

# Check, Revise, and Edit Chart

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|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <b>Revise &amp; Edit</b>                                 |
| <input type="checkbox"/>            | <b>Green Light! Red Light!</b>                           |
| <input type="checkbox"/>            | <del>And</del> <del>So</del> <del>Because</del>          |
| <input type="checkbox"/>            | <b>Sentence Word Count</b>                               |
| <input type="checkbox"/>            | <b>I &amp; Names</b>                                     |
| <input type="checkbox"/>            | <b>Travelers</b> <b>When? Where?</b><br><b>How? Why?</b> |
| <input type="checkbox"/>            | <b>Different Beginnings</b>                              |
| <input type="checkbox"/>            | <b>Details &amp; Descriptions</b>                        |
| <input type="checkbox"/>            | <b>Powerful Verbs</b>                                    |

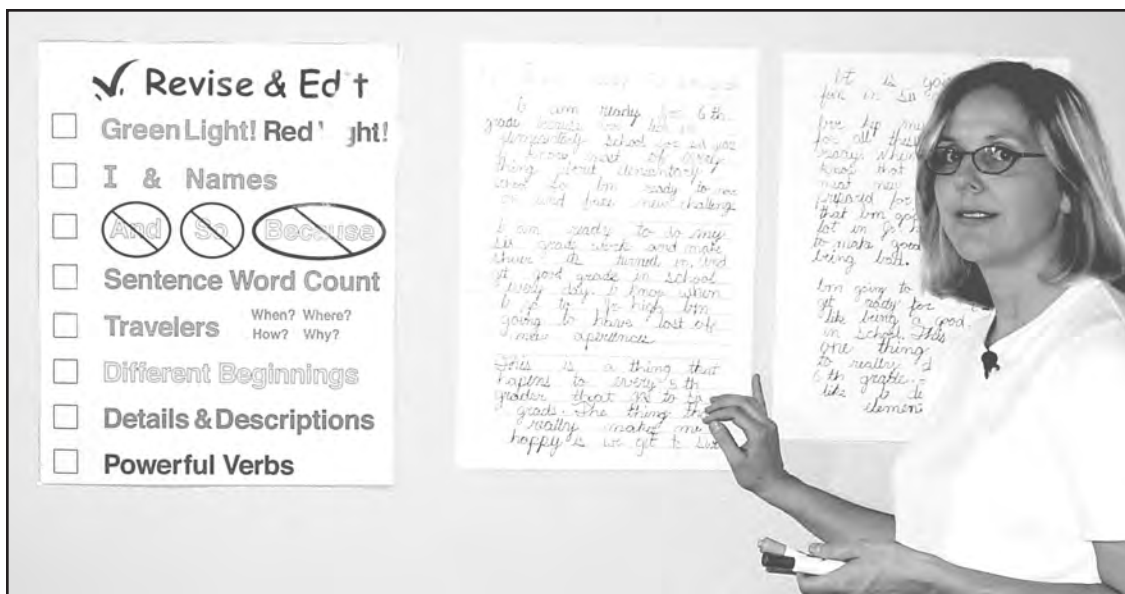
Check, Revise & Edit FRP-15-C © 2002 Nancy Fetzter

**Purpose:** Revising and editing is a difficult part of the writing process. Student editing is a valuable technique, but only if students understand how to edit. So how can students learn to revise and edit their papers? This chart has eight different steps for students to check their writing. The top four are for mechanics, while the bottom four are for form. This color-coded chart has specific steps to follow for each part of the checklist. Students learn to edit for punctuation, stops, run-ons and fragments and revise for different sentence beginnings, voice, descriptive language and powerful verbs, and varied sentence structure. Students become aware of the necessary elements for effective writing and the steps necessary to follow for revising or editing. This entire chapter provides step-by-step directions to implement these revising and editing techniques.

