

# How's My Writing?

2nd Ed.

Narrative  
Revising and  
Editing

With Our  
Youngest  
Writers



## When You Think You're Done...

Revising and editing is the hardest part of teaching writing. It is our job to be encouragers of our young writers' work. Our students have worked so hard just to get their ideas on paper and then they are asked to revise? "But it sounds good the way it is!" "Yes, that's what I wanted to say." "I checked everything, and I didn't see anything to fix." You have heard it. It is my experience in working with hundreds of first grade writers that adults should maintain certain beliefs about revising and editing.

\*I am a firm believer in providing examples of modeling every part of the revising process and setting specific goals for specific kids. Kids should see us write, revise and edit. Expecting all revisions and editing to take place for every kid on every piece can be overwhelming for both the teacher and the student! I recommend introducing one revision or editing tool at a time, and growing from there.

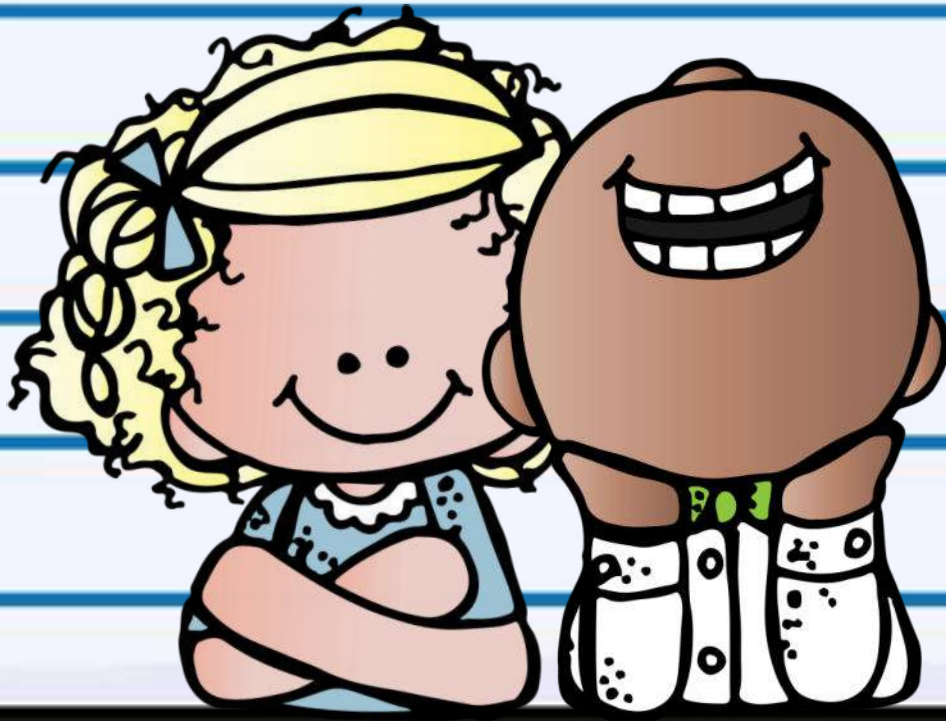
\*I also believe that during the revising and editing process, staying positive is key. Looking for the "great" things and building on those.

\*In addition, I believe that writing partners play an enormous role in the revising and editing process. Utilizing the partner can be an absolute win...win...for both writers!! And sometimes, a young writer will take advice from a peer rather than an adult!! 😊

\*Lastly, being respectful of young writers' work is something I can not stress enough. Providing a comfortable, safe learning environment where all effort is appreciated and at the same time encouraging the challenge and risk to rework will result in kids who love to write!



When you Think  
you're Done,  
you've Just Begun!!  
Revising and  
Editing Makes our  
Great Writing Even  
Better!





The next few pages show some sample pieces/rubric style mini posters from which young writers can rate/compare their own writing.

