

<p>Mini Lesson: Personal Narrative 1 (28) Editing My Writing</p>	<p>Standards: CC.1.4.1.M Write narratives to develop real or imagined experiences or events.                  CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.                  - Capitalize dates and names of people.                  - Use end punctuation; use commas in dates and words in series.                  - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.                  CC.1.1.B Demonstrate understanding of the organization and basic features of print.                  • Recognize the distinguishing features of a sentence.                  CC.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes):                  • Distinguish long from short vowel sounds in spoken single-syllable words.                  • Count, pronounce, blend, and segment syllables in spoken and written words.                  • Orally produce single-syllable words, including consonant blends and digraphs.                  • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.                  • Add or substitute individual sounds (phonemes) in one syllable words to make new words.                  CC.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.                  • Identify common consonant digraphs, final, and common vowel teams.                  • Decode one and two-syllable words with common patterns.                  • Read grade level words with inflectional endings.                  • Read grade appropriate irregularly spelled words.</p> <p>Materials:                  • Writing sample for modeling (sample following this lesson)                  • Editing Pen – felt pen                  • Enlarged copy of "Editing Checklist" (resource section of this unit)                  • Individual copies of "Editing Checklist" (resource section of this unit)</p> <p>Connection: "As writers, we know it is important to reread our writing. Earlier we learned about rereading and touching each word to see if our writing made sense. As writers, we also know there are several things that we must check for to make sure our writing is easy to read. Often times, writers will make a list of important things to check for. We call this an editing checklist. Today I'm going to show you how I use an editing checklist to edit my writing."</p> <p>Teach (modeling):                  Reads and show checklist: "This is a list of things that are important for my writing to have." Share the chart, reads each line item, and gives a brief explanation of why it is important.                  "I'm going to read my writing, and carefully check for one thing at a time. I'll use an editing pen to make notes or changes. First, I'm going to reread my work and check to see if I have spaces between words. When I am missing a space, I make a slanted line between the words so the reader can tell that it should be two separate words, not on (got/a). Okay, I've checked for spaces so I can put a check mark in this box under 'yes.'"                  "Now I am going to quickly reread my work to see if my handwriting is easy to read. Can others tell what letters I've written? If a word or letter is not readable, I need to use my editing pen and write the letters clearly." Refer to checklist. "Okay, now I can make a check mark here (under 'yes') because I've checked my handwriting."                  "Now I'm ready to carefully reread my writing again. This time I want to pay close attention to long words that I'm not sure how to spell. This word is 'Albertsons' which is the name of the store. I'm going to clap this word out, and stretch out each syllable</p>
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slowly. I'm going to check to see if I've written all the sounds I hear. (add l, r,) Now I can check off that I've checked long words."

"This time, I'm going to carefully re-read my writing and pay close attention to words that I know are on the word wall. As I read them, I'm going to ask myself, "Do they look right? If I'm not sure, I'm going to look for the word on the wall. (wint) I can check off word wall words."

"Now, I'm ready to reread my writing to check to see if I have a period at the end of every sentence. Now I know I've checked my writing and all my sentences end with a period. I can check that off my list too."

"Writers, did you notice how many times I reread my work? It would have been too hard to check for everything on the list all at one time."

ELD: Use visuals on editing checklist. Teacher models explicitly how to use checklist.

Active Engagement: "Close your eyes and tell yourself what you noticed. How did I use the editing checklist?"

What did I do? What were the reasons I reread? Now, turn and tell your partner."

Bridge to Independent Practice:

"Today, we will end our writing workshop time early so that we can all practice using the editing checklist."

Allow for 10 minutes to do this. Remember, you need to check your writing carefully checking for one thing at a time. You will be rereading your writing at least 5 times.

Assist students who have difficulty rereading their work.

Assist students who have difficulty with one specific editing item.

Closure:

"Writers use editing checklists to help them remember what to look for when they reread. There are so many important things writers must do. We have to reread our writing for each item on our list.