Edit for Uppercase Letters and End Punctuation

Mentor Text

Objectives

Concepts About Print
• Begin sentences with capital letters.
• Capitalize the pronoun I and people’s names.
• Use end punctuation correctly.

Oral Language and Grammar
• Use a complete sentence.
• Vary sentence beginnings.

Purposeful Phonics Connections
• Recognize sound/symbol relationships.
• Write CVC and high-frequency words.

Reflecting Reading in Writing
• Visualize.
• Reread.

Writing
• Draw and write a journal entry.
• Edit for uppercase letters and end punctuation.

Materials
• Mentor big book: Journals
• Journals anchor chart (from Day 2)
• Chart paper and markers
• Interactive whiteboard resources

1. Focus (15 minutes)

Display page 10 of the mentor big book using the big book or interactive whiteboard resources. Read the text together. Ask: How many sentences did Tom write in this entry? (Allow responses.) That’s right. Tom wrote three sentences. (Allow responses.) How do you know he wrote three sentences? (Allow responses.) Each sentence begins with an uppercase letter and ends with punctuation. What kind of punctuation does Tom use at the end of his sentences? (Allow responses.) I also see that Tom uses an uppercase letter for the word I. Strong writers think about which words need uppercase letters so that their writing is clear. Let’s review what else writers do in their journals.

Refer to the posted Journals anchor chart 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 visualize an idea, using the think-aloud below as an example.

Say: Sometimes I get to go on a trip. It’s fun to visit my friends Adam and Meg. It’s fun to go camping at a lake. It’s fun to go to new cities. Sometimes I can’t decide where I want to go! Now I will choose which details to draw. I will draw a picture of me with all these ideas in an imagination bubble. I will look excited!

Model drawing the scene on chart paper. Then say: I will write “Where will I go? I like to see Adam and Meg. Lakes and cities are fun, too!” 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 what 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 each 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 are: a-r-e. I have seen this word many times in books.

• Model how to say the other words slowly and use letter/sound relationships to help you write them. 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. How can I do that? Who can show me? Allow one or more volunteers to come up and use their hands as bookends at the beginning and end of each sentence 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 beginnings of the names **Adam** and **Meg**.

### 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 _____**.

### 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.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

#### Goal Oriented

- I will reread and check the end punctuation on my sentences.

#### Directive and Corrective Feedback

- What do you need to add to the end of this sentence?
- What kind of letter do we use for the pronoun **I**?
- 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 how you checked the beginnings and ends of your sentences.
- Did you need to fix up anything? Show me where.
- Show me a word you had trouble writing. What did you do to help yourself?

#### Validating and Confirming

- I noticed that you checked the beginnings and ends of your sentences. That’s what strong writers do.
- You wrote the word _____ I liked the way you worked that out.
- You went back and fixed _____ Good work!

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**Teacher Tip**

For students who are competent in the skill of writing complete sentences, begin using the terms **subject** and **verb** in your validating/confirming prompts. For example, **say**:

- You started with the words **My bike**. The word **bike** tells what the sentence is about. Your sentence has a subject!
- You said that your mom washed the dog. The word **washed** tells what happened. You used a verb to help make a complete sentence!