

Subject: English Language Arts

Grade: 7/8

Lesson Title: Musical Papers--Editing

Teacher: A. Willner

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CC7.3—*Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.*

a. Progress through stages of the creating process (planning, drafting, revising, presenting) as needed.

b. Use several strategies before, during, and after representing, speaking, and writing including:

After:

-revise for content and meaning (adding, deleting, substituting, and rethinking) (e.g., identify and select important information from the total available; ensure there is an effective introduction, clear middle, and effective conclusion)

-revise for organization (e.g., move information to increase suspense or move the action; make choppy communications fluent)

CC8.3—*Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.*

a. Demonstrate an understanding of the creating process by preparing (pre-writing), creating drafts, revising, and creating a final copy or product.

c. Use several strategies before, during, and after representing, speaking, and writing including:

After:

-revise for content and meaning (adding, deleting, substituting, and rethinking) (e.g., consider the assumptions and values presented)

-revise for organization (e.g., check that the text patterns and features are appropriate to the form of representation; review for consistent point of view; include a beginning that attracts the viewer, listener, or reader, a middle part that supports the focus, and a closing that connects everything)

Key Understandings: ('I Can' statements)

-I can edit a piece of written work

Essential Questions:

-How can I apply my knowledge of editing rules and symbols to a piece of written work?

-How can I demonstrate this knowledge?

Stage 2: Determine Evidence for Assessing Learning

-Students are able to edit a piece of written work

Stage 3: Build Learning Plan

Set:**Time: 10-15 minutes**

1. Review the items and their symbols that are on the editing checklist
2. Go through an example to refresh how to mark a written piece with editor's marks

Development:**Time: 35-40 minutes**

1. Students need to clear their desks except for their rough drafts of their stories.
2. They will need a pen and their editing marks chart for a reference.
3. A song will be put on, while it plays, students will move around the room.
4. When it stops, students will sit in a classmate's desk to edit their story.
5. Another song will be played after approximately 20 minutes and students will move around the room until the music stops again and they will edit and revise another classmate's story
6. After another approximate 20 minutes, students will return to their own desks

If the class gets done editing sooner, they can begin typing their good copies of their stories

Learning Closure:**Time: 10 minutes**

1. At their desks, they will read and review any comments on their own stories
2. Exit ticket: What were the most common revision symbols that you used when revising your peers' works? What were the most common revision symbols that were left on your piece?

Materials/Equipment:

-students will need their copies of the editing checklist from last class

Management Strategies:

-explain that they are to move when the music plays and stop at a desk when the music stops

-It is to be quiet while editing—if finish editing right away, read a book

Safety Considerations:

N/A

Possible Adaptations/**Differentiation:**

N/A

Stage 4: Reflection

