

Spelling Strategies Self-Assessment

Writer _____ Date _____

Mark the strategies you use. (Put a star next to the ones you use the most.)

- Stretch words out slowly and listen to sounds.
- Draw a line under words I am not sure of during drafting, or write *sp.*
- Clap out the syllables and check each syllable for a vowel.
- Try to visualize what the word looks like.
- Use another piece of paper or the margin to spell the word several ways.
- Use words I know to spell other words.
- Use a portable word wall.
- Use the class word wall.
- Refer to the tricky words list.
- Use a dictionary.
- Use a thesaurus.
- If I know I can find the word quickly, I might _____.
- If I think it will take me some time to find the correct spelling, I wait until editing, and then I might _____.
- During editing, I ask a friend to edit with me.
- During editing, I add words to my portable word wall that I think I will use again.

When I come to a word I am not sure of during drafting, I usually _____
or _____. During editing, I would follow up on the word by
checking _____ or _____.

If I were to give advice to a younger student about spelling, I would tell that writer:

Editing Checklist 1

Author _____ Date _____

I have reviewed this work for:

SPELLING

CAPITALIZATION

First word of each sentence

Names and proper nouns

Titles

PUNCTUATION

A period (.), question mark (?), or exclamation point (!)
at the end of each sentence

Commas (,) in a series

Quotation marks (") in dialogue

Editing Checklist 1

Author _____ Date _____

I have reviewed this work for:

SPELLING

CAPITALIZATION

First word of each sentence

Names and proper nouns

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PUNCTUATION

A period (.), question mark (?), or exclamation point (!)
at the end of each sentence

Commas (,) in a series

Quotation marks (") in dialogue

Editing Checklist 2

Author _____ Date _____

I have reviewed this work for:

SPELLING

Words I corrected:

- I checked the Spelling Reference: Tricky Words.
- I checked to be sure there is a vowel in every syllable.

Resources I used to check spelling: _____

CAPITALIZATION

- First word of each sentence
- Names and proper nouns (English muffin)
- Titles
- A word all in caps for emphasis

PUNCTUATION

- A period (.), question mark (?), or exclamation point (!) at the end of each sentence
- Apostrophe for contractions (she's, can't, I'll)
- Commas (,) in a series (Jason plays soccer, baseball, and basketball.)
- Apostrophe for possessives (Anna's bike)
- Sentence opener followed by a comma
- Exclamation point for interjection
- Quotation marks (") in dialogue

COMPLETE SENTENCES

- This piece is free of fragments, unless used for style.
- This piece has no run-on sentences. The word *and* is used with caution.

SOME INTERESTING SENTENCES

The most interesting sentence in this piece is _____

I think this sentence is strong because _____

Peer Editing Checklist

Author _____ Peer Editor _____ Date _____

We have reviewed this work for:

SPELLING

Words we corrected:

- We checked the Spelling Reference: Tricky Words.
- We checked to be sure there is a vowel in every syllable.

Resources we used to check spelling: _____

CAPITALIZATION

- First word of each sentence
- Names and proper nouns (English muffin)
- Titles
- A word all in caps for emphasis

PUNCTUATION

- A period (.), question mark (?), or exclamation point (!) at the end of each sentence
- Apostrophe for contractions (she's, can't, I'll)
- Commas (,) in a series (Jason plays soccer, baseball, and basketball.)
- Apostrophe for possessives (Anna's bike)
- Sentence opener followed by a comma
- Exclamation point for interjection
- Quotation marks (") in dialogue

SENTENCES

- This piece is free of fragments, unless used for style.
- This piece has no run-on sentences. The word *and* is used with caution.

SOME INTERESTING SENTENCES

The most interesting sentence in this piece is _____

We think this sentence is strong because _____
