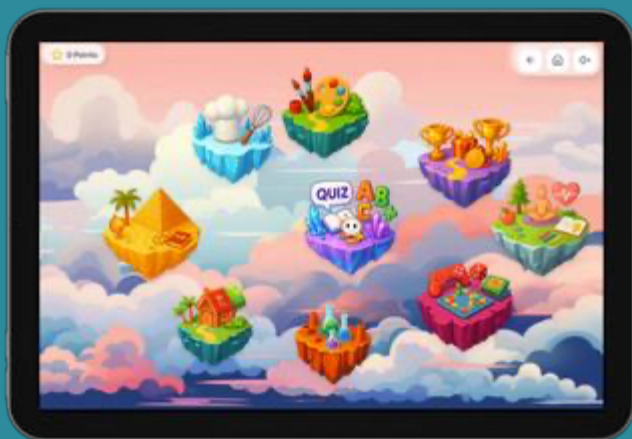




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Excellent Editing- Year 3

Table of Contents	
Presentation: Excellent Editing	
Classroom Display & Student Reference Cards: Excellent Editing	
Activity 1: Editing Detective Stations	
Game 1: Edit to the Finish	
Worksheet 1: Capitalisation & Punctuation	
Worksheet 2: Spelling & Homophones	
Worksheet 3: Sentence Surgery & Conjunctions	
Worksheet 4: Stronger Word Choices	
Worksheet 5: Proofreading Passages	
Peer Editing Conference	
Quiz: Excellent Editing	
Assessment: Excellent Editing	
Rubric: Excellent Editing	



EXCELLENT EDITING

1

READ IT



2

CHECK IT



3

IMPROVE IT



4

READ IT AGAIN



5

SHARE IT



Make every word work hard.



THE FIVE EDITING CHECKS

ABC

1

CAPITALS

!?,

2

PUNCTUATION



3

SPELLING



4

CLARITY



5

PRESENTATION

Read it. Check it. Improve it.

THE FIVE EDITING CHECKS

ABC

1

CAPITALS

!?,

2

PUNCTUATION



3

SPELLING



4

CLARITY



5

PRESENTATION

Read it. Check it. Improve it.

EDITING

DETECTIVE STATIONS

YOU NEED



12 editing cards



Pencils and paper



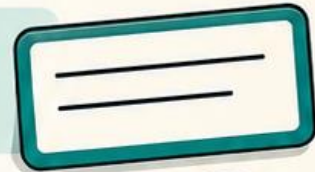
1

Work with a partner.



2

Read one card aloud.



3

Find and fix every error.



4

Explain why each change helps.



DETECTIVE TIP

Check capitals, punctuation, spelling, grammar and clarity.

Can you solve
all 12 cases?

EDITING DETECTIVE



CASE 1

on monday mia
visited the aquarium

EDITING DETECTIVE



CASE 2

We packed sandwiches
apples and juice.

EDITING DETECTIVE



CASE 3

I can find my
blue jumper.

EDITING DETECTIVE



CASE 4

Their going to meet
us at the gate.

EDITING DETECTIVE



CASE 5

The puppies plays
in the garden.

EDITING DETECTIVE



CASE 6

After the storm.
The sun appeared

EDITING DETECTIVE

CASE 7



I walked home and I
ate a snack and I did
my homework and I
watched television.

EDITING DETECTIVE

CASE 8



"That is amazing"
shouted Leo.

EDITING DETECTIVE

CASE 9



The little dog went
across the yard.

EDITING DETECTIVE

CASE 10



We seen three
kangaroos yesterday.

EDITING DETECTIVE

CASE 11



The wind blew. It
rattled the windows.

EDITING DETECTIVE

CASE 12



sarah said she would
bring her sisters book



EDITING DETECTIVE ANSWER KEY



1

On Monday, Mia visited the aquarium.

7

I walked home and ate a snack. Then I did my homework and watched television.

2

We packed sandwiches, apples and juice.

8

"What is amazing!" shouted Leo.

3

I can't find my keys. I will jump.

9

The terrier sprinted across the yard.

4

They're going to meet us at the gate.

10

We saw three kangaroos yesterday.

5

The puppies play in the garden.

11

The wind blew and rattled the windows.

6

After the storm, the sun appeared.

12

Sarah said she would bring her sister's book.



Other suitable answers are possible for Cases 7, 9 and 11.

EDIT TO THE FINISH

START

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

FINISH



EDIT IT



CARD 1

Capitalise: the great
barrier reef is in
australia.



EDIT IT



CARD 2

Add punctuation:
Did you pack a hat
sunscreen and water



EDIT IT



CARD 3

Fix spelling: The wind
was blowing threw
the trees.



EDIT IT



CARD 4

Fix grammar:
My friends was
waiting at the gate.



EDIT IT



CARD 5

Complete the fragment:
After the final bell.



EDIT IT



CARD 6

Fix the run-on:
I opened the book
I began to read.



EDIT IT



CARD 7

Replace the weak verb:
The puppy went
across the room.



EDIT IT



CARD 8

Improve clarity:
It was nice and
really good.

EDIT TO THE FINISH

START

HOW TO PLAY

- 1 Place each token on START.
- 2 Roll a die and move.
- 3 Draw a card and edit the sentence.
- 4 Correct answer: stay. Try again: move back one space.
- 5 The first player to FINISH wins.

FINISH

ANSWER GUIDE

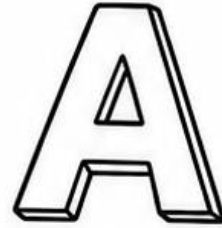
- | | |
|--|---|
| 1 The Great Barrier Reef is in Australia. | 5 After the final bell, we packed our bags. |
| 2 Did you pack a hat, sunscreen and water? | 6 I opened the book and began to read. |
| 3 The wind was blowing through the trees. | 7 The puppy scurried across the room. |
| 4 My friends were waiting at the gate. | 8 The sunny picnic was delightful. |

Other suitable answers are possible for 5, 7 and 8.

CAPITAL LETTER CLINIC

Name: _____

Date: _____



Use capitals at the start of a sentence and for names, places, days, months and titles.

Rewrite each sentence correctly.

1 on tuesday, maya visited the melbourne museum.

2 my uncle ben lives near lake macquarie.

3 in july, our class will read charlotte's web.

4 australia day is in january.

5 dr patel spoke to sam and me.

6 the great barrier reef lies off queensland.

CAPITAL LETTER CLINIC

Name: ANSWERS

Date: _____



Use capitals at the start of a sentence and for names, places, days, months and titles.

Rewrite each sentence correctly.

1 on tuesday, maya visited the melbourne museum.

On Tuesday, Maya visited the Melbourne Museum.

2 my uncle ben lives near lake macquarie.

My uncle Ben lives near Lake Macquarie.

3 in july, our class will read charlotte's web.

In July, our class will read Charlotte's Web.

4 australia day is in january.

Australia Day is in January.

5 dr patel spoke to sam and me.

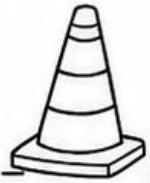
Dr Patel spoke to Sam and me.

6 the great barrier reef lies off queensland.

The Great Barrier Reef lies off Queensland.



PUNCTUATION PIT STOP



Name: _____

Date: _____

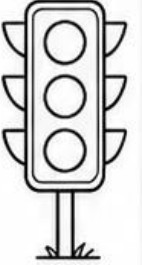
A SENTENCE ENDINGS

Add . ? or !

1 What an enormous wave

2 Could you pass the ruler

3 The library closes at four



B COMMAS

Rewrite with commas.

4 We packed towels hats sunscreen and water.

5 Before lunch we finished the experiment.

6 Mia my neighbour grows tomatoes.



C APOSTROPHES

Rewrite with apostrophes.

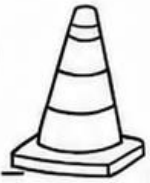
7 I cant believe its already Friday.

8 The dogs lead was beside Jamies bag.





PUNCTUATION PIT STOP

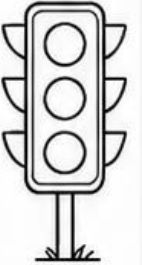


Name: ANSWERS

Date: _____

A SENTENCE ENDINGS

Add . ? or !



