Module: Writing (ESOL)

Lesson Title: How to Use Editing Marks to Improve Writings

Objectives and Standards

Students will:

- Recognize errors in personal writing.
- Use editing marks to edit their own work and the work of peers

Standards

This lesson supports the following standard(s):

- With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials

- Editing Symbols for Writing handout
- Do-or-Die List handout
- Chart paper/board and markers
- Sample text with errors included

Resources for Teachers

For more information on how to use editing marks, please see the following links:

- Oxford, R. Strategy Inventory for Language Learning (SILL):
  http://richarddpetty.files.wordpress.com/2010/03/sill-english.pdf
- Teaching ESL Students to Proofread and ESL Editing: Slideshare:
  http://www.slideshare.net/eslservice/teaching-esl-students-to-proofread-and-esl-editing
- Editing and Proofreading. The UNC Writing Center:
- http://writingcenter.unc.edu/handouts/editing-and-proofreading/
- Editing Checklist for Self and Peer Editing. Read/Write/Think:
  http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf
- Introduction to Peer Editing: PPt Presentation: http://www.readwritethink.org/classroom-resources/
  lesson-plans/peer-edit-with-perfection-786.html (PPT slide is a meaningful intro to peer editing)

- ESLP 82 Questionnaire: Self-Assessment of English Writing Skills and Use of Writing Strategies:
  http://www.marquette.edu/oie/documents/ESLP82QuestionnaireFa08.pdf

Instructional Plan

Note: Steps in this lesson plan follow the explicit instruction model. Please see https://lincs.ed.gov/publications/pdf/applyingresearch.pdf *for additional information about explicit instruction.*

Overview

In this lesson, students will learn how to use editing/proofing symbols to improve their writing samples. Being able to edit one's own work is an important skill at all levels of the writing process.

Process

Step 1: Activating Background Knowledge

Provide students with ample opportunities to reflect, early in the lesson, on what they already know. (You may have to pre-teach the words 'peer' and 'editing' prior to presenting this lesson. Each class is different, so use your professional judgment. If you need to do this, please see the PPT in the resource list above as a resource to aid your instruction).

- Write the following quote (or one of your choosing) on the board:

  "I'm all for the scissors. I believe more in the scissors than I do in the pencil." *- Truman Capote*

- Ask students to work in groups to decide what this sentence means and what they can infer about the task that they will be studying next. This should produce much discussion.
- Have groups share their ideas with the class.

Step 2: Explanation

Provide explanations to students regarding the strategy they will be learning: why you are teaching them this skill and how it will help them be successful language learners and college and career ready (i.e. where will they encounter a need for this skill *outside* of the classroom).

- Ask students what types of writing they engage in regularly.
- Make a list on the board.
- Ask students which of the cases listed require editing and proofreading and ask how they complete the editing task. (Answers will vary and will provide you valuable information about what your students do and need to learn about the editing process.)
- Explain that all good writers edit their work. Share that you will be teaching them a strategy and process to help them do this for their own work. It is important to make clear that native and non-native speakers must edit their writing and that simply because the first draft is not perfect, does not mean there is something wrong with the writer.

Step 3: Modeling

Model what you want students to be able to do. For this strategy, it is best if you have access to a projector screen so students can see the text and the marks you will demonstrate. If you do not have access to this, prewriting the text on newsprint will work.

- Write an incorrect sentence on the board. (Make the sentence long enough so it can elicit conversation and debate. Regardless of the errors you create, be sure that the main idea is evident.)

- Ask students what they think about the sentence.
- Make notes on the board of the process and student responses.
- Once a final sentence is formulated, explain to students that they just "edited" your sentence.
- Next, tell students there are special marks that editors use to help make their edits clear. Note: There are examples of the editing symbols in the resource section of this lesson, as well as one at the end of this lesson. Feel free to find others or create one with your students. It is recommended that you always use the standardized symbols, even if you make your own handout.
- Put the chart on the board or projector and distribute a copy.
- Review the symbols and provide an example of each (i.e. an incorrect work with an 'sp' by it).
- Be sure to emphasize that when you edit someone's paper, you do not write/change the writing. The editing process is intended to enhance writing skills of the writer.
- Complete a full editing process with a short text (at least one paragraph) with participation from the class.

Step 4: Practice Opportunities

Students should be provided with ample practice opportunities so they can master the strategy.

