Narrative Writing Minilesson:

Revising a Narrative Piece

Denise, Second Grade

Teacher speaking to whole class:

"Writers, I have to tell you, you have been doing a fantastic job. I read your writing over the weekend and I thought 'Whew, they're such third grade writers now'. I'm so proud of you. So today I'm going to take us to the next part of our writing. It's called revision. When we revise something we have a special partner. A special partner is called our editor. People who write books like the person who wrote Owl Moon, Jane Yolen. You remember she's our author. She has an editor. So everything she writes goes to that editor and that editor checks it. That's what we're going to do today. So today I'm going to teach how to fix up a piece or how to revise a piece of you're writing with your partner. So I created us a chart to go by. The first thing we do as a writer, we are the editor. We read over it really, really carefully. The second thing we do with our partner is we ask, 'Does this make sense?', 'How can we fix it?' or 'What can we add?', because sometimes we realize we need to add something. And the last thing we do when we're revising is we fancy up our piece of writing. So I want each one of you to be my writing partner today. You're going to be my editors. You remember my story we're writing. I was writing my story about Charlie right? Here it is: 'It was one hot summer day. I was taking the day off to relax in the pool. The water was bright and blue and sparkling. I could hear the birds chirping. Chirp, chirp, chirp'. So does that page make sense?"

Whole-class speaking:

"Yes"

Teacher speaking to whole class:

"Could we do anything to make it better?"

Whole-class speaking:

"Yes"

Teacher speaking to whole class:

"What do you think we could do? Tobias what do you think?"

Student speaking:

"Add more"

Teacher speaking to individual student and whole class:

"Add more? So how would we add more? What's a strategy that we've learned for adding more? Tori?"

[Student speaking inaudible, explaining the use of post-it notes in revision]

Teacher speaking to individual student and whole class:

"Ok, so if we have our post it and were going to revise it by adding more, we have to think about where we want to add more. So where would it make sense? Where would it make sense Peyton? If I were going to add more where would it make sense?"

[Student speaking inaudible]

Teacher speaking to individual student and whole class:

"Where Baby?"

[Student speaking inaudible, explaining capitalization in sentence]

Teacher speaking to individual student and whole class:

"At the end? Is that where you said you would think?"

Student speaking:

"She saying add details."

Teacher speaking to individual student and whole class:

"Oh, add details? Like what?"

Student speaking:

"Action"

Teacher speaking to individual student and whole class:

"Action? Look at I did on the next page Peyton. 'Splash! What in the world was that, I thought. I looked over at the steps.' There's my action, right? So does that page make sense? What do you see Malaki?"

[Student speaking inaudible]

Teacher speaking to individual student and whole class:

"'Splash! What in the world was that?' What do you notice?"

[Student speaking inaudible]

Teacher speaking to individual student and whole class:

"What do you see Tristan?"

[Student speaking inaudible]

Teacher speaking to individual students and whole class:

"Alright let's try this look at this last sentence. 'I look over at the steps'. Does that sound right? 'I look over at the steps'. What would make sense there Mr. Murray? I have to add something to it. What do I need to add to it, Peyton? You said it – where? At looked. So here it would say 'I looked over at the steps'. So, when I have my writing editor, my writing editor helps me and then I add that to my paper. Then we go back and we read it again. 'Splash, what in the world was that?' Oh, I'm noticing something, that right there. What did you see about that, Jennifer?"

[Student speaking inaudible, identifying misspelled word]

Teacher speaking to whole class:

"When I was writing it, guess what? I didn't think about what it looks like. It's one of those words I have to think what it looks like so I need to fix it right? So I'm going to fix it right? Now it says 'What in the world what that, I thought? I looked over at the steps'. So did you notice how we read a page and we said did this make sense? That's when Peyton realized looked didn't make sense so we added to it. Then we thought about how we could fix it and we went back and added it. Are you ready to try it? I have somebody's writing. Ok? I'm going to give you and your partner one to work on together so you'll have to get knee to knee and you have a green pen that you're going to use to write on it with."

[Inaudible student conversations]

Teacher speaking to whole class:

"Alright so let me read it to you. Ready? Alright, it's called Big Tornado. 'The family was listening to the scanner to see if any tornado were coming. Then Ashley worry if they was going to die. Then they look out the window. The tornado is coming. Hide. Mom decides not to. She said Mom come back I love you' And that's your last page so I want you to take your green marker and I want you and your partner to decide 'does this make sense?', 'how can we fix it?' and 'what can we add?'. So you and you're partner go through and do that. Go."

Teacher speaking to pair of students:

"Alright let's look at this page. 'The family was listening to the scanner to see if any tornado were coming'. Does that makes sense?"

[Student speaking inaudible, identifying misspelled word]

Teacher speaking to pair of students:

"She saying that this word isn't spelled right, so how would you fix it?"

[Student speaking inaudible, explaining how to fix misspelling]

Teacher speaking to pair of students:

"So take your pen and fix it. Read it again. 'The family was listening at the scanner to see if any tornado were coming. Does 'were' make sense? So what would make sense there?"

[Student speaking inaudible]

Teacher speaking to pair of students:

"Would we say 'were' coming or 'was' coming? So you're going to take and fix that. Perfect, now go to the next page. What did ya'll see?"

[Student speaking inaudible]

Teacher speaking to pair of students:

"Oh, very nice. So now read it again. 'The family was listening to the scanner to see if any tornado were coming.'"

Student speaking:

"Was"

Teacher speaking to pair of students:

"So can you fix that? Can you take your marker and fix that. And you got it. Now read this and see if it makes sense. 'The family was listening to the scanner to see if any tornado were coming.' Do we say 'were coming'?"

Student speaking:

"Was"

Teacher speaking to pair of students:

"So what would you need to do right there. Was? So how would you fix that? Wait- we're fixing this word. Reread it. 'The family was listening to the scanner to see if any tornado…'"

Student speaking:

"Was"

Teacher speaking to pair of students:

"So you're going to scratch that out. Just put a mark through it and write 'was'."

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. Friends, I noticed such great work. I have to say I over working with Nathan and Jalissa. And Nathan and Jalissa were on the first page and on the first page they found the word 'any' was not spelled correctly. Jalissa was like 'that's not the right way to spell it'. So we went back and fixed it. And then we went back and reread it

again and realized the word 'were' was not the right word. We should have used the word 'was'. So writers, today and everyday when you're writing, when we get to a point where we're doing revision you have to remember we need an editing partner And that's what you're going to do today, you're going to be working with an editing partner. You have a piece in your folder that you've said 'this is the piece I'm going to publish, this is the piece I'm going to work with'. So you're going to pull that piece out today and work with you editor. You're going to read it and you're going to think 'Does this make sense?', 'How can we fix it?' and 'What can we add?'. So you and your partner are going to find a special place in the room today and you're to work on your writing as editors and you're going to be looking for these three questions to answer. So as you go off to work today remember you're working with your partner, you have your pencil, one of you is the editor and the other is the writer and then you switch roles. Ok, thumbs up if you're ready to go off and work."