1 What an enormous wave

What an enormous wave!

2 Could you pass the ruler

Could you pass the ruler?

3 The library closes at four

The library closes at four.

B COMMAS

Rewrite with commas.



4 We packed towels hats sunscreen and water.

We packed towels, hats, sunscreen and water.

5 Before lunch we finished the experiment.

Before lunch, we finished the experiment.

6 Mia my neighbour grows tomatoes.

Mia, my neighbour, grows tomatoes.

C APOSTROPHES

Rewrite with apostrophes.



7 I cant believe its already Friday.

I can't believe it's already Friday.

8 The dogs lead was beside Jamies bag.

The dog's lead was beside Jamie's bag.

SPELLING STRATEGY LAB

Name: _____

Date: _____

STRATEGIES



Say the sounds



Break into
syllables



Use a
word family



Check a
dictionary



Think about
meaning

1 Correct: enviroment _____

2 Correct: diffrent _____

3 Correct: surprize _____

4 Correct: bring _____

5 Choose: weather or whether

Will it rain tomorrow? Check the _____ forecast.

6 Choose: their, there or they're

_____ bringing _____ books over _____.

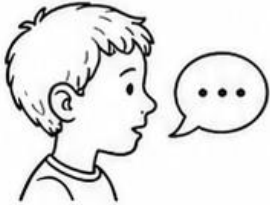
Which strategy helped you most? Why?

SPELLING STRATEGY LAB

Name: **ANSWERS**

Date: _____

STRATEGIES



Say the sounds



Break into
syllables



Use a
word family



Check a
dictionary



Think about
meaning

1 Correct: enviroment environment

2 Correct: diffrent different

3 Correct: surprize surprise

4 Correct: bringng beginning

5 Choose: weather or whether
Will it rain tomorrow? Check the weather forecast.

6 Choose: their, there or they're
They're bringing their books over there.

Which strategy helped you most? Why?

Answers will vary.

HOMOPHONE DETECTIVE



Name: _____

Date: _____

Circle the correct homophone, then write the complete sentence.

1. (Their / There / They're) waiting near the gate.

2. Put the art supplies over (their / there / they're).

3. (Your / You're) story has a surprising ending.

4. Is this (your / you're) blue folder?

5. The dog wagged (his / it's) tail.

6. (Its / It's) time to begin the quiz.

7. We could (hear / here) the kookaburras.

8. Please come and sit (hear / here).



Read the whole sentence.
Think about meaning.

HOMOPHONE DETECTIVE



Name: ANSWERS

Date: _____

Circle the correct homophone, then write the complete sentence.

1. (Their / There / They're) waiting near the gate.

They're waiting near the gate.

2. Put the art supplies over (their / there / they're).

Put the art supplies over there.

3. (Your / You're) story has a surprising ending.

Your story has a surprising ending.

4. Is this (your / you're) blue folder?

Is this your blue folder?

5. The dog wagged (his / it's) tail.

The dog wagged its tail.

6. (Its / It's) time to begin the quiz.

It's time to begin the quiz.

7. We could (hear / here) the kookaburras.

We could hear the kookaburras.

8. Please come and sit (hear / here).

Please come and sit here.



Read the whole sentence.
Think about meaning.

SENTENCE SURGERY



Name: _____

Date: _____

Diagnose each group of words. Write F for fragment or R for run-on.
Then repair it as one or two complete sentences.

1. Because the rainbow appeared after the storm.

☐

2. I packed my lunch I forgot my water bottle.

☐

3. The tiny possum in the gum tree.

☐

4. We visited the aquarium and we watched the penguins they splashed us.

☐

5. When the bell rang at lunchtime.

☐

6. Leo found the map he showed it to Priya they followed the path.

☐

full thought • capital letter • correct ending mark

SENTENCE SURGERY



Name: ANSWERS

Date: _____

Diagnose each group of words. Write F for fragment or R for run-on.
Then repair it as one or two complete sentences.

1. Because the rainbow appeared after the storm.

F

We smiled because the rainbow appeared after the storm.

2. I packed my lunch I forgot my water bottle

R

I packed my lunch, but I forgot my water bottle.

3. The tiny possum the gum tree

F

The tiny possum slept in the gum tree.

4. We visited the aquarium and we watched the penguins they splashed us.

R

We visited the aquarium and watched the penguins. They splashed us.

5. When the bell rang at lunchtime.

F

When the bell rang at lunchtime, we hurried outside.

6. Leo found the map he showed it to Priya they followed the path.

R

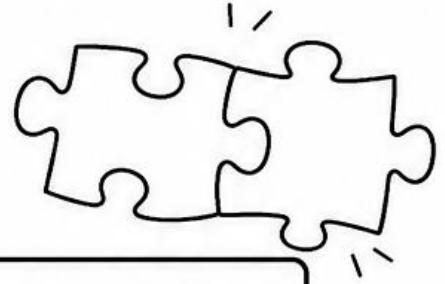
Leo found the map and showed it to Priya. They followed the path.

JOIN THE IDEAS

Name: _____

Date: _____

Join each pair of ideas using the best conjunction from the word bank. Rewrite the complete sentence.



and • but • because • so • when

1. We stayed inside. The rain was heavy.

2. Zara wanted to ride her bike. The tyre was flat.

3. I washed the apples. I sliced them carefully.

4. The lights came on. The silence became quiet.

5. The puppy was thirsty. I filled its bowl.

6. We reached the lookout. We could see the ocean.

7. Ravi practised every day. He wanted to improve.

8. The path was muddy. We kept walking.

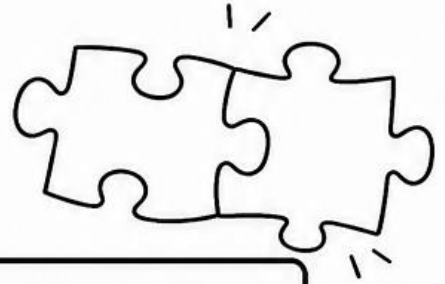
Check: Does your sentence sound clear?

JOIN THE IDEAS

Name: **ANSWERS**

Date: _____

Join each pair of ideas using the best conjunction from the word bank. Rewrite the complete sentence.



and • but • because • so • when

1. We stayed inside. The rain was heavy.

We stayed inside because the rain was heavy.

2. Zara wanted to ride her bike. The tyre was flat.

Zara wanted to ride her bike, but the tyre was flat.

3. I washed the apples. I sliced them carefully.

I washed the apples and sliced them carefully.

4. The lights dimmed. The audience became quiet.

When the lights dimmed, the audience became quiet.

5. The puppy was thirsty. I filled its bowl.

The puppy was thirsty, so I filled its bowl.

6. We reached the lookout. We could see the ocean.

When we reached the lookout, we could see the ocean.

7. Ravi practised every day. He wanted to improve.

Ravi practised every day because he wanted to improve.

8. The path was muddy. We kept walking.

The path was muddy, but we kept walking.

Check: Does your sentence sound clear?

STRONGER WORD CHOICES

Name: _____

Date: _____

Replace weak or repeated words
with precise words that fit the meaning.



A. Upgrade the verb.

dashed • whispered • examined • shimmered • protested • wandered

1. The silver fish went through the clear water.

2. "Please be quiet," Ava said.

3. The scientist looked at the unusual leaf.

4. Sunlight went across the wet rocks.

5. "That is not far," Noah said.

6. The lost puppy went along the empty street.

B. Cut the clutter.

Rewrite each sentence without repeated or unnecessary words.

7. We went to the park and at the park we played at the park.

8. The tall, huge, enormous tree was very, very big.

STRONGER WORD CHOICES

Name: **ANSWERS**

Date: _____

Replace weak or repeated words
with precise words that fit the meaning.



A. Upgrade the verb.

dashed • whispered • examined • shimmered • protested • wandered

1. The silver fish went through the clear water.

The silver fish dashed through the clear water.

2. "Please be quiet," Ava said.

"Please be quiet," Ava whispered.

3. The scientist looked at the unusual leaf.

The scientist examined the unusual leaf.

