**EDITING CHECKLIST CHART** Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Reread your writing carefully. Put a check mark in each box under “Author” as you complete each editing item. Once all the boxes are checked, give this editing checklist to the teacher for the final edit.*

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| Editing Checklist | Author | Teacher |
| 1**. Clarity:** Read, asking, “Will this make sense to a stranger?” Find confusing spots and rewrite to make them clearer. Note places where you stumble as you reread and revise to make them easier to read. |  |  |
| 2. **Punctuation:** Read, paying attention to the actual road signs you’ve given readers. If you followed the punctuation as you’ve written it, will the piece sound the way you want it to sound? Have you guarded against sentences that run on and on? Have you punctuated dialogue? |  |  |
| 3. **Spelling:** Do your words look correctly spelled to you? Circle ones that feel as if they could be wrong, try them again, get help with them. Check that the words on the word wall are correctly spelled. |  |  |
| 4. **Paragraphs:**  Narrative writers use a new paragraph or a new page for each new episode in the sequence of events. Do you paragraph to show the passage of time? Do you also paragraph to show changes in who is speaking? |  |  |
| 5. **Optional Items:** |  |  |
| 6. **Punctuation:*****For strugglers...***Have I written with periods and capital letters? Do I avoid using *and* or *so* to combine lots of short sentences together into one run-on sentence?***For more experienced writers...***Have I used complex punctuation and varied sentences to help readers read my story with expressiveness and in a way that creates the mood I want to create? Have I used a mentor author to give me ideas for new ways to use punctuation to create a powerful effect in part of my story? |  |  |
| 7. **Spelling:**When tackling long and challenging words, have I tried to record every sound I hear in the word? Have I used what I know about how other words are spelled to help me spell parts of the challenging word? Have I reread my spelling and circled the parts of words that I think could be wrong? Have I used spellings I know (and especially those on the word wall) to help me tackle words of which I’m unsure? |  |  |

—from Lucy Calkins’, *Resources for Teaching Writing*