Edit a Personal Narrative

Objectives

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

Oral Language and Grammar
- 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 (from Day 4)
- Chart paper and markers

1. Focus (15 minutes)

**Say:** Strong writers edit their work. That means they reread what they wrote and they correct errors. When we correct our errors, our readers can really focus on the stories we are telling. They don’t get distracted from their reading. Today I will show you how I edit my draft. But first I’ll make a checklist on chart paper of things I look for when I edit my draft. Use the model below.

**Things to Look For in My Writing**
- Uppercase letter for the word I and at the beginning of sentences and people’s names
- End punctuation
- Complete thought ("who" or what the sentence is about and the action)
- Correct spelling of simple sight words

**Editing Checklist**

Ask students to read aloud your draft with you. Then think aloud as you go through your sentences and point to each feature. Here are some examples:

| Mom woke me up.          | Uppercase M at the beginning of the sentence . . . period at the end . . . Mom is the “who” . . . woke tells what Mom did |
| I felt sick!             | Uppercase I for the word I . . . exclamation point at the end . . . the word I is the “who” . . . felt is a feeling verb |
| I cried because my class was going on a field trip. | Uppercase I for the word I . . . period at the end . . . the word I is the “who” . . . cried tells what I did |
| Mr. Rex gave me a video of the field trip. | Uppercase letters at beginning of Mr. and Rex . . . period at the end . . . Mr. Rex tells “who” . . . gave tells what Mr. Rex did |
| Mom and I watched it together. | Uppercase letter at beginning of Mom and for the word I . . . period at the end . . . Mom and I tells “who” . . . watched tells what Mom and I did |
| We liked it!             | Uppercase W at the beginning of the sentence . . . exclamation point at the end . . . the pronoun We stands for Mom and I and tells “who” . . . liked tells what Mom and I did and how we felt |
Say: If you have completed your draft, you can edit your own personal narrative. Use the editing checklist to help you.

2. Rehearse (5 MINUTES)

Distribute students’ writing folders. Say: Turn to your partner. Tell your partner what you will be doing during independent writing time. If you are ready to edit, tell your partner what you are going to look for in your 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, and allow them to get help from one another as well. Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Invite two or three students to share their edited drafts. Point out and celebrate examples of corrected uppercase letters, end punctuation, and complete sentences. Work with a group of students who are having difficulty editing for these items. Prepare example sentences that contain errors in uppercase letters, end punctuation, and incomplete thoughts and ask students to help you find and fix mistakes.

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 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
Help make the editing process painless by simply crossing out errors and putting the corrections above them. Alternatively put white correction tape over the errors and write the corrections directly on the tape. Students are more likely to self-edit if it doesn’t involve a lot of erasing.