Objectives

Concepts About Print
• Use appropriate uppercase letters and end punctuation.
• Put spaces between words.

Oral Language and Grammar
• Share a personal experience.
• Use complete sentences.
• Use common nouns, adjectives, and personal pronouns.

Purposeful Phonics Connections
• Apply phonics knowledge to encode unknown words.
• Write high-frequency words.

Reflecting Reading in Writing
• Understand that a personal narrative has a beginning, a middle, and an end.
• Analyze features of a personal narrative.
• Reread from the beginning of a sentence or text.

Writing
• Edit a personal narrative.

Materials
• Teacher’s draft of personal narrative with errors (from Day 2)
• Editing Checklist (from Week 9)
• Markers

1. Focus (15 minutes)

Display your draft from yesterday with errors embedded. Ask students to reread it with you. Ask: Tell me why it is important for me to edit my work. (Allow responses.) That’s right. All strong writers go back and check their writing to make sure that they have followed certain writing rules. If we make our writing as correct as possible, our readers will be able to focus on the messages we are trying to communicate to them. For example, I want my readers to pay attention to the exciting narrative I’m telling. I don’t want them to get confused about where my sentences start and end because I forgot to use end punctuation. Today let’s edit my personal narrative together.

Refer to the Editing Checklist that you have been using. Think aloud as you go through your sentences, point to each feature, and make needed corrections. Here are some examples:

<table>
<thead>
<tr>
<th>Rico and i went to the mall.</th>
<th>Ask: Does this sentence look right to you? (Allow responses.) That’s right. I need to use an uppercase I for this pronoun. Let’s check to see if I started my sentence with an uppercase letter, and that I ended with a period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>we ran over to a toy shop.</td>
<td>Ask: What do you notice about this sentence? Work with students to capitalize the w in we.</td>
</tr>
<tr>
<td>then we could not see our dads</td>
<td>Say: This sentence doesn’t look right to me. I need to capitalize the word then at the beginning of the sentence. Do you notice any other mistakes I should correct? Students should notice that the end punctuation is missing.</td>
</tr>
<tr>
<td>A police officer helped us find our dads.</td>
<td>Ask: Did I write a complete sentence here? How do you know? Allow responses.</td>
</tr>
<tr>
<td>Our dads hugged us We stayed with our dads after that.</td>
<td>Ask: Where does my first sentence end? What do I need to do? (Allow responses.) An exclamation point is useful here to show emotion, but a period works, too. You just helped me make my personal narrative better! Thank you for editing help.</td>
</tr>
</tbody>
</table>

Say: If you have finished your draft, you can edit your personal narrative. Your partner will help you, and you will help your partner. Use the editing checklist to remind you what to look for.
2. Rehearse (5 minutes)

Distribute students’ writing folders. Say: Turn to your partner. Tell each other what you will be working on today. If you have finished your draft, work with a partner to edit your drafts. 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 finished editing one draft, work together to edit the other draft. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 minutes)

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’m going to check the first word of every sentence and make sure I used an uppercase letter. I know that I should always capitalize the first word of a sentence.
- I know that I should end every sentence with punctuation. I will reread and make sure that I have used end punctuation correctly.

Directive and Corrective Feedback
- Look at this sentence. I can’t tell where it ends. What’s missing?
- Do you use an uppercase or lowercase letter for the pronoun I? Check your personal narrative to see that you wrote it correctly.
- Read this sentence for me. Have you told a complete thought? What’s missing? What could you write instead?

Self-Monitoring and Reflection
- Show me a sentence where you were able to make a correction. Tell me what you did.
- Show me where you used uppercase letters correctly. What rule did you apply?

Validating and Confirming
- You made sure to put an uppercase letter at the beginning of each sentence!
- You put a period here. Now I know this is the end of the sentence!
- You went back and reread your message to fix errors. That’s what strong writers do.