1. Focus

**Explain Editing for Punctuation**

*Say:* When we write a book review, we want to convince others to either read or not read the book we are reviewing. We want our writing to look professional, and we want to show our readers we know what we are talking about. If we have errors in punctuation, our writing will lack authority. It's important that once we have revised our draft, we look carefully at our writing and edit it for any punctuation mistakes.

**Model Editing for Punctuation**

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 errors in punctuation.

<table>
<thead>
<tr>
<th>Line</th>
<th>Modeling Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Then things really get interesting!</td>
</tr>
<tr>
<td>2.</td>
<td>One stormy night, there’s a knock at the castle door.</td>
</tr>
<tr>
<td>3.</td>
<td>A young woman is standing outside in the pouring rain. She claims to be a princess.</td>
</tr>
<tr>
<td>4.</td>
<td>But what does a real princess look like?</td>
</tr>
<tr>
<td>5.</td>
<td>Again, readers must decide for themselves.</td>
</tr>
</tbody>
</table>

**Read sentence 1. Say:** This sentence is a bit mysterious and a bit exciting. I think it needs more than just a period at the end. I’ll insert an exclamation mark so that it shows the emotion behind the sentence.

**Read sentence 2. Say:** There’s an introductory phrase in this sentence. I know that we usually put a comma after an introductory phrase, so I’ll add one after the word *night*.

**Read sentence 3. Say:** This looks like one sentence, but I think it’s actually two sentences. I think a period is missing after the word *rain*. I’ll add a period.

**Read sentence 4. Say:** This sentence has punctuation at the end, but is it the correct punctuation? This is a question, not a statement, so I need to add a question mark at the end.

**Read sentence 5. Say:** I want to put a comma after the word *Again*. This is a short introductory phrase, but I think readers should take a short pause before reading the rest of the sentence.

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**Objectives**

In this mini-lesson, students will:

- Learn how to edit for punctuation, including introductory phrases.
- Practice editing for punctuation.
- Discuss how they can apply this skill to their own independent writing.

**Preparation**

**Materials Needed**

- Chart paper and markers
- Book Reviews Checklist
- 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.
2. Rehearse

**Practice Editing for Punctuation**

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

| 1. In fairy tales, princesses usually arrive in big carriages. |
| 2. But this princess is a mess. She's alone. She's on foot. |
| 3. As you can guess from the story’s title, the test involves a pea. |

**Practice Text**

Invite students to work with a partner to edit each sentence for punctuation.

**Share Punctuation Edits**

Ask pairs to share their edits with the class. For each example, let students discuss their decisions and tell why they needed to add punctuation. Invite students to make changes on the chart paper or interactive whiteboard.

3. Independent Writing and Conferring

**Say:** We learned that we must always edit our writing for punctuation. We need to be aware of the correct ending punctuation. We must also set off introductory phrases by using commas after them.

Review the Book Reviews Checklist (page 59) and encourage students who are at the editing stage of their independent writing to edit their work for punctuation and other conventions of good writing. Support students using the prompts on your conferring flip chart.

4. Share

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

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**Strategies to Support ELs**

**Beginning**

Beginning ELs are not ready to work on this English grammar skill. While other students collaborate on the “Practice Editing for Punctuation” small-group practice activity or write independently, meet one on one with students to support developmentally appropriate grammar skills based on their independent writing and language level. For example, you may want to work on students’ use of commas in simple sentences before introducing them to introductory phrases.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. If more practice is needed on introductory phrases, partner students and have one student create an introductory phrase and the other student create an ending. For example, the first student could say “When I get home from school,” and the other student could say, “I’m going to play outside.” This will provide oral practice and understanding of the introductory phrase concept.