Revise for Sentence Structure

Objectives

In this mini-lesson, students will:

• Learn to revise persuasive letters to strengthen sentence fluency by starting sentences with different words.
• Revise a section of their own writing and share their revisions with the class.
• Discuss how they can apply this skill 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.

1. Focus

Explain Revising for Sentence Structure

Say: After we finish a draft of an informational report, it’s time to revise our writing. When we revise, we read over what we have written and make changes to improve it. Today we’re going to focus on revising sentences to make our writing clearer and more interesting to read. One way to do this is to start sentences with different words. Learning how to start sentences with different words will help you become a better writer and will keep readers interested in your report.

Model Revising for Sentence Fluency

Display the modeling text (without revisions) on chart paper or using the interactive whiteboard resources. Read aloud the first example.

Frank loved the name “Pop’s ‘sicles,” which was the name his children had given to his treat. Frank He applied for a patent for his Pop’s ‘sicles. After two years, Frank sold the name to a company in New York.

Modeling Text

Say: All of the sentences begin in the same way and they are all about the same length. This makes them sound dull and uninteresting. I could make these sentences better by starting them in different ways and by varying the length.

Reread sentence 1. Say: It was Frank’s children who gave his treat this name. If I add this information to the sentence, I not only make it longer, I also give the readers more information. Model making the changes.

Reread sentence 2. Say: I’m just going to change the noun Frank to he. Otherwise, this sentence is fine the way it is. Model making the revision.

Reread sentence 3. Say: I can add more information to this sentence so that it reads better. I’ll tell when Frank sold his idea. Model making the revision.

Reread the corrected sentences so that students can hear how each starts in a different way and has a different length.
2. Rehearse

**Practice Revising for Sentence Fluency**

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

1. You can make a snack.
2. You can try something new.
3. You can be surprised.

**Practice Text**

Ask students to work with a partner to revise the sentences for sentence structure. Partners should write down their sentences and be prepared to read them to the class and explain how their revisions improved each sentence.

**Say:** We can increase our sentence fluency by changing the way we start our sentences, adding more information, and varying the length of our sentences.

**Share Practice Revisions**

Bring students together and invite partners to read aloud their revised sentences and explain how they used different words to start sentences. Record students’ sentences and post these as models for students to use as they revise their informational reports.

3. Independent Writing and Conferring

**Say:** We just learned how to revise our informational reports to make our sentences better. We can look for different ways to begin sentences and we can vary the length of the sentences. As you revise your informational reports, remember to watch for ways to revise your sentences to make your writing clearer and more interesting.

Encourage students to focus on sentence structure as they revise their informational reports during independent writing time. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

**4. Share**

Bring students together. Invite students to read aloud a section of their informational reports that they revised to improve their sentences.

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**Strategies to Support ELs**

**Beginning**

Beginning ELs may have difficulty with this 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 this lesson focuses on varying sentence structure, consider providing a simple sentence frame and having students brainstorm different ways to complete it.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Support oral language by providing simple sentence frames such as:

*I can change my sentences by ______.*

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: *informative*/*informativo(a); variety/la variedad.*