Lesson 21: Editing

Essential Question
How can writers make their writing look better?

Materials
mentor text
editing check list for each student
spelling dictionary (optional)
colored pens or pencils (optional)

Mini Lesson

"Up until this point we have been working on making our stories sound good by revising. Starting today, we need to start making our stories look good by editing them."

Give students a copy of lesson 21 mentor text or display it on the board so that they can see it. Read the text together.

Edit the mentor text as a class. Show them how to circle a misspelled word and write the correct spelling above. Show them the three line symbol for capitalization changes.

Give each student an editing checklist. You may also want to give students the spelling dictionary.

Work Time
Students will use a colored pen or pencil to edit their masterpiece writing. Encourage them to use the checklist and remind them to edit any of the text that they have added to their essay during the past couple of weeks.

Closing
Allow students to read their story to a new partner. Reading it aloud might help them to find additional errors!

Intervention
Highlight spelling errors that they have the resources or knowledge to correct. Have students focus on just one task from the checklist at a time.

Extension

Lesson 22: Peer Editing

Essential Question
How can writers make their writing look better?

Materials
editing check list for each student
spelling dictionary (optional)
colored pens or pencils (optional)

Mini Lesson
"Tell your partner some things that you need to look for when you are editing writing."

"Today we will finish editing our essays. Instead of editing our own piece, we are going to edit our partner's writing. Why is it a good idea to have another person edit our work?"

"Today you will sit right next to your partner. You will read their essay out loud while tracing the words with your finger. If you get confused, ask questions. If you see an error, circle it. Once you have completed the entire piece, be certain to compliment the writer on something specific. Then they will start editing your writing."

Work Time
Students will meet with their partner and do peer edits on their stories. Encourage students to use their editing checklist.

Closing
Have students share with the whole class something great that their partner did in their writing. Examples: interesting lead, lots of transition words, examples to support each reason

Intervention
Have intervention students partner up and participate in this activity!

Extension
Have extension students partner up with each other to participate in this activity.

Lesson 23: Publishing

Essential Question	Materials
How do writers share their writing?	publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to teach students how you want them to publish their piece (special paper, typing, etc.) If you need ideas for ways to publish, see the suggestions in the teacher directions file.

Work Time

Students will begin publishing their masterpiece writing.

Closing

Have students find a new partner and share a favorite paragraph from their writing.

Intervention	Extension

Lesson 24: Publishing

Essential Question

How do writers share their writing?

Materials

publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to remind students of the publishing procedures and discuss any challenges that may have come up during work time the previous day.

You might want to allow early finishers to illustrate their essay or make a cover for their writing.

Work Time

Students will finish publishing their masterpiece writing.

Closing

Display student writing. This can be on a bulletin board, in a class story binder or binding them all into a class book.

Intervention

Extension

Lesson 25: generating a topic

Essential Question

How do opinion writers come up with topics to write about?

Materials

anchor chart (from lesson 4 & 5)
student printable (from lesson 4 & 5)

Mini Lesson

"Today is a big day because we are starting a new masterpiece essay! Remind your partner of the two ways that opinion authors can come up with topics to write about." (favorites and things they want)

"Today, we are going to learn another way to come up with good topics to write about. Sometimes authors write opinion essays because they want to change things at their school, or in their town, country or the world! They are taking a stand on an issue and letting everyone know their opinion about that issue. Some of our mentor passages have taken a stand on an issue." (Examples: getting paid for chores, school uniforms, not having homework, not texting while driving)

Do the third section of the topic ideas anchor chart (from lessons 4 & 5). Add issues that you have strong opinions about. An example is shown below.

Work Time

Students will make graphic organizers, or use the included printable from lesson 4 & 5, to brainstorm issues they can take a stand on. They should try to have at least four, but can add more.

Closing

Students will share their topic ideas with their partner. You may have students raise their hand and share a topic with the class and make a list. This can help those students who are still struggling to come up with ideas.

Intervention

If this topic generation is too complicated, you can encourage these students to add more topic ideas to their favorites and wants web. Alternatively, you can give them a list of issues to choose from.

Extension

Students Shouldn't Have Homework

Day 21: Editing

Do you ever put in a hard day's work at school and get exsited to finally go home, but just when you walk in the door to relax, you remember you have a ton of homework to do? Do you ever wonder if there is any connection between learning more from doing homework. After doing some research, I learned that finland's teachers assign very little homework to their students and Finland has some of the highest test scores in the world. This is just one reason that I strongly believe that students should not have nightly homework.

First, and most Importantly, I believe that students should not have homework because they work so hard in class each day. Let's face it, over the last ten years, school has just gotten harder and harder. Students are working on reading, writiing, and math from the time they wok into the classroom until they leave. The last thing they should have to do after all that hard work, is go home and do even more school work. When adults get off work each day, they get to go home and relax. They don't have to go home from a long work day and do more work at home. Kids should have that time after school to relax as well.

Anothr reason students should not have homework is it takes away from time that should be spent with their family. most kids get out of school well into the afternoon. They go home and complete about an hour or more of homework and then it's dinner time. after dinner, it's time to shower and get ready for bed. When kids are away from their parents all day, they miss them and want to hang out with them after school. Having homework each night takes away from kids being able to have quality time with their parents and siblings.

Finaly, having homework each nite can be unfair to students who may not have the same resources as other students. For example, if a student is struggling in a certain subject and can't do the homework on their own, it's not really fair for the student to have a homework assignment in that subject. Some students may have a parent or sibling at home to help them with homework, but not all students have this resource or option Other students may not have paper pencils or a computer at home to help them complete their homework assignments. Therefore, it's not really fair to assume or expect that all students have the same resources at home to successfully complete their home work.

Surely, after the above reasons, you can see why students should not have homework each night.

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EDITING
CHECKLIST

I am making my writing look better!

- o I read my entire piece to make sure that words are not missing.
- o I checked the spelling in my piece. When I am not sure how to spell a word, I have used my resources.
- o I made sure that every sentence is capitalized.
- o I made sure that proper nouns are capitalized.
- o I made sure that every sentence is properly punctuated.
- o I made sure that dialogue is properly punctuated.

Spelling Dictionary

A about again another asked	B because before birthday	C clearly	D dinner
E every exclaimed	F family friend	G grandma grandpa	H hear hear house huge
I interesting	J	K knew know	L large little
M many money	N	O obviously	P people pretty
Q question	R reason receive replied	S said school	T their there things thought
U until	V vacation very	W were when where when	X, Y, Z

Spelling Dictionary

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X, Y, Z