

## Cameo Lakey, Activity 15.06, Process Writing (Editing)

Lesson by Cameo Lakey (created 03/18/18 with the CalStateTEACH Lesson Plan Assistant)

### ATTACHED FILES AND VIDEOS

[Lakey\\_Activity15.06\\_WritingProcess\\_Editing\\_GuidedPractice.docx](#)

[Lakey\\_ProcessWriting\\_Editing\\_EL\\_RunonSentences.pdf](#)

[Lakey\\_ProcessWriting\\_Editing\\_ExitTicket.docx](#)

### GENERAL COMMENTS

### I. ESTABLISHING GOALS AND STANDARDS

#### Subject Area(s)

Language Arts

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#### Central Focus

Edit selected drafts to improve coherence and progression. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (produce complete sentences, recognizing and correcting inappropriate fragments and run-ons, identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (use correct capitalization, use a comma before a coordinating conjunction in a compound sentence, spell grade-appropriate words correctly, consulting references as needed). Use dictionaries as an aid to writing. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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## Standards

### Common Core Standards

#### English-Language Arts, Grade 4

##### *Writing Standards | Text Types and Purposes*

- Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. c) Use a variety of transitional words and phrases to manage the sequence of events. d) Use concrete words and phrases and sensory details to convey experiences and events precisely. e) Provide a conclusion that follows from the narrated experiences or events.

##### *Writing Standards | Production and Distribution of Writing*

- Standard 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4)

##### *Speaking and Listening Standards | Comprehension and Collaboration*

- Standard 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

##### *Language Standards | Conventions of Standard English*

- Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Write fluently and legibly in cursive or joined italics. b) Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). c) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. d) Use modal auxiliaries (e.g., can, may, must) to convey various conditions. e) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). f) Form and use prepositional phrases. g) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* h) Correctly use frequently confused words (e.g., to, too, two; there, their).\*

##### *Language Standards | Conventions of Standard English*

- Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use correct capitalization. b) Use commas and quotation marks to mark direct speech and quotations from a text. c) Use a comma before a coordinating conjunction in a compound sentence. d) Spell grade-appropriate words correctly, consulting references as needed.

### California Academic Content Standards

#### English-Language Arts, Grade 4

##### *Writing | 1.0 Writing Strategies | Research and Technology*

- Standard 1.7: Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

##### *Writing | 1.0 Writing Strategies | Evaluation and Revision*

- Standard 1.10: Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

##### *Writing | 2.0 Writing Applications (Genres and Their Characteristics)*

- Standard 2.1b: Using the writing strategies of grade four outlined in Writing Standard 1.0, students write narratives: Provide a context to enable the reader to imagine the world of the event or experience.

##### *Written & Oral English Language Conventions | 1.0 Written and Oral English Language Conventions | Grammar*

- Standard 1.3: Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

##### *Written & Oral English Language Conventions | 1.0 Written and Oral English Language Conventions | Punctuation*

- Standard 1.4: Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

##### *Written & Oral English Language Conventions | 1.0 Written and Oral English Language Conventions | Capitalization*

- Standard 1.6: Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

##### *Written & Oral English Language Conventions | 1.0 Written and Oral English Language Conventions | Spelling*

- Standard 1.7: Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

### California English Language Development Standards

#### Writing, Grades 3-5

##### *Strategies and Applications | Intermediate ELD level | Organization and Focus*

- Standard : Narrate with some detail a sequence of events.

##### *Strategies and Applications | Intermediate ELD level | Organization and Focus*

- Standard : Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.)

##### *English-Language Conventions | Intermediate ELD level | Capitalization, Punctuation, and Spelling*

- Standard : Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.

##### *English-Language Conventions | Intermediate ELD level | Sentence Structure, Grammar, and Spelling*

- Standard : Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).

#### Listening and Speaking, Grades 3-5

##### *Strategies and Applications | Intermediate ELD level | Comprehension*

- Standard : Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").

##### *Strategies and Applications | Intermediate ELD level | Comprehension and Organization and Delivery of Oral Communication*

- Standard : Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

### Technology Standards

#### NETS (National Educational Technology Standards), Grades K-12

##### *NETS for Students | 6. Technology Operations and Concepts*

- Standard a: Students understand and use technology systems.

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## Grade/Level

## Content Objective

Fourth grade students will be able to use the CUPS process (capitalization, usage, punctuation, and spelling) to edit rough drafts by searching for at least one error within each category in their partner's pirate narrative rough draft paper and marking/correcting the errors using a red pen.

75% of the class will meet the objective.

