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 a personal narrative for characters, setting, problem, and resolution.
• 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 1)
• Editing Checklist (from Week 9)
• Markers

1. Focus (15 minutes)

Show students your draft and ask them to reread it with you. Say: This is the draft of my personal narrative. I have included characters, a setting, a problem, and a resolution. But I’m not done yet. Who knows what I need to do next? (Allow responses.) That’s right. I need to edit my draft for errors. I want to be sure my writing is the best it can be. You can help me edit my draft. Then you can edit your drafts. I’ll refer to our editing checklist to make sure I check for everything.

Think aloud as you go through your sentences, point to each feature, and make needed corrections. For example:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Ask</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kira came to visit</td>
<td>Did I begin my sentence with an uppercase letter?</td>
<td>Added an uppercase letter.</td>
</tr>
<tr>
<td>She did not shut the gate.</td>
<td>Reread this sentence with me. Do I need to fix anything?</td>
<td>Sentence didn’t need any changes.</td>
</tr>
<tr>
<td>My dog Rex ran away!</td>
<td>Reread this sentence with me. Did I make the right choice in using an exclamation point at the end of the sentence?</td>
<td>Yes! An exclamation point shows how worried and upset I was that my dog ran away.</td>
</tr>
<tr>
<td>Kira and I asked Mom to help us look.</td>
<td>What do you notice about this sentence?</td>
<td>Pronoun I needs to be an uppercase letter.</td>
</tr>
<tr>
<td>We found Rex at the park.</td>
<td>Let’s read this sentence together. What do I need to fix?</td>
<td>Good. I need to use an uppercase letter for the word Rex because it is a name. Did I write a complete thought here? How do you know?</td>
</tr>
<tr>
<td>he was playing with his friend!</td>
<td>Let’s read this sentence together. What do I need to fix?</td>
<td>Good. I need to use an uppercase letter for the word he because it is at the beginning of the sentence. Students should point out that the word we tells “who” the sentence is about and that the word found tells the action.</td>
</tr>
</tbody>
</table>
2. Rehearse (5 minutes)

Distribute students’ writing folders. Say: Tell your partner what you will be working on today. If you are ready to edit, make sure to tell your partner what you are going to look for in your draft. Use the editing checklist to remind you what to look for. Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 minutes)

Say: Work with a partner if you will be editing 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 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 reread my sentences to look for errors.
• I will make sure I wrote a problem and a resolution.

Directive and Corrective Feedback
• Say that word again. What letter do you need here?
• What do you need at the end of your sentence?
• Remember that we put spaces between words in a sentence.

Self-Monitoring and Reflection
• Tell me what you fixed in your sentence.
• Think about how you would read this sentence. Would an exclamation point help your readers?
• Check that you wrote who (or what) is doing something here. Did you write what is happening?

Validating and Confirming
• You made sure to put an uppercase letter at the beginning of each sentence!
• You went back and fixed ______. Writers edit their writing to make it better.
• You put an exclamation point here. Now I know this is the end of the sentence!
• You fixed the spelling of ______. I like the way you worked that out!