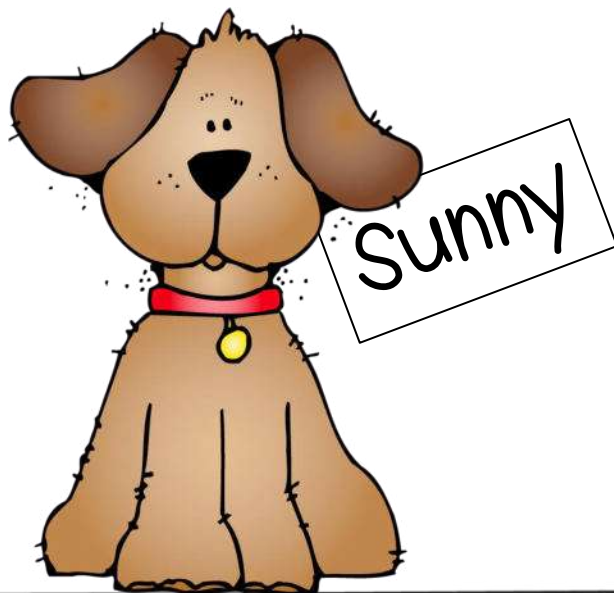
Simply print, discuss characteristics of each piece. Have kids help you rate them 1-4 (4 being the best). Add the numbers to the mini posters. Discuss the progress they will make in their writing and that they should set goals.

# How's My Writing?





I like my dog.

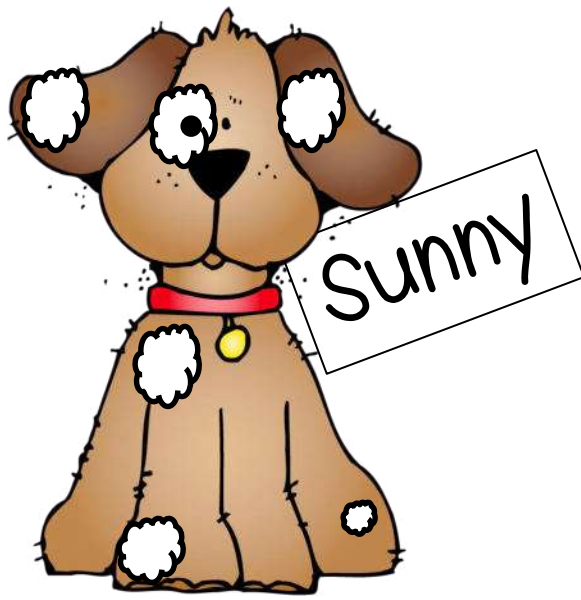


I like my dog.

His name is

Sunny. He is

brown.



