

Narrative Writing Minilesson:

Editing a Narrative Piece

Denise, Second Grade

Teacher speaking to whole class:

“Alright friends, yesterday - awesome job. You guys did a wonderful job revising your work with your partners. So, I went home last night and I was like, ‘Ok, what can we do today? We have some really good writing, we did some revision work’ so I started thinking and I decided that we would work on some editing today. So I went back and started looking at my writing to decide what we could edit. So I came up with today, I thought I would like to teach you that writers write sentences with periods to tell readers that they need to stop and think for a second about the idea they just read before they go on to the next thought. I started thinking ‘How can I show them that, what would be the best way?’. So I pulled out my writing folder and I started going through my writing folder and I found this story that I had written and I took some lines off of my story. These were some of the lines that were on my story and when I put them on my paper I realized I didn’t use any punctuation, no periods or anything. So when I read it, it doesn’t sound like I wanted it to. If I read this the way it’s written it says: ‘My sister went to a....circus she told me she...saw an...elephant on a ball’ and I thought when I wrote that, that wasn’t what I meant. I meant for it to say ‘My sister went to a circus. She told me she saw an elephant on a ball’. But then I thought that’s not what that says. So I want you to be my partners today. I want you to turn to your partner, decide where you think I should have some periods because that’s what I’m missing. Where should I have them? Go.”

Teacher speaking to pair of students:

“So where do you think I should have them?”

[Student speaking inaudible, explaining where to place period in sentences]

Teacher speaking to pair of students:

“Oh so you think I should say ‘My sister went to a circus, period, she told me she saw an elephant on a ball, period.’ What did you think?”

Individual student speaking to partner:

“It wouldn’t make sense to put a period at the end of the second word so that is why you have to put a period after the circus.”

[Student speaking inaudible]

Teacher speaking to student:

“Sit right here and I’ll talk to you. So what do you think?”

[Student speaking inaudible, explaining where to place periods in sentences]

Teacher speaking to student:

“So you think I will need two? I think I need two.”

Teacher speaking to whole class:

“Alright writers, you’re back with me in three, you’re back with me in two, you’re back with me in one, and you’re back with me in zero. Guys, I heard some really great conversations. I was listening in on Malia and Anthony. Malia, tell us what you were thinking.”

[Student speaking inaudible, explaining where to place periods in a sentences]

Teacher speaking to individual student and whole class:

“Ok, so you are saying that the first sentence would read that ‘My sister went to a circus’ and if I put the period right there then I’m going to have to make that a capital right? Because we know that next letter has to be that capital. ‘She told me she saw an elephant on a ball’ and you said a period right there? Perfect! I think that’s kind of how it sounded when I said it right? When I said the sentence in my head it sounded like ‘My sister went to the circus. She told me she saw an elephant on a ball.’ Those were the two sentences right? Do you notice anything about this first one then? Anything that’s a little different about it. Jalissa?”

[Student speaking inaudible, explaining capitalization in sentence]

Teacher speaking to individual students and whole class:

“Yeah, I had that capital didn’t I? But it is not supposed to be, is it? As a writer I have to edit that and take that out and make it a small ‘t’ because I know unless it is the beginning of the sentence or unless it is a proper noun I don’t have to have a capital ‘T’. What about here, Peyton?”

[Student speaking inaudible, explaining capitalization in sentence]

Teacher speaking to individual students and whole class:

“It does, doesn’t? It needs to be a little ‘s’.”

Teacher speaking to whole class:

“Alright, so writers, today as you go off to write I want you to remember you are going to go through your writing and you are going to be checking for where you want those periods because periods are important. That is kind of where the reader stops and the reader goes, ‘OK, what did I just read?’. It gives readers a chance to think about it before they move on to the next thought that you have written. So I want you when you’re writing today to really look for where to should have periods and make sure you have them where you would like for them to be. And when you come back to the carpet I’m going to find somebody to share one of their stories where they have changed periods around, where they found places that they needed to add those periods. Thumbs up if you think you’re ready.”