

Teaching Point(s): <ul style="list-style-type: none">• Apply the concept of using commas, dashes and ellipses to our writing.
Standards: CC.1.4.8.F
Materials: <ul style="list-style-type: none">• Teacher examples or student examples• Writing folder/notebook or journal• Overhead or document camera
Connection: <p><i>“Yesterday, we looked for how writers use commas, dashes, or ellipses in their writing. Today, I am going to ask you to look at your own writing, and see how you can use one or all of the punctuation forms to show a pause, break, or omission.</i></p>
Teach/Model: <p>Display a sample of your own writing and use the think-aloud strategy to model how to use a comma, dash, or ellipsis in your example.</p>
Active Engagement/Guided Practice: <p><i>“Writers, now I would like you to go back to your writing folder and look for pieces of your writing and try to use all three punctuation forms we have discussed to indicate a pause, break, or omission.</i></p> <p>As students are working, hold individual conferences to show you the ways they are using the punctuation.</p> <p>Exit Slip:</p> <ul style="list-style-type: none">• Why is it important that writers use punctuation marks such as commas, dashes, and ellipses when they write to indicate a pause, break, or omission?• What might happen if they failed to do so?
Notes: <p>Adapted from/acknowledgments to: Ruday, Sean. <i>The Common Core Grammar Toolkit: Using mentor text to teach the language standards in grades 6-8.</i> New York, NY: Routledge, 2014.</p>