

## Traits: Conventions

### Standard 3.3

#### Evidence Outcomes

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
- v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
- vi. Identify fragments and run-ons and revise sentences to eliminate them
- vii. Use coordinating conjunctions in compound sentences
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
- i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
- ii. Spell correctly. (CCSS: L.6.2b)
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
- i. Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
- ii. Maintain consistency in style and tone. (CCSS: L.6.3b)
- d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)

## ➡ Lesson 11 Objective: Students will apply the editing process to summary writing

This lesson should be done over a two day period.

Students do not automatically transfer their knowledge of the editing process learned in paragraph writing and short answers to summary writing. They need to not only practice editing a summary, but also they need to know that you will require the editing process to take place after writing a summary. Copy the *Editing Summary* found in the *Supplemental Pages* for each student.

## ➡ Activities:

- As we are going to edit, we need to get out our colored pencils. Ask students to take out a green colored pencil. Like before, we are only going to search for one type of error at a time. We are going to only check for capitalization errors during this first review of our work. It may be hard to ignore some of the other errors in this paragraph, but right now we are going to focus only on capitalization errors. Point to each sentence in the summary and ask students which words need to be capitalized. Correct the words using your green colored pencil. Do a couple of sentences together and then allow students to finish the remainder of the summary independently. Gather back together to discuss some of the capitalization errors they found when editing. Each student should now take one of their summaries and check over their written response only searching for capitalization errors.
- We are now only going to search for punctuation errors. Follow the same procedure as above, but students will use a red colored pencil to fix any punctuation errors. Model how to check each sentence for punctuation errors and then allow students to check their own writing.
- In order to help students find usage errors, it is important for them to read their sentences out loud. Again, use the sample answer to model how to read a sentence out loud. **Most students speak correctly, but sometimes in their writing mistakes are made. It is easier to find mistakes reading out loud than if they read it silently in their head.** Reading out loud, correct the mistakes in the sample summary using a blue colored pencil. Follow the same modeling procedure outlined in the capitalization portion of the lesson. Do a couple of sentences together and then students can independently finish the remaining summary.

e. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)

Share the mistakes that were found and also discuss **“Why”** it was a mistake. Knowing and understanding the **“Why”** helps them correct usage errors.

- For the last part of CUPS, editors need to check the spelling of their writing. As we read over our writing, it is difficult to find our spelling mistakes. Students should read each word in their writing, starting with the last word. They will read their work backwards to aid in focusing on the spelling of the word instead of making sense of the writing. They are pronouncing the word exactly the way it is written and not in context, so it will be easier to find mistakes. Model for students how to do this with the sample summary.
- Remind students that in summary writing, many of the words we use in our writing will come directly from the text. Students need to understand that they are required to have all these words spelled correctly...no exceptions. The minute you allow them to misspell a word that is stated in the text, they will know this is not an enforced requirement. You can choose to have students go back into the article they summarized to see how many of the words are used in the answer or you can choose not to have them take this step. The goal is for students to realize that the spelling of many words in their written responses are already provided for them. Now have them check for spelling errors in their answer and correct any mistakes in blue colored pencils.
- Students should always go through these steps when editing any writing.