4. Sunlight was across the wet rocks.

Sunlight shimmered across the wet rocks.

5. "That is not fair!" Noah said.

"That is not fair!" Noah protested.

6. The lost puppy went along the empty street.

The lost puppy wandered along the empty street.

B. Cut the clutter.

Rewrite each sentence without repeated or unnecessary words.

7. We went to the park and at the park we played at the park.

We went to the park and played there.

8. The tall, huge, enormous tree was very, very big.

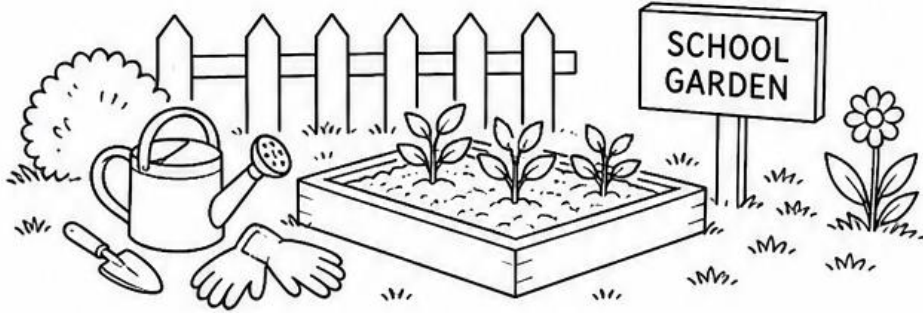
The enormous tree towered above us.

PROOFREADING PASSAGE – THE SCHOOL GARDEN

Name: _____

Date: _____

Edit the passage. Use the checklist, then rewrite it correctly.

☐ Capitals • ☐ Punctuation • ☐ Spelling • ☐ Grammar  ☐ Clarity

last tuesday, our class planted a new garden bed and the library.

Ms chen gave each group gloves tools and a tray of seedlings.

~~“were should we put the tomatoes” asked...~~

We chose a sunny spot because the roots need warmth.

Priya dugged six holes and I carry the watering can.

The soil was dry, it soaked up the water quickly.

At the end, we made labels so visitors would know what was growing.

our children looked small, but we felt proudly of our work.

~~My corrected version.~~

[illegible]

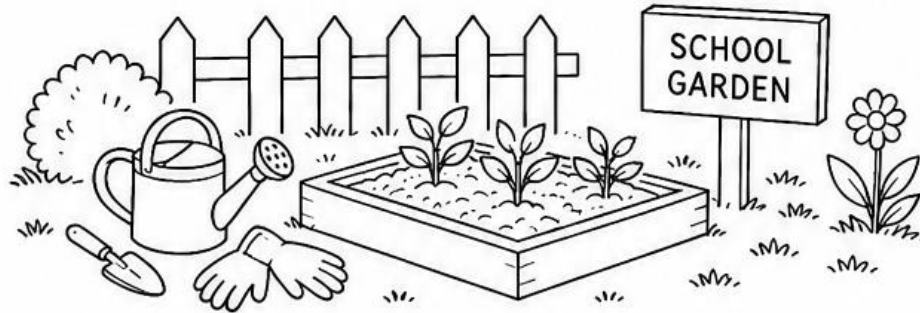
One clarity change I made:

PROOFREADING PASSAGE — THE SCHOOL GARDEN

Name: ANSWERS

Date: _____

Edit the passage. Use the checklist, then rewrite it correctly.



☒ Capitals • ☒ Punctuation • ☒ Spelling • ☒ Grammar • ☒ Clarity

last tuesday, our class planted a new garden behind the library.

Ms chen gave each group gloves tools and a tray of seedlings.

“were should we put the tomatoes” asked leo.

We chose a sunny spot because their roots need warmth.

Priya digged six holes and I carry the watering can.

The soil was dry, it soaked up the water quickly.

At the end, we made labels so visitors would no what was growing.

our garden looked small, but we felt proudly of our work.

My corrected version.

Last Tuesday, our class planted a new garden behind the library.

Ms Chen gave each group gloves, tools and a tray of seedlings.

“Where should we put the tomatoes?” asked Leo.

We chose a sunny spot because their roots need warmth.

Priya dug six holes, and I carried the watering can.

The soil was dry, so it soaked up the water quickly.

At the end, we made labels so visitors would know what was growing.

Our garden looked small, but we felt proud of our work.

One clarity change I made:

Joined the two soil ideas with “so”.

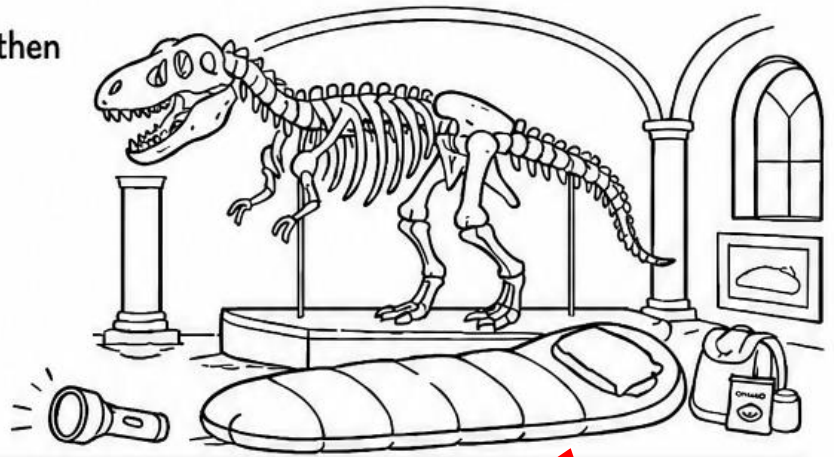
PROOFREADING PASSAGE – MUSEUM SLEEPOVER

Name: _____

Date: _____

Edit the passage. Use the checklist, then rewrite it correctly.

- ☐ Capitals
- ☐ Punctuation
- ☐ Spelling
- ☐ Grammar
- ☐ Clarity



on friday night, our class slept at the city museum.
We carried sleeping bags torches and snacks to the great hall.
i hope the dinosaur does not wake up. whispered a. a.
Our guide told us two stay together but josh wandered
ahead he wanted to see the fossils.
Later, we write notes about a giant whale skeleton.
Its bones was longer than our classroom.
At midnight everyone retired except the clocks noisy
ticking not far away.
we all slept beside the ancient canoe.

My corrected version.

This image shows a handwriting practice sheet. It features ten sets of horizontal lines for writing practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. A red arrow points down to the first set of lines, indicating the starting point for writing. The lines are evenly spaced and extend across the width of the page.

One clarity change I made:

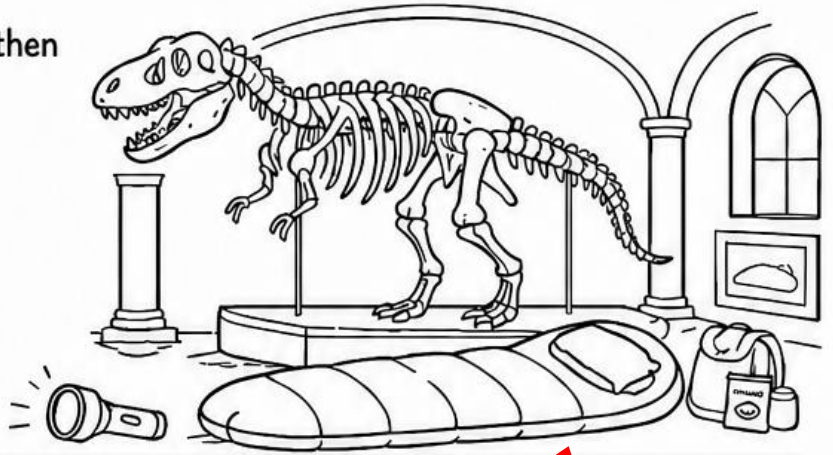
PROOFREADING PASSAGE – MUSEUM SLEEPOVER

Name: ANSWERS

Date: _____

Edit the passage. Use the checklist, then rewrite it correctly.

