Objectives

In this mini-lesson, students will:

• Learn to edit a personal narrative for grammatical correctness, focusing specifically on use of past tense and subjective and objective pronouns.
• Edit practice sentences and share their edits with the class.
• Discuss how they can apply this skill to their own independent writing.

Preparation

Materials Needed

• Chart paper and markers
• Proofreading Symbols BLM (from Additional Resources)
• Student dictionaries
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts (without edits) onto chart paper prior to the mini-lesson.

1. Focus

Explain Editing for Grammar

Say: As we get closer to publishing our work, we need to focus on how well our writing reflects the rules of grammar. Why do you think this might be important? (Allow responses.) When we put something out there with our name on it for others to read, we want it to be as good as we can make it. We want people to focus on the message—not on the mistakes that we didn’t find. That is what editing is about. When we edit, we get critical with ourselves. We find the mistakes we don’t want others to find.

Model Editing for Grammar

Display the modeling text (with errors) on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the passage aloud and look for grammar errors in your writing.

Modeling Text

We taked took the field determined not to let the other team scare us or shake our spirit. We got one out, then another. Then the Cats loaded the bases! What’s worse, their fiercest hitter, Jack, was up. Jack He walked onto the field swinging his bat. The crowd cheered Jack him on as he walked toward the plate. Our stony determination began to show some cracks.

Say: I know that pronouns are very prominent in my personal narrative, so I am going to pay special attention to whether or not I am using pronouns effectively. I’m also going to focus on my regular and irregular past tense verbs.

Reread sentence 1. Say: “We taked the field.” You know, that doesn’t really sound right to me. I want to use the past tense of take, but I don’t think this is correct. I’m going to check the dictionary and see what the past tense of this verb is. (Model looking in a dictionary, or ask a student to do it for you.) The past tense of take is took. I will change this sentence so that it begins “We took the field . . .”

Reread sentences 2, 3, and 4. Say: These sentences sounds good to me. The past tense verbs sound right to my ears. I like these sentences. I’m not going to change them.

Reread sentences 5 and 6. Say: In the previous sentence, I wrote “What’s worse, their fiercest hitter, Jack, was up.” Now I’m starting this sentence with
Jack, but I don’t think I need to. My readers know I’m talking about Jack, so I will use a pronoun instead. I will say “He walked onto the field . . .” In the next sentence, I don’t need to say “The crowd cheered Jack on.” I can say that they cheered him on. I can use the objective pronoun to talk about Jack. This makes my writing sound better. Before, I used the word Jack too often.

2. Rehearse

**Practice Editing for Grammar**

Write the practice text on chart paper or the whiteboard.

Jack took his place at the plate. Jack He was ready to hit a home run.

Our team was playing the Mountain Cats. The Mountain Cats They were the best team in the league. We were not looking forward to playing the Mountain Cats them!

Tyler threw the ball and it flew across home plate. Strike!

**Practice Text**

Ask students to work with a partner to edit each sentence for pronoun use or past tense. Each team should write their edited sentences and be prepared to read them to the class and explain how their changes improved the sentences. Remind students to consult the dictionary for help with past tense verb forms.

**Share Practice Edits**

Invite partners to read aloud their edited sentences and explain how their edits improved the writing. Make the changes to the sentences on chart paper or the whiteboard to model how you use proofreading symbols during the editing process. Discuss and support students’ use of proofreading symbols.

**3. Independent Writing and Conferring**

Say: We just learned how to edit our personal narratives to improve our grammar. Remember, good writers find and correct grammar errors before taking their work to completion. When you leave errors in your writing, readers focus on these errors instead of the great narrative you are telling.

Have students focus on a section of their personal narrative and edit for correct use of past tense and subject and object pronouns. During conferences, reinforce students’ understanding of the editing process using the prompts on your conferring flip chart.

**4. Share**

Bring the class together. Invite volunteers to discuss errors they were able to correct in their personal narratives.

**Strategies to Support ELs**

**Beginning**

Support students’ use of the pronoun I. Say sentences that begin with a student’s name and ask the student to replace his or her name in the sentence with the pronoun I. For example:

[Student’s name] can write / I can write.
[Student’s name] can draw / I can draw.
[Student’s name] can write / I can write.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Display and review an anchor chart of subjective and objective pronouns (available on the interactive whiteboard resources) before students edit the practice text.