

NOTE: Today is a computer lab lesson. Please be sure you have signed up for the lab in advance.

TITLE OF LESSON

American Literature Unit 1 Lesson 19 – Editing/Typing Dialect Stories  
*How Can Oral Language Transform Written Language?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, W1.0-2, 1.9, 2.0, 2.1a-e, W/O1.0-3  
NETS for Students – 1, 2, 3, 4

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MATERIALS

**Project 1 – A True Story** – Student Page  
**Editing Skills List** – Teacher Page  
**How to Use Reviewing** – Teacher Page  
**True Story Rubric** – Teacher Page

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LESSON OBJECTIVES

- To brainstorm additions to the editing skills list
  - To utilize knowledge and understanding of the Reviewing tools in Microsoft word
  - To demonstrate spelling, punctuation, and grammar skills through peer editing
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete homework assignments (Step 5 of the **Project 1 – A True Story**). Return graded assignments and have students place them in the appropriate sections of their binders. Collect Journal 7.
- 2) [Daily Log](#) – Tell students to copy the Daily Log below.
- 3) Computer Protocol – Remind students not to turn on their computers until you tell them to.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Modify Editing Skills List. 2. Peer Editing (Step 6 of the <b>Project Guidelines</b> ) 3. Final Draft of Stories (Step 7).		Study vocabulary to date.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. Editing Skills List – Post the overhead copy of the **Editing Skills List** and distribute the **Editing Skills List**, which should be familiar to most of the students. If there are any who are unfamiliar with it, ask some of the students to explain the skills on the list. Tell the students that they will be doing peer editing of dialect stories today. However, this story will be a special challenge to edit. Ask the students to look over the list and see if they can find some of the skills listed that will need to be modified for the purpose of editing these stories. Students should be able to point out the following items in need of modification: “Spelling–circle words you think may be incorrectly spelled. It is the author's job to look them up and correct them; Keep verb tense consistent: either past (it happened before) or present (it's happening now); Check to make sure there are no run-

on sentences; Make sure your verbs agree with their subjects in number and tense.” All of these skills will be difficult to adhere to in a story based on oral speech, where grammar errors and phonetic spelling are a part of the writing strategies. Ask for some suggestions of how to modify and add to this list. (Some good things to point out are the following: You may still circle words that you think are incorrectly spelled, especially if the same word is spelled differently in different parts of the story. You will want to use the traditional skills list for the part of the story that is not written in dialect, and modified rules for the part written in dialect.) See if students can agree on a standard for addressing these issues. Write their agreed upon ideas on the overhead and have students write them down on their skills list. Ask students to set this aside for right now. Tell students they will be editing a partner’s story using the Reviewing and Comments toolbar in Word, after they type the second draft. Distribute the **How to Use Reviewing** sheet and remind them that they learned how to do this last year. Spend about five minutes going over the steps with them. They have to first type their second draft before they can exchange with a partner for editing. Take any questions student have before they get started typing.

2. **Type Second Drafts** – Remind students of the computer lab etiquette you have established for your class and the consequences for any misbehavior. First, students should open Word and type in the 2<sup>nd</sup> draft of their story, making sure to save frequently. Tell them you will not be responsible for lost or deleted work because they forgot to save. Tell them they should do this quickly, as they still need to edit with a partner, and correct their mistakes before turning the story in at the end of the period. They do not have a lot of time, so they should work quickly. No messing around. As soon as they have finished typing, they should exchange stories with their partner and edit.
3. **Peer Editing** – Make sure you have posted the partner’s names on the front board. Tell students they will be trading stories at their own pace today because they must first type their story in Word. Tell students that it is their responsibility to their partner to make sure they edit thoroughly. Acknowledge again that editing is tedious, but important to making a document presentable.
4. **Final Draft** – When you can see that most students have finished editing, give them this set of directions. If most students have not finished, you may want to give them a little more time, but remind them that their stories are due at the end of the period. So they do not want to mess around. Have students save their editing changes as a version. Then ask them to close the document and hand the story back to the author. Now, it is the author’s turn to look over the changes made and accept or reject them, based on their ideas of what is correct. Remind them that even the best editors make mistakes. It is their paper and their responsibility to make sure all changes are correct. Also, they should read all comments and make appropriate changes **BEFORE** they delete the comments. Since this is to be their final draft, it should be a clean copy; that means it is free of all track changes and all comments. Sometimes a comment may be invisible. So they should make sure to use the next comment button to recheck for all comments prior to printing. Tell students they will have the rest of the period to work on finishing the dialect stories. Then have them get right to work.
5. **Save the Draft** – Five minutes before the end of the period, have students save this draft as a version. Remind them to print out all of their copies (or save to a disk to be turned in to you), place them in the correct order. Then collect them. Or if it seems that most students were not able to finish in the time allotted and you are feeling generous, offer to open the computer lab at lunch or after school and extend their deadline to tomorrow at the beginning of class. You will need a copy of the **True Story Rubric** (Teacher Page) to grade student stories tonight.
6. **Clean Up** – Have students clean up their workstation, push in their chairs, and shut down their computers. Remind them of their homework.

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#### HOMEWORK

Study vocabulary to date

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#### GROUP ROLES

None

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DOCUMENTATION FOR PORTFOLIO

**Unit 1**

Project 1 – A True Story