

Editing Checklist I

Author _____ Peer Editor _____ Date _____

We have reviewed this work to check for:

Spelling

Capitalization

Beginning of sentence

Names

Titles

Punctuation

End of sentence (. ? !)

Complete sentences

Editing Checklist I

Author _____ Peer Editor _____ Date _____

We have reviewed this work to check for:

Spelling

Capitalization

Beginning of sentence

Names

Titles

Punctuation

End of sentence (. ? !)

Complete sentences

Editing Checklist II

Author _____ Peer Editor _____ Date _____

We have reviewed this work to check for:

SPELLING

- We corrected spelling on: _____, _____, _____.
- We checked the tricky word list, including homophones.

CAPITALIZATION

- Beginning of sentence
- Names and proper nouns (English muffin)
- Titles
- A word all in caps for emphasis

PUNCTUATION

- End of sentence (. ? !)
- Sentence opener followed by a comma
- Compound sentence joined by a linking word and a comma

COMPLETE SENTENCES

(Who/what did something? What did they do?)

- This piece is free of fragments.

SOME INTERESTING SENTENCES

The most interesting sentence in this piece is _____

_____.

We think this sentence is strong because _____

_____.

Editing Checklist III: Peer Editing

Author _____ Peer Editor _____ Date _____

We have reviewed this work to check for:

SPELLING

- Three words we corrected: _____, _____, _____.
- We checked the tricky word list, including homophones.
- We checked to be sure there was a vowel in every syllable.
- Resources we used to correct spelling include: _____.

CAPITALIZATION

- Beginning of sentence
- Names and proper nouns (English muffin)
- Titles
- A word all in caps for emphasis

PUNCTUATION

- End of sentence (. ? !)
- Apostrophe for possessive (Anna's bike)
- Sentence opener followed by a comma
- Compound sentence joined by a linking word and a comma
- Exclamation point for interjection
- Items in a series are separated by commas

SENTENCES

(Who/what did something? What did they do?)

- This piece is free of fragments.
- This piece has no run-on sentences. The word *and* is used with caution.

SOME INTERESTING SENTENCES

The most interesting sentence in this piece is _____
_____.

We think this sentence is strong because _____
_____.

Editing Checklist IV: Focus on Grammar

Author _____ Peer Editor _____ Date _____

We have reviewed this work to check for:

VERBS

- Verb tense is consistent throughout (all past tense or all present tense).
- Verb case is correct: *We saw a plane* vs. *We seen a plane*.
- Verb endings: There is subject-verb agreement for singulars and plurals.

PRONOUNS

- The reader can clearly tell who a pronoun refers to (antecedent).
- Pronouns clearly show gender and number (he, she, they, we).

Word order and choice. Sentences are written in conventional form.

- There are no double subjects (My mom, she...).
- There are no double negatives (We don't got no...).

Our favorite sentence is _____.

We picked this because _____.

SOME INTERESTING SENTENCES

The most interesting sentence in this piece is _____

We think this sentence is strong because _____

Spelling Strategies Self-Assessment

Writer _____ Date _____

Mark the strategies you use: (Put a star next to the ones you use the most.)

- Stretch words out slowly and listen to sounds
- Draw a line under words I am not sure of during drafting or write *sp*
- Clap out the syllables and check each syllable for a vowel
- Try to visualize what the word looks like
- Use another piece of paper or the margin to spell the word several ways
- Use words I know to spell other words
- Use a portable word wall
- Use the class word wall
- Refer to the tricky words and homophone lists
- Use a dictionary
- Use a thesaurus
- If I know I can find the word quickly, I might _____.
- If I think it will take me some time to find the correct spelling, I wait until editing, and then I might _____.
- During editing, ask a friend to edit with me
- During editing, add words to my portable word wall that I think I will use again

When I come to a word I am not sure of during drafting, I usually _____
or _____. During editing, I would follow up on the word
by checking _____ or _____.

If I were to give advice to a younger student about spelling, I would tell that writer:

Interactive Assessment

Focus on capitalization, spelling, punctuation, grammar, spacing, or editing.

Date _____ Title of Writing _____ Author _____

Dear Parent,

Thank you for joining our celebration of your student's writing. Please add your response and return this form and the writing to school tomorrow.