# Check, Revise, and Edit Chart

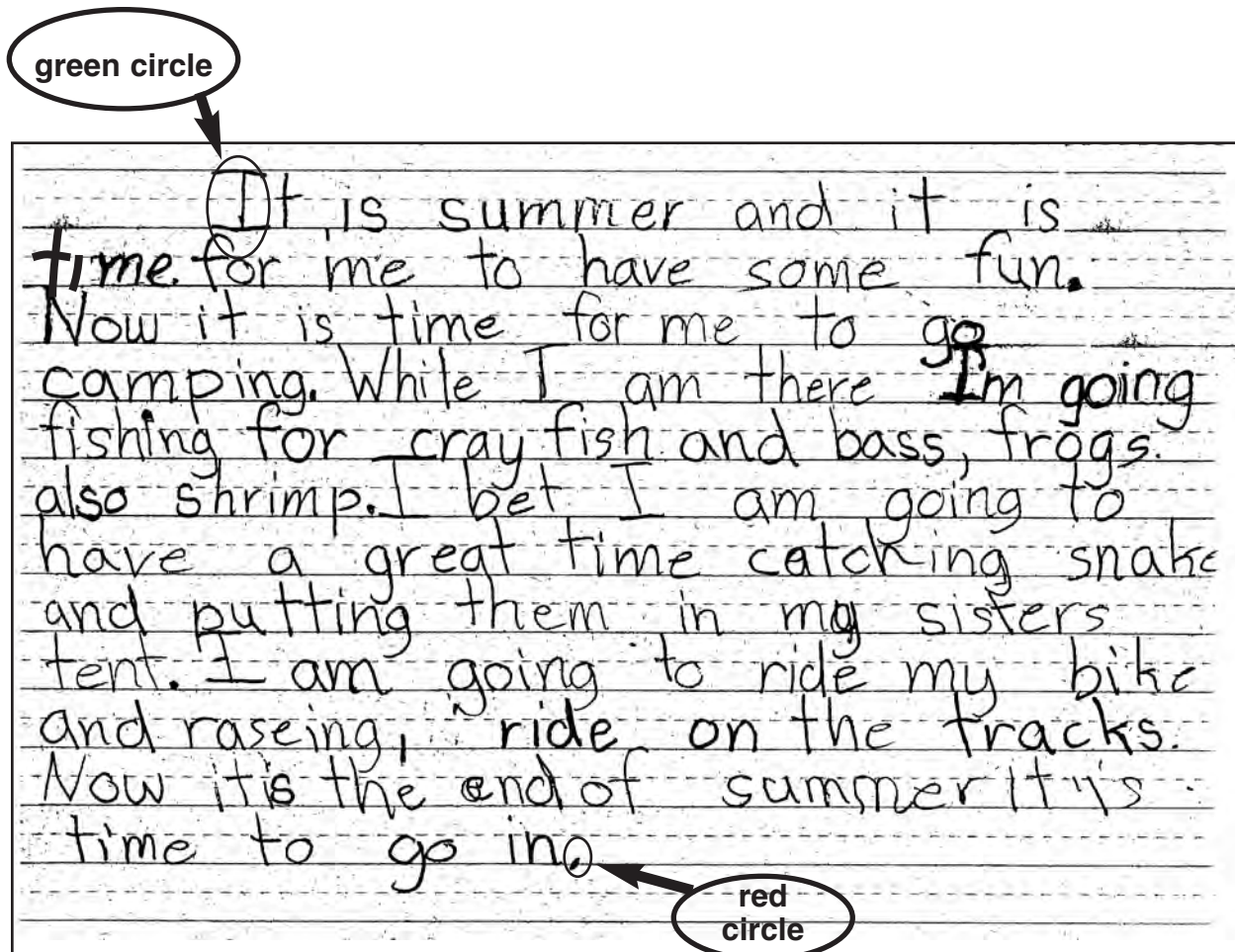
**Purpose:** The Check, Revise and Edit chart is a practical tool for revising and editing. Typically, students are asked questions as a means to revise and edit their writing. Usually, these questions are formatted in a checklist. For example, *Does your paper have a capital and a stop for each sentence?* Most students check the box next to the question without searching the paper for capitals and stops. Some read their paper, searching for the capitals and stops, yet are not sure how to identify a capital and stop for every sentence. Unfortunately, questions do not provide the strategies needed to revise and edit. This chart is strategy driven. Children learn to find specific elements in their writing, followed by techniques to revise and edit.

**Please Note:** This tool meshes with the Levels of Writing Assessment (Chapter 1). The Check, Revise and Edit chart provides an easy method for students to assess their own writing and is a communication device for the LWA.



The chart is color-coded so students use color pencils for each area of focus. The top four lines deal with conventions. Often, when papers are corrected, conventions (capitalization, grammar, mechanics) are addressed, while form is ignored. The bottom four lines on the chart focus on form. Notice (above) the teacher is modeling how to use the Check, Revise and Edit chart using an essay written on chart paper.

