



OBJECTIVES

Students will

- ◆ edit/proofread their realistic stories.
- ◆ review previous lessons and learn homophones.
- ◆ exercise listening skills.
- ◆ learn to outline information.

MATERIALS

- ◆ Routine 16
- ◆ *Student Readers*, Book, 1 pp. 214–215
- ◆ *Transparency 17*
- ◆ *Skills Practice 1*, p. 138



Differentiating Instruction

English Learner

IF . . . students need additional support during the editing/proofreading process,
THEN . . . pair them with proficient English speakers to help identify and correct errors in spelling, grammar, or punctuation.

Writing

Realistic Story ROUTINE
16

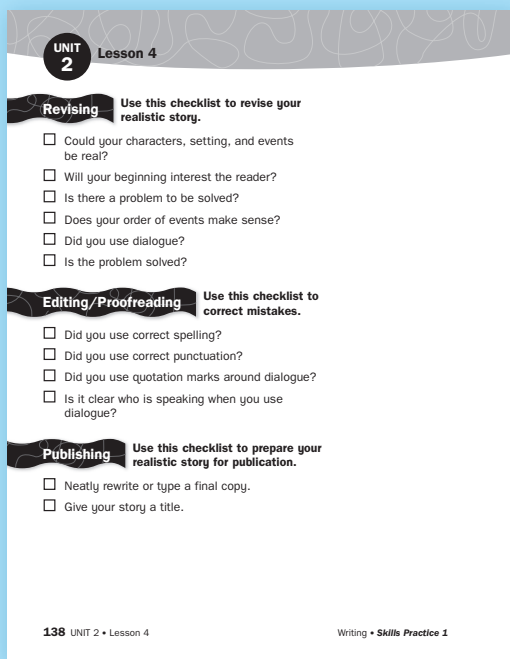
Editing/Proofreading

Teach

- ◆ Tell students they will now edit/proofread the revised copy of their realistic stories. Use Routine 16.
- ◆ Remind students to look for errors in spelling, grammar, and punctuation.
- ◆ Tell students that as they read their stories to themselves or to a partner, they should make sure it is clear which character is speaking when using dialogue. Remind students to use quotation marks with dialogue and to start a new paragraph every time a different character begins to speak.
- ◆ Tell students to make sure the subject of each sentence is clear. This will clarify meaning for the reader. Suggest they also vary their sentences by adding objects and descriptions to further define the subject.
- ◆ Remind students of the proofreading marks by displaying *Transparency 17*.

Guided Practice

- ◆ Using the draft you created, show students how to edit grammar, spelling, and punctuation, as well as making changes to dialogue. Have students assist you in the editing process.
- ◆ Write a short two-character dialogue on the board, and have students insert the correct punctuation.



Skills Practice 1, p. 138