- ☒ Capitals
- ☒ Punctuation
- ☒ Spelling
- ☒ Grammar
- ☒ Clarity



on friday night, our class slept at the city museum.
We carried sleeping bags, torches and snacks into the great hall.
“i hope the dinosaur does not wake up,” whispered mia.
Our guide told us to stay together, but josh wandered
ahead because he wanted to see the fossils.
Later, we wrote notes about a giant whale skeleton.
Its bones were longer than our classroom.
At midnight, everyone felt tired, but the clock’s noisy
ticking kept us awake.
We finally slept beside the ancient canoe.

My corrected version.

On Friday night, our class slept at the city museum.
We carried sleeping bags, torches and snacks into the great hall.
“I hope the dinosaur does not wake up,” whispered Mia.
Our guide told us to stay together, but Josh wandered
ahead because he wanted to see the fossils.
Later, we wrote notes about a giant whale skeleton.
Its bones were longer than our classroom.
At midnight, everyone felt tired, but the clock’s noisy
ticking kept us awake.
We finally slept beside the ancient canoe.

One clarity change I made: Joined Josh’s ideas with “because”.

PEER EDITING CONFERENCE



Writer: _____

Editor: _____

Date: _____

Read twice. First for meaning, then for details.

☐	1. CAPITALS — Sentence starts and proper nouns are correct.
☐	2. PUNCTUATION — Ending marks, commas and apostrophes help the reader.
☐	3. SPELLING — Tricky words and homophones have been checked.
☐	4. GRAMMAR & CLARITY — Every sentence is a full thought; ideas are joined clearly.
☐	5. PRESENTATION — Handwriting or typing is easy to read; paragraphs are clear.

A strength I noticed

One place that confused me:

One helpful suggestion:

The writer decides which feedback to use.
Feedback must be kind, specific and helpful.

EXCELLENT EDITING ASSESSMENT – PAGE 1

Name: _____

Date: _____

Score: ____ / 20



Instruction: Choose or write the best answer.

Section A: Capitals and punctuation (8 marks)

1. Rewrite: on monday, lila visited perth.

2. Add the best ending mark: Did you pack your hat _____

3. Add the best ending mark: What a huge waterfall _____

4. Rewrite with commas: We packed fruit sandwiches juice and napkins.

5. Rewrite with an apostrophe: The dogs bowl was empty.

6. Rewrite with an apostrophe: I can find Mayas book.

7. Circle the sentence with correct capitals:

a) My aunt lives in Darwin.

b) My Aunt lives in darwin.

8. Circle the correctly punctuated sentence:

a) "Wait for me"! called Ava.

b) "Wait for me!" called Ava.

Section B: Spelling and homophones (6 marks)

9. Correct: enviroment. _____

10. Correct: begining. _____

11. Choose: (Their / There / They're) building a shelter. _____

12. Choose: Leave the bags over (their / there / they're). _____

13. Choose: (Its / It's) raining again. _____

14. Choose: The bird protected (its / it's) nest. _____

Continue to Page 2.

EXCELLENT EDITING ASSESSMENT – PAGE 1

Name: ANSWERS

Date: _____

Score: **20 / 20**



Instruction: Choose or write the best answer.

Section A: Capitals and punctuation (8 marks)

1. Rewrite: on monday, lila visited perth.

On Monday, Lila visited Perth.

2. Add the best ending mark: Did you pack your hat _____?

3. Add the best ending mark: What a huge waterfall _____.

4. Rewrite with commas: We packed fruit sandwiches juice and napkins.

We packed fruit, sandwiches, juice and napkins.

5. Rewrite with an apostrophe: the dogs bowl was empty.

The dog's bowl is empty.

6. Rewrite with an apostrophe: I can't find Mayas book.

I can't find Maya's book.

7. Circle the sentence with correct capitals:

☒ a) My aunt lives in Darwin.

b) My Aunt lives in darwin.

8. Circle the correctly punctuated sentence:

a) "Wait for me"! called Ava.

☒ b) "Wait for me!" called Ava.

Section B: Spelling and homophones (6 marks)

9. Correct: enviroment. environment

10. Correct: begining. beginning

11. Choose: (Their / There / They're) building a shelter. They're

12. Choose: Leave the bags over (their / there / they're). there

13. Choose: (Its / It's) raining again. It's

14. Choose: The bird protected (its / it's) nest. its

Continue to Page 2.

EXCELLENT EDITING ASSESSMENT – PAGE 2



Name: _____

Date: _____

C. Grammar and clarity (6 marks)

Improve each sentence.

15. **Fragment:** Because the excursion was exciting. Rewrite as a complete sentence.

16. **Run-on:** I finished my model I showed it to Dad. Rewrite as one or two sentences.

17. **Join with the best conjunction:** The track was steep. We continued climbing.

18. **Replace the weak verb:** The lorikeet went across the garden.

19. **Remove repeated words:** We went to the beach and at the beach we played on the beach.

20. **Edit for clarity:** The experiment was good and it was good because it worked good.

D. Editing reflection (teacher feedback, not scored)

1. The editing check I used most confidently was...

2. One change that made my writing clearer was...

3. My next editing goal is...

Capitals

☐

•

Punctuation

☐

•

Spelling

☐

•

Grammar & clarity

☐

•

Presentation

☐

End of assessment.

EXCELLENT EDITING ASSESSMENT – PAGE 2



Name: ANSWERS

Date: _____

C. Grammar and clarity (6 marks)

Improve each sentence.

15. **Fragment:** Because the excursion was exciting. Rewrite as a complete sentence.

We cheered because the excursion was exciting.

16. **Run-on:** I finished my model I showed it to Dad. Rewrite as one or two sentences.

I finished my model and showed it to Dad.

17. **Join with the best conjunction:** The track was steep. We continued climbing.

The track was steep, but we continued climbing.

18. **Replace the weak verb:** The lorikeet went across the garden.

The lorikeet darted across the garden.

19. **Remove repeated words:** We went to the beach and at the beach we played on the beach.

We went to the beach and played there.

20. **Edit for clarity:** The experiment was good and it was good because it worked good.

The experiment was successful because it worked as planned.

D. Editing reflection (teacher feedback, not scored)

1. The editing check I used most confidently was...

Answers will vary.

2. One change that made my writing clearer was...

Answers will vary.

3. My next editing goal is...

Answers will vary.

Capitals



Punctuation



Spelling



Grammar & clarity



Presentation



End of assessment.

EXCELLENT EDITING — YEAR 3 ASSESSMENT RUBRIC

Student: _____

Date: _____

Total: ____ / 20

	4 — EXCEEDING	3 — SECURE	2 — DEVELOPING	1 — BEGINNING
1. Capitals & punctuation	Accurate and purposeful throughout.	Mostly accurate; minor errors.	Some correct use; several errors.	Frequent errors affect reading.
2. Spelling & homophones	Corrects errors and chooses homophones confidently.	Corrects most errors and chooses homophones correctly.	Corrects some with support.	Needs support to notice and correct.
3. Grammar & complete sentences	Repairs fragments/run-ons and joins ideas effectively.	Repairs most sentences clearly.	Some repairs are complete.	Sentences often remain incomplete or run on.
4. Clarity & word choice	Makes precise changes that strengthen meaning.	Makes clear, noticeable improvements.	Makes a few useful changes.	Changes are limited or unclear.
5. Editing process & presentation	Uses all five checks independently; polished presentation.	Uses the checklist consistently; clear presentation.	Uses some checks with reminders.	Needs guidance to use the editing process.

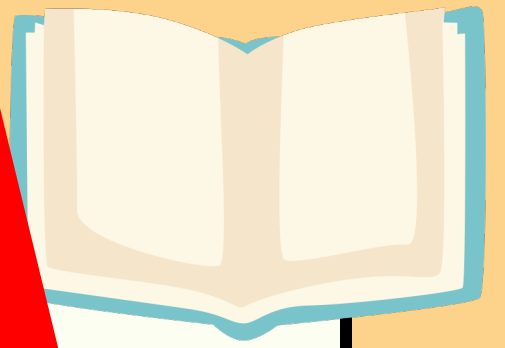
Strengths:

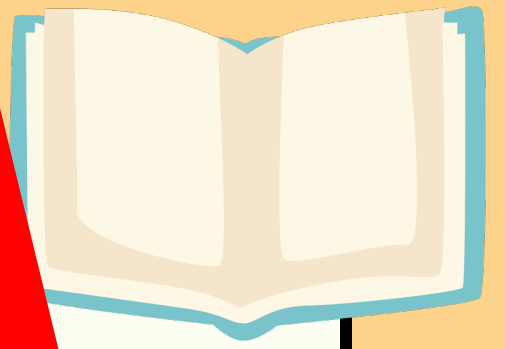
Next step:

Evidence from student work:

Learning intention

We are learning to reread a draft, notice what needs improvement and make purposeful changes that help a reader.





