Edit for Capitalization

1. Focus

**Explain Editing for Capitalization**

**Say:** As we get closer to publishing our personal narratives, we need to make sure our sentences start with capital letters. Why do you think this might be important? (Allow responses.) When we write something we want others to read, we want our writing to be the best it can be! We need to check to make sure we have capitalized the first letter of each sentence.

**Model Editing for Capitalization**

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

<table>
<thead>
<tr>
<th>Modeling Text</th>
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<tbody>
<tr>
<td>1. The sound of a whip sliced through the air.</td>
</tr>
<tr>
<td>2. Cows’ mooing echoed across our farm.</td>
</tr>
<tr>
<td>3. My hair blew in the wind, too.</td>
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**Read sentence 1. Say:** One of the most important things to remember about capitalization is that we always capitalize at the beginning of a sentence. We can mark out the lowercase t and capitalize the T at the beginning of this sentence. I can use a proofreading mark called a caret to show I want to insert a capital T. Model correcting the error on the modeling text.

**Read sentence 2. Say:** The beginning of this sentence isn’t capitalized either! I need to change this to a capital C. Model correcting the error on the modeling text.

**Read sentence 3. Say:** This sentence is just like the others! I’ll put a mark through the lowercase m and write the capital letter M. Model correcting the error on the modeling text.

**Objectives**

In this mini-lesson, students will:

- Learn how to edit personal narratives for capitalization.
- 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
- Personal Narratives Checklist
- Interactive whiteboard resources

**Advanced Preparation**

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts (with errors) on chart paper prior to the mini-lesson. If necessary, copy the sentence frame from “Strategies to Support ELs” on chart paper.
2. Rehearse

Practice Editing for Capitalization

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

| 1. The breeze pulled it this way and that. |
| 2. My fingers held the bars of the metal gate. |
| 3. The cows needed to be in the pen. |

**Practice Text**

Ask students to work with a partner to edit each sentence for capitalization. Each pair should write the practice text sentences and show how they correct the first letter of each sentence. Students should be prepared to show their corrected sentences to the class and explain how their changes improved each sentence.

**Share Practice Edits**

Invite partners to tell what they changed in the practice text. 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 just learned how to edit our personal narratives for proper capitalization at the beginning of our sentences. Remember, good writers find and correct errors in their writing. We need to make our writing the best it can be! If we don’t correct our mistakes, readers focus on our mistakes and not on what we have to say.

Review the Personal Narratives Checklist (page 59) and encourage students who are at the editing stage of their independent writing to focus on editing for capitalization and other conventions of good writing. During conferences, use the prompts on your conferring flip chart to support students’ independent or peer editing.

4. Share

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

**Strategies to Support ELs**

**Beginning**

Support beginning ELs in understanding the difference between uppercase and lowercase letters. Write a capital A and a lowercase a on chart paper. **Say:** This is a capital A. We use a capital letter at the beginning of a sentence. Write out the alphabet in lowercase letters with spaces for students to write the corresponding capital letter. Provide correction as needed.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Provide the following sentence frame to assist with oral language:

*I use a capital letter_____.*

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: *correct/corrregir, edit/editor.*