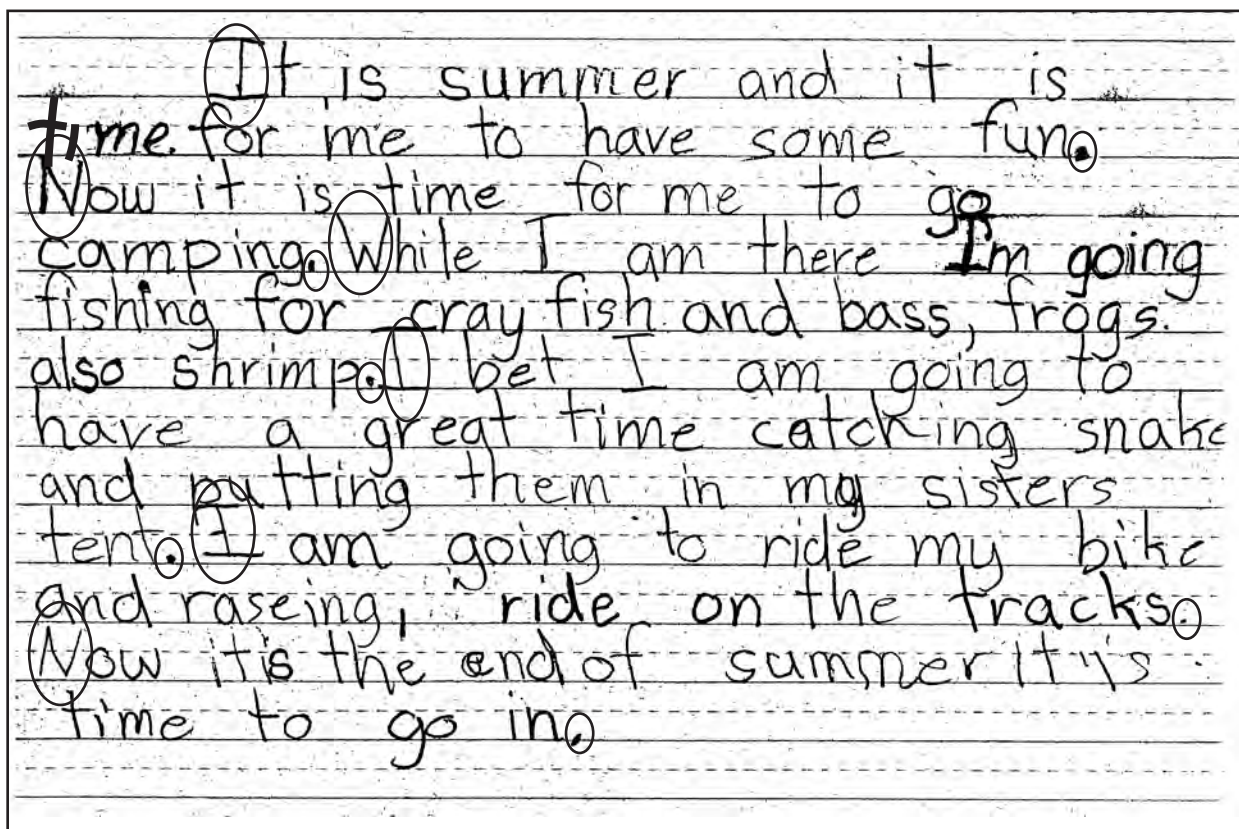
# Check, Revise, and Edit Chart



**Green Light! Red Light!:** This strategy is for capitalizing the beginning of sentences and the punctuation endings of sentences. Use a green and a red colored pencil. Green is to identify the capitals; red is to identify periods, exclamation marks, and question marks.

- Step 1:** Go to the first word of the text. Use the green pencil. Circle the first letter. This is the green light. Green light means go, the beginning/start of a sentence. A capital tells the reader a sentence is beginning.
- Step 2:** Go to the last word of the text. Use a red colored pencil. After the last word, draw a circle. The red circle identifies if punctuation is or is not present. Red light means stop. This signals the end of a sentence to the reader.

