



Video 9 Lesson Guide: Edit

WHEN?

AFTER ASSESSING STUDENT WRITING, WHEN MIGHT YOU ASSIGN THIS VIDEO?

- * **IF STUDENT WRITING CONTAINS SENTENCES THAT ARE INCOMPLETE THOUGHTS.**
- * **STUDENT HAS ERRORS IN SUBJECT-VERB AGREEMENT AND/OR VERB TENSE.**
- * **WRITING IS UNCLEAR AND DIFFICULT TO UNDERSTAND.**
- * **STUDENT WRITING CONTAINS FRAGMENTS AND/OR RUN-ON SENTENCES.**

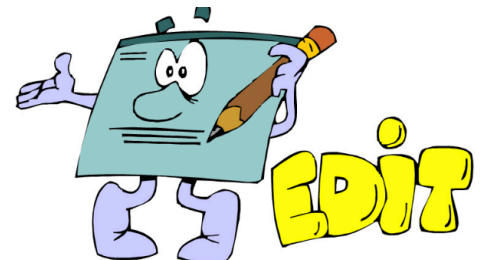
IMPORTANT

1 VOCABULARY

Pre-teaching: A Glossary

- * **Punctuation-** marks to separate sentences, such as period, comma, and parentheses.
- * **Communicate-** to share information
- * **Adore-** to love deeply; to like intensely
- * **Tarantula-** large and often hairy spider
- * **Ensure-** to make certain
- * **Editing-** checking that you have the correct punctuation, capitalization, spelling, and grammar

These words from the video may be unfamiliar to students. Consider pre-teaching or reviewing these words.



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Show Video 9 (Edit) to students who would benefit from this instruction. This video can be presented to a small group or to individual students.



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PRACTICE

CORRECTING RUN-ON SENTENCES:

Using the sentences provided on the last page or by making up your own, distribute an envelope to individuals or small groups. The envelope will contain a run-on sentence written on the outside, and a card with a corrected sentence inside. Small groups or individual students must correct each run-on sentence; then they can check the card on the inside to see how close they came.

***CHALLENGE- Challenge students to correct run-on sentences in multiple ways. Can they correct the sentence with a period? With a conjunction (e.g. but, and)? With a semi-colon?*



ALERT! Be sure to create materials ahead of time!



Ways to correct run-on sentences:

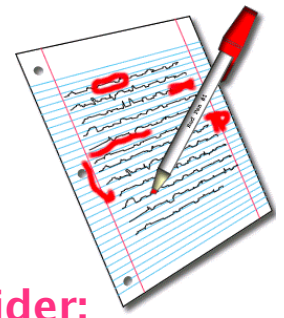
- *Use a comma and a conjunction
- *Use a period to create two separate sentences
- *Use a semi-colon

CORRECTING SENTENCE FRAGMENTS:

Using the sentences provided on the last page or by making up your own, distribute an envelope to individuals or small groups. The envelope will contain a sentence fragment written on the outside, and a card with a corrected sentence inside. Small groups or individual students must correct each sentence fragment; then they can check the card on the inside to see how close they came.

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ASSESSMENT



Check the writing that students created in the technology-based graphic organizer and consider:

- *Does each sentence begin with a capital letter and end with punctuation?
- *Does the student use correct subject-verb agreement and verb tense?
- *Evaluate if the student has edited his/her writing for fragments and/or run-on sentences.
- *Consider having students peer-edit paragraphs and check for readability.
- *Has the student evaluated his/her own work by completed all of the items on the self-evaluation section of the TBGO?



Looking for other ways for students to self-evaluate their writing other than the self-evaluation checklists within the TBGO? Consider having students use the rubric in the Teacher Dashboard. This rubric can also be used to facilitate effective conversations during writing conferences with students.



Review the TBGO usage data in the Teacher Dashboard to see if students are using the text-to-speech feature to listen to their essay and make sure it makes sense. The text-to-speech feature is also useful for students when checking for proper punctuation. Listening to their essay can help them identify where commas and ending punctuation are missing.



Connection to the TBGO!

4 Read your essay and edit it. Double click anywhere in the orange box to hear text read aloud.



Encourage students to use the text-to-speech feature to make sure their writing makes sense.

	Almost There	Got It!
1. I have a topic sentence that includes my opinion about the prompt.		
2. I have three different reasons to support my opinion.		
3. I have details and adjectives that explain my reasons.		
4. I have NOT repeated words too often.		
5. I have capital letters at the beginning of all my sentences.		
6. I have correct ending punctuation.		
7. I have checked the spelling of unfamiliar words.		
8. I have listened to my essay to make sure it makes sense.		



Monitor students as they complete the self-evaluation.



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APPENDIX A:

CORRECTING RUN-ON SENTENCES:

Sentence #1

Tina often cooks rice it is the only thing she knows how to cook and even then all she does is throw a rice packet in the microwave

Suggested Corrected Sentence- (answers may vary)

Tina often cooks rice. It is the only thing she knows how to cook, and even then all she does is throw a rice packet in the microwave.

Sentence #2

It is a beautiful spring day I would enjoy it more if I didn't have to start cutting the grass again!

Suggested Corrected Sentence- (answers may vary)

It is a beautiful spring day. I would enjoy it more if I didn't have to start cutting the grass again!

Sentence #3

Ellie bought a pink harness for the little dog but it was impossible to get it fastened around her squirmy little body so finally Ellie gave up.

Suggested Corrected Sentence- (answers may vary)

Ellie bought a pink harness for the little dog, but it was impossible to get it fastened around her squirmy little body. So finally, Ellie gave up.

Sentence #4

No matter how often I explain it to him he doesn't seem to understand and I am getting frustrated and I am also angry.

Suggested Corrected Sentence- (answers may vary)

No matter how often I explain it to him, he doesn't seem to understand. I am getting frustrated, and I am also angry.

Sentence #5

He is moving into a new house next week I am sure he will be too busy to spend much time with you.

Suggested Corrected Sentence- (answers may vary)

He is moving into a new house next week. I am sure he will be too busy to spend much time with you.

CORRECTING SENTENCE FRAGMENTS:

FRAGMENT: When we asked the question.

CORRECTION: Class was almost over when we asked the question.

FRAGMENT: Elizabeth is very athletic. Works out often.

CORRECTION: Elizabeth is very athletic, and she works out often.

FRAGMENT: Under the table. Can you get that glass I dropped?

CORRECTION: Can you get that glass that I dropped under the table?

FRAGMENT: Martin read a book. A graphic novel.

CORRECTION: Martin read a graphic novel.