Edit for Uppercase Letters and End Punctuation

1. Focus (15 minutes)

Display page 8 of the mentor big book using the big book or the interactive whiteboard resources. Read the text together. **Ask:** How many sentences did Marta write on Tuesday? How do you know? (Allow responses) She wrote four sentences. Each sentence begins with an uppercase letter and ends with a period. Strong writers know that using correct end punctuation helps a reader understand the message. I also see that Marta uses uppercase letters for the word I and at the beginning of her friend’s name. Let’s review what else writers do in their journals.

Refer to the posted Journals anchor chart that you updated in the Week 5/Day 2 lesson, and read it aloud with students. Then tell students that you are ready to draw and write in your journal. Model how to close your eyes and decide on an idea, using the think-aloud below as an example.

**Say:** I used to have a dog named Sadie. Sadie hated to go to the vet! The vet was very, very nice, but Sadie was still afraid of her. As soon as we got in the door, Sadie would whine and try to pull me back out with her leash. Now I will choose which details to draw. I will draw a picture of me taking Sadie to the vet. Sadie will be pulling on her leash.

Model drawing the scene on chart paper. Then **say:** I will write “One day, I took Sadie to the vet. She whined at me. She tried to pull me out!” I need your help, though. Please clap your hands if I forget to use an uppercase letter or end punctuation. Then you can tell me why it is wrong and what I can do to fix it.

As you write, continue to model the skills listed below while purposefully including some errors with uppercase letters and punctuation. At the point of error, students should clap, explain, and advise. If no one notices an error, model how to correct it when you reread the completed message.

- Emphasize the concepts about print that students need to practice based on your daily informal observations and notes. (See list in **Objectives**.)
- Tell how you remember high-frequency words. For example, **say:** I know how to write took: t-o-o-k. I have seen this word many times in books. I can also hear the beginning and ending sounds and write the letters for the sounds.
- Model how to say the other words slowly and use letter/sound relationships to help you write them. Depending on the message and the phonics skills you’ve taught, this discussion might include consonants, short vowels, long vowels (final e and common vowel teams), common consonant blends and digraphs, regular plurals (-s and -es endings), and common inflectional endings such as -ed and -ing. For words with irregular or higher-level spelling patterns, **say:** Remember that if you don’t know how to spell a word, you can just write the sounds you hear.
• Model rereading after each word by pointing to the words you’ve written so far and then pointing to where the next word should go. **Say:** We’re ready for the word ______. Then discuss and write the word.

Ask students to reread the journal entry with you. **Say:** Good! I wrote the most important details and used complete sentences. Now I need to check my writing. Put your hands at the beginning and end of each sentence like bookends to check for beginning uppercase letters and end punctuation. Invite volunteers to make sure you used an uppercase letter for the word I and at the beginning of Sadie’s name.

### 2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an experience to draw and write about in a journal. **Say:** Tell your partner about your idea. Tell what happens and how people feel. Tell “who” or what your sentence is about and act out the action to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

- **One time I ______.**
- **I felt ______.**
- **I remember ______.**

### 3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing journals. Invite each student to draw a picture of what he or she described to a partner and to write as many sentences as possible. Remind students to check their writing for correct uppercase letters and end punctuation. Encourage students to get help and ideas from one another as you continue to support them at whatever stage of writing development they are in.

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 drawings and written messages. Point out and celebrate examples of correct uppercase letters and end punctuation. You may also 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 remember to use an uppercase letter at the beginning of each sentence I write.
- I will check that I have used correct end punctuation.

**Directive and Corrective Feedback**

- Look at this sentence. What do you need to put at the end?
- What kind of letter do we use at the beginning of a sentence? Check that you did this.
- Say the first word of your message slowly. What sound do you hear at the beginning of the word? What sound do you hear next? Write the sounds you hear.

**Self-Monitoring and Reflection**

- Show me a part of your message that you think is strong. Show me a part that you would like to change. What will you do?
- Tell me why it’s important to use uppercase letters at the beginnings of sentences and end punctuation at the ends.
- What part of your message was hard to write? What did you do?

**Validating and Confirming**

- I noticed that you checked the beginnings and ends of your sentences. That’s what strong writers do.
- You capitalized the first letter in every word that started a sentence. That makes it easier for your readers to know where the new sentences begin.
- You wrote the word ______. I like the way you worked that out.

**Teacher Tip**

Keep the Journals anchor chart on display in the classroom and encourage students to refer to it both as a writing tool and as a checklist for editing their writing.