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Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 1

Grant funded by:



Lesson 10: Editing and Revising an Informational Writing Piece

Focus Standard: W.1.5

Additional Standards: RI.1.2, W.1.2, L.1.2

Estimated Time: 60 minutes

Text(s): *A Picture Book of George Washington* by David Adler

Resources and Materials:

- Completed Four Square graphic organizers from Lesson 9
- Rough drafts from Lesson 9
- Handout 10.1: Article Checklist

Lesson Target(s):

- Students will understand that:
 - Growing writers work with peers and adults to revise their work by adding details (e.g., thoughts, feelings, actions). These details make their ideas clearer for the reader.
 - Revising is an ongoing process that provides writers with opportunities to clarify ideas and revisit sentence structure and word choice to improve their message.

- Students will be able to:
 - Generate a writing piece in response to a question or prompt.
 - Generate writing that is focused on a topic.
 - Revise writing based on suggestions from peers.
 - Analyze suggestions provided by peers and adults to make decisions on revisions.
 - Analyze suggestions provided by peers and adults to make editing decisions on capitalization, punctuation, and spelling.

Guiding Question(s):

- How can I put information I have gathered into my own words?

Vocabulary

Academic Vocabulary:

- Topic
- Detail
- Discussion
- Revise
- Edit
- Mental Image
- Draft
- Publish

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

In-ConTEXT Vocabulary:

- Based on the specific needs of your students, choose words/phrases that have clear context clues in the text.

Strategies for Teaching How to Determine Meaning from Context Clues:

- Use an [anchor chart](#) to model how to use context clues to determine the meaning of words

Direct Instruction Text Vocabulary:

- Review all words placed on the word wall.

Instructional Strategies for Direct Instruction Text Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Students create pictures/symbols to represent words
- Students write/discuss using the words
- Students act out the words or attach movements to the words

Instructional Plan

Understanding Lesson Purpose and Student Outcomes:

Display and review this lesson target: Students will learn how to edit pieces of writing while utilizing self-check strategies as well as feedback from teacher and peers.

Anticipatory Set/Introduction to the Lesson:

Review necessary academic vocabulary: *revise* and *edit*. Alongside students, develop an anchor chart to assist with editing and revising their articles. See **Handout 10.1: Article Checklist**.

Activity 1: Peer Editing

Distribute drafts from Lesson 9. Direct students to do the following. Students will:

Disburse into groups and complete the following utilizing **Handout 10.1: Article Checklist** anchor chart.

- High-ability group: Students independently exchange papers and peer edit utilizing the article checklist anchor chart.
- On-level group: Students independently exchange papers and peer edit utilizing the article checklist anchor chart. Some teacher assistance may be necessary.
- Low-ability group: With teacher guidance, students exchange papers and discuss the article checklist as a group. Students will make peer edits with the assistance of the teacher.

After allotting time for peer editing, allow students to discuss edit suggestions within their groups and partners.

Activity 2: Revision

Students work independently to revise drafts according to peer and teacher edit suggestions. The students will produce a final rough draft copy that includes text feature developed in previous lesson.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students who have difficulty writing may use a combination of drawing and dictation with teacher modeling.
- Students may arrange pre-constructed sentences to form a logical paragraph.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students can complete the Four Square graphic organizer using broader topics for each square that are broken down into sub-categories.
(Ex. Early life- Fact #1, 2, 3; Appearance- Fact- #1, 2, 3, etc.)

Lesson Purpose and Student Outcomes Reflection and Closing:

The teacher will review the **Handout 10.1: Article Checklist** anchor chart with students to reiterate what to look for when making edits and revisions.

Students will discuss with teacher as a whole group some of the revisions that were made to their writing pieces. Students will also ask any questions to clarify understanding.

Homework

See [Family Guide for Student Success](#) for suggested activities.

Handout 10.1: Article Checklist

1st Grade Explanatory/Informative Writing Checklist			
Check to make sure your writing contains:		Yes	No
	A topic sentence about your president is included		
	Includes key details about the president		
	A closing		
	Provides an illustration		
	Provides an additional text feature that gives new information		
	All complete sentences		
	Different types of sentences (varied sentences)		
	Standard end punctuation		
	Standard capitalization of proper names, dates, and sentence capitalization		

For training or questions regarding this unit,
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