

Writing, continued

Apply

Composing — Publishing Have students refer to the editing/proofreading checklist on **Skills Practice 1** page 138 as they edit/proofread their realistic stories. Encourage them to begin working on their final drafts once they have completed the editing/proofreading process.

Monitor Progress

Formal Assessment



to Differentiate Instruction

Editing/Proofreading Note whether students are using correct grammar, spelling, and punctuation.

APPROACHING LEVEL

IF ... students need to practice editing/proofreading, **THEN ...** have them work with a partner to edit their stories during Workshop.

ON LEVEL

IF ... students have an understanding of editing/proofreading, **THEN ...** tell them to begin the final draft of their realistic stories during Workshop once they complete the editing/proofreading process.

ABOVE LEVEL

IF ... students need a challenge, **THEN ...** have them work on incorporating more dynamic sentence structures into their writing during Workshop.

Spelling

Lesson Review and Homophones

Teach

- ◆ Students will learn homophones and review words with /i/, /ō/, and consonant blends.
- ◆ **Consonant-Substitution Strategy** Tell students that some words retain the same vowel sound even if the consonants in the word are replaced.

Guided Practice

Write the following words on the board: *seam*, *tow*, *meet*, and *tale*. Then write the following sentences on the board:

1. The farmer had to feed his cows another bale of hay.
2. Would you like a beet sliced on your salad?
3. Please tie a bow on top of that present.
4. Kyoko excels on the balance beam.

Have students come to the board and identify which word from the list substitutes a consonant or consonants for the underlined word.