Edit for Conventions

Objectives

In this mini-lesson, students will:

• Understand what conventions are and why they are important.
• Learn how to edit for conventions.
• Practice editing for conventions.

Preparation

Materials Needed

• Sentence strips
• Chart paper and markers
• Informational Reports Checklist
• Conventions (BLM 11)
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts (with errors) onto chart paper prior to the mini-lesson.

1. Focus

Explain Editing for Conventions

Say: An important part of the writing process is editing for capitalization, spelling, and punctuation. These are all a part of writing conventions. Conventions means the way something has been established. For example, we have conventions for capitalizing words at the beginning of sentences and proper nouns. We need to make sure we edit for conventions during the editing process because using correct conventions helps make our writing clearer for others to read.

Model Editing for Conventions

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

Modeling Text

1. The final game against China was held at the Rose Bowl in Pasadena, California.
2. More than 90,000 fans, the largest ever for a women’s soccer game, were treated to a nail-biter.
3. Neither team scored, and the tension mounted.

Read sentence 1. Say: I know I need to capitalize proper nouns, and there are several names of places in this sentence. China, Rose Bowl, Pasadena, and California are all proper nouns because they tell us the official name of a place, so all of these words should be capitalized. I’ll put capital letters on Rose Bowl. Now I look for any spelling errors, and I think all the words are spelled correctly in this sentence. Next, I check punctuation. I see a mistake. I know the convention is to put a comma between city and state, so I need to add a comma between Pasadena and California. This sentence looks good now.

Read sentence 2. Say: I see a comma after fans. Is that correct? Let’s see. The phrase “the largest ever for a women’s soccer game” comes directly after 90,000 and gives me more information about the size of the game. This is called an appositive phrase, and the convention is that we separate appositive phrases by commas. So, the comma after fans is correct, but I also need to place a comma at the end of the phrase after the word game. I notice something else about the phrase. The word women’s is meant to be possessive, so I need to add an apostrophe before the letter s.
Read sentence 3. Say: Are there any misspellings? Everything else looks correct, so now I’ll check for punctuation. I think this is actually two sentences: “Neither team scored” and “the tension mounted.” Each has its own subject and verb and can stand alone. I can fix this by adding a period after scored and capitalizing the. Or, I can add a comma and the word and after the word scored to make a compound sentence.

2. Rehearse

Practice Editing for Conventions

Display the practice text (with errors) on chart paper or using the interactive whiteboard resources.

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1. The United States had achieved a huge victory.
2. Now everyone was paying attention to women’s soccer.
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Practice Text

Invite students to work with a partner to edit each sentence for conventions. All pairs should write their edited sentences and be prepared to share them with the class and explain why they made the edits they made.

Share Edits

Invite pairs to share their edits with the class. Make the changes to the sentences on chart paper or using the interactive whiteboard resources 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 learned how to edit our informational report for conventions. Remember, good writers edit for conventions so that their writing can become more clear and easier to understand.

Review the Informational Reports Checklist (page 65) and encourage students who are at the editing stage of their independent writing to focus on the conventions of good writing. If you would like to give students additional practice editing for conventions, have them complete BLM 11.

4. Share

Bring students together. Invite volunteers to share their experiences with editing their informational report drafts for basic conventions.

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**Strategies to Support ELs**

**Beginning**

Work with simple sentences and have ELs help you edit for conventions. For example, write a sentence using your name that includes errors on chart paper: Ms. harper is your teacher”. Model correcting the capitalization of your name and adding a period at the end of the sentence. Repeat using students’ names in simple sentences.

**Intermediate and Advanced**

Pair ELs with fluent English speakers to complete the “Practice Editing for Conventions” practice activity and BLM 11.