Revise for Sentence Structure

Objectives

In this mini-lesson, students will:
• Learn to revise an informational report by adding details, lists, and questions to the text.
• Revise sections of their own writing and share their revisions with the class.
• Discuss how they can apply these strategies to their own 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 text (without revisions) and the practice text onto chart paper prior to the mini-lesson. Leave enough space between lines to allow you to insert new text.

Explain Revising for Details, Lists, and Questions

Say: After we finish a draft, it’s time to revise. When we revise, we read over the draft and make changes to improve it. Today we’re going to focus on revising sentences to elaborate on ideas or details. You can add examples or definitions to a sentence. You may create a list of information you want readers to remember, and you may ask a question that you will answer later in the text. All of these strategies will help your writing become better and clearer and will help keep readers interested in your informational report.

Model Revising for Sentence Structure

Display the modeling text (without revisions) on chart paper or using the interactive whiteboard resources. Read aloud each sentence and model revising the sentences.

1. Your brain is a complex organ of chemicals, blood vessels, and nerves.
2. How can you keep your brain healthy and strong? You can keep your brain healthy and strong by eating properly, exercising, and getting enough sleep.
3. These fats, called omega-3s, keep your neuron connections healthy.

Modeling Text

Reread sentence 1. Say: At first, I think this sentence is fine, but if I think about it, I can revise it to provide more information. I add a list of things that explain why the brain is complex. I’ll add “chemicals, blood vessels, and nerves” to make the sentence more interesting. Model revising text.

Reread sentence 2. Say: This sentence is OK as it is, but can I make it better? I could try adding a question before this sentence and have this sentence answer the question. That will make both sentences more interesting to the reader. I’ll add the question “How can you keep your brain healthy and strong?” Model adding a question to the text.

Reread sentence 3. Say: This sentence is also OK as it is. But, I think the reader will want to know which fats keep their neuron connections healthy. I’ll add a comma, the phrase “called omega-3s,” and another comma to give the reader more information about the fats. Model revising the text.
2. Rehearse

**Practice Revising for Sentence Structure**

Display the practice text on chart paper or using the interactive whiteboard resources.

1. You can protect your brain while playing sports.
2. You can keep it healthy by eating right.

**Practice Text**

Ask students to work with partners to revise the sentence structure of the practice sentences by adding explanations, definitions or lists, or a question. Each pair should write down their sentences and be prepared to read them to the class and explain why they made their changes.

**Share Practice Sentences**

Bring students together and invite partners to read aloud their revised sentences and explain how they revised the text or added questions. Record students’ sentences and post these as models for students to use as they revise their informational reports.

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**Strategies to Support ELs**

**Beginning**

Beginning ELs are not ready to work on this writing process skill. While other students collaborate on the small-group activity or write independently, meet one on one with students to support developmentally appropriate writing skills based on their independent writing and language levels. Since a portion of this lesson encourages students to add questions to their text, you might want to work with students to practice speaking and writing questions.

**Intermediate and Advanced**

Pair ELs with more fluent English speakers during the partner activity.

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: **explanation/la explicación; revise/revisar.**