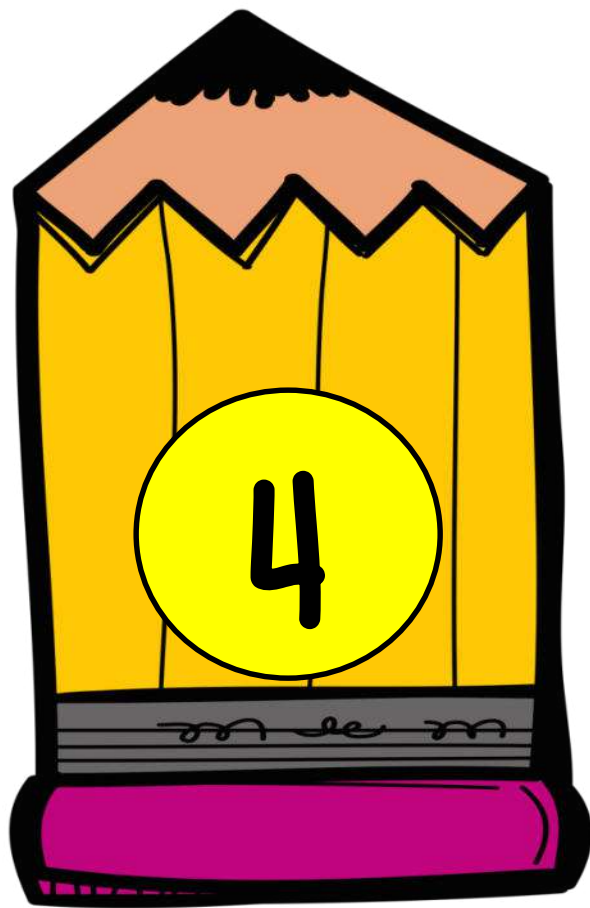
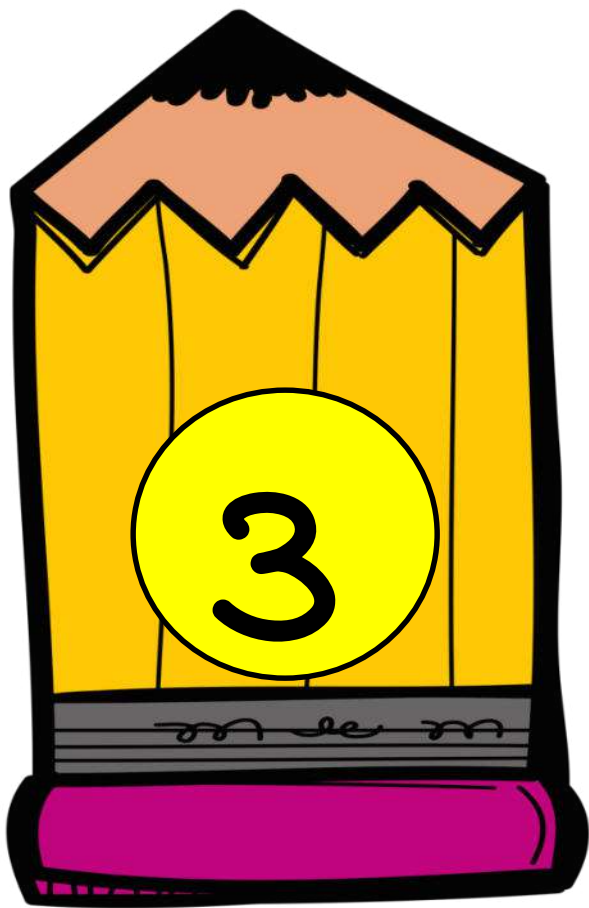
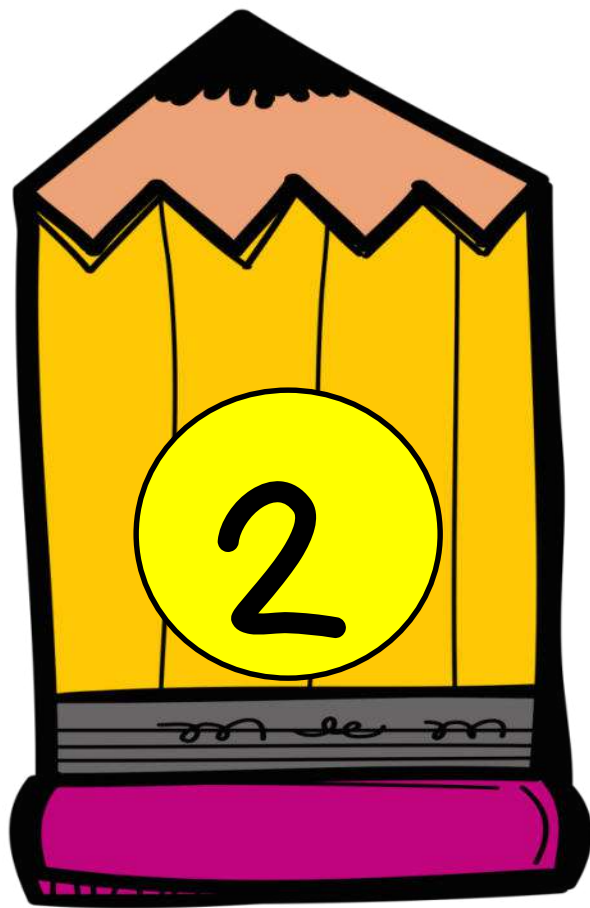
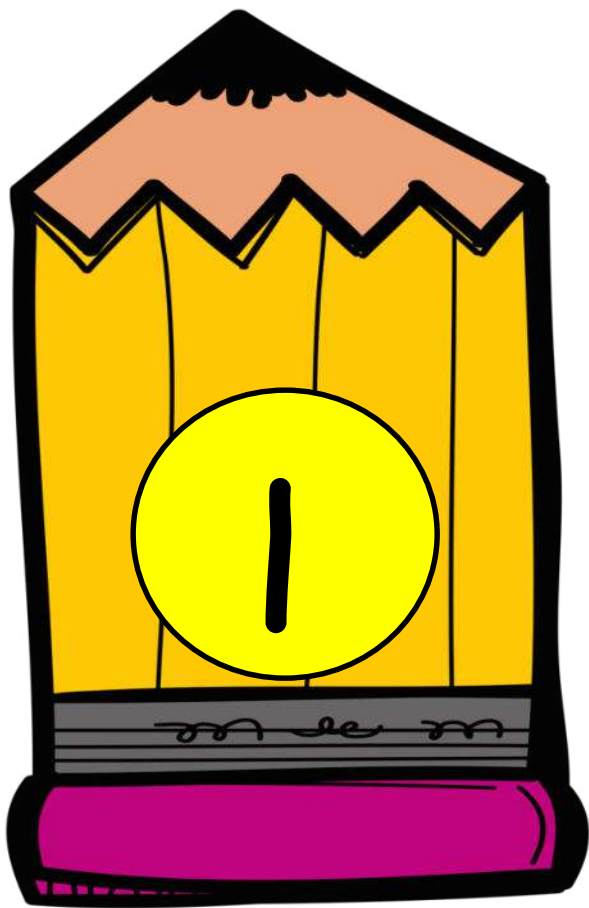
I like my dog. His  
name is Sunny.