The Author	As I look at this writing and editing, I am especially proud of _____

	Author _____

The Teacher	As I look at this writing and editing, I am especially proud of _____

	Teacher _____

Through the Eyes of a Parent	As I look at this writing and editing, I am especially proud of _____

	Parent _____

Assessment Tool: Cloze for Verb Tenses

Oops!



Scrape! Skid... Screech! The skateboards _____ across the sidewalk and right into the door of the grocery store. Splat! Down _____ three laughing boys. As they _____ on the floor giggling hysterically, they realized they _____ right at the feet of the furious store owner.

“You crazy kids! I _____ you if you ever _____ your skateboards into my store again. I would _____ your parents,” _____ the grocer.

“Stand still and don’t _____. This is only the beginning of your troubles. Wait until your parents _____ what you have done.” He _____ to the phone and started to dial.

skid	skidded	call	called
go	went	roar	roared
roll	rolled	move	moved
was	were	see	saw
tell	told	stomp	stomped
ride	rode		

Note to teacher: Place this selection on the overhead or provide copies for partners.

Assessment Tool: Cloze for Pronoun Proficiency

News Bulletin: Dangerous Wolf Trashes Brick House

By Lynnette Brent and Linda Hoyt

_____ dispatcher sent me out on an emergency run. _____ had a story to write but _____ had to wait. _____ leaped into the news van and raced to the scene. There was this huge, shaggy wolf stomping around standing outside this brick house. _____ was yelling and making all kinds of noise. Man, this wolf was upset! _____ yelled that the pig had said bad things about _____ granny. The wolf was huffing and puffing and looked like _____ was trying to blow the house down! Even though _____ knows you can't blow down a house made of bricks, it was pretty scary to watch. The spectators were getting so worked up watching, _____ started moving back away from the action.

This wolf had already eaten two pigs. _____ is definitely dangerous and _____ know _____ was not going near him. Before _____ had a chance to wolf down another ham dinner, I called 911 for the police so _____ could take _____ to jail and lock him up. Both the police and _____ are ready to call this one a wrap!



I
my
it
he
his
they
everyone
us
both
myself
these
those
nobody
him
we
they

Note to teacher: Place this selection on the overhead or provide copies for partners. Their task is to insert appropriate pronouns and identify the nouns (antecedents) to which they refer.

Double Subjects

Name _____ Grade _____

Directions:

- Proofread these sentences looking for “double subject” errors.
- Edit sentences with a “doubling up” error by crossing out the error.

1. Kathy is an excellent swim coach.
2. Kathy, she is an excellent swim coach.
3. My kitty, she laps up milk with her cute little tongue. Slurp!
4. My kitty laps up milk with her cute little tongue. Slurp!
5. Mrs. Toad and Mrs. Frog, they are dear, dear friends.
6. Mrs. Toad and Mrs. Frog are dear, dear friends.
7. My sister loves to play soccer, baseball, and basketball!
8. My sister, she loves to play soccer, baseball, and basketball!
9. Running in circles, my dog, he raced around the room chasing his tail. It was hilarious!
10. Running in circles, my dog raced around the room chasing his tail. It was hilarious!

Write a sentence or two of your own for fun!

Note to teacher: These sentences are to stimulate discussion. Please display them on the overhead, or a chart, or provide copies of this page for partners. Please do not ask students to recopy these sentences.

Pronoun Order and Use

Name _____ Grade _____

Directions:

- Proofread sentences looking for:
 - proper order of nouns and pronouns
 - proper pronoun use
- Edit sentences by crossing out the error and writing the correct word or words.
- Do NOT recopy the sentences!

1. Kim and I wore the exact same dress!
2. Sometimes me and my brother fight like cats and dogs.
3. My puppy and I both slept late!
4. Linda and me asked different math questions.
5. Me and Bob played our favorite baseball game in the vacant lot.
6. Did the principal and I just laugh at that joke?
7. I and my cousin love to play soccer!
8. My friends and I went for a long, relaxing walk.
9. Me and my friends went for a long, relaxing walk.
10. I and Mary talked on the phone for an hour!

Note to teacher: These sentences are to stimulate discussion. Please display them on the overhead, or a chart, or provide copies of this page for partners. Please do not ask students to recopy these sentences.