Success criteria

I can:

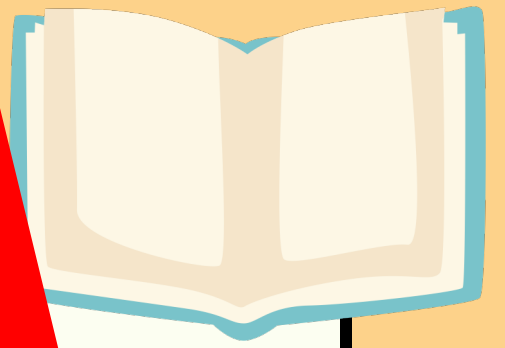
- use five editing checks
- repair capitals, punctuation, spelling and grammar
- improve clarity and presentation
- explain why an edit helps



What editing means

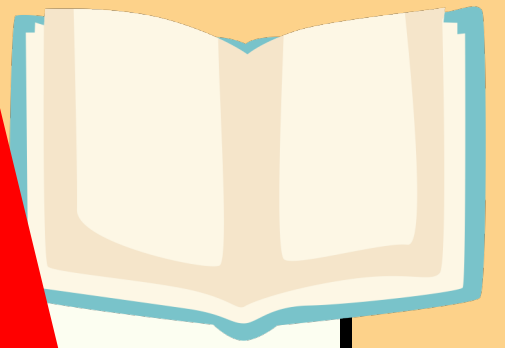
Editing is revising a draft so its meaning is clear, accurate and easy to read.

Writers may add, delete, move or replace words and phrases.



Plan, write, edit

1. PLAN — gather and order ideas
2. WRITE — make a complete draft
3. EDIT — improve meaning and details
4. PROOFREAD — catch final surface errors
5. PUBLISH — prepare the best version



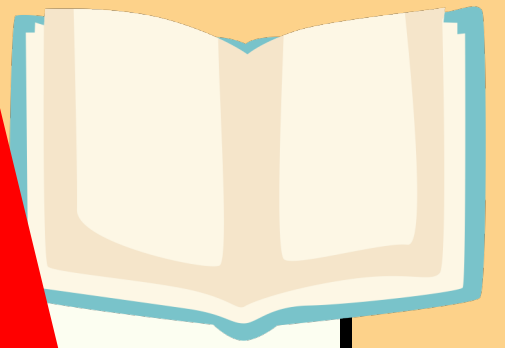
Two useful rereads

FIRST REREAD: Meaning

Do the ideas make sense and flow clearly?

SECOND REREAD: Details

Check capitals, punctuation, spelling, grammar and presentation.

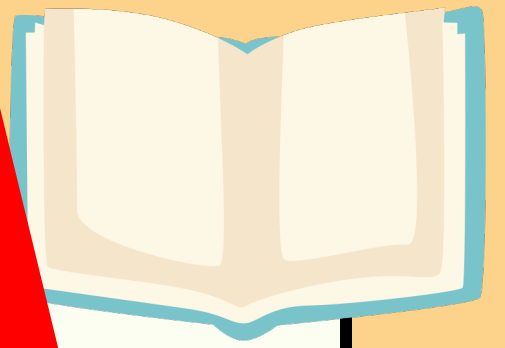


Editing and proofreading

EDITING improves ideas, sentences and word choices.

PROOFREADING checks the final surface details.

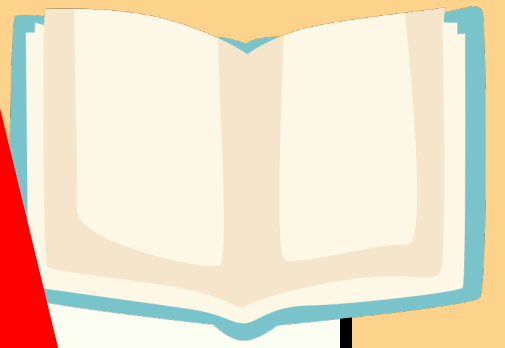
Both jobs matter — and they work in that order.



The five editing checks

1. Capitals
2. Punctuation
3. Spelling
4. Grammar and clarity
5. Presentation

Use one check at a time so your brain can focus

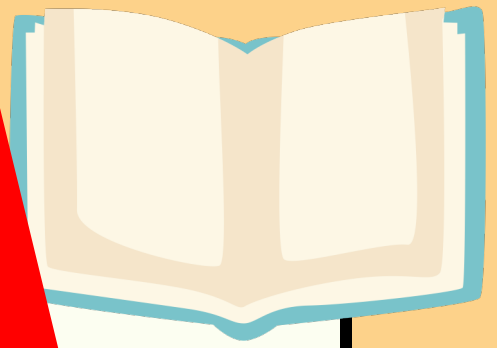


Capitalisation

Use capitals for:

- the start of every sentence
- names and titles
- places
- days, months and special events

Example: On Tuesday I visited the Natural History Museum.



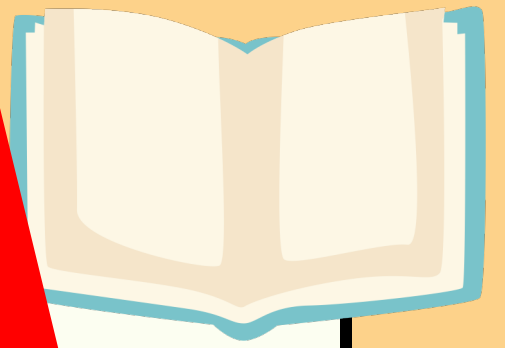
Guided capitalisation

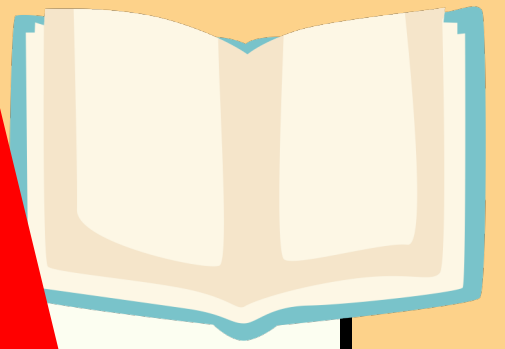
Edit this sentence:

on july 6, dr patel met sam in brisbane

Corrected:

On July 6, Dr Patel met Sam in Brisbane.





Sentence endings

A statement ends with a full stop.

A question ends with a question mark.

A strong feeling may end with an exclamation mark.

Choose the mark that matches the sentence purpose.



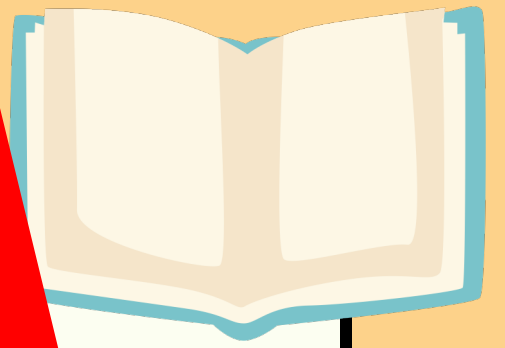
Commas

Use commas to separate items in a list.

We packed towels, hats, sunscreen and water.

A comma can also follow an opening phrase.

Before lunch, we finished our experiment.



