

All That's Fit to Print

Purpose

Students will proofread each other's writing, using an editing checklist.

Materials

For the teacher: transparency of Black Line Master (BLM) *Pardon My Sloppy Copy Editing!*, overhead projector, transparency pen

For the students: copies of BLMs *Pardon My Sloppy Copy Editing!* and *Copy Editor's Checklist*, colored pencils or pens, pieces of writing that will be edited

Activity

A. Pre-Activity Preparation

Have students select a piece of their own writing that needs to be edited.

B. Pre-Activity Discussion

1. Ask students how they would feel about a textbook if it contained grammatical or spelling errors. Discuss the role of a copy editor in a publishing environment.
2. Discuss the types of errors that copy editors look for (e.g., spelling, punctuation, grammar).

C. Practice Copy Editing

1. Hand out copies of the BLM *Copy Editor's Checklist*. Discuss each item to be sure students understand what they should look for in another piece of writing.
2. Hand out copies of the BLM *Pardon My Sloppy Copy Editing!* and display the transparency on the overhead projector.
3. Explain to students that they will practice being the copy editor for this piece of work.
4. Ask for volunteers to point out mistakes in the piece using the checklist as a guide. Circle and correct those mistakes on the transparency and have the students make the same corrections on their copies.
5. Remind students to check off each item on the checklist after they have marked the copy. Do the first paragraph together.

(continued)

EXTENDING
THE



ACTIVITY

Ask students to continue their editing roles by looking for errors in newspapers, billboards, signs, books, magazines, etc. Ask them to report on their findings once a week.

MEETING
INDIVIDUAL



NEEDS

Pair students according to ability and have them continue to edit each other's work throughout the year. Have students switch pairs occasionally.

Standards Links
3.4.4, 3.6.2, 3.6.8

Activity (continued)

6. Divide the class into small groups and have them complete the editing process together.
7. Walk around the class as students work and assist them with the copy editing.
8. Review the corrections together after all groups have finished.





D. Apply What Students Have Learned

1. Hand out students' papers that they selected and three more copies per student of the BLM *Copy Editor's Checklist*. Tell them that they are to assume that their papers are being prepared for printing in a magazine or booklet.
2. Explain that their job is to read two classmates' papers and to look for errors using the checklist.
3. Have students exchange papers to copy edit. Tell them to circle the errors with a colored pen or pencil but not to correct the errors. Ask them to write their initials at the bottom and a circle after them with the number of errors they have marked.
4. Instruct the copy editors to give the paper back to the writer, who must seek another classmate to edit it. Tell students that all papers should be edited by two students.
5. Encourage students to consult a dictionary or other source during this process.
6. Instruct students to write the corrections directly on the paper. If the writer does not agree with something that has been circled, tell students that he/she can appeal to the teacher, who will decide whether the editor or writer is correct.
7. Ask students to recopy their pieces incorporating the corrections.
8. Tell them to turn in both copies and the two editors' checklists.

Questions for Review

Basic Concepts and Processes

As the students are working in groups, ask them the following questions:

-  What do you do when you find a misspelled word in someone's writing?
 -  How do you use the checklist when you are editing?
 -  What do you look for when you are copy editing?
 -  What is the benefit of having your own work edited by someone else?
-



Name: _____

Pardon My Sloppy Copy Editing!

Directions: Use a colored pen or pencil to circle errors in this story. Then make the correction inside the circle in the same colored pencil. There are 25. How many can you find?

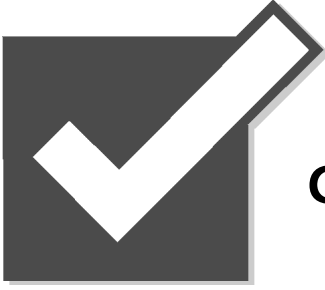
Growing It Was the Eazy Part!

My cousin Fred growed the biggest pumpkin that I have ever sawed. He thaught he was going to win a contest with it. The problem was that he has to get the pumpkin to the County Fare in Danville Kentucky.

When it comes time to take the pumpkin to the fair, Fred pulled a big flat wagin up beside the pumpkin and got a bunch of friend's to help him lift it on. They was very excited about it. Except the wagon wasn't big enough to hold the pumpkin. "Its okay, I guess," Fred said, "if it hangs over the sides a bit. But when they tried to lift the thing, it was quiet clear that it weiged way to much for that wagon. "Itll break the wagon!" Fred cried. "What have I did here, growing a pumpkin this big?"

"How could you have stoped it?" Cousin Otto said. "It wasn't as if you could just stop feeding it" Later at the fair, fred saw that Otto had won the prise with a pumkin halve the size of Fred's.

Name: _____



Copy Editor's Checklist

Review this checklist as you edit. Check each item off as you complete it.

- Did the writer use capital letters to start each sentence and for other words, such as names, which need to be capitalized?
- Did the writer use correct punctuation at the end of each sentence and within each sentence?
- Did the writer spell words correctly?
- Did the writer express ideas in complete sentences?
- Do the sentences make sense?

Copy Editor's Checklist

Teacher Directions

Distribute the BLM *Copy Editor's Checklist*, and explain to the students that they should use the checklist when reading writers' works.

Answer Key

Not applicable.