# Check, Revise, and Edit Chart

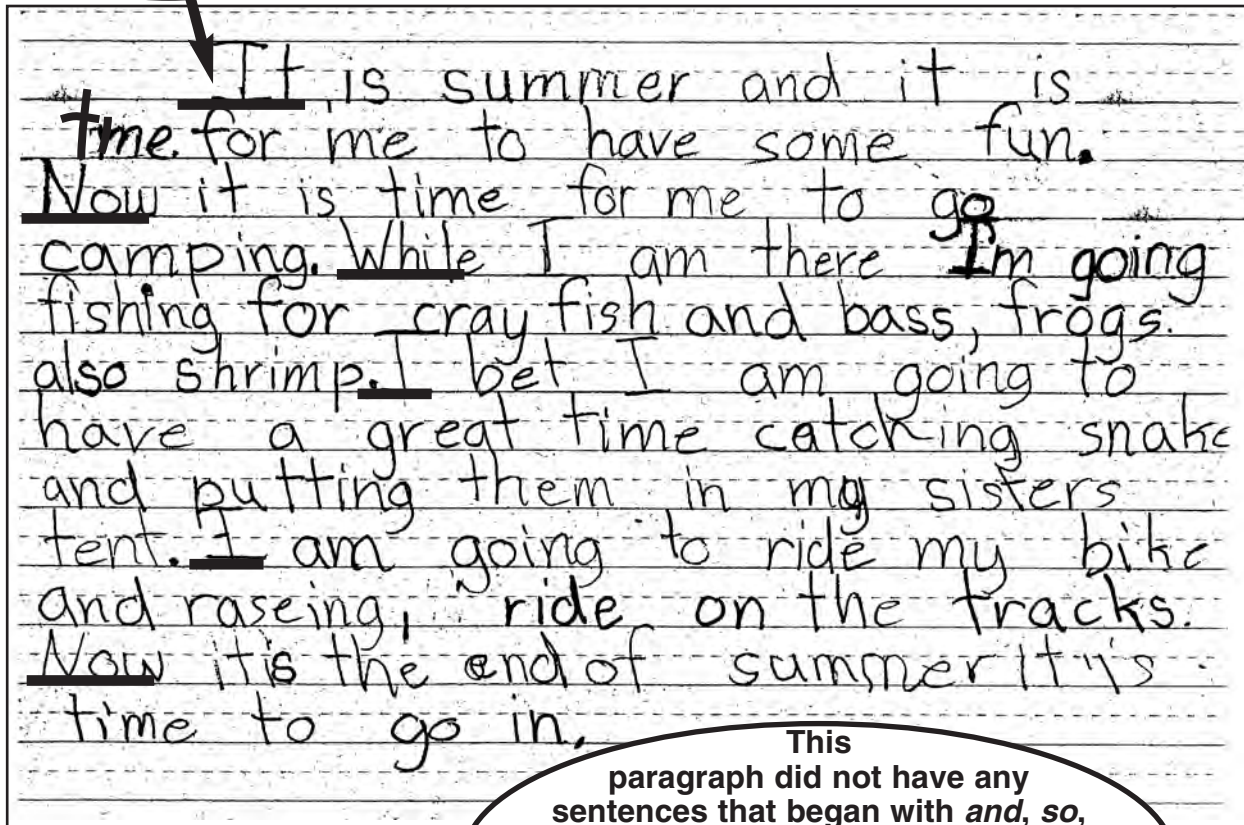


## Green Light! Red Light (continued)!:

- Step 3:** Continue marking the red lights. Tell students that the red pencil is a car. Drive the pencil from the last word and continue driving bottom to top stopping at any stop signs (period, exclamation mark, or question mark). Students are encouraged to drive the red pencil from bottom to top of the text, so they focus on the punctuation. Many times, when students look for stops from top to bottom, they begin to read their paper and forget that they are searching for stops.
- Step 4:** Once the stop signs have been identified, then switch to the green colored pencil. Start at the top of the paper and drive the green pencil car from top to bottom, stopping at every red light or circle.
- Step 5:** When stopping at a red light, the teacher asks, *What goes on after a red light?* The students chant, *Green light!* The teacher goes to the word after the red light and circles its initial letter.
- Step 6:** After the green and red lights have been marked, start at the top of the paper. Go to every green light. The teacher points to the green light and says, *Green Light! What does that mean?* Children reply, *Capital! Because we always capitalize the beginning of a sentence!* If the capital is present, continue. If there is a lowercase letter, then erase and write in the capital.