Note: Students have been working on writing a five paragraph narrative about a pirate adventure and we have previously covered the prewriting, writing, and revision steps of the writing process with this writing assignment, in which this lesson will focus on the editing step of the writing process. I chose to focus on this step of the writing process because there are still too many errors in capitalization, usage, punctuation, and spelling when looking at students' previous writing samples as well as their revised pirate narratives. The students have previously learned about components within each of these editing categories (capitalization, usage, punctuation, spelling), so this lesson will be revisiting what they have previously learned and will be specifically focussing on getting the students accustomed to only finding errors within each category, one at a time, in order to simplify this process by breaking it down into smaller components.

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## Academic Language Demands

The academic language students will be strengthening are using correct capitalization, word usage (grammar), punctuation, and spelling in writing. The language demands to be reinforced will consist of sharing thoughts and ideas with partners and whole group, asking questions, and discovering and correcting capitalization, word usage, punctuation, and spelling errors within writing. Students will understand the vocabulary and demonstrate their ability to perform the language demands through sharing what they believe capitalization, usage, punctuation, and spelling means along with providing examples of each, hearing other students share and discuss on these topics, writing about each topic within their interactive notebooks, actively searching for errors within a writing sample I provide (with partner and whole group), watching me model how to make corrections to their writing for each editing topic, having the opportunity to perform a correction in front of the class, looking for errors and making corrections for each editing topic within their own writing and their partner's writing, participating in a think, pair, share, where they will be talking about how well they understand the material, and sharing what they learned and one of the errors they had found within their own writing.

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## II. LEARNING ABOUT STUDENTS

### Class Information

- Total Number of students: 29
  - Number of boys: 14
  - Number of girls: 15
  - African American: 3
  - Caucasian: 15
  - Hispanic/Latino Americans: 9
  - Two or More Races: 2
  - English Language Learners: 1 (Spanish) [Overall: Intermediate | Listening: Intermediate | Speaking: Early Advanced | Reading: Beginning | Writing: Early Intermediate]
  - CELDT RFEP students: 1 (Portuguese) [Overall: Early Advanced | Listening: Early Advanced | Speaking: Advanced | Reading: Advanced | Writing: Early Advanced] (RFEP in May 2017)
  - Special Needs: IEPs - 9 (Speech - 2 , Health related - 7) | 504 - 1
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## III. MAKING ADAPTATIONS

### Adaptations

Wait Time, Grouping, Preferred Seating, Other Resources

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### Adaptation Details

While the students are working on their independent practice, I will work with the English Learner (EL) on how to edit run-on sentences (this is due to him having a noticeable amount of run-on sentences within his pirate narrative rough draft). Using a worksheet (see attachment: Lakey\_ProcessWriting\_Editing\_EL\_RunonSentences) I will work with him on turning run-on sentences into multiple sentences or a compound sentence. We will then focus on his narrative, where I will assist him in finding, and correctly editing, some of his run-on sentences. Additionally, the EL student will watch me model how to make corrections for each of the CUPS categories within a rough draft and he will be partnered with an English fluent student for scaffolding. For speech students, I will provide them with the time they need to formulate verbal responses and they will be in groups with students who are not in speech during verbal discussions for scaffolding. The student with the 504 plan will be allowed to take extra time if needed in order to finish their work. I will also walk the room while students are completing the independent practice in order to assist any struggling students, to make sure students are on task, and to allow them to share their thoughts with me.

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## IV. ANALYSIS OF STUDENT LEARNING

### Assessment

Formative

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## Description of Assessment

Students will be directed to trade their rough draft pirate narrative papers with their partners. They will be instructed to use a red pen (since they had edited their own rough drafts with a blue pen during independent practice, which will make it easier to discern between the errors they found and the errors their partner found). Students will also have to write C.B. (meaning corrected by) and then their name at the top of their partner's paper (so that I will be able to know who corrected whose paper for grading and assessment of performance). Students will then be directed to find at least one error for each category (capitalization, usage, punctuation, and spelling) within their partner's rough draft and to mark/correct the error using their red pen. They will check off each category when completed on their CUPS checklist sheet with the red pen. Students will be directed to work independently for the assessment (they will no longer be able to ask for help or clarification); however, they will still be allowed to use their interactive notebooks and dictionaries to assist them in locating and correcting errors. Upon completion, students will turn the rough drafts into the designated ELA box and will read, write, or draw silently until everyone has finished.

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## V. PROCEDURE

### Prerequisite Background Knowledge/Skills

Students must have previously completed the prewriting, writing, and revising steps of the writing process for their pirate narratives. Students must have a general understanding of how to properly use capitalization, word usage, punctuation, and spelling within their writing. Students must know how to share with a partner and additionally need to be able to share their ideas verbally with a partner as well as to verbally talk about what they have learned.

