Display the draft you wrote containing several errors. Ask students to reread your draft with you. **Say:** Remember that after we write our drafts, we need to go back and check them for any mistakes. This is an important part of the writing process. We can use the editing checklist that we created last week to help us check for mistakes. First I’ll show you how I edit my draft. Then you can edit your own drafts.

Refer to the Editing Checklist as you think aloud and go through your sentences. Point to the features and make needed corrections. Here are some examples:

<table>
<thead>
<tr>
<th>Original Sentence</th>
<th>Corrected Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>i started a new school.</td>
<td>Point out that you need an uppercase I for the word I and correct it. . . period at the end . . . the word I tells “who” the sentence is about . . . started tells what I did</td>
</tr>
<tr>
<td>I only knew my cousin</td>
<td>Uppercase I for the word I . . . (Point out that you need a period at the end of the sentence and add one.) . . . the word I tells “who” . . . knew tells what happened</td>
</tr>
<tr>
<td>I felt scared!</td>
<td>Uppercase I for the word I . . . exclamation point at the end . . . the word I tells “who” . . . felt is a feeling verb; felt scared describes feelings</td>
</tr>
<tr>
<td>my cousin shared his friends.</td>
<td>Point out that you need an uppercase letter at the beginning of the sentence and correct it . . . period at the end . . . cousin tells “who” . . . shared tells what my cousin did</td>
</tr>
<tr>
<td>Then i made my own friends.</td>
<td>Uppercase T at the beginning of the sentence . . . (Point out that you need an uppercase I for the word I and correct it.) . . . period at the end . . . the word I tells “who” . . . made tells what I did</td>
</tr>
<tr>
<td>I loved my school!</td>
<td>Uppercase I for the word I . . . exclamation point at the end . . . the word I tells “who” . . . loved tells what I did and how I felt</td>
</tr>
</tbody>
</table>
2. Rehearse (5 MINUTES)

Say: I just showed you how I edit my writing. I reread each sentence slowly and carefully and look for each item on the checklist. Sometimes I reread my writing more than once. Now you can edit your personal narrative. This time your partner will help you, and you will help your partner. Use the checklist to remind you what to look for. Turn to your partner. You should tell each other what you are going to look for in your drafts. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Say: Today we’ll continue working on our personal narratives. If you have finished your draft, work with your partner to edit. Look for uppercase letters used in the right places. Look for punctuation at the end of each sentence. Then make sure each sentence is a complete thought. Decide whose draft you will edit first. When you have finished editing one draft, work together to edit the other draft. Support students as they work with their partners. Use the Sample Responsive Conferring Prompts to help you provide differentiated support based on your observations.

4. Share (5 MINUTES)

Invite two pairs to share their edited drafts. Point out and celebrate examples of corrected uppercase letters, end punctuation, and complete sentences. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will look at the first word in each sentence and the end of each sentence to check my writing.

Directive and Corrective Feedback
• I can’t tell where this sentence ends. What’s missing?
• Does this word look right? Say it slowly and listen for the sounds.

Self-Monitoring and Reflection
• What have you reread so far? Did you fix anything?
• What does your sentence need to make it a complete thought?
• Who (or what) is doing something here? What is happening? Check that you have written a complete thought.

Validating and Confirming
• You made sure to put an uppercase letter at the beginning of each sentence!
• You fixed that name!
• You put an exclamation point here. Now I know this is the end of the sentence!
• You fixed the ______! I like the way you worked that out!

Teacher Tip
Remind students that when writers draft, they are mostly concerned with getting their ideas on paper, and when they edit, they pay attention to their writing in a different way.
Say: When you and your partner edit your work, be open to suggestions. And while you edit your partner’s work, be respectful and helpful as you make suggestions.