- To incorporate technology, ask your students to join Twitter or create a class account. Select students' favorite celebrities and follow them. Highlight some tweets and proofread them together as a class or students can do this at home.
- Find a newspaper article relevant to the context of your class.
    - Copy and paste into a Word document and edit to create errors.
    - Ask students to work in pairs and using the editing symbol chart, edit the article together.
    - Once they have completed their final version, they can monitor their own learning by reading the actual article.
    - Students should also provide three suggestions for study for the 'writer' of the article.
- Assign a meaningful writing task to your students.
    - Have them switch papers and use the editing symbols to engage in peer editing.
    - When they return the paper to their classmate, there should be a discussion as to areas of improvement as well as complements for what the student did well.
- Continue with other editing activities as necessary, such as keeping up with the Twitter edits or leave a few moments open at the beginning of class where students can bring in errors in published writing and share their edits to it.

Step 5: Student Independent Application, Reflection, and Self-Assessment.

- Assign students a culminating writing assignment. This should be an extended process where the student will have to submit a first draft, an edited draft with symbols, and a final draft. All drafts should be submitted so teacher and student can understand and learn from the process.
- Whenever students write, use the editing symbols process.
- As a reflection, have students submit a writing strengths/needs statement.

    Example: Three things I did well and three things I need to work on.

Editing Symbols for Writing

From: NorthSeattle.edu

http://facweb.northseattle.edu/ljensen/ESL_042/Writing/Editing%20Symbols%20for%20ESL%20042.doc.

Use this chart whenever you do writing corrections for this class. **Keep it** handy!

Symbol	Definition
A/P	confusion between *active and passive voice*: • Sam washed the dishes. (*active*) • The dishes were washed (by Sam). (*passive*) ☒ Sam were washed the dishes. (???)
art	incorrect or missing *article* (a, an, the)
___ **___**	problem with *capitalization*
ed/ing	incorrect participle form: ☒ *The movie was very **frightened**.* ☒ The students were very ***boring*** in class today.
frag	a sentence or clause is *incomplete*—remember that (1) every clause requires a **subject & a verb** and (2) **dependent clauses** are not complete sentences • I like to study grammar because it is useful. ☒ I like to study grammar. Because it is important. ☒ I like to study grammar because is important.
ger/inf	*gerund* or *infinitive* error ☒ I like **walk** around Greenlake. ☒ We are thinking about **to go** on vacation.
pron	*pronoun* error— either the wrong *form* was used, or what noun the pronoun is *replacing* is unclear ☒ I love my parents. ***He*** is very helpful. ☒ My parents they are helpful.
P	*punctuation* is missing or incorrect (comma, apostrophe, question mark, etc.)
ll STR	**Parallel structure:** words or phrases joined by ***and, or,*** etc. should be similar (parallel) in form: "Laura enjoys *hiking, cooking*, **and** *gardening*."
Pl/S	*Plural/singular* noun confusion (Did you forget the –s? Is the plural form irregular? Is the noun a count or non-count?) ☒ He has many ***friend.*** ☒ She taught us a lot of ***informations.***

Symbol	Definition
RTS	**Run-together sentence**: more than one clause in a sentence but not joined by a conjunction, relative pronoun, etc. The clauses in a run-together sentence may be joined with a comma or without any punctuation at all. To fix an RTS: Either **separate** the clauses into two sentences, or choose a grammatical way to **combine** them: ☒ She studied for the test, however, she didn't do well. • She studies for the test. However, she didn't do well. • She studied for the test; however, she didn't do well. • She studied for the test, but she didn't do well.
sp	*spelling* mistake—**add this word to your spelling list** and learn to spell it correctly
SVA	**Subject-verb agreement:** a verb must agree with its subject
T	an error with the *tense* of a verb
vf	an error with the *form* of a verb
v?	Wher*e is* the verb? I can't find it. (This error could also be called a *fragment* because a clause without a verb is not complete.)
wf	*word form*—use the correct *part of speech* to do the job
?	Huh? *Unclear*—I don't understand—try to explain it another way

Do-or-Die List

Good writing takes time and requires editing skills. To **move up** to ESL 051 next quarter, you must be able to follow these basic rules *consistently* whenever you write:

- Always **add an –s** to simple present tense verbs with a third-person singular subject (he, she, it).

- By this level, you should know the **name of the tense** you are using and **the reason** you chose that tense for your sentence. (There should *always* be a reason; you shouldn't just guess and then hope that you're right!)

- Use a **base form** (the basic form of a verb you find in a dictionary) after a **modal** (will, can, should, etc.) or in an **infinitive** (to + base form).

- <u>**BE + Base Form** is not possible in English</u>; there is *no tense* formed that way. Since it is never correct, you should never use it.

- Every **clause** should have a **subject** and a **verb**. If you want to have more than one clause in your sentence (and you *do*), combine them with conjunction or relative pronoun.

- *Use* **your dictionary** so that your writing has very few spelling errors.

- Make sure that your paragraph has a clear **topic sentence** and that you **support and develop** this main idea in the rest of your paragraph.

- **Follow the directions**.

<u>What is the difference between a **clause** and a **phrase**?</u>

- clause _____

- phrase _____