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to email with questions 😊**

*Sincerely,  
Karen Haag*

## 1<sup>st</sup> Editing Cycle

### MATERIALS:

1. Selected pieces to read from daybook pages to compliment students on their writing
2. Daybook Handout: learning targets – page 2
3. Poster for writing center with Content and Convention Goals – page 4-6
4. Bloopers (handout for students – page 3 - and copy to display for class – page 7 and 8)
5. DocCam, SmartBoard or overhead
6. For later, proofreader's checklist – page 9

**CONNECTION:** You've been telling stories and writing in your daybooks. Thank you for sharing your writing with me! Let me read a sample of the letters I've been getting. It's so good to be joining with you as a community of writers. The learning target we've been working towards is a content goal. You're learning target for writing for this first writing unit is to write a story with a lean-in moment.

**LINK:** Today, we're going to talk briefly about setting class goals. I looked at your papers and figured out that you also need some convention goals.  
Conventions – capitalization, spelling, punctuation, and grammar goals she's noticed.

### MODEL:

I'm going to show you some real writing. I think when you read this writing you will understand why we – as authors – need to know how to spell, use capital letters and punctuation correctly, and understand how to use the English language correctly.

Show bloopers (page 7-8). Display - SmartBoard, DocCam or overhead. Students should have a copy (page 3).

### ACTIVE ENGAGEMENT

Let students read the bloopers first to see if they can find the mistakes. Work as partners.

SHARE: Tell students to practice explaining what is wrong.

**SHARE:** Goals for our class.

A lot of students – not everyone, but a lot of students – are making these errors.

I will introduce the goals we will work on for this first unit.

Then, I will teach some lessons – probably one writing time per week - to make sure you understand the learning targets I'm sharing today.

By the end of the unit, you should be able to say I CAN do these things ... and mean it!

GLUE HANDOUT IN YOUR DAYBOOK 😊 (page 2)

**Content:** I can write a narrative story with a lean-in moment.

**Capitalization:** I can remember to write the word I with a capital letter.

**Punctuation:** I can find the end of each sentence and use a period to show the reader where the end is.

**Grammar:** I know when to use was and when to use were.

**Spelling:** I can spell 7 high frequency words correctly: scared, scary, money, in, night, for, said

**NOTE:** Teachers, I also included the proofreader's checklist students will use to check their work at the end of the unit on page 9.

### LEARNING TARGET:

Today we learned that we will improve our writing by looking at the way we express ourselves – that's a CONTENT goal – and whether the writing meets standards – those are CONVENTION goals. We will work on these goals for this unit. Your grade will be determined by whether you can master these goals. Then, we will keep adding and adding until we are completely brilliant!

Glue handout in your notebook 😊

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Student copy for Active Engagement:

If you come, you will heave a healthy dinner.

You have kissed many days of school.

Elephants please stay in your car.

A pony belonging to a lady with a silver tail is lost.

If the smallest hole appears after you've worn the shirt, we will make another for you free.

---

If you come, you will heave a healthy dinner.

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Use posters to introduce the goals. Hang them in the room where students can refer to them throughout the unit.

# 1<sup>st</sup> Cycle: Writing Goals

## Content Understanding writing structures

**1. I can write a narrative story  
with a lean-in moment.**

# Conventions

Understanding  
standard English

## Capitalization

**1. I can remember to always capitalize the word I.**

## Punctuation

**1. I can use periods at the end of sentences.**

# Grammar

1. I know when to use was and when to use were.

- 1 I was buying candy.  
>1 We were buying candy.

# Spelling

I can spell these words right consistently:

scared

scary

money

in

night

for

said

If you come, you will have a healthy dinner.

You have missed too many days of school.

Elephants please stay in your car.



A pony belonging to a lady with a silver tail is lost.

If the smallest hole appears after you've worn the shirt, we will make another for you free.

### 1<sup>st</sup> Editing Cycle Learning Targets: Proofreader's Checklist

Writer checks the paper first. Make a check in the box if you agree. Partner checks the paper next. If either the writer or the partner finds mistakes, the writer should fix them before handing in the paper. Then, redo the checks.

Writers: Give this checklist with the narrative story to your teacher.

		Content	
I can write a narrative story with a lean-in moment.			
		Conventions	
I can remember to write the word I with a capital letter.	Capitalization		
I can find the end of each sentence and use a period to show the reader where the end is.	Punctuation		
I know when to use <u>was</u> and when to use <u>were</u> .	Grammar		
I can spell 7 high frequency words correctly: scared, scary, money, in, night, for, said	Spelling		
Partner's Signature _____		Me	Partner

Teacher's Comments:

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