

<p>Mini Lesson: Personal Narrative 1 (22) Reread and Touch Each Word</p>
<p>Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events. CC1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"><li>- Capitalize dates and names of people.</li><li>- Use end punctuation; use commas in dates and words in series.</li><li>- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions</li></ul>
<p>Materials:</p> <ul style="list-style-type: none"><li>• Chart Paper</li><li>• Pen</li><li>• Planned sample story to write in front of class</li><li>• Sample of student’s writing</li></ul>
<p>Connection: “When I write something, I want the words I write to match the words I say. Excellent writers get their ideas on paper and then they reread to check to make sure all their words are on their paper. We practiced this writing strategy when we ‘fixed up and fancied up’ our Small Moment stories for our writing celebration.”</p>
<p>Teach (modeling):</p> <p>“When I am writing, I get my ideas down on the paper first and then I reread to make sure it says what I think it does. Watch me.”</p> <p>“I already made my movie in my mind, so now I will write my story.” Quickly write a sample on chart paper or use some version of the following:</p> <p>I was sitting on the couch. I thought, “I need to get ready for bed.” Suddenly, Bailey, my cat, jumped on my lap. “Oh, no! Now I can’t go to bed,” I said. “Now, I will reread to make sure it says what I wanted it to say and make sure it makes sense. As I reread I will touch each word. I want to be sure I didn’t leave out any important words.” Reread, touching each word. “Writers, talk about the way I reread my writing today. What did you notice me doing? What did you hear me doing? Why was I doing it?” “Writers, authors get their ideas on the paper first and then after writing they reread their writing and touch each word to make sure they did not leave out any words. They want their talking to match their words on the paper.” ELD: Supported by use of text on chart paper and re-reading by teacher.</p>
<p>Active Engagement:</p> <p>“Today we are going to look at a piece of first grade writing. We’re going to read the story together first on the chart and then you and your partner are going to get your own copy of the story and practice the ‘reread and touch each word’ strategy.” After reading the story as a whole group, pass out copies to partners. Assist students as needed with touching each word. “Writers, turn and talk and remind yourselves what good writers do to make sure their writing makes sense.” “Remember writers we are working on this editing strategy to help us catch missing words.”</p>
<p>Bridge to Independent Practice:</p> <p>“Today as you are writing I would like you to try rereading and touching each word</p>

after you write.”

Conferring:

Check in with students and watch them reread their writing touching each word as they read. If a student leaves out a word, teach them to use a caret and add the word (using a class editing pen).

Continue to refer to the “What makes writing easy to read?” chart to aid students in making their writing easier to read.

For the advanced learner, start teaching them more advanced punctuation (periods, question marks, exclamation marks, ellipses, quotation marks, etc.).

Closure:

Have students’ peer-edit and use a piece of writing to show how they can reread and touch each word as you reread.

“Remember, writers get their ideas on the page and reread and touch each word to make sure they did not leave out any words.”