

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Synthesis	Correlation to Framework - 01.05, 01.08	Lesson Number - 16
<p>Activity Title - Essay Writing - Editing</p> <p>Goal/Objective To provide students with the writing techniques that will enable them to effectively draft and edit an essay.</p> <p>Lesson Outline Introduction</p> <p>An essay requires some preparation in advance of the actual writing process. Prior to this lesson, students should have already prepared an outline and first draft following the pre-writing techniques provided in Writing Lesson 10. This lesson focuses on editing and proofreading skills. Review the editing checklist contained in the handout.</p> <p>Activity</p> <p>Briefly review with students the pre-writing techniques that were covered in Lesson 6. Distribute 3 sample essays as well as the Editing Checklist to each group of students. Have students complete the checklist for each of the essays.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss the students evaluation of the essays and what they would do to improve the essays. Students should understand that it can often be easier to edit someone else's work rather than their own. However they need this skill when writing the essay for the GED Test, as well as in real life. Have students use their draft essays from Lesson 6 and edit their work using the Edit Checklist. If students did not write draft essays, then have them develop a draft and use the Edit Checklist with that draft. Review with students the problems they found with their draft essays and how they can improve them. This activity may be done on a group basis or individually.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Editing Checklist • Sample Essays • Paper and pencils
			<p>Extension Activity Have students use their draft essays from Lesson 10 and edit their work using the Edit Checklist. Review with students the problems they found with their draft essays and how they can improve them. This activity may be done on a group basis or individually depending on the comfort level of the students.</p>
<p>Real-Life Connection</p> <p>Ask students who they think would need good editing skills. List the responses on the board. Explain that one of the most important jobs at a newspaper is the work done by the editing staff. If possible, have an editor from the newspaper come in and talk to the students about his/her job. If field trips are allowed, consider taking students to a local newspaper so they can see the entire process in action.</p>			<p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a peer helper for those students who need help.</p> <p>Provide an audio version of the checklist for students who may have difficulty with visual processing. They can listen to the items instead.</p> <p>Use different colors for each area within the Edit Checklist to give a clearer visual of each area.</p>

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Activity Title—Essay Writing—Editing

Introduction

Say: Today's lesson focuses on skills that will help you edit your writing. After you do some planning and organizing, you may just want to start writing. Sometimes this is the best way to get something written. You can only do this if you have a good outline. Then you can just start spilling you're your thoughts onto paper knowing that you will come back and begin the process of editing your work . Having good editing skills, then, is rather freeing. You aren't held back by worry or fear that what you first write won't perfect paper. A first draft is just part of the process.

Main Activity

Say: Today's handout contains an editing checklist. These are the things you should be thinking about as you read your first draft. It will help you to identify what needs changing. Before I hand that out, think back to the pre-writing process we've already studied. Can you remember those steps? Invite the class to name the steps. Put them on the board. Then distribute the editing checklist handout. Review the checklist with the group. *Say:* I am going to provide each group with three sample essays. As a group, use the checklist to the edit the essays. When you have finished we will review them and see if each group agreed on what should be changed in each essay.

Debriefing/Evaluation Activity

Have the students review the types of errors that they found on the sample essays. *Say:* Sometimes editing other people's work is easier than our own. We may not see all of the errors in our work. Editing is a very important skill that people in business use everyday. Now that you have had a chance to edit someone else's work, it is time to edit your own. Pull your draft essay that you wrote as part of the pre-writing lesson and edit it using the Editing Checklist.

Language Arts, Writing 01.05, 01.08
Lesson 1

The Editing Checklist

	Yes	No
PLAN AND CONTENT		
Did you provide the reader with a roadmap in your first paragraph?		
Did you state your main idea clearly?		
Did you stay on topic?		
Did each paragraph contain a topic sentence?		
Did you support your topic statements with details or examples?		
Is the essay balanced? (Is on paragraph too long or too short compared to the information included in it?)		
STYLE		
Is the writing style appropriate for the intended audience?		
Did you express your ideas and sentences clearly?		
Did you use the passive voice when the active voice might have been better?		
Did you repeat the same word too many times? Should you use a synonym?		
GRAMMAR		
Did you find any sentence fragments?		
Did you find any run-on sentences?		
Did you use adjectives and adverbs correctly?		
Did you use nouns and pronouns correctly?		
Did you check for subject-verb agreement?		
SPELLING AND PUNCTUATION		
Did you spell words correctly?		
Did you use contractions and homonyms correctly?		
Did you use commas and semicolons correctly?		
Did you use quotation marks correctly?		
Did you use correct procedures for capitalizing words?		
Is your handwriting clear and easy to read?		