Edit for Correct Punctuation

1. Focus

**Explain Editing for Correct Punctuation**

*Say:* Once we’ve revised our drafts for ideas, we need to focus on making sure our writing is as good as we can make it. We edit our writing to find the errors and correct them. And one of the important things we look for is correct punctuation. Why do you think this is important? (Allow time for responses.)

Readers expect a published work to be well written and look professional. If I have errors in my published procedural text, readers will not think well of my writing. They might even question whether or not I really am an expert who can teach them this procedure. They will lose confidence in me. So I read my work carefully. I look at my editing checklist, and I make sure I have addressed any problems. Today I’m going to show you how I edit my work to make sure I have used periods, commas, question marks, and other punctuation correctly.

**Model Editing for Correct Punctuation**

Display the modeling text (with errors) on chart paper or using the interactive whiteboard resources. Model reading aloud the text sentence by sentence and correcting for punctuation.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First, pour your favorite cereal into a bowl.</td>
<td>First, pour your favorite cereal into a bowl.</td>
</tr>
<tr>
<td>2. Next, add some freshly washed grapes to the bowl.</td>
<td>Next, add some freshly washed grapes to the bowl.</td>
</tr>
<tr>
<td>3. Then, pour milk in the bowl.</td>
<td>Then, pour milk in the bowl.</td>
</tr>
<tr>
<td>4. Finally, get a spoon, sit down, and eat your cereal.</td>
<td>Finally, get a spoon, sit down, and eat your cereal.</td>
</tr>
<tr>
<td>5. You will love it!</td>
<td>You will love it!</td>
</tr>
</tbody>
</table>

**After sentence 1. Say:** This sentence uses correct punctuation: a comma after the sequence word *first* and a period at the end of the sentence.

**After sentence 2. Say:** When I read this sentence aloud, I pause very slightly after the word *next*. This reminds me that there’s a comma missing in this sentence. The word *next* is a sequence or transition word, and we usually put a comma after words like these to make the order of the directions stand out. I’ll add a comma after the word *next*. Model adding a comma to the text.

**After sentence 3. Say:** This sentence looks fine to me at first, but then I look closer, and I notice there is no end punctuation. I need to add a period at the end of this sentence. Model adding a period to the end of the text.

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**Objectives**

In this mini-lesson, students will:
- Learn how to edit a procedural text for correct punctuation.
- Edit practice sentences for punctuation.
- 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)
- Procedural Texts Checklist (page 60)
- 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.
After sentence 4. Say: This sentence lists three things that I should do: get a spoon, sit down, and eat the cereal. When we have items in a list like this, we need to separate them with commas. I need to put in a comma after the word spoon. Model adding a comma to the text.

After sentence 5. Say: The sentence ends with punctuation, but is it the right punctuation? This sentence sounds like it would be read with some excitement. I think I need to change the period to an exclamation point. Model crossing out the period and inserting an exclamation point.

2. Rehearse

Practice Editing for Punctuation

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

First, finish your homework. Next, help your mom clean up the kitchen. Put away the plates, cups, and silverware. Now, you are ready for a break.

Practice Text

Invite students to work with a partner to edit the text punctuation. Each team should write its edited sentences and be prepared to share them with the class.

Share Punctuation Edits

Invite partners to read their edited sentences aloud and explain how their edits improved the writing. Invite a volunteer to make the corrections to the sentences on chart paper or using the interactive whiteboard resources, or 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 procedural text for correct punctuation. Remember, good writers find and correct punctuation errors before taking their work to completion. When you have punctuation errors in your procedural text, the steps you want a reader to follow might not be that clear.

Review the Procedural Texts Checklist (page 60) and encourage students who are at the editing stage of their independent writing to focus on punctuation and other conventions of good writing. During conferences, use the prompts on your conferencing flip chart to reinforce students’ editing of spelling and other errors.

4. Share

Bring students together. Invite volunteers to talk about their experiences editing their procedural texts for punctuation and other basic writing conventions.

Strategies to Support ELs

Beginning
Support students’ use of ending punctuation marks by providing three different sentences based on a concrete object in the classroom. For example, show students a book and say: This is a book. Do you like this book? I love this book! Write the sentences on chart paper and reread them aloud. Circle the end punctuation in each sentence as you name the symbol. Work with students to generate other simple oral sentences. Write and punctuate them with students.

Intermediate and Advanced
Pair ELs with fluent English speakers during the “Practice Editing for Punctuation” partner activity.