Revise for Use of Command Verbs

Objectives

In this mini-lesson, students will:

• Learn to revise a procedural text to ensure the steps begin with strong, clear command verbs.
• Revise a piece of writing to improve the use of strong command verbs and share their revisions with the class.
• Discuss how they can apply this skill to their independent writing.

Preparation

Materials Needed

• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts onto chart paper prior to the mini-lesson.

Explain Revising Your Procedural Text for Use of Command Verbs

Say: We’ve written the drafts for our procedural texts, and now we need to revise them to make them better. We need to read our drafts carefully, and find ways to make our texts more interesting and clear. Revising is one of the most important steps in the writing process. When I revise my procedural text, I focus on my use of words. I want my instructions to be very clear and easy to follow. I know that if I begin my sentences with clear, descriptive command verbs, my readers will know exactly what to do. Remember, command verbs tell the reader to do something. Today I’m going to show you how I revise my text to include strong command verbs in my procedural steps.

Model Revising Your Procedural Text for Use of Command Verbs

Display the modeling text on chart paper or using the interactive whiteboard resources. Read the steps aloud and then model how you go back to each sentence and revise it, using command verbs.

Modeling Text

Reread step 1. Say: “You can turn on the oven” isn’t a strong command. It would be simpler and more direct to say, “Heat the oven to 350 degrees.” I will make that revision. Model making this change to the text.

Reread step 2. Say: Step 2 is a little hard to follow. It doesn’t tell me how much meat to use and the step is long. I could revise this to be simpler and more direct. I could use the command verb **scoop** in place of “Get some,” and just say “onto each tortilla.” I could also tell my readers how much to scoop—a spoonful. This makes the step shorter, clearer, and more direct. Model making these changes to the text.

Reread step 3. Say: Step 3 tells us what is supposed to happen, but it doesn’t use a direct, command form. As a reader, I need to think a little and make an inference about how the rolled shells get on the baking pan. I don’t want my readers to have to infer at all. I will insert the command verb **put** at the
Use gestures and words to show beginning ELs the steps in the practice text. Invite students to draw a series of pictures showing the steps of washing hands and gathering ingredients. Label the drawings for students with short phrases or sentences.

Intermediate
Scaffold the activity for students in the following way.
1. Tell them you would like them to turn the sentence into two simple command steps.

2. Provide a command word bank for each step to help them select appropriate words.
3. Review the meaning of each word in the word bank.

<table>
<thead>
<tr>
<th>Step 1 Word Bank</th>
<th>Step 2 Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>wash</td>
<td>remove</td>
</tr>
<tr>
<td>scrub</td>
<td>get</td>
</tr>
<tr>
<td>clean</td>
<td>gather</td>
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<tr>
<td>rinse</td>
<td>assemble</td>
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</tbody>
</table>

Advanced
Pair ELs with fluent English speakers for the “Practice Revising Your Procedural Text for Use of Command Verbs” activity.