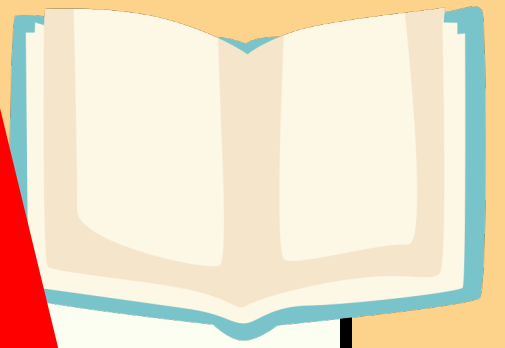
Apostrophes

CONTRACTION: letters are missing

I can't believe it's Friday.

POSSESSION: something belongs to someone

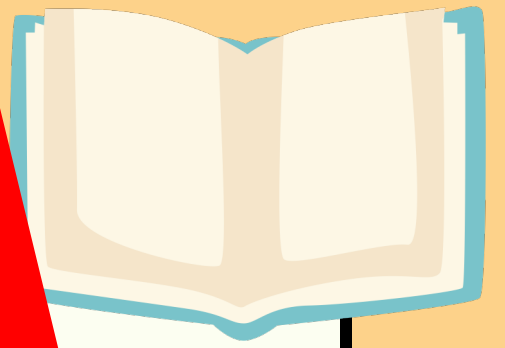
The dog's lead was beside Jamie's bag.



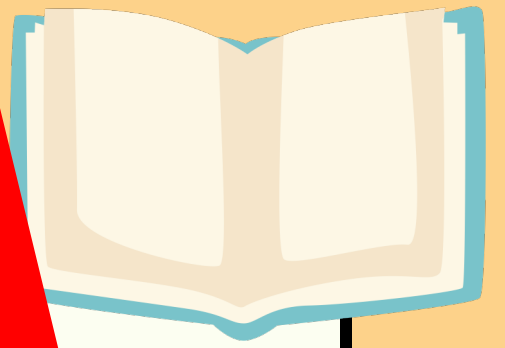
Spelling strategies

Try more than one strategy:

- say the sounds
- break the word into syllables
- use a known word family
- think about meaning
- check a dictionary



Homophones

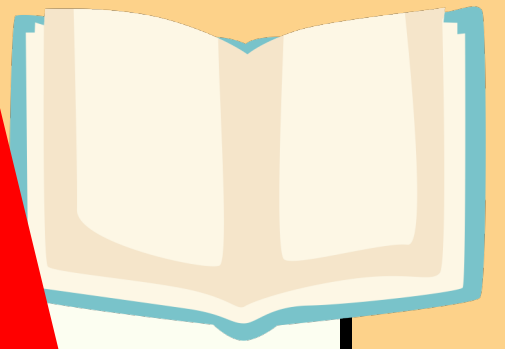


Homophones sound alike but have different meanings.

They're bringing their books over there.

Read the whole sentence. Meaning you which spelling fits.





Improve clarity

ADD a missing detail.

DELETE repeated or unnecessary words.

MOVE an idea to a clearer place.

REPLACE a weak word with a precise one.

Ask: Will my reader understand?

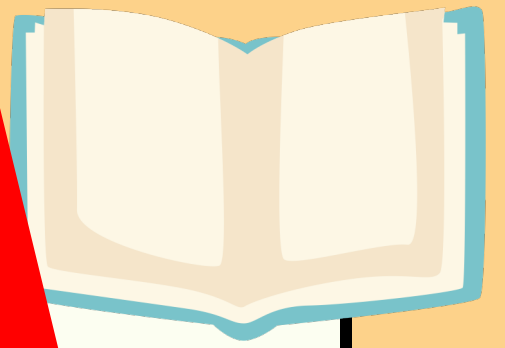


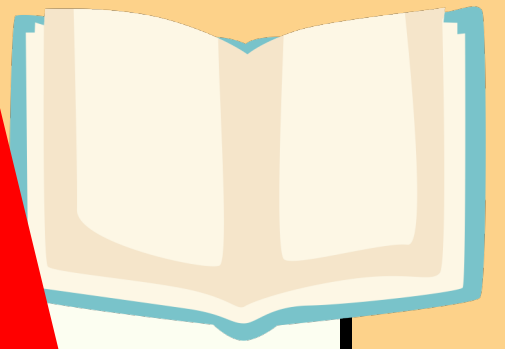
Stronger word choices

Weak: The silver fish went through the water.

Stronger: The silver fish darted through the clear water.

Precise verbs create clearer pictures without extra words.





Complete sentences

A complete sentence expresses a full thought.

Fragment: Because the rainbow appeared.

Repair: We smiled because the rainbow appeared.

Check for a who or what, and what happened.



Join related ideas

Conjunctions show how ideas connect.

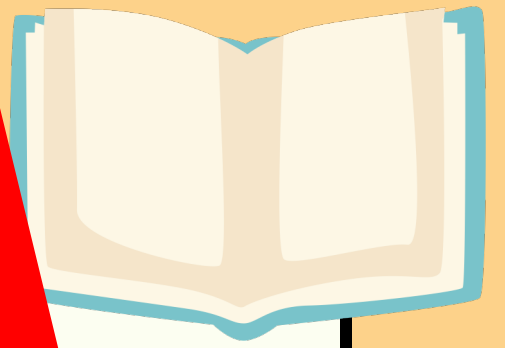
and — adds

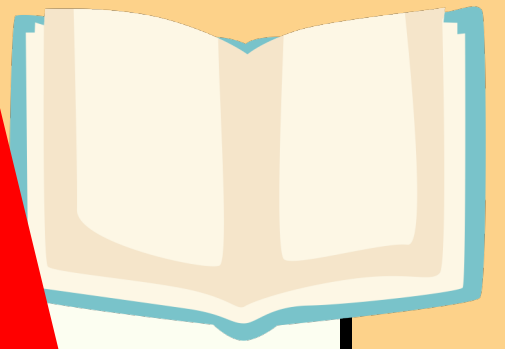
but — contrasts

because — gives a reason

so — shows a result

when — shows time





Repair run-ons

Run-on: I packed my lunch I forgot my water bottle.

Repair 1: I packed my lunch, but I forgot my water bottle.

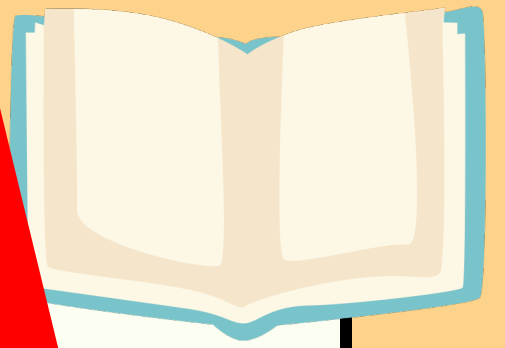
Repair 2: I packed my lunch. I forgot my water bottle.



Presentation

Help your reader by checking:

- handwriting or typing is clear
- paragraphs begin in sensible places
- spacing is consistent
- headings suit the text
- the final copy is neat



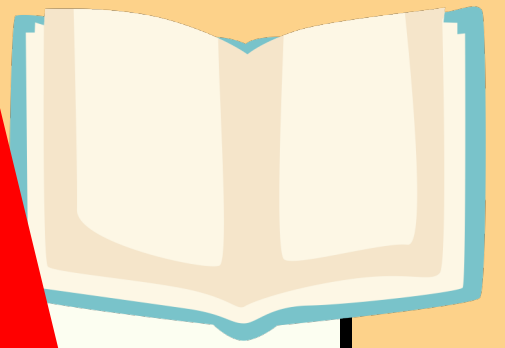
Model edit I

Draft: on tuesday our class visited the aquarium

Think aloud:

- capital for sentence start and day
- comma after opening phrase
- full stop at the end

Edit: On Tuesday, our class visited the aquarium.

