

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
- Use 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 a younger student about spelling, I would tell him or her:

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

Compound sentence joined by a linking word and a comma

GRAMMAR

Complete sentences

No fragments, unless for style

Some interesting sentences:

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 used correctly
- A vowel in every syllable

PUNCTUATION

- End of sentence (. ? !)
- Apostrophe for possessive
- Sentence openers followed by a comma
- Commas separate items in a series
- Compound sentences joined by a linking word and a comma

- 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 _____

_____.