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### Materials

#### Technological Materials:

- Computer
- ELMO Projector

#### Other Materials:

- Lesson objective
  - Interactive notebooks (with CUPS pages)
  - My sample rough draft (with errors)
  - Student rough drafts
  - CUPS check list sheet
  - Pencils and Erasers
  - Blue Pens
  - Red Pens
  - Dictionaries
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## INSTRUCTIONAL STRATEGIES

### Open

#### LINKS TO PAST LEARNING:

1. I have students share with their partner one change they made to their rough draft from working in their revising groups.
2. I call on a few students to share what they and their partner shared with each other to the class.

#### STATE THE OBJECTIVE:

3. Using a sheet of paper on the whiteboard, we read the lesson objective together as a class. "Students will use the CUPS process (capitalization, usage, punctuation, and spelling) to edit rough drafts by searching for at least one error within each category in their partner's pirate narrative rough draft and marking/correcting it using red pen."

#### WHAT THEY WILL BE LEARNING:

4. I tell the students that today they will be learning how to edit their rough draft, and their partner's rough draft, by looking for errors in capitalization, usage, punctuation, and spelling by following the CUPS method.
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## Body

### GUIDED PRACTICE:

1. Using the ELMO Projector, I project the CUPS section in our interactive notebooks and have students turn to the same page in their interactive notebooks (We will have placed this section into our interactive notebooks prior to beginning the lesson [see attachment: Lakey\_Activity15.06\_WritingProcess\_Editing\_GuidedPractice]).
2. I tell the students that "C" stands for capitalization (while pointing to that section in the interactive notebook) and I have students partner share with each other what a capital is and where capitals are used in writing.
3. I call on a few students to share what parts of writing need to be capitalized and, together as a class, we write what we have discussed into the "CUPS" section of their interactive notebooks (for example: Capitalization - beginning of the sentence, I, proper nouns, etc.).
4. We repeat steps 1-3 for "U" (usage), "P" (punctuation), and "S" (spelling).

### MODELING:

5. Using one of the paragraphs from my pirate narrative, I model how to make corrections for each step of CUPS . This will consist of:
  - I show students one of the capitalization errors and model how to mark it on my paper (three lines underneath the letter that needs to be capitalized)
  - I have the students partner share where they see any other capitalization errors
  - I call on students, using equity sticks, to come up and mark one of the errors that they see on my paper
  - After finding the errors, I check "capitalization" on my CUPS checklist and have the students do the same on their checklist sheet in pencil.
6. We repeat the following bulleted points for usage, punctuation, and spelling.
7. Each student will also have a copy of this, in which they will also mark down the corrections onto their own sheet. Once completed, we will cut it out and add it to the CUPS section of the interactive notebook.

### INDEPENDENT PRACTICE:

8. I have the students follow the same process with their rough drafts, in which they will need to find at least 2 errors in each category (8 errors in all).
  9. I have them use a blue colored pen to make their corrections and have them check off each step of CUPS on their checklist sheet as they complete it.
  10. Students will be able to talk to their partners for clarification if they are confused about any of the editing steps and will be able to use their interactive notebooks (where they have previously covered, and learned about, proper capitalization, grammar, punctuation, and spelling) and dictionaries as well.
  11. Early finishers will be directed that they will have the choice of walking the room to help struggling students or reading, writing, or drawing silently at their seats.
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## Close

### ASSESSMENT:

1. Students will then trade their edited rough draft with their partner.
2. Using a red colored pen, students will write "CB: (and their name)" at the top of their partner's paper and will go through the CUPS steps again, only this time searching for any errors that their partner might have missed (they will need to try and find at least one error per category).
3. Students will be directed that this is to be done independently (they can still use their interactive notebooks and dictionaries), that they are to turn their papers into the ELA box once finished, and that they may read, write, or draw silently until everyone has finished.

### SELF-REFLECTION:

4. Students will complete, and turn in, an exit ticket (see attachment: Lakey\_ProcessWriting\_Editing\_ExitTicket)

### WHAT THEY LEARNED:

5. I call on volunteers to tell me one thing they learned from the lesson and to share any of the errors they found in their own writing during this process.

~END OF LESSON~

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## VI. ANALYSIS AND REFLECTION

## Analysis and Reflection

This lesson supported the five-step writing process by teaching students how to locate and edit capitalization, word usage, punctuation, and spelling errors within their pirate narrative rough drafts (Step 4: Editing). I felt this lesson was effective in helping to develop thoughtful, motivated, and competent writers because the lesson was engaging, all of the students were able to discover at least one error within their own writing that they had not noticed before, and several of the students commented that they enjoyed being able to edit their rough drafts within this lesson in their self-reflections.

