

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.2.1)

i. Use collective nouns (e.g., group). (CCSS: L.2.1a)

ii. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b)

iv. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)

vi. Apply accurate subject-verb agreement while writing

vii. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)

ix. Spell high-frequency words correctly

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)

i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)

iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)

c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)

➡ **Lesson 21 Objective:** Students will apply the editing process to their writing to include: Capitalization, Usage, Punctuation, and Spelling (CUPS)

(Edit)

This lesson should be broken up into a few lessons. For 2nd graders you may even want to just focus on capitalization and punctuation for the first few pieces of writing. You know your students best. If they can handle the 4 stages of editing, then by all means have students check for all of CUPS, but not in the same lesson.

➡ Activities:

- Ask students what writers do when they edit their work? Make a list of things to check for when editing a piece of writing.

All sentences should start with a capital letter.

All proper nouns should be capitalized.

Nouns and verbs must agree and sentences must have correct grammar (Usage).

All sentences should end with the correct punctuation.

All grade level words should be spelled correctly.

A dictionary should be used to help spell more advanced words.

All sentences should make sense.

- Copy the *Editing Paragraph* found in the *Supplemental Pages* for each student. You will use this paragraph to show students how to apply CUPS to the editing process.

When asking students to edit, the task can become very overwhelming since we are asking them to do many different tasks. For our students, we have broken down this humongous task into 4 smaller ones using CUPS. For this activity, do not allow students to use the editing symbols. We have found that if students use the symbols, they typically miss many of them in their final copy, leaving their paper with many mistakes. If you are tenacious with this requirement and make sure that students use the strategies in the following activities, students will get better at editing. This should always be a step in every piece of writing students complete.

- Place the editing paragraph under the document camera. We are going to be working today on the editing process. We have already learned how to take sentences and add more interesting details to them and editing our work is the final stage before we write our final copy. The editing process is like being a detective looking for clues. Detectives need to make sure they check everything in order to solve a case. We are going to be *Editing Detectives* checking over our work. We need to check every letter, word and sentence to ensure they are correct. **Provide students with a small magnifying glass if possible.** You can also choose to have students make an editing hat. You can find a template for both the hat and the magnifying glass at the following website: <http://www.randomhouse.com/teachers/pdf/nateactivities.pdf>. Ask students to take out a green colored pencil. Like any good detective, we are only going to search for one clue at a time. We are going to only check for capitalization errors during this first review of our work. Together, make a list of some of the common capitalization errors in 2nd grade writing. **Some examples are:** beginning of the sentence, the pronoun I, all proper nouns, and words or letters that are capitalized in our writing, but should not be capitalized. Tell students that you know 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 word in the title and ask students which words need to be capitalized. Tell students to correct the words using your green colored pencil. You will probably have at least one student who will ask if they can use the editing symbols. They should be correcting the work in order to help them in their final copy.
- Do a few sentences together modeling how to touch the beginning of a sentence, asking if it should be capitalized and why. Show students how to touch each word in the sentence to see if capitalization is needed. When you feel your students are ready, let them independently search for capitalization errors. Come back together and go over the mistakes your *Editing Detectives* found.
- Each student should now take out their opinion rough draft and follow the above lesson to check for capitalization errors. They should correct any capitalization errors in green colored pencil.

- We are now going to continue being *Editing Detectives*, but this time we are only going to search for punctuation errors. Together brainstorm possible punctuation errors and list on the board. **Some examples are:** All sentences must end with the correct punctuation, all contractions must have an apostrophe, all possessive nouns should have an apostrophe, and commas are used in a list and after transition words. Students will use a red colored pencil to fix any punctuation errors. Follow the same procedure you did for capitalization, modeling how to check each sentence for punctuation errors and then allowing students to independently finish the rest of the sample paragraph.
- Again, have students check for punctuation in their rough draft, only looking for punctuation errors. Have them make any corrections in red.
- In order to help students find usage errors, it is important for them to read their sentences out loud. Again, use the sample paragraph to model how to read a sentence out loud. **Most students speak correctly but sometimes make mistakes in their writing. It is easier to find mistakes reading out loud than if they read their writing silently in their head.** Reading out loud, correct the mistakes in the sample paragraph using a blue colored pencil. Follow the same modeling procedure outlined in the capitalization portion of the lesson. Do a few together and when you feel your students are ready to independently find the mistakes, then let them go on their own or with a partner. Share the mistakes that were found and also discuss **why** it was a mistake. Knowing and understanding the **why** helps them correct usage errors.
- Next, have students read their opinion rough draft out loud and make corrections in blue as needed.
- For the last part of CUPS, our *Editing Detectives* need to check the spelling of their writing. As we read over our writing, it is difficult to find our spelling mistakes. There are a few reasons this happens. One reason could be that all the correct letters of a word are present even though they may not be in the right order. Our brain may quickly see that all letters are present and pronounce the word correctly. Another reason is that as we read over our work, it is so easy to just pronounce the word correctly, as it makes sense to us in context even when the word is misspelled. Students should read each word in their writing 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 paragraph. Start with the

last word in the writing, pronounce the word, check the spelling and correct in blue.

- Now have them check for spelling errors in their rough draft and correct any mistakes using a blue colored pencil.

Students should understand that editing is quite a process and is not completed in a few short minutes. Every time you put in the effort to be a good *Editing Detective* you will find that you are not making as many mistakes. Every time they edit writing, students should take out their magnifying glass or detective hat which ever you chose to use.

Traits: Ideas, Organization, Sentence Fluency, Word Choice, Voice, Conventions, and Presentation

Standard 3.1

Evidence Outcomes

a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (CCSS: W.2.1)

e. Write with precise nouns, active verbs, and descriptive adjectives

Standard 3.2

Evidence Outcomes

➡ **Lesson 22 Objective:** Students will independently write an opinion paragraph including a new plan

(Rough Draft, Revise/Edit, Final copy)

➡ **Activities:**

- Provide students with an opinion prompt that fits well with your content area curriculum.
- A plan should be created first. Please look over the plans before students begin to write. This is a good time to check in on students during this phase. If any issues show up, this is a good time to fix the problem.
- Provide students with a copy of the rubric you will be using to score their writing.