Edit a Procedural Text for Punctuation

1. Focus

Objectives
In this mini-lesson, students will:
• Learn how to edit a procedural text for punctuation.
• Practice editing for punctuation.
• Discuss how they can apply this skill to their own independent writing.

Prepare

Materials Needed
• Sentence strips
• Chart paper and markers
• Procedural Texts Checklist (page 63)
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling text and the practice text (with errors) onto chart paper prior to the mini-lesson.

Explain Editing for Punctuation
Say: When we write procedural text, we want our writing to be well written and to look professional. We want to be sure that our readers can understand our directions and follow them easily. One thing we can check is to make sure we have used commas and ending punctuation correctly. If we have mistakes in punctuation, it can make it much harder for our readers to follow our instructions. Plus, it can make our readers think we don’t know what we are doing. Today I’m going to show you how I edit my work to make sure I’ve used correct punctuation.

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 passage aloud and look for grammar errors in your writing.

1. Lay the paper horizontally on the table.
2. Draw two arcs, or curves, across the paper. These are the hills.
3. Draw a semicircle on top of the hills. This is the sun.
4. To make the sun’s eyes, draw two vertical ovals.

Modeling Text
Say: I’m going to edit these steps from a procedural text to make sure the punctuation is correct.

Read step 1. Say: This first step is missing the end punctuation. I need to add a period to let the reader know that this first step is finished.

Read step 2. Say: These sentences have periods at the end, so they are correct. But as I reread this, it seems a little confusing when I read “two arcs or curves.” Thinking about it, I realize that the words or curves are there to define what arcs are. If I put commas around these words, it makes the meaning of the sentence much clearer.

Read step 3. Say: When I first read this, I read it as one sentence because there is a period missing. This is confusing. I need to insert a period after hills. Now I have two complete sentences, and my directions are easier to read.

Read step 4. Say: I need to reread this. (Model rereading step 4.) The words “to make the sun’s eyes” are an introductory phrase. When I first read this, I
wanted to read it as if it meant making the sun’s eyes do something. That’s because a comma is missing. When I add the comma after the word eyes, I now see that there are two parts to the sentence. It’s much easier to understand with the comma.

2. Rehearse

Practice Editing for Punctuation

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

1. Use green for the hills and yellow for the sun.
2. The sky is blue with streaks of pink, purple, red, and orange.
3. Now your picture is done!

Practice Text

Ask students to work in pairs to practice editing for punctuation. Students may either write the sentences with the edits included, or they should be prepared to make changes on chart paper or using the interactive whiteboard.

Share Punctuation Edits

Invite pairs to discuss the edits they made. Ask pairs to make changes on the chart paper or whiteboard. Discuss how adding punctuation helps make the text easier to read.

3. Independent Writing and Conferring

Say: We learned to edit for punctuation in procedural text. Good writers always edit to be sure their instructions and steps are clear for the reader. Remember to edit for punctuation when you are writing your own procedural text.

Review the Procedural Texts Checklist (page 63) and encourage students who are at the editing stage for their procedures to focus on punctuation and other conventions of good writing. During conferences, use the prompts on your conferring flip chart to reinforce students’ editing of spelling and other errors.

4. Share

Bring students together. Invite volunteers to share examples of punctuation and other errors they were able to correct.

Strategies to Support ELs

Beginning

Review with beginning ELs the three different types of ending punctuation. On chart paper, write three different sentences: command, question, and exclamatory. Read each sentence aloud, making sure students can hear the different inflection in your voice for each sentence type. For example:

Are you Raul?
You are Raul.
Raul, come here, please!

Intermediate and Advanced

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