

Day 4



ROUTINE
8

Revising

Teach

- ◆ Explain that it is important for students to use their own words when they write a summary. Otherwise, they are copying what someone else wrote and not creating a new piece of writing. Using their own words helps them better understand what they read and, therefore, will make their summaries more accurate.
- ◆ Tell students that they should revise their summaries so they read smoothly. Ask: *Did you begin each paragraph with a topic sentence? Do the details support the main ideas? Have you included transitions that move the reader from one paragraph or idea to the next?*
- ◆ Have students check their summaries against the original text. Did they leave out any important points?

Guided Practice

Have students help you revise your summary based on the guidelines above.

Apply

Using Routine 8, using graphic organizers, have students use the checklist on **Skills Practice 2** page 8 to revise their summaries.

Day 5



ROUTINE
9

Editing/Publishing

Teach

- ◆ Model editing by using the proofreading marks on **Transparencies** 30 and 30a.
- ◆ Point out to students that they should double-check the spelling and capitalization of proper nouns in their summaries against the original piece of writing. Remind students to be conscious of what they learned this week about regular and irregular verbs as they edit.

Guided Practice

Have students help you edit for spelling, punctuation, capitalization, and grammar using **Transparencies** 16 and 16a.

Apply

- ◆ Have students use the checklist on **Skills Practice 2** page 8 to edit and proofread their summaries.
- ◆ Remind students to correctly use present and past verb tenses in their writing, as discussed in the grammar and language conventions taught this week.
- ◆ Use Routine 9, presenting writing, to have students share their writing with the class.

Assessment

Use the Writing Rubrics found in the Level Appendix to evaluate students' summaries. You can use any of the rubrics for Genre, Writing Process, and Writing Traits.



Teacher Tip

VOCABULARY Encourage students to use the selection vocabulary in their writing pieces.

Monitor Progress



to Differentiate Instruction
Formal Assessment

The Writing Process Note students' understanding of prewriting, drafting, and revising.

APPROACHING LEVEL

IF . . . students have difficulty understanding the writing process, **THEN . . .** have them review additional examples of each step.

ON LEVEL

IF . . . students are comfortable with the writing process, **THEN . . .** have them create an outline or a chart of the steps to use as a reference.

ABOVE LEVEL

IF . . . students need a challenge with the writing process, **THEN . . .** have them write about which step they think is the most difficult.

UNIT 4 Lesson 1

Revising Use this checklist to revise your summary.

- Do you write about the main idea of the selection?
- Do you include only the most important details?
- Do the other sentences in the paragraph support the main idea?

Editing/Proofreading Use this checklist to correct mistakes in your summary.

- Did you check your spelling?
- Are commas and other punctuation used correctly?
- Are pronouns used correctly? Do they agree with their antecedents in number and gender?

Publishing Use this checklist to get ready for publication.

- Read your summary again to make sure it is complete.
- Write or type a neat final copy.

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