# Check, Revise, and Edit Chart

yellow lines



This paragraph did not have any sentences that began with *and*, *so*, or *because*. If this paragraph did have one of those beginnings, then Steps 4 and 5 provide the intervention to form a complete sentence.

And, So, Because: This strategy is to identify sentence fragments. Sentences that begin with the words And, So, or Because are usually fragments. Use a yellow colored pencil.

- Step 1:** Underline the first word of every sentence.
- Step 2:** Go back and read each word.
- Step 3:** If a sentence begins with the word *And*, *So*, or *Because*, then stop and reread it. Sentences that begin with these words, are usually fragments or incomplete sentences.
- Step 4:** Most often the subject is missing in the fragment sentence. Erase *And*, *So*, or *Because*, then ask: *Who/What is this sentence about? Does the sentence tell you or do you need to write the subject?*
- Step 5:** Find the verb. Ask: *What is the sentence about? Start at the verb and finish reading the sentence. Does the predicate tell you the meaning of the sentence? If not, then add meaning and be clear.*

# Check, Revise, and Edit Chart

13  
It is summer and it is time for me to have some fun. Now it is time for me to go camping. While I am there I'm going fishing for cray fish and bass, frogs, also shrimp. bet I am going to have a great time catching snake and putting them in my sisters tent. I am going to ride my bike and raseing, ride on the tracks. Now its the end of summer its time to go in.

14  
19  
13  
13

The last sentence was a run-on. This sentence was made into two complete sentences.

Sentences with 12 plus words have been read to see if they make sense. This sentence didn't make sense so the writer followed step 5. The new sentence was revised as, "I am going to ride my bike. Sometimes I will race on the running track."

**Sentence Word Count:** This strategy is to identify run-ons in a sentence. Students count the number of words in each sentence. If the number is too high (usually twelve-fifteen-plus words for primary and sixteen-seventeen-plus words for intermediate), then students know the sentence may be a run-on. Use an orange colored pencil to write the numbers.

- Step 1)** Start at the top of the text. Count the words from the first green light to the first red light. (Green Light! Red Light! needs to be done before this step.)
- Step 2)** Write the number of words on the top of the red light.
- Step 3)** Continue counting the words for each sentence, using the next green light and red light throughout the paper.
- Step 4)** Go back to the sentences that may have too many words. Read the sentences to check if they make sense.
- Step 5)** Read these sentences, searching for the following target words: *and*, *and then*, *so*, *then*, or *because*. If any of these words are present, try reading the sentence from the beginning and stop reading before a target word or words. Does the sentence make sense before the target word or words? If yes, then put ending punctuation and continue fixing the rest of the sentence. Erase the target word and read what's left of the old sentence. *Does it make sense? Does the sentence tell who/what it is about (subject)? Does the sentence state a complete thought/idea (predicate)?*

# Check, Revise, and Edit Chart

**brown lines**

It is summer and it is  
time for me to have some fun.  
Now it is time for me to go  
camping. While I am there Im going  
fishing for cray fish and bass, frogs,  
also shrimp. I bet I am going to  
have a great time catching snake  
and putting them in my sisters  
tent. I am going to ride my bike  
and raseing, ride on the tracks.  
Now it is the end of summer it's  
time to go in.

**There  
were no proper nouns in this para-  
graph. The pronoun "I" was capitalized.**

**I & Names:** This strategy is to identify correct capitalization of all proper nouns in the text and the pronoun *I*. Use a brown-colored pencil to draw a line under the initial letter of every proper noun or under the pronoun *I*.