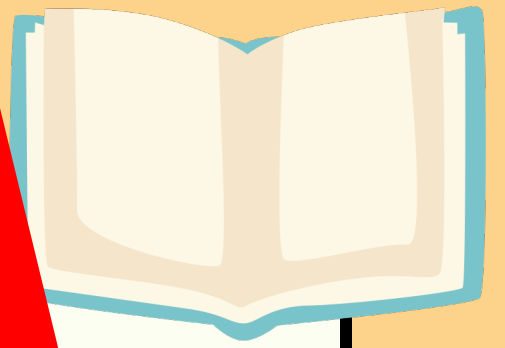


Model edit 2

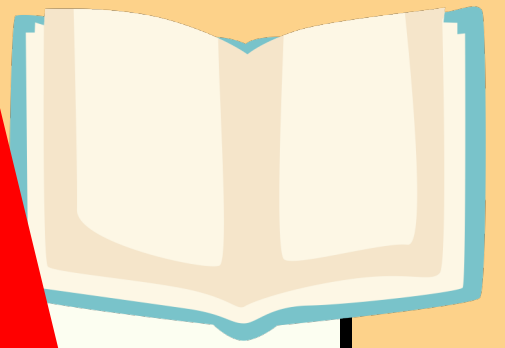
Draft: their was alot of noisy kids it made the guide mad.

Edit: There were many noisy children, so the guide became frustrated.

Changes: homophone, spelling, grammar, run-on and stronger words.



Independent challenge



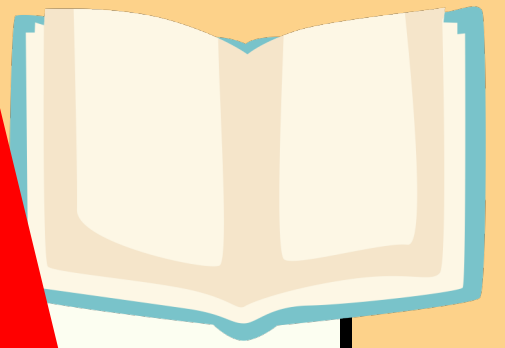
Edit this draft in two rereads:

on saturday mia go to the beach she collect shells and put them in the bucket

First improve meaning and sentence structure then check every detail.



Helpful peer feedback



Be kind, specific and useful.

Strength: "Your verbs helped me picture the scene."

Confusion: "I was unsure who spoke here."

Suggestion: "Could you join these ideas together because?"

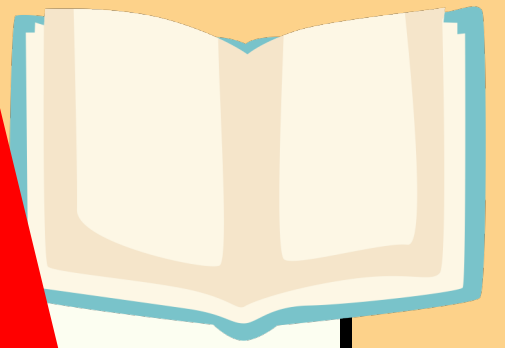
The writer decides which to use.

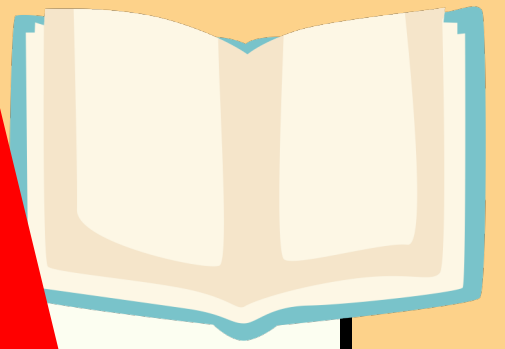


Final editing checklist

- ☐ Capitals
- ☐ Punctuation
- ☐ Spelling and homophones
- ☐ Complete, clear sentences
- ☐ Precise words
- ☐ Easy-to-read presentation

Read it aloud one more time before sharing.





Question 1 – True or false?

Reading a draft aloud can help you hear missing words, awkward sentences and punctuation problems.

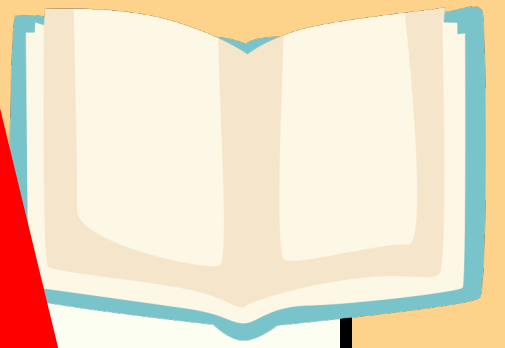
TRUE or FALSE?



Answer 1

TRUE.

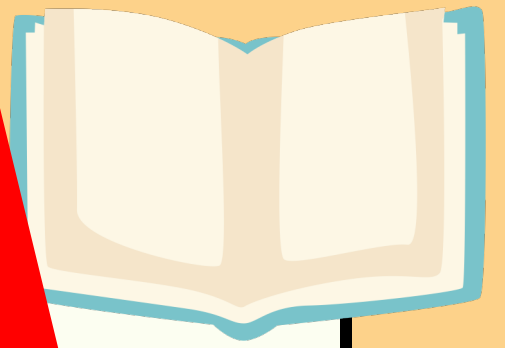
Reading aloud slows you down and lets you hear parts that need attention.



Question 2 – Capitals

Which sentence is correct?

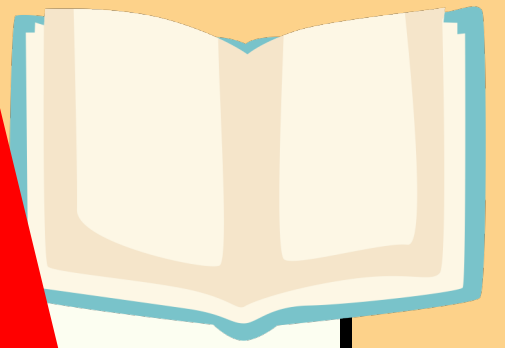
- A. My aunt lives in darwin.
- B. My Aunt lives in Darwin.
- C. My aunt lives in Darwin.
- D. my aunt lives in Darwin.

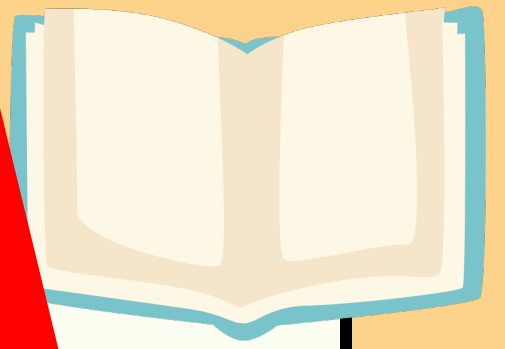


Answer 2

C. My aunt lives in Darwin.

Darwin is a proper noun. Aunt is not a proper noun.





Question 3 – Commas

Which sentence is correct?

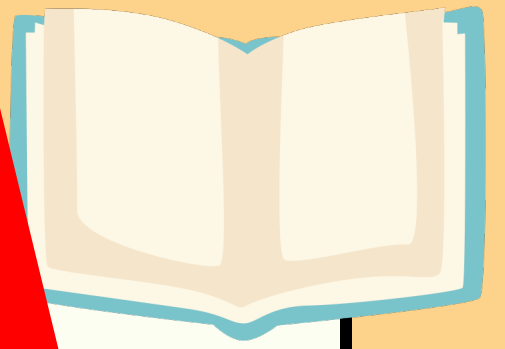
- A. We packed fruit sandwiches juice and napkins.
- B. We packed fruit, sandwiches, juice and napkins.
- C. We packed, fruit sandwiches, juice and napkins.
- D. We packed fruit sandwiches, juice and napkins.



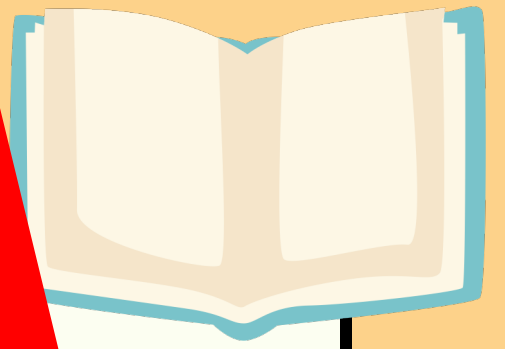
Answer 3

B. We packed fruit, sandwiches, juice and napkins.

Commas separate items in the list.



