

# Targeted Editing Writing Module

## Teacher Masters

### Contents:

- TM#1: Engage Prior Knowledge—Silent Warm-Up
- TM#2: Demonstrate and Practice—Targeted Editing Sheet
- TM#3: Demonstrate and Practice—Homophones
- TM#4: Demonstrate and Practice—Sample Composition for Editing
- TM#5: Demonstrate and Practice—Targeted Editing Sheet Answer Key
- TM#6: Independent Practice Answer Key

# TM#1: Engage Prior Knowledge—Silent Warm-Up

**Directions:** List as many words as you think of that sound the same, but are spelled differently. Use one line for each word group.

*Example:* To/Too \_\_\_\_\_

---

---

---

---

---

---

---

---

Writer's name: \_\_\_\_\_

Date: \_\_\_\_\_

## TM#2: Demonstrate and Practice— Targeted Editing Sheet

**Demonstrate (teacher example, Jane Doe composition):**

1) Edit for: \_\_\_\_\_ Editor's name: \_\_\_\_\_

Paragraph #, Line #:	This is what you wrote:	I think it should be:

**Practice (Jane Doe composition):**

2) Edit for: \_\_\_\_\_ Editor's name: \_\_\_\_\_

Paragraph #, Line #:	This is what you wrote:	I think it should be:

## TM#3: Demonstrate and Practice—Homophones

**their — belonging to them**

**there — at that place**

**they're — they are**

**OTHERS:**

---

---

**to — toward**

**too — also**

---

---

**your — belonging to you**

**you're — you are**

---

---

**knew — did know**

**new — not old**

---

---

**hear — to detect sound**

**here — at this location**

## TM#4: Demonstrate and Practice— Sample Composition for Editing

Jane Doe  
Sample Composition for Editing

### **Demonstrate (teacher example):**

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 here, and she worked hard when she arrived in the United States, too. She then sent money to her parents for food and necessities. At the age of 18, she got married and had her first child, which was quickly followed by three more. We then traveled to California for a while, but there was so little food and there were many people to feed.

### **Practice:**

My mom has been a responsible woman who has taken care of us no matter what kind of challenges came up or where we lived. When money has been tight, she has worked day and night to feed us and provide for everything we need. Friends, family, and neighbors have stepped in to help out, but my mom is the one who always kept us going. She comes to school conferences and keeps track of how we're doing on our homework, too, even though she is exhausted because of how hard she works. Through these actions and many more, there have been so many times she has taught us not to lose track of our goals.

Writer's name: Jane Doe

Date: \_\_\_\_\_

## TM#5: Demonstrate and Practice— Targeted Editing Sheet Answer Key

### Demonstrate (teacher example, Jane Doe composition):

1) Edit for: homophones

Editor's name: My Name

Paragraph #, Line #:	This is what you wrote:	I think it should be:
<i>P2, L2</i>	<i>Hear</i>	<i>here</i>

### Practice (Jane Doe composition):

2) Edit for: homophones

Editor's name: student names

Paragraph #, Line #:	This is what you wrote:	I think it should be:
<i>P1, L1</i>	<i>knew</i>	<i>new</i>
<i>P1, L2</i>	<i>wear</i>	<i>where</i>
<i>P1, L5</i>	<i>to</i>	<i>too</i>
<i>P1, L6</i>	<i>their</i>	<i>there</i>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## TM#6: Independent Practice Answer Key

### Part 1: Review the Strategy

1. How does Targeted Editing make editing more specific?

*We focus on finding one type of mistake at a time.*

2. What is one reason we note corrections on a separate *Targeted Editing Sheet* and not on the student's composition?

*We might be wrong about the corrections we suggest, and the other student should make corrections on the final draft.*

3. How should you read the other student's composition when you are doing Targeted Editing?

*Read slowly and carefully, and stop and think after words that might be errors.*

### Part 2: Apply the Strategy

**Directions: Read the following student composition and edit for homophones. Then, complete the *Targeted Editing Sheet* that follows.**

When I was little and my brothers and I would get bored, my mother constantly tolled us: "Go outside and play!" She never tolled us what to do or sent us with any toys. We weren't allowed to watch TV during the day, either. But my brothers and I entertained ourselves for hours in our backyard and in the wooded area around our house.

We had friends in our neighborhood who came over every afternoon after we got home from school. We'd run into the house, drop our bags, and run outside. It wasn't always easy to think of something to do. I definitely remember afternoons when we spent most of our time arguing about what game to play, or what rules to use, or who would be on what team. But looking back, I can see that that was part of the game, too. Those conversations with my brothers and my friends taught me to get along with others, to negotiate, to stick up for myself, and to be creative.

Yes, there were many times when I was bored and wished I could just watch the shows that my friends from school watched in the afternoon. But I also think that boredom taught me problem solving, as well as important skills about dealing with other people that I will use my whole life.

## TM#6: Independent Practice Answer Key (cont.)

### Targeted Editing Sheet

1) Edit for: \_\_\_\_\_ Editor's name: \_\_\_\_\_

Paragraph #, Line #:	This is what you wrote:	I think it should be:
<i>P1, L1</i>	<i>tolled</i>	<i>told</i>
<i>P1, L2</i>	<i>tolled</i>	<i>told</i>
<i>P2, L5</i>	<i>to</i>	<i>too</i>
<i>P3, L1</i>	<i>their</i>	<i>there</i>