The parts of the lesson I felt were effective included having students partner share with each other, having students come up to mark an error and edit it in my rough draft, and having the students search for errors within their own rough drafts as well as the rough draft of their partner. Having students partner share with each other what they think each of the CUPS categories mean and specific examples that fall under each one seemed to generate more responses than if I just asked for volunteers to do the same without them first partner sharing with each other. Additionally, the students enjoy being able to socialize with their peers and incorporating this oral component into lessons assists students in strengthening their knowledge and understanding of the concept by conversing with someone who is operating within their zone of proximal development. Many of the students enjoy opportunities to perform and/or answer questions in front of the class in which almost all of the class wanted to volunteer and were excited to be able to come up to the whiteboard and mark/edit the error they found within my rough draft. The class was also very engaged during this activity. I especially enjoyed the level of energy in the room when the students were searching for errors within their own rough drafts during the independent practice. Many of the students were engaged and on task while working with their partner if they needed assistance and were open to using the dictionaries in order to correct spelling errors. The students were also very willing to exchange their rough drafts with their partner for additional editing during the assessment as well.

The changes I would make to my instruction to better support student learning includes breaking this lesson apart into three lessons instead of fitting all of these four categories of editing into a single lesson. The lesson in all took somewhere between forty-five minutes and an hour to complete (one of the students also commented that they felt like the lesson was too long in their self-reflection). In order to break this lesson apart into shorter mini lessons, I would focus on capitalization and punctuation in one lesson, spelling in a second lesson, and usage in a third lesson. This is because 100% of the class succeeded in being able to find capitalization errors (in which a few of the student's rough drafts did not have any of these errors, or less than three of these errors) and two students missed finding and editing a punctuation error. Several of the students noted that they wanted to learn more about usage errors in their self-reflection and a majority of the students who did not meet the lesson's objective did so because they had missed finding an error in usage and/or spelling. This shows that it would be a good idea to have individual lessons that focus on usage and spelling at one time, especially since there are a lot of different forms of errors that fall within the usage category. Additionally, I feel it would be great to have the single spelling lesson in order for students to obtain further practice in using dictionaries.

My objective goal was for 75% of the class (or about 20 out of 27 students [two students were absent]) to successfully find, edit, and correct one error in each of the CUPS categories (capitalization, usage, punctuation, and spelling) in their partner's rough draft pirate narrative paper. 77% of students (or 21 of 27) successfully met this objective. (see application/next steps below for what I would do with this information)

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## Application/Next Steps

For the completion of the assessment, all of the students were able to find one capitalization error in their partner's rough draft (if there were any), which means that 100% of the class was successful in this component of the objective. 2 of the 6 students had missed finding an error in punctuation (both of these students missed the absence of an apostrophe (one of them was for the contraction, won't, and the other was for showing possession [ship's]). It would be a good idea to work with both of these students in a small group and teach them what an apostrophe is and where it is used, along with providing them with text that contains these kinds of errors and having these students search for, and find, them. 4 of the 6 students had missed finding an error in usage (these included errors such as run-on sentences, subject-verb agreement, pronouns (used "the" instead of they), and using the incorrect form of a homophone ("they're" instead of "there" and "there" instead of "their"). Even though only 4 students missed finding an error in this category, I feel I should reteach this component within a whole group lesson in order for the class to have more time with learning about the different forms of usage errors (especially since several of the students stated that they wanted to learn more about usage within their self-reflection). 5 of the 6 students had missed finding an error in spelling. It is expected for students at this age group to still have spelling errors within their writing; however, I need to continue to incorporate activities and lessons that teach about different spelling rules with the class, as well as opportunities for students to be able to continue practicing with how to use a dictionary to find the correct spelling of a word. I also would like to incorporate technology into future lessons and show students how they can use technology to locate and edit spelling errors.

For the self-reflection exit ticket, a majority of the students felt they had learned the most about locating and editing spelling errors, with capitalization next, then punctuation, then usage. Several of the students stated that they had already learned a lot about capitalization and punctuation rules and several of the students commented that they wanted to learn more about usage. Overall, the students enjoyed the use of the interactive notebooks, coming up to the board, editing their rough drafts, and learning new things. Overall, the students did not enjoy writing down the information for each category, the usage category (because they felt they did not learn enough about it), and one student stated that the lesson took too long.

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