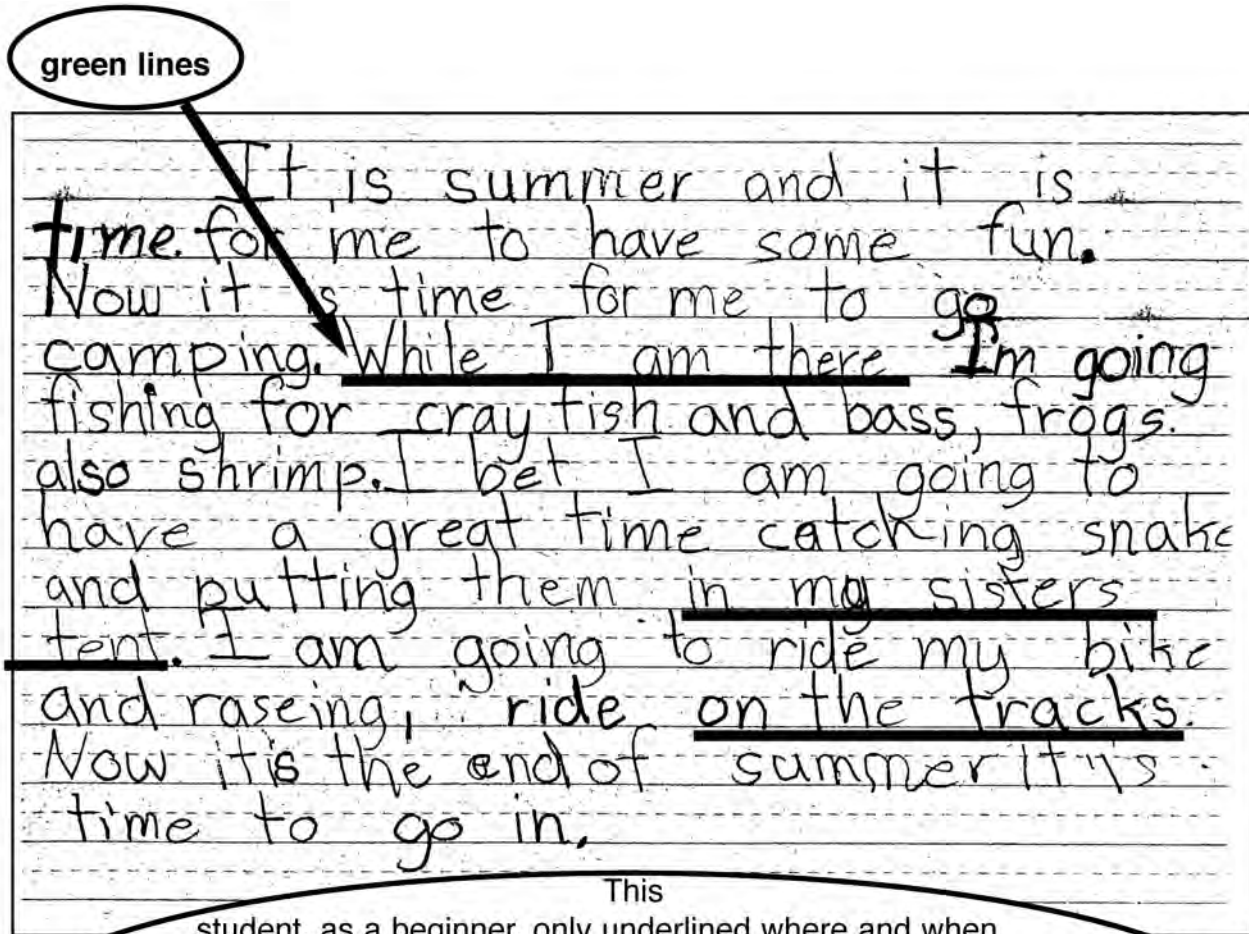
**Step 1)** Start at the bottom of the text and read the text backwards, word by word. If children read the text from top to bottom, often they read the text, and forget to look for proper nouns and the pronoun *I*. Reading from bottom to top forces the reader to think about each individual word.

**Step 2)** If a word is a proper noun (the name of a living thing, place, or thing) or the pronoun *I*, then underline the initial letter or *I*.

**Step 3)** Go back and check all the underlined words (proper nouns and *I*). If any lowercase letters are underlined, then erase and change to capitals.

# Check, Revise, and Edit Chart

green lines



It is summer and it is time for me to have some fun. Now it is time for me to go camping. While I am there I'm going fishing for crayfish and bass, frogs, also shrimp. I bet I am going to have a great time catching snake and putting them in my sisters tent. I am going to ride my bike and raseing, ride on the tracks. Now it is the end of summer it is time to go in.

This

student, as a beginner, only underlined where and when phrases. The first two wouldn't make sense if the moved/ traveled in their sentences. The last was a perfect phrase to travel. That sentence was revised to read: "On the track, I am going to ride and race my bike." Notice, the student also changed some words for the sentence to make sense.

**Travelers:** This strategy requires identifying *when*, *where*, *how*, and *why* modifiers in a sentence and then moving around or *travel* the modifiers for more variety and/or to provide a sentence transition. Use a green pencil. Travelers move, so the green color means *Green light travel!*

**Step 1)** Read through each sentence. Underscore any word or any phrases that tell *where*, *when*, *why*, or *how*. Note: Begin this strategy by identifying and underlining only the when and where phrases. Once students become adept in these two modifiers, then add the how and why modifiers.

