Record correct responses on the display, and have students make corrections or additions to their papers. Take no more than 2 minutes to share out responses.

**All of the words on our warm-up sheet are examples of homophones. Homophones are words that have the same pronunciation but different meanings and may have different spellings. Today we will edit for homophones.**

3. Review the definition, and the importance, of *editing*.

**What is editing?** (*reading in order to find errors and mark corrections*)

**Editing is one of the last steps in the writing process. Once our ideas are well organized, we make our writing fit the rules of standard English so that our readers can more easily understand what we are communicating.**

**Many people are confused about the difference between editing and revising. When you revise your first draft, you are basically rewriting your paper, changing words and sentences**

**to make sure the paper flows well from topic to topic and is easy for the reader to follow. Editing is more like proofreading, where you check for spelling, capitalization, and punctuation errors.**

4. Explain how this lesson will help students overcome barriers to effective proofreading.

**Many students find editing difficult. What are some possible reasons why?** *(Possible answers include: students might not know the rules; it takes too much time to edit; there are too many mistakes to find; it all “sounds right.”)*

**In today’s lesson, you will focus on finding one type of mistake at a time. This makes editing more specific, so it is easier.**

**How does today’s lesson make editing more specific?** *(We will focus on finding one type of mistake at a time.)*

**You will be editing each other’s writing. When we try to edit our own writing, we often make corrections as we read without realizing it, which makes us overlook our mistakes. Editing someone else’s writing helps us learn to spot mistakes. Once you have practiced editing the writing of others, it may be easier to edit your own papers.**

## **Demonstrate**

1. Pass out the colorful pens and/or highlighters. Then display *TM#2: Demonstrate and Practice—Targeted Editing Sheet*.

**Each of you will have your own Targeted Editing Sheet. Today, when you edit another student’s writing, you will write all of your corrections on that student’s Targeted Editing Sheet, and not on his or her composition. One reason for this is that when we edit, we might be wrong about the corrections we suggest. Another reason not to mark on another student’s composition is that the other student should be responsible for making any corrections neatly on the final draft.**

2. Demonstrate using *TM#2: Demonstrate and Practice—Targeted Editing Sheet* to record errors. Direct students' attention to their copies, *SB#2: Demonstrate and Practice—Targeted Editing Sheet*.

**I am going to show you how I would record errors for an example student, Jane Doe. In the shaded section of the Targeted Editing Sheet, you will copy what I write. First, before giving me her paper, Jane Doe would have written her name on the Targeted Editing Sheet where it says “Writer’s name.”**

Write “Jane Doe” on the line next to “Writer’s name” on *TM#2: Demonstrate and Practice—Targeted Editing Sheet*, and instruct students to do the same on their copies.

**When we switch papers, I will tell you what type of error to focus on first. First, we will focus on homophones.**

#### Teacher Note

Many students have trouble with even the most basic homophones. You might choose to review the usage of one or two pairs of words prior to beginning this lesson, and ask students to focus on those words that you have explicitly taught. It might be useful for the students to talk about computer spell checkers, and identify their limitations with respect to homophones. The objective of this lesson is to teach students a process that can be broadly applied for editing. It is okay if students do not catch all errors, as long as they are focusing on one type of error at a time and reading carefully to catch mistakes.

Some students may benefit from creating a list of homophones that give them the most trouble in their writing. Using this information, students can then create a “reminder checklist” for when they write.

Display *TM#3: Demonstrate and Practice—Homophones*, and direct students' attention to their copies, *SB#3: Demonstrate and Practice—Homophones*.

**What are homophones?** (*words that have the same pronunciation but different meanings and may have different spellings; e.g., to/two; rose/rose*)

**Here are some examples of homophones that students frequently confuse. What other homophones do you know that students might confuse?** (*Answers will vary.*)

On the display, write student responses on the lines under “Others” on *TM#3: Demonstrate and Practice—Homophones*. Limit student responses to four.

**The words that we practice with today might be easy for some of you. Focus on learning the strategy, so that you can later apply it with more challenging types of errors.**

**Because we will edit first for homophones today, we will write “homophones” on Jane Doe’s Targeted Editing Sheet where it says “1) Edit for.” I will also write my name next to “Editor’s name.”**

Display *TM#4: Demonstrate and Practice—Sample Composition for Editing*, and direct students' attention to their copies, *SB#4: Demonstrate and Practice—Sample Composition for Editing*.

