

# Spelling Strategies Self-Assessment

Writer \_\_\_\_\_ Date \_\_\_\_\_

During drafting, when I come to a word I am not sure of, I usually \_\_\_\_\_

or \_\_\_\_\_. During editing, I would follow up on the word by

\_\_\_\_\_ or \_\_\_\_\_.

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.*
- Tap 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 Commonly Confused Words chart.
- 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, then I \_\_\_\_\_.
- During proofreading and editing, I ask a friend to edit with me.
- During proofreading and editing, I add words to my portable word wall that I think I will use again.

If I were to give advice to younger students about spelling, I would tell them:

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# Editing Checklist 1

Author \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed this work for:

## SPELLING

Misspelled words

## CAPITALIZATION

Proper nouns

Titles

Headings

## PUNCTUATION

End of sentence (. ? !)

Comma after opener

Comma before closer

## GRAMMAR

Complete sentences, not fragments, unless for style

# Editing Checklist 2

Author \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed this work for:

## SPELLING

I corrected the spelling of: \_\_\_\_\_.

I checked for commonly confused words.

Resources that helped me check spelling include: \_\_\_\_\_.

## CAPITALIZATION

Beginning of sentence

Proper nouns (English muffin)

## PUNCTUATION

End of sentence (. ? !)

Sentence opener followed by a comma

Comma and linking word in compound sentences

## GRAMMAR

Complete sentences

No fragments, unless for style

The most interesting sentence in this piece is \_\_\_\_\_

\_\_\_\_\_.

I think this sentence is strong because \_\_\_\_\_

\_\_\_\_\_.

## Editing Checklist 3

Author \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed this work for:

### SPELLING

Resources I used to correct spelling include:

\_\_\_\_\_.

Three words we corrected:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

- Commonly confused words
- A vowel in every syllable

### PUNCTUATION

- End of sentence (. ? !)
- Apostrophe for contractions and possessives
- Sentence openers followed by a comma
- Commas in a series of items
- Comma and linking word in compound sentences
- Exclamation point for interjection
- Dialogue correctly punctuated

### GRAMMAR

- Complete sentences
- No fragments, unless for style
- No run-on sentences; the word *and* is used sparingly
- No double subjects (*My mom she*)
- Subject-verb agreement in all sentences
- Verb tenses correctly used
- Transition words and phrases to link ideas and show passage of time
- Correct pronoun order (*My mom and I*)
- Pronouns clearly refer to their antecedents
- Carefully selected verbs

## Editing Checklist 4: Focus on Grammar

Author \_\_\_\_\_ Date \_\_\_\_\_

I have reviewed this work for:

### VERBS

- Verb tense consistent throughout (all past tense or all present tense)
- Verb case correct: *We saw a plane* vs. *We seen a plane*
- Strong verbs that show action

### PRONOUNS

- The reader can clearly tell which noun a pronoun refers to (antecedent)
- Pronouns clearly show gender and number (*he, she, they, we*)
- Possessive pronouns are used correctly (*his, hers, ours, theirs*)

### SENTENCE

- Each sentence complete; no fragments, unless for style
- No double subjects (*My mom, she . . .*)
- No double negatives (*We don't got no . . .*)
- Subjects and verbs agree (singular and plural)
- Adverbs, adverb phrases, and prepositional phrases used as openers to some sentences

My favorite grammatically correct sentence is

\_\_\_\_\_.

I picked this because \_\_\_\_\_

\_\_\_\_\_.