Georgia Performance Standards Framework for English Language Arts-Grade
Instructional/Learning Activity Task Template:

Overview

Unit Title: Narrative

Annotation:
- The teacher should pre-write a narrative draft using the information from the graphic organizer making sure to leave out capital letters in strategic places and punctuation at the end of sentences.
- The students should have already completed a draft narrative to be ready for editing.
- This teaching activity is for the second grade narrative writing unit with the instructional task focusing on analyzing fictional story elements to enhance comprehension and use as a springboard for writing a narrative.
- This activity will also focus on editing for conventions such as capitalization and punctuation.
- You will be tempted to want to teach lots of conventions at once or even during the small group or one on one conference with you. However, just focus on one-two conventions at a time.
- Pre-select editing partners (based on who you have observed) so that students are paired with someone who has some knowledge of the concept with someone who does not.
- Have colored pens available for students to use during editing. (They usually think this is like being the teacher)

Grade: Second, Subject: Narrative - English Language Arts (Conventions), Topic: Editing Author: Anita Johnson

Special Notes to Teacher:
- Planning, drafting, editing and revising language should be introduced before the editing stage.
- Prior to teaching this lesson, it might be helpful to have the chart of the story completed during the reading lesson available to review. Also another blank chart used to record information about the narrative they will produce would be helpful. (attach story map for writing)
- Also make an editing checklist chart similar to the one attached for students to refer to as they are editing. (editing Marks checklist attachment)

Standards

Focus Standard/Element(s):
- ELA2W1J – Rereads writing to self and others, revises to add details and edits to make corrections.

Complementary Standard/Element(s):
- ELA2R4D – Recalls explicit facts and Infers Implicit facts.
- ELA2R4M – Recognize the basic elements of a variety of genres. ELA2R4G – Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
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- ELA2W1C – Uses transition words and phrases.
- ELA2W1A – Writes a text of a length appropriate to address a topic and tell a story. ELA2W1C – Uses transition words and phrases.
- ELA2W1J – Rereads writing to self and others, revises to add details and edits to make corrections.
- ELA2W1R – Uses appropriate capitalization and punctuation at the end of sentences.
- ELA2R4L - Recognize plot, setting, and character within text, and compares and contrasts these elements among texts.

**Learning Goals**

Essential Question(s):
1. What is editing?
2. What is the importance of editing and how does it help us?
3. Why are conventions useful tools when writing?
4. What are the connections between fictional story elements and narrative writing?

**Knowledge:**

- The students will apply the knowledge of fictional elements to create a narrative.
- The students will know that narrative writings contain the same basic elements as fictional stories.
- The students will understand that editing will strengthen a piece of writing so that what the writer is trying to say is clear.
- The students will understand that editing for punctuation is like using traffic signs when driving. It tells the reader when to stop and when to go when reading a story. This way the readers can concentrate on content.

**Skills:**

- The students will use what they have gained from the narrative reading comprehension lesson to create their own narrative graphic organizer in order to develop a narrative piece.
- The students will edit for punctuation and capitalization.

**Balanced Assessment for Task**

Assessment Method/Type:

- The students will observe during the mini-lesson to see which students are contributing.
- The students will utilize their narrative drafts to edit.
- The students will use the editing checklist along with their graphic organizers as you conference with students to show corrections.

Description/Directions for Assessment:

**Student Work Samples (optional):**

**Procedures, Directions, and Resources**

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:
Opening (15-20 minutes): The teacher will gather the students on the carpet and call their attention to the activity done during the reading lesson using the graphic organizer as a tool to help with review. The teacher will then ask a student to come up and retell the story using the graphic organizer remembering to sequence events. The student may begin something like: The title of this story was ______. The characters were ______. The story takes place ______. The problem starts with an old woman baking a gingerbread man and tells a little boy to watch it and come to get her when he begins to smell it. First when the boy smells the gingerbread, he opens the oven and then the gingerbread man.... Then show a prewritten narrative draft using the information written on the graphic organizer. Relate the connection between the fictional story and the narrative piece. (example of the narrative is attached) Tell the students that today our focus will be on EDITING for capitalization and punctuation. Remind them that our goal when we are DRAFTING is to simply get all our thoughts down on paper without worrying about punctuation, capitalization...because that slows us down and makes us lose our thoughts. Tell them that now that their thoughts are down and we have REVISED we are now ready to make sure that our mechanics are correct. Ask “Who knows what the word Edit means? Wait and chart responses. (chart that says EDITING – mechanics, meaning is clear because of the traffic signs... Tell them that editing means a time when we look for conventions – mechanics as well as punctuation to help convey our meaning. Editing helps us to put finishing touches on our writing. Ask the students to look at your draft. (draft of story) Tell them we will use our editing marks (underlining letters three times that need to be capitalized and putting the correct letter above it, and circling where punctuation is needed). As the students are telling places where there needs to be a capital letter or some kind of punctuation, be sure to have them tell you WHY and if they are not sure, you might want to say why. Tell students they will go back to their seats and partner with a friend to look for places where punctuation and capitalization is needed. (Have partners pre-selected) (Editing Marks checklist)

Work time (20-30 min): The students will partner to edit for punctuation and capitalization. Students will use colored pens. These are really helpful so they can see their corrections. Have students to indicate on the editing checklist the items that we were looking for today. (Punctuation and capitalization) (Editing Checklist – students put a check mark on the line)

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation: The teacher will conference with students as they bring their drafts to the table and will edit 2-3 sentences at a time..

Enrichment/Extension: Students will use a story or paragraph cut up into puzzle shapes in various places to put together. Students will need to watch to see which sentence goes together based on where the capitals are or where the punctuation is. (see attached)

➢ The students can listen to a story read on tape as they follow it typed out on their paper adding punctuation based on voice intonation from the tape.

Resources, Materials and Equipment: Chart paper, editing checklist, editing marks chart, colored pencils or pens, writing process steps (prewriting, drafting, revising, editing, and publishing)
A Fresh Look at Writing by Donald Graves
The Art of Teaching Writing by Lucy Calkins
Write to Learn by Donald Murray
Editing Checklist (TO USE WITH A PARTNER)

Your Writing should have:

➢ _____ A beginning that tells who, when, and where
➢ _____ A middle that uses transition words (first, next, then, last, finally or more)
➢ _____ A picture or pictures to go with the writing
➢ _____ A finger space between words
➢ _____ Words spelled correctly (see word wall and Picture Dictionary)
➢ _____ Capital letters at the beginning of every sentence
➢ _____ Punctuation at the end of each sentence ( . ? ! )
➢ _____ Gives details about the characters or the place
➢ _____ A comment the writer makes that shows what he or she is feeling, saying or thinking about something in the story.
➢ _____ Use dialogue (your characters talk to each other) “ “
➢ _____ A closing (lets your reader know your story is finished)

*** If you have all these then you are ready to put your name on CONFERENCE WITH THE TEACHER!!
October 4, 2004 was one of the most exciting days of my life. It was the Teacher of the Year Banquet. My school had selected me as their teacher of the year and I was thrilled. That Saturday night, I got all dressed up and ready to go. I wore my black, velvet, strapless, fitted blouse, a black, velvet, knee length skirt, black stockings and black satin pumps. Boy, was I looking good that night! I thought to myself! I waited anxiously for my date to arrive and then we headed for the Hilton in downtown Atlanta. When we arrived, we saw so many people. Women were dressed in their beautiful evening gowns and knee length dresses and men in their fashionable tuxedos and suits. The Hilton was beautiful! Sparkling glass chandeliers hung from the high ceilings, men and women dressed in their black and white uniforms waited to serve you with drinks and hang your coats as you gave them your parking ticket. Well, this is where the problem begins, in our rush to get inside, we had forgotten our ticket in the car. When the hotel guy approached us he told us we would need our ticket in order to get the free parking voucher for the meter or we could simply pay $15.00. I knew paying $15.00 would be a problem since neither of us had any cash money. So, the only solution was to go back to the car to get the ticket. First I turned to my date and asked if he would mind going since I had on high heels and could not move as fast. Of course he did not mind and set out to get the ticket. After he came back we gave the attendant our ticket and went in to sit down. Next we introduced ourselves to people at our table. Then the music began playing and everybody began to dance the electric slide. Finally the superintendent began announcing each school’s representative Teacher of the Year. When he called my name, I proudly walked up to the stage to receive my reward. I was so proud to be named Teacher of the year for 2004!
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Editing Marks Checklist

(put on chart paper as a reference for students. Post in classroom)

____ Capitalize a letter (miss Parker is my teacher.) Underline the m and p 3 times

____

/ Make a capital letter lower case. (She is My friend.) put a slash through the M.

○ Add some kind of punctuation. ( . – period, ? – question mark, or ! – exclamation mark.) (Circle where the punctuation is missing or allow student to during conference)


\ Insert a word, letter or phrase. (Jose was ^ sad.) (Use the ^ and not triangle)

SP Correct the spelling. (I like her becuz she is nice.) (Have student search the word wall for correct spelling)

SP
Writers Workshop

Editing Marks

- Capitalize a letter
  (Miss Parker is my teacher)

/ make a capital letter lowercase.
  (She is my friend.)

○ Add a period.
  I insert a word, letter, or phrase.
  (Jose was very sad.)

#' sp correct the spelling.
  (I like her because she is nice.)

$ff start a new paragraph.
# Conference Log

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Georgia Department of Education  
Kathy Cox, State Superintendent of Schools  
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