**Step 2.** Start at the top of the text. Stop at any sentences that have been underscored. Move or travel the green phrase(s) in the sentence.

**Step 3.** If a modifier sounds better in a different part of the sentence, then write it in the new part of the sentence and erase the old part.

# Check, Revise, and Edit Chart

yellow lines

Summer has arrived

It is summer and it is time for me to have some fun.

Now it is time for me to go camping. While I am there I'm going fishing for crawfish and hicc frings.

Undoubtedly, I will have a great time also shrimp. I bet I am going to have a great time catching snake and puttin them in my sisters tent. On the track, I was going to ride my bike and raseing, ride on the tracks.

Finally, now it is the end of summer it is time to go in.

Notice some of the sentences have been revised.

**Different Beginnings:** Varied and fluid sentence beginnings provide cohesive and coherent sentences, while avoiding redundancies. Many students may begin most of their sentences with the same word(s). To help students write different beginnings, they need to recognize if many of their sentences have the same beginnings. After students become aware that their sentences have the same/similar beginnings, they then need strategies to build different beginnings. Use a yellow colored pencil.

**Step 1)** Underline the first three words of each sentence.

**Step 2)** Start at the top of the text and read the yellow underscored words for every sentence. Ask: *Do any of these beginnings sound similar or the same?* If yes, then then use Terrific Transitions (See Terrific Transitions in the Writing Tools Section) for different beginnings strategies.

# Check, Revise, and Edit Chart

blue dots

It is summer and it is time for me to have some fun. Now it is time for me to go camping. While I am there I'm going fishing for tasty cray fish and shiny speckled bass, frogs, also delicious shrimp. I bet I am going to have a great time catching slimy snake and putting them in my sisters tent. I am going to ride my bike and raseing, ride on the tracks. Now it is the end of summer it's time to go in.

Not  
all the nouns need adjectives. This  
would cause wordiness. Select nouns that  
need to be described.

**Details & Descriptions:** Use vivid, sensory adjectives to describe the nouns (not pronouns). Use a blue colored pencil.

**Step 1)** Identify the nouns in each sentence. Put a blue dot above each noun. Note: If students have a difficult time finding the nouns, then the teacher may scaffold this procedure by dotting the nouns for the student. Students will learn nouns at a faster rate if they have a purpose.

**Step 2)** Reread each sentence, stop at each blue dot word, and decide if it needs describing. Note: Describing every noun is not necessary and will cause wordiness.

**Step 3)** If the noun needs a describing word or words, then choose sophisticated vocabulary.

# Check, Revise, and Edit Chart

purple boxes

It is summer and it is time for me to have some fun. Now it is time for me to go camping. While I am there I'm going fishing for cray fish and bass, frogs, also shrimp. I bet I am going to have a great time catching snake and putting them in my sisters tent. I am going to ride my bike and raseing, ride on the tracks. Now it is the end of summer it is time to go in.

**Notice**  
this student uses the form of "to be" too often in his paragraph. Try replacing the weak verbs with more powerful verbs. This is the perfect time to use a thesaurus.

**Powerful Verbs:** Use powerful verbs to give the noun action. Note: Verbs are the most important part of speech because they kick off the predicate. The verb can make or break the effectiveness of a sentence. The verb form *to be* makes weak sentences. Try to use more sophisticated verbs. Use a purple colored pencil.

**Step 1)** Circle or box all the verbs in the text.

**Step 2)** Read every circled or boxed verb. Put checks on the verbs that need higher-level vocabulary. Note: If students have a difficult time finding the verbs, then the teacher may scaffold this procedure by circling the verbs for the student. Students will learn verbs at a faster rate if they have a purpose. Once students discover how a higher-level verb changes a sentence, they become motivated to identify the verbs.

**Step 3)** Go to a thesaurus as a resource for higher-level verbs.

# ✓ Revise & Edit

**Green Light! Red Light!**

~~And~~ ~~So~~ ~~Because~~

**Sentence Word Count**

**I & Names**

**Travelers**      **When? Where?**  
**How? Why?**

**Different Beginnings**

**Details & Descriptions**

**Powerful Verbs**

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