He is brown with  
white spots. His  
spots are cute.





Do you have a pet? I  
have a dog. His name is  
Sunny. He is brown with  
white spots. His spots  
are cute. He loves to  
play catch with a ball. I  
love to cuddle with him.  
He is the best pet ever!





How's My Writing?



I like my dog



I like my dog.  
His name is Sunny. He is brown.



I like my dog. His name is Sunny. He is brown with white spots. His spots are cute.

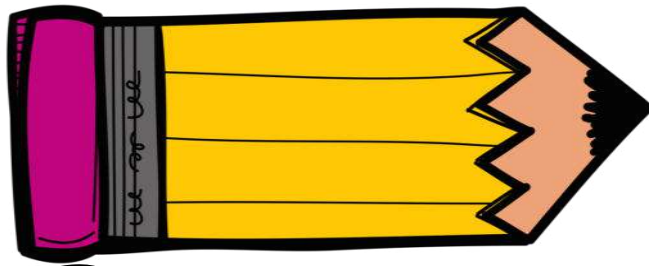


Do you have a pet? I have a dog. His name is Sunny. He is brown with white spots. His spots are cute. He loves to play catch with a ball. I love to cuddle with him. He is the best pet ever!

Editing makes our great writing Even Better!







# Revising

No matter where kids are in their writing process, it is important they understand that revising writing isn't a matter of having done something wrong:

**It's a chance to make something  
that's already great  
even better!**


You can choose to incorporate peer revisions, self revising, or teacher revising during writing conferences. You can choose to have kids use the revising checklist or the revising marks chart.



# Revising

## Makes Our

## Writing

und

---

## Better!

- \*Add Words
- \*Take Words out
- \*Change Words
- \*Move Words



# Revising to Make Our Great Writing Even Better!



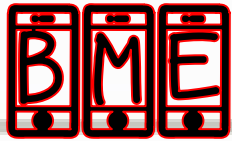
Caret- Insert a word



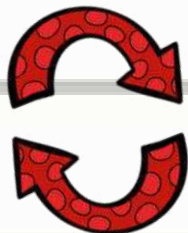
Take a word out



Spider Leg- Add a sentence



Beginning, Middle, End



Change the Order of the sentences



Name \_\_\_\_\_



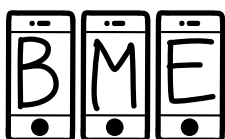
# My Writing Revising Checklist



I checked to make sure I didn't leave out any words and used a caret where needed.



I checked to make sure I squiggled words out I didn't need.



I checked to make sure my piece has a beginning, middle, and end.



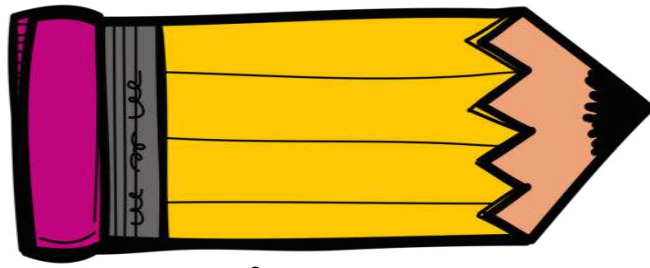
I checked to make sure I added spider legs where I needed to add sentences.



I checked to make sure I changed the order of words or sentences where needed.



I revised the best I could, and I'm ready to edit.



# Editing

No matter where kids are in their writing process, it is important they understand that editing writing isn't a matter of having done something wrong:

**It's a chance to make something  
that's already great  
even better!**

You can choose to incorporate peer editing, self editing, or teacher edit during writing conferences. You can choose to have kids use the editing checklist or the editing marks chart.