**Now I will have exactly 4 minutes to carefully and silently read Jane’s composition, check for errors in homophone usage, and record errors on her Targeted Editing Sheet. I am only checking for errors in homophone usage and nothing else. This helps me focus.**

**Why do we check for one type of error at a time?** (*It helps us focus.*)

**When you edit, you will be completely silent, so that everyone in the class can focus. However, I am going to think aloud as I demonstrate, in order to show you how to think while you are working silently. Follow along as I read.**

**“Years ago, I knew that...”**

**The word knew—K-N-E-W. This sounds like new—N-E-W. I stop and ask myself, “Is K-N-E-W the right word to use?” Yes, it is; K-N-E-W means that at a previous moment I was sure of something, so it is correct here. I don’t write anything down, and I keep reading.**

**“Years ago, I knew that I would some day put into practice all that I have learned from my mother, when I became an independent woman. My mom is the most important person in my life.**

**She came to the United States when she was 15 years old. She had worked hard in Cuba to get the money to come hear...”**

**The word hear is a homophone, often confused with H-E-R-E. The word H-E-A-R means “to detect sound,” and the word H-E-R-E means “at this location.” In this sentence, Jane wanted to write “at this location,” so I will mark it as an error on her Targeted Editing Sheet.**

3. Display *TM#2: Demonstrate and Practice—Targeted Editing Sheet* as you explain. Direct students’ attention to their copies, *SB#2: Demonstrate and Practice—Targeted Editing Sheet*.

**What number paragraph contains the word “hear” incorrectly used? (*paragraph 2*)**

**So we write “P2” in the first column on Jane’s Targeted Editing Sheet.**

Ensure that all students are copying as you write “P2” in the first column of *TM#2: Demonstrate and Practice—Targeted Editing Sheet*.

**What line number in that paragraph contains the error? (*2*)**

**So we write “L2” after “P2.” This shows Jane exactly where the mistake is.**

**In the second column, we write H-E-A-R.**

**In the third column, we write H-E-R-E.**

**I would continue silently editing until 4 minutes had passed. If I finished early, I would go back to the beginning of the composition and check again.**

**What are some rules about targeted editing?** *(Possible answers include: read slowly and carefully, and stop and think after words that might be errors; stay silent until the timer sounds; do not write on your partner's composition; label the paragraph and line numbers of the errors you find; focus on only one error at a time.)*

## Practice

1. Students practice with a partner.

**You are going to work in pairs to practice editing the rest of Jane's composition for homophones. Read carefully the bottom section of SB#4: Demonstrate and Practice—Sample Composition for Editing, labeled "Practice." Record errors on the second section of SB#2: Demonstrate and Practice—Targeted Editing Sheet, labeled "Practice (Jane Doe composition)."**

**On the Targeted Editing Sheet, what should you write on the line next to "Edit for"?** *(homophones)*

**What should you write on the line next to "Editor's name"?** *(both partners' names)*

**Because this section is short, you will have only 2 minutes to edit. Also, remember that while you may talk with your partner now, you will not be able to talk when you are editing your classmate's papers.**

Have students restate the instructions, and check for understanding. Set the timer for 2 minutes.

Circulate among the students, check for understanding, and provide corrective feedback as needed.

Watch For



Students might become less focused as they progress through the text. For example, you might observe them reading quickly without stopping or getting distracted by the content of the composition. Remind them that they should read slowly and carefully, and stop and consider any homophones.

2. Review student responses.

When 2 minutes have passed, ask for volunteers to share their responses. Have students make corrections or additions to their papers. Refer to *TM#5: Demonstrate and Practice—Targeted Editing Sheet Answer Key*, as needed.

3. Students practice on their own compositions.

**Now you will practice Targeted Editing on your partner’s composition. Look at the section on SB#5: Practice—Targeted Editing Sheet marked “Practice (student composition).” This is where your partner will make edits for errors that he or she finds in your writing.**

**Write your name at the top of the SB#5: Practice—Targeted Editing Sheet on the line next to “Writer’s name.” Then, give your Targeted Editing Sheet and your composition to your partner.**

If there are students who do not come prepared with a composition, give their partners copies of *SB#6: Practice—Replacement Composition for Editing* and instruct them to practice the strategy by editing that composition.

**What should you write on your partner’s Targeted Editing Sheet on the line next to “Edit for”? (*homophones*)**

**What should you write on your partner’s Targeted Editing Sheet on the line next to “Editor’s name”? (*my name*)**



**You have exactly 4 minutes to edit your partner's composition and record any errors on his or her Targeted Editing Sheet.**

Set the timer for 4 minutes. Circulate among the students, check for understanding, and provide corrective feedback as needed.

If time permits, have students practice the strategy again, editing for a different error type and recording errors in section 2 of *SB#5: Practice—Targeted Editing Sheet*.

## Independent Practice

1. Have students complete *SB#7: Independent Practice*.
2. Collect the materials, score the work using *TM#6: Independent Practice Answer Key*, and check for mastery.

### Teacher Note

Student booklets contain *SB#8: Extension—Targeted Editing Sheet*, an extra *Targeted Editing Sheet* with space for three editors to work on one composition. Rotating partners can edit each other's compositions for up to three specific error types per page. As students are asked to edit for other error types, teachers will need to provide ongoing instruction and support to help students recognize and fix those specific errors.