



# WRI-16

Intervention Activities Guide (IAG)  
Blackline Masters



Writing | Process

## WRI-16 Editing and Publishing

Blackline Master available  
[www.tpri.org](http://www.tpri.org)

Students finalize a writing piece by proofreading, using an editing checklist, correcting mechanical errors and creating a published copy.

**MATERIALS:** *Writing notebooks with drafts, editing checklist, correction pencils*

1 Editing and publishing are the culminating phases of the writing process. Final editing occurs only after sufficient revision has taken place. Proofreading marks can be taught and used as early as kindergarten. Using an editing checklist appropriate to grade level can assist students in becoming independent editors of their own and one another's work.

2 Work with students to create an editing checklist based on skills and concepts previously taught, modeled and practiced. Checklist items will change as different skills and concepts are taught and mastered.

3 Using the checklist, model proofreading skills with a piece of your own writing that includes errors from the drafting session. Correct your writing by concentrating on one checklist item at a time. Another powerful way to teach editing is by asking several students' permission to demonstrate editing with sentences from their writing. Select sentences that contain common

errors. It's not necessary to identify the author of the sentence.

4 Students edit papers in pairs initially. Remind students to concentrate on one type of error at a time (e.g., capitalization) using their editing checklist. Provide corrective feedback and assistance as needed.

5 Students continue to edit in pairs until they're proficient and able to edit their own writing independently.

6 Students can apply the writing process strategies in all areas of the language arts block. For example, have students write sentences to sequence information they've learned in a story. Then ask them to revise and edit their work.

7 For longer pieces of writing and with older students, ask students to start using their editing checklist during the revising phase.

*(continued next page)*

## Editing and Publishing *(continued)*

### Sample Editing Checklist

Younger and less advanced readers and writers should work with shorter, simpler checklists. Older and more advanced students are able to use longer checklists more effectively. The checklist should be developed with students to increase their sense of ownership and understanding of what it includes. Items on the editing checklist will change as student ability and knowledge shift over time.

<b>Self-Editing:</b> Read the piece of writing to yourself.			
Did you remember?	Fix	OK	Teacher Comments
Complete sentences			
Period at the end of telling sentences			
Question mark at the end of asking sentences			
Capital letters at the beginning of sentences			
Capital letters for proper nouns			
Capital I			
Indent paragraphs			
Spelling			
Neatness			



**PREPARATION OF MATERIALS:** Page 3 provides a sample editing checklist. A checklist should be developed with students. Students use the checklist as a guide to improve their writing after finishing a paper. Follow the directions for modeling and student use.

**Self-Editing:**

Read the piece of writing to yourself.

Did you remember?	Fix	OK	Teacher Comments
Complete sentences			
Periods at the end of telling sentences			
Question mark at the end of asking sentences			
Capital letters at the beginning of sentences			
Capital letters for proper nouns			
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Indent paragraphs			
Spelling			
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**Self-Editing:**

Read the piece of writing to yourself.

Did you remember?	Fix	OK	Teacher Comments
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Spelling			
Neatness			