

Sample Lesson Plan: Teaching the COPS Editing Strategy

Teacher: _____

Unit/Day: _____ **Date:** _____

Writing process component:

Revising and Editing.

Aligned strategy:

COPS (editing).

Aim: *Students will be able to ...*

Students will be able to edit their writing for capitalization, overall appearance, punctuation, and spelling.

Prompt:

Choose an animal and write about its habitat. Include details about the food it eats and how it adapts to its environment.

Materials:

Teacher-drafted writing in response to the prompt.
COPS anchor chart.
Individual laminated COPS checklists and dry erase markers.
Student work completed in previous lessons.

Criteria for success and expectations for type of data collected (for example, exit ticket, informal checks for understanding, anecdotal):

By the end of this lesson, students should have:

Reread their writing and edited it for capitalization, overall appearance, punctuation, and spelling.

I will check for student success by collecting:

Data from informal checks for understanding.
Anecdotal data through circulating the room during independent practice to observe students' incorporation of the lesson aims.

Based on student success, I will:

Consider additional modeling of a specific component of COPS that students are struggling with (for example, commas between lists or capitalizing names of places) and hold additional guided and independent practice focused on that singular component.

Whole group or small group:

Whole group.

Grade level:

Grade 3.

Lesson plan

Opening:

3 minutes

- Use a Do Now or engaging hook.
- Activate prior knowledge.

Last week, we worked on reports about animals living in different habitats. You all worked really hard researching and writing about your animal. Good writing doesn't stop when you finish the paper, though. Really good writers go back and check their work to make sure it's as good as it can be. If you notice a mistake, you can edit it, or make a change.

Modeling:

7 minutes

- State the aim.
- Model the aim using a clear and concise think-aloud.
- Use checks for understanding focused on the lesson aim.

Model editing:

Today, we're going to use our COPS checklists to edit our research papers. [display anchor chart] You can see that COPS stands for capitalization, overall appearance, punctuation, and spelling. These are the things I'm going to check for when I reread my report! I'm going to reread my writing four times. Each time, I'm going to check for one of the things on my checklist. Once I've reread my paper and made edits, I can check off that part with my dry erase marker.

The first time I reread, I'm going to be looking for capitalization. I know the first letter of each sentence needs to be capitalized. What else should be capitalized? [Take student suggestions: names of people, names of places, holidays, months, etc.]

Okay! I'm going to keep all of that in mind as I reread my paper. [reread, checking for capitalization.]

[Example teacher writing with mistakes:]

'Tigers live in the jungul. The jungul is hot and has lots of trees and plants.

Tigers are really good hunters, and they eat things like deer and boars. They are carnivores, which means they eat meat. It can be hard to find food in the jungul, so tigers have stripes on their fur that help them hide in the tall grass this makes it easier for them to sneak up on their prey without being seen.

Tigers are also good swimmers, and they like to play in the water. this helps them cool down because junguls can get really hot. They have strong legs big paws and soft feet that help them move quietly and quickly through the jungul.

In the jungul, there are lots of different animals, and some are not so friendly. For example, elephants live with tigers in the jungul in india. Tigers have sharp claws and strong jaws to protect themselves. They are really good at adapting to their invirenment and using their special features to survive in the wild jungle.'

As I'm reading, I'm checking for capitalization. I notice I did a really good job capitalizing the beginning words of each sentence. Oops! I forgot to capitalize the word 'This' at the beginning of this sentence. No big deal! I can erase it and change it. Oh, I also see that I forgot to capitalize 'India.' India is a country, and I know that names of places like cities and countries need to be capitalized.

Okay, now that I checked for capitalization, I can use my dry erase marker to check that off my list. Next, I need to look for overall appearance. This is to make sure I used neat handwriting, kept spaces between my words, and split my ideas up into paragraphs.

[Reread again] I did a good job splitting my ideas into paragraphs! I noticed here that I was in a rush when I was writing and wrote my words way too close together. That makes it hard to read! Let me edit that. Okay, now I can check off "Overall appearance!"

**Collaborative
use/guided practice:**

7 minutes

- Work on shared writing through guided practice.
- Reiterate key points and provide feedback focused on aim.
- Consider collaborative opportunities to vary engagement (for example, turn and talk).
- Identify possible misconceptions and plan to address them.

What's next on my checklist?

That's right, punctuation! I need to check that I used appropriate periods, question marks, and exclamation points at the end of each sentence. Anything else I should check for? [Commas, quotation marks, etc.]

Okay, let's reread each paragraph again. If you notice a mistake in punctuation, raise your hand.

[Pause after second paragraph] Did I make any mistakes here? [Call on student: If yes, have student come up and correct it. If no, have student reread paragraph out loud again]. Oh yeah, it looks like I forgot a period at the end of this sentence! I went right into my next thought without stopping. Can you add a period there for me, and then make sure to capitalize the word after the period?

[Pause after third paragraph] Did you find any mistakes here? [Call on student: If yes, have student come up and correct it. If no, have student reread paragraph out loud, reminding them to pause where there are commas and stop when there are periods]. Oh, I have a list here, but I don't have any commas separating the items in the list! It makes it all run together. Can you add some commas for me?

[Finish rereading] Great, now I can check off punctuation! The last thing on my list is spelling. Let's go through and see if we can catch any spelling mistakes. Remember that we have vocabulary words on the walls that we can reference!

[Reread again, pausing to have students point out 'jungul' and 'invirenment'] Good catch! Jungle is a habitat word we learned, and environment is on our vocabulary wall. I can use these references to help me spell them!

Perfect, that's the last thing on my checklist! Now everything is checked off and I've finished editing my paper.

Independent practice:

20 minutes

- Communicate what students are expected to complete.
- Circulate the classroom intentionally.
- Make sure students are referencing needed documents.
- Identify possible misconceptions and plan to address them.

Writers, now it's your turn to edit your writing! Take out your paper, pencil, COPS checklist, and dry erase marker.

Who can remind me how many times we're going to reread our writing? That's right, at least four times, so that we can check it for everything on our list!

Now, you're going to silently reread and make edits to your paper if you find any COPS mistakes.

During independent practice, circulate and check in with individual students, asking these questions:

What are you checking for right now as you reread?

What edits did you make?

Ensure students are fully rereading and editing and not just quickly checking off their COPS checklist.

Closing:

3 minutes

- Allow students to restate the aim.
- Identify examples of student work and observances aligned with aim.

You did a great job editing your papers today! I noticed so many of you catching mistakes and editing them to make your writing even better. Does anyone want to share an edit you made?