Question 4 – Apostrophes



Rewrite with the missing apostrophe:

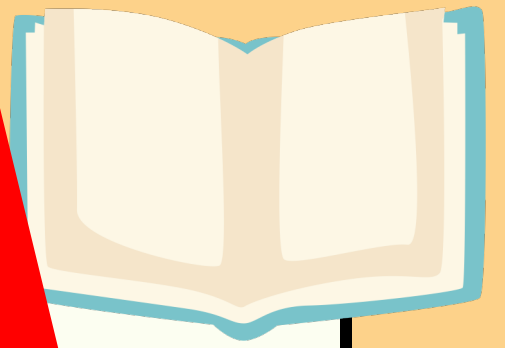
we cant stay late



Answer 4

We can't stay late.

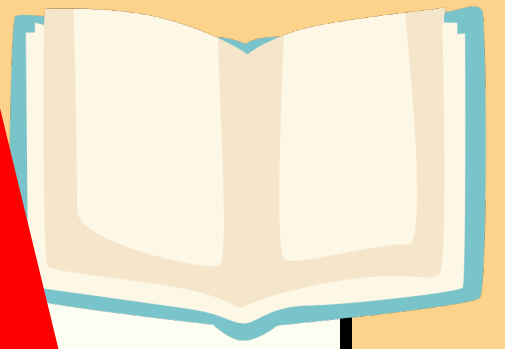
The apostrophe replaces the missing letter in can't.



Question 5 – Homophones

Choose the correct word:

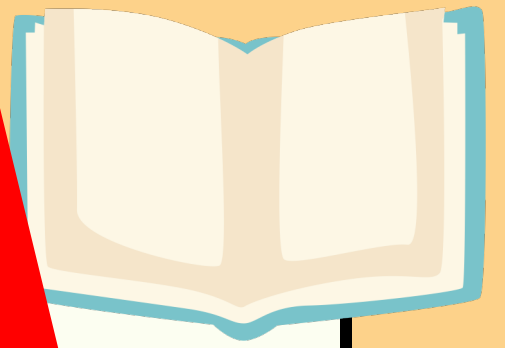
(Their / There / They're) waiting near the lake.

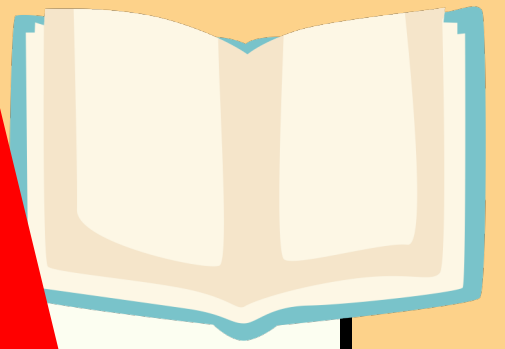


Answer 5

They're waiting near the gate.

They're means they are.





Question 6 – True or false?

A fragment expresses a complete thought.

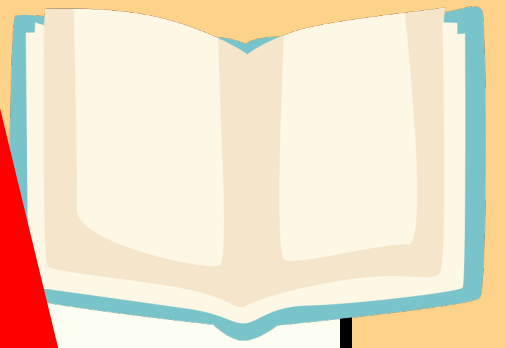
TRUE or FALSE?



Answer 6

FALSE.

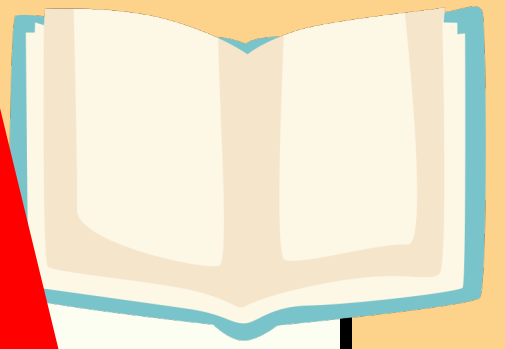
A fragment is an incomplete group of words. It needs a complete thought.



Question 7 – Join ideas

Join these ideas using but:

The path was muddy. We kept walking.



Answer 7

The path was muddy, but we kept walking.

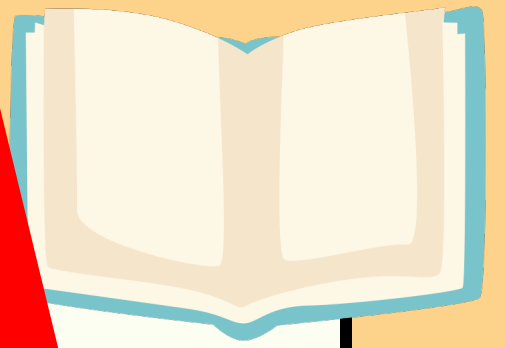


Question 8 – Strong verbs

Choose the strongest replacement for went:

The tired hikers went up the steep hill

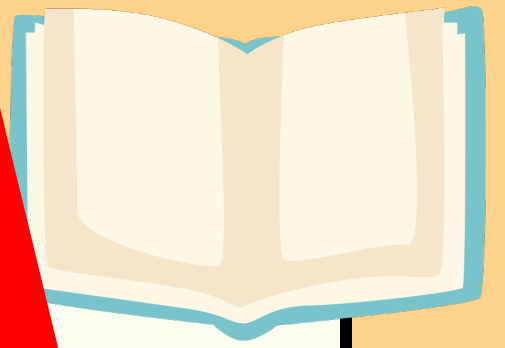
A. moved B. trudged C. did D. left



Answer 8

B. trudged

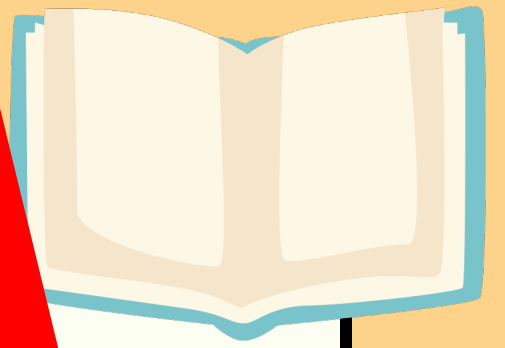
Trudged shows slow, heavy movement due to its tired legs.

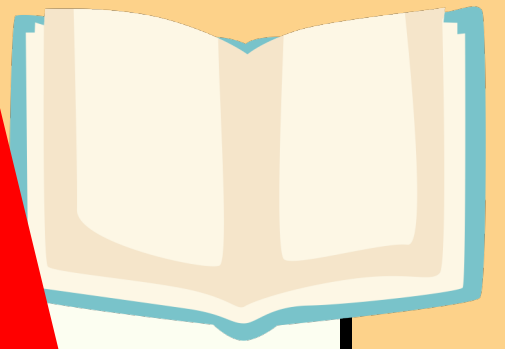


Question 9 – Editing order

Your draft has repeated ideas and confusing sentences. What should you do next?

- A. Decorate the title
- B. Edit meaning and clarity
- C. Publish immediately
- D. Count the words only





Answer 9

B. Edit meaning and clarity.

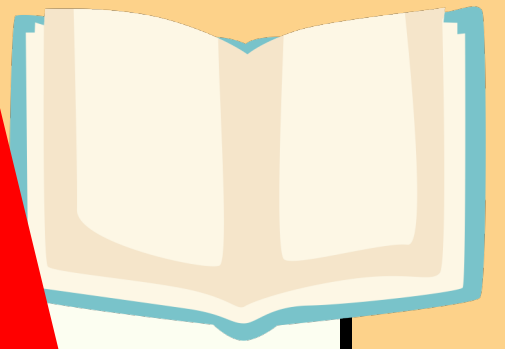
Improve the ideas and sentences before proof-reading or presentation.



Question 10 – Edit

Edit this sentence completely:

on saturday mia go to the beach



Answer 10

On Saturday, Mia went to the beach.

Capitals: On, Saturday, Mia

Grammar: go → went

Punctuation: comma and full stop

