

Lesson Focus: - Strong writers reread their work to make their sentences and ideas clear.

Unit of Study: Grade 6 Unit 3

Lesson #: SAMPLE

Connection (1 minute)	<p>“Remember when we talked about the purpose of editing our work for clarity.”</p> <p>“Today I’m going to teach you how to edit your drafts to make sure your writing is clear.”</p>
Teaching (5 min)	<p>Give Students a Brief Description of Strategy and Why It’s Important</p> <ul style="list-style-type: none">- “Sometimes when we write, we have so many ideas to get down that those ideas get jumbled up. Good writers reread what they wrote to find areas that are difficult to understand. ” <p>Let me show you what I mean</p> <ul style="list-style-type: none">- <i>Teacher: Use Unit 3- Argument Anchor Paper 60 Score of 2 Model <u>People and Money</u> by Donald R. via the Black Line Masters available on Wonders online.</i>- <i>Teacher reads the first paragraph of <u>People and Money</u>. After reading, “Sometimes people do bad things when they has too much money like be greedy or selfish with it.” Teacher thinks aloud, “Hmmm... this sounds a bit confusing to read. This sentence needs to be edited so that its meaning is clear. I think this sentence would be clearer if it were two different sentences. Hmm.. let’s see. Sometimes people do bad things when they HAVE too much money (PERIOD.) Like be greedy or selfish with it... Hm, this sentence does not make sense and is not complete. How about we add ‘For example, people with too much money can be greedy or selfish with it.”</i>- <i>Teacher models the writing process by writing the new sentences down.</i> <p>Recap Did you see what I did? “Did you notice how I reread the first paragraph and edited a sentence because its meaning was not clear?”</p>

<p>Active Engagement (3 min)</p> <p>Allows for guided practice</p>	<p>Now it's your turn to try this.....</p> <p>Teacher: "Read the 2nd and 3rd paragraph and find other sentences that are not clear. Can you find another sentence that is not clear. Turn and talk to your partner on how you would edit this sentence so that it is easily to understand."</p> <p>After 2 minutes, purposefully choose two writers to share what they found.</p>
<p>Link (1 min)</p> <p>Linking minlesson to their independent work</p>	<p>"Today, I just taught you how how to edit your drafts to make sure your writing is clear."</p> <p>"When you go off to write today, you are going to reread your writing and make sure that your sentences are clear for your reader. If you find something that appears to be confusing, you need to do some editing to make it more clear."</p> <p>*Note: Add this strategy to your Unit anchor chart.</p>
<p>Independent Writing</p>	<ul style="list-style-type: none"> ● Students are writing independently. ● Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.
<p>Share</p>	<p>End of workshop - Whole Group Share</p> <p>Options:</p> <ul style="list-style-type: none"> - <i>Have students share their corrected sentences that they edited in their drafts.</i> - <i>Praise behaviors that were observed during students' independent writing time.</i> <p>Sample talk: "Suzie, I really loved how you reread your draft and found several sentences that needed to be rewritten because they were unclear. You were very busy editing and improving your writing. Great work!"</p> <ul style="list-style-type: none"> - Review previously taught strategies and skills. <p>Sample talk: " You all did such a great job editing your drafts to make them more clear. I want to remind all of you that good writers continue to practice all of the skills and strategies that they have learned such as...."</p>