Revise Your Procedural Text for Word Choice

1. Focus

Explain Revising for Word Choice

Say: Now that we have written the drafts for our procedural text, we need to revise them. When we revise a draft, we read it carefully and then make changes to improve it. Revising is one of the most important steps in the writing process. When I revise my procedural text, I want to focus on my word choices. I need to make sure the reader understands what to do. I also need to make it interesting. Today I’m going to show you how to revise a procedural text by making stronger word choices.

Model Revising for Word Choice

Display the modeling text (without revisions) on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the passage aloud and to listen for descriptive language.

Objectives

In this mini-lesson, students will:

• Learn to revise and strengthen a procedural text, improving word choice.
• 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.

How to Wash a Dog

Step 3.

a. Put shampoo on the dog.

b. Rub the shampoo gently all over the dog’s fur.

c. Be careful not to get any shampoo in with your dog’s eyes.

Modeling Text

Say: Step 3 of “How to Wash a Dog” has three parts. The directions are not really clear and the sentences are kind of boring as well. Let’s see what I can do to improve them.

Read part a. Say: The first sentence doesn’t really say much about how to shampoo your dog. We need to start somewhere. So, I think we need to put shampoo on the dog. That way the reader knows where to start on this step. It’s important that the steps in procedural text are really clear. Model making the revisions.

Read part b. Say: Where should we be rubbing the shampoo? I think we are supposed to rub the shampoo on the dog. This sentence needs to say that. I will add all over the dog’s fur to the end of the sentence so the reader knows what to do. Model making the revisions.
Read part c. Say: This sentence doesn’t tell us how we need to be careful with the dog’s eyes. I think the writer means we shouldn’t get shampoo in the dog’s eyes. So, I’ll take out the word with, and I’ll add not to get any shampoo in to the sentence so that the reader knows to be careful. We don’t want the reader to hurt the dog! Model making the revisions.

2. Rehearse

Practice Revising for Word Choice

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

1. Fill the tub with water.
2. Brush the dog.
3. Put the dog in the tub.

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<th>Practice Text</th>
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Ask students to work with a partner to revise the sentences for word choice. Each team should write down their sentences and be prepared to read them to the class and explain how their word choices improved each sentence.

Share Practice Revisions

Bring students together and invite partners to read aloud their revised sