

WR.3 NARRATIVE

Lesson 12 Editing

Introduction

In this lesson, students finalize their narrative drafts. After a review of common editing symbols, students edit their drafts individually. Student learning is assessed via changes made during the editing process.

For homework, students complete their editing and write or type clean copies of their final drafts. Students also write two or three reflections on their experience of the writing process for discussion in the following lesson.

Standards

Assessed Standard(s)	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.9-10.1.a, b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2.a-c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.

	c. Spell correctly.
Addressed Standard(s)	
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Assessment

Assessment(s)
Student learning is assessed via changes made during the editing process.
① Edits will be assessed using the Control of Conventions portion of the Narrative Writing Checklist at the end of the following lesson when students turn in their finalized drafts.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Demonstrate that students understand and utilize the conventions of the editing process (e.g., Unedited sentence: Without this equipement, we would have lasted about 12 seconds before we lost conscienceness. Compared to edited sentence: Without this equipment, we would have lasted about 12 seconds before we lost consciousness.).

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.9-10.3, W.9-10.5, L.9-10.1.a, b, L.9-10.2.a-c, W.9-10.4, W.9-10.6 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction: Editing Symbols Closing 	<ol style="list-style-type: none"> 5% 15% 75% 5%

Materials

- Copies of the Common Editing Symbols Handout for each student
- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson F Model Narrative Writing Checklist)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students review common editing symbols before individually editing and finalizing their drafts.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Continue to implement revisions based on peer and/or teacher feedback. Additionally, read your draft aloud (to yourself or someone else) to identify problems in syntax, grammar, or logic. Prepare to discuss examples of how reading your paper aloud helped you to identify problems in your writing.)

Instruct students to form pairs or small groups to discuss the revisions they made and how reading aloud helped to identify problems in their writing.

- 💬 Student responses may include:
 - Reading aloud made it easier to find repetition of words.
 - Reading aloud made it easier to hear sentences that did not make sense.

- Reading aloud helped identify if a sentence was too long.
- Reading aloud helped identify if the order of the sentences was clear and logical.

Activity 3: Writing Instruction: Editing Symbols

75%

Explain that in this lesson, students independently edit and finalize their drafts. Explain that now that students have spent significant time *revising* the content and wording of their drafts, they will now spend time *editing*.

Provide students with the following definitions: *revising* means “altering something already written or printed, in order to make corrections, improve, or update” and *editing* means “preparing something written to be published or used; to make changes, correct mistakes, etc. in something written.”

- ▶ Students write the definitions of *revising* and *editing* in the appropriate section of their vocabulary journals.

Explain to students that they will use a list of common symbols and abbreviations to guide their editing process. Display and distribute the Common Editing Symbols Handout. Review the handout with students, explaining each symbol as necessary.

- ▶ Students follow along with the handout.

Post or project the following example.

① This example has been modified from paragraph 16 of the model narrative (refer to Lesson 10) to include errors.

- I could hear the whoops and shouts from Mission Control’s over the headset. We were on the moon, but there wasn’t time much to celebrate. Buzz and I had to check to make sure the craft was all right so we could get back up to Michael when the time came. And most importantly we had to get our suits on which was like dressing to play football in the arctic on a cold day. We had to help each other put on several layers and attach the life support packs to our backs and the helmets to our heads. Without this equipement, we would have lasted about 12 seconds before we lost conscienceness. We knew the next steps in the process, and we performed them mechanically, I prepared to open the door that would lead to the ladder, which would lead to the moon.

Lead the class through a review of this paragraph, using the editing symbols. For example, read the first sentence aloud and ask volunteers to suggest edits to the sentence. Record these suggestions using the appropriate editing symbols.

🗨 Student responses should include (edits highlighted):

- I could hear the whoops and shouts from Mission **Control** over the headset. We were on the moon, but there wasn’t **much time** to celebrate. Buzz and I had to check to make sure the

craft was all right so we could get back up to Michael when the time came. And most importantly, we had to get our suits on, which was like dressing to play football in the arctic on a cold day. We had to help each other put on several layers and attach the life support packs to our backs and the helmets to our heads. Without this equipment, we would have lasted about 12 seconds before we lost consciousness. We knew the next steps in the process, and we performed them mechanically. I prepared to open the door that would lead to the ladder, which would lead to the moon.

Transition to individual editing.

① The following activity addresses the expectations of W.9-10.4.

Instruct students to read their narrative drafts quietly to themselves and use the Common Editing Symbols Handout to guide their editing. Remind students to consult the Control of Conventions portion of their Narrative Writing Checklist as they edit their drafts. Inform students that they will be assessed on changes they make during the editing process, and they should circle parts of the draft where they have made changes or use track changes if they are using word processing programs. Circulate and support students as necessary and review changes students make.

- ▶ Students edit their writing, reading quietly aloud to themselves.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to complete their editing and write or type their final draft.

Additionally, instruct students to reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Instruct students to consider which steps of the writing process they found most and least effective in helping them improve their writing, as well as which steps of the writing process they can focus on more to continue to improve. Instruct students to write two or three reflections on their experience of the writing process for discussion in the following lesson.

- ▶ Students follow along.




① Students' use of online and word processing resources addresses the expectations of W.9-10.6.

Homework

Complete your editing and write or type your final draft.

Additionally, reflect on the writing process (from reading texts, to planning and drafting, to revising and editing). Consider which steps of the writing process you found most and least effective in helping you improve your writing, as well as which steps of the writing process you can focus on more to continue to improve. Write two or three reflections on your experience of the writing process for discussion in the following lesson.

Common Editing Symbols Handout

sp	Spelling needs to be changed.
frag	Fragment, or incomplete sentence
	Begin a new paragraph
ro	Run-on sentence: break up or revise
	Insert, change, or delete punctuation
^	Insert a word, phrase, or punctuation mark
	Switch order of words
wc	Word choice: choose a better or more appropriate word
<u>a</u>	Capitalize