# Editing

Makes Our  
Writing

Look

Better!

- \* Capital Letters
- \* . ? ! " ... ,
- \* Spelling
- \* Grammar



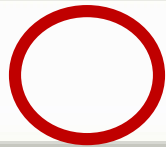
# Editor's Marks to Make Our Great Writing Even Better!



Capital letter  
needed



Lowercase  
needed



Punctuation  
needed

SP



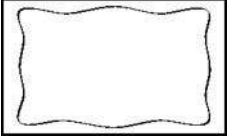

Check spelling



Name \_\_\_\_\_



# My Writing Editing Checklist

<p>write </p>	<p>I wrote using my best handwriting and used spaces.</p>
<p></p>	<p>I used capital letters at the beginning of each sentence.</p>
<p></p>	<p>I wrote complete sentences.</p>
<p>. ? !</p>	<p>I used a punctuation mark at the end of each sentence.</p>
<p>c-a-t</p>	<p>I tried my best when spelling my words.</p>
<p></p>	<p>I did my very best and am ready to publish!</p>



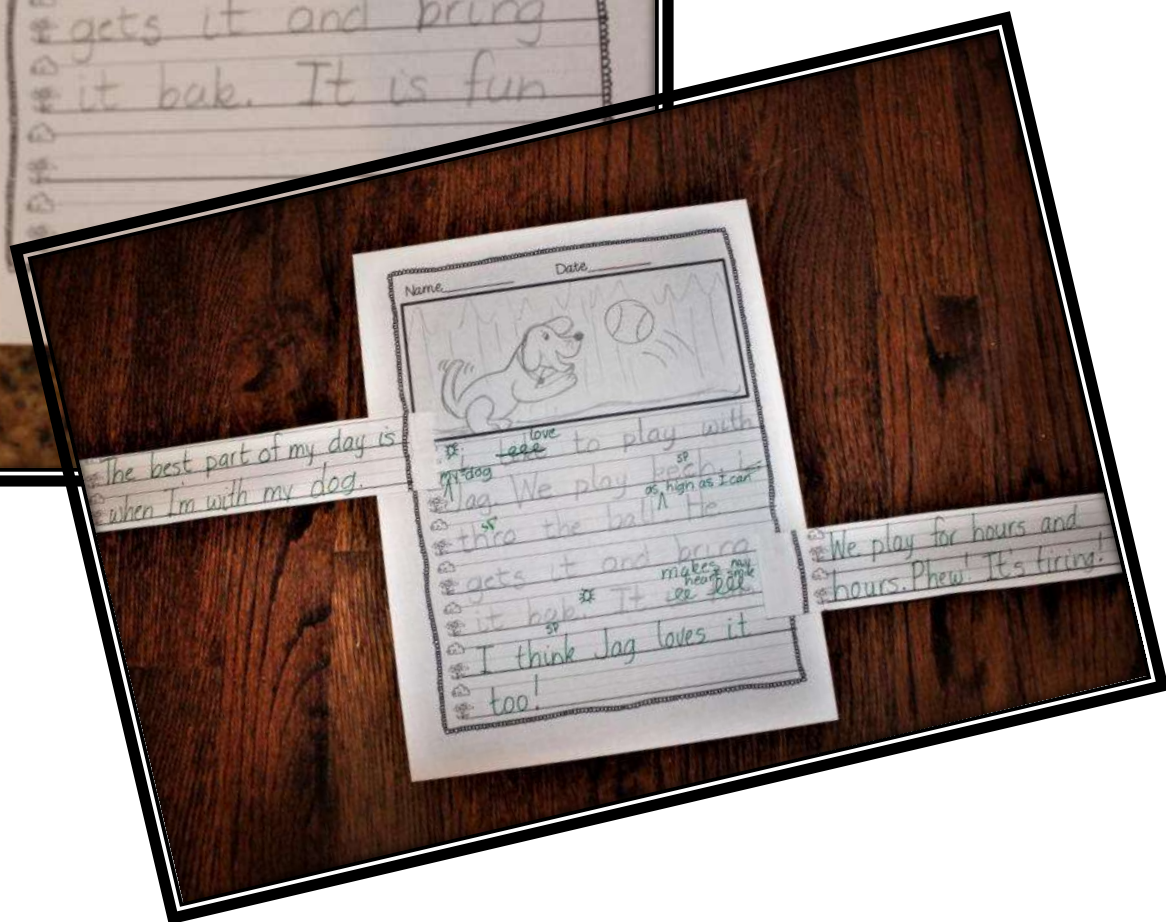
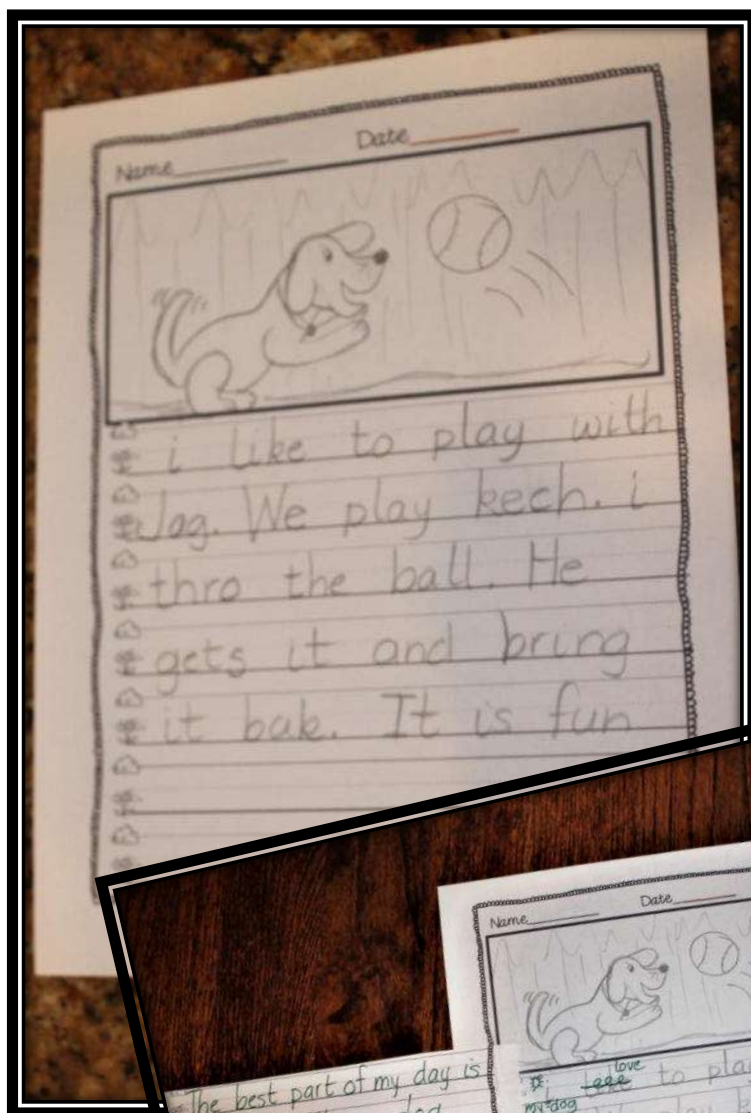


Editing  
makes our  
great writing  
Even Better!

We use  
"Editing  
Super-Visors"  
when writing  
partners turn  
into editors! ☺







Model drafting , rereading,  
revising, and editing.  
Create risk takers!

# My Writing Rubric

Some letters, words, Some beginning/ending sounds

No punctuation

Scribbly letters

A picture



Short, simple sentences, simple words telling ideas, beginning/ending sounds, vowels, Some punctuation

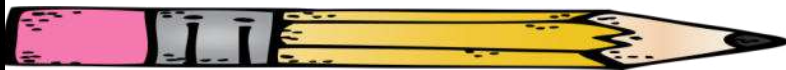
Some letters need fixing, Pictures match topic



Some simple sentences about topic, ideas are somewhat in order, some best try spelling, I, capitals, punctuation used, Correct printing of most letters



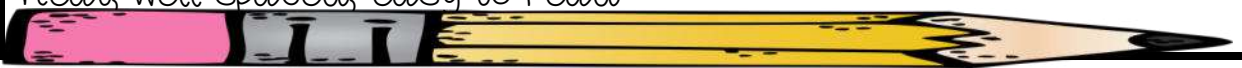
Most sentences stay on topic, ideas in order, details and describing words, correct spelling of high frequency words, most punctuation letters, and spacing correct



All sentences stay on topic, ideas in order, beginning, middle, end, details and interesting words, correct spelling, punctuation, printing, and spacing



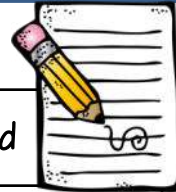
Sentences tell more information. Beginning, middle, end with many details, interesting and expressive language, paragraphs, correct high frequency words, correct punctuation, neat, well spaced, easy to read



The next two pages include some mini conference short sheets to have handy when conferencing with kids, and helping them with editing. Conference short sheets are intended for quick **roving** conferences with three different levels available depending on student needs.

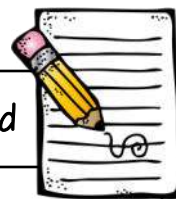


# \_\_\_\_\_ 's Roving Writing Conference



Date	Title of Piece	Writing Behaviors/ Strategies Observed
		<p>Emergent Writer</p> <ul style="list-style-type: none"> <li>___ Uses pictures to communicate ideas.</li> <li>___ Strings symbols together to represent words and sentences without directionality</li> <li>___ Strings symbols together to represent words and sentences with directionality</li> <li>___ Communicates ideas using letter-like forms (non-grouped)</li> <li>___ Writes some letters connected resembling words (grouped) No knowledge of letter-sound relationship in spelling</li> <li>___ Writers with letters representing sounds</li> <li>___ Knowledge of letter-sound relationship in spelling</li> <li>___ Inconsistent initial consonants</li> <li>___ Copies words from environment without meaning</li> <li>___ Writes with words. May have spaces between words</li> <li>___ Sense of word length.</li> <li>___ Readable. Copies words from environment with meaning</li> </ul>

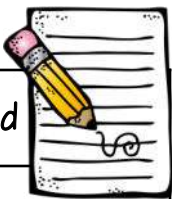
# \_\_\_\_\_ 's Roving Writing Conference



Date	Title of Piece	Writing Behaviors / Strategies Observed
		<p>EARLY WRITER</p> <ul style="list-style-type: none"> <li>___ Writes simple, patterned and/or non-related sentences <ul style="list-style-type: none"> <li>May have spaces between words</li> <li>Consistent initial consonants</li> <li>Infrequent use of capitalization and punctuation</li> <li>May have incomplete sentences</li> </ul> </li> <li>___ Writes simple, non-patterned and/or non-related sentences <ul style="list-style-type: none"> <li>May have spaces between words</li> <li>Consistent initial consonants</li> <li>Infrequent use of capitalization and punctuation</li> </ul> </li> <li>___ Uses complete sentences <ul style="list-style-type: none"> <li>Writes related, non-patterned sentences</li> <li>Sticks to topic</li> <li>Consistently uses spelling approximations</li> <li>Infrequent use of capitalization and punctuation</li> <li>Uses complete sentences</li> <li>Sense of story</li> </ul> </li> </ul>



# \_\_\_\_\_ 's Roving Writing Conference



Date	Title of Piece	Writing Behaviors/Strategies Observed
		<p>FLUENT WRITER</p> <ul style="list-style-type: none"> <li>--- Writes related sentences <ul style="list-style-type: none"> <li>Sticks to topic</li> </ul> </li> <li>--- Consistently uses spelling approximations</li> <li>--- Beginnings of an organized plan <ul style="list-style-type: none"> <li>Some capitalization and punctuation</li> <li>Begins standardized spelling of common words</li> </ul> </li> <li>--- Writes related sentences <ul style="list-style-type: none"> <li>Uses varied sentence structures</li> <li>Can control a chronological sequence</li> <li>Begins to add details</li> <li>Some capitalization and punctuation</li> <li>Uses standardized spelling of most common words</li> </ul> </li> <li>--- Uses complex sentence structures <ul style="list-style-type: none"> <li>Clear organizational plan</li> <li>Initial capitalization, ending punctuation used correctly most of the time</li> <li>Imaginative, vivid language</li> <li>Uses standardized spelling of common words</li> </ul> </li> <li>--- Sentence structure is varied <ul style="list-style-type: none"> <li>Author's voice is apparent, shows awareness of audience</li> <li>Experimenting with uses of other punctuation</li> <li>Uses standardized spelling of most common words</li> <li>Begins to use figurative language</li> <li>Initial capitalization, ending punctuation consistent</li> </ul> </li> </ul>

I have purchased and use graphics from these amazing artists. Check them Out!!

