



Lesson Plan

Revise and Edit Writing

for

All Language Learners

in the

Seventh Grade

Lesson Overview

Grade Level:	Seventh
Language Level:	All
Content Category:	Writing
Content Subcategory:	Writing Conventions
Materials Needed:	Computer connected to the Internet
Technology Tool:	See the Lesson Tools section for this lesson in the Teacher Management Area of the K to 8 technology curriculum
Lesson Summary:	This lesson teaches students how to revise and edit personal letters they write to a partner.
Lesson Objectives:	At the end of the lesson, the student will be able to: <ul style="list-style-type: none">• know the difference between revising and editing• write a personal letter• revise and edit a letter• write, revise and edit a story
Academic Content:	This lesson covers: <ul style="list-style-type: none">• revising and editing• structure of letters• writing personal letters• writing and revising stories
Technology Skills:	See the following sections of the lesson plan for a detailed list of skills covered in this lesson: <ul style="list-style-type: none">• Standards: NETS - Performance Indicators• Activity Instructions & Rubric

Lesson Plan

Lesson and Student Activity Details:

1. Before starting the web lesson, review the basic techniques of revising and editing. This lesson uses the 6 + 1 Traits of Writing as the model for revising and editing.
2. The web lesson begins by discussing the difference between revising and editing. The tools used by 6 + 1 Traits are reviewed. The correct form for a letter is reviewed and students view a diagram.
3. Interactive Game 1 asks students questions about revising and editing. Beginner students practice editing in their game.
4. The lesson discusses revising tools for voice, word choice and organization. The editing rules for capitalization and punctuation are reviewed.
5. Student Activity 1 asks students to write a personal letter about an event in their lives. Students use word processing tools to craft a letter in a certain format. Then students are asked to exchange letters with a partner in order to revise and edit the partner's letter. Students return letters to the original writer and final corrections are made.
6. Student Activity 2 in the Advanced lesson asks students to write a short three-paragraph story to revise and edit. Students are to write the story WITHOUT any punctuation or capitals. When they exchange stories with a partner they must pretend to be an editor and try to make all the necessary corrections.
7. There is an online assessment at the end of the lesson.

Lesson Plan

Extension Activities:

1. If your school has e-mail capability for the students, let them e-mail their letters and stories to their partners. They can learn how to attach documents to e-mail.
2. Have students write a reply letter to the original. This will allow for more practice in revising and editing.
3. Have students write a letter to someone that they can send in the mail. They can learn how to address envelopes using the word processor.

Multiple Intelligences

- Intrapersonal
- Verbal/Linguistic
- Visual/Spatial

Questions & Answers

Lesson Assessment - Advanced

1. What is revising?

checking for spelling errors
checking for punctuation errors
making ideas and word choices clear
checking the appearance

2. What is editing?

checking for spelling and punctuation errors
making ideas and word choices clearer
changing the voice
checking content

3. If you are revising the organization, you are _____

changing the voice
changing the spelling
changing the structure
changing the punctuation

4. If you are revising the voice, you are _____

clarifying the personality
changing the structure
making ideas clearer
creating rhythm

Questions & Answers

5. The first line at the top of a letter is _____

- the body
- the greeting
- the signature
- the date**

6. If you are revising for word choice, you are:

- changing the fluency
- changing the idea
- choosing effective words**
- correcting spelling

7. Which item would you NOT capitalize?

- the first word of sentences
- all the words in a quote**
- titles of respect
- the name of religions

8. What punctuation marks might be used when a character is excited?

- period
- comma
- apostrophe
- exclamation point**

Questions & Answers

Lesson Assessment - Beginner

1. Do you know me

!

.

?

,

2. Watch out

.

?

;

!

3. The dog chased the cat.

.

?

,

:

4. Disney world is in orlando.

- needs capital letters
- needs a question mark
- needs a comma
- it is correct

Questions & Answers

5. My aunt is in the circus.

needs capital letters
needs a question mark
needs a comma
it is correct

6. We ate chips dip and cheese.

needs capital letters
needs a question mark
needs a comma
it is correct

7. Look at the sun, moon, and stars.

needs capital letters
needs a question mark
needs a comma
it is correct

8. do you like rock music

needs capital letter
needs a question mark
needs a period
needs a comma

Questions & Answers

Interactive Game 1 - Advanced

1. What is revising?

checking for spelling errors
checking for punctuation errors
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checking the appearance

2. What is editing?

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Standards

English Language Arts Standards

(From the National Council of Teachers of English)

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Standards

NETS - Technology Foundation Standards for Students

(From the International Society for Technology in Education)

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Standards

NETS - Performance Indicators

(From the International Society for Technology in Education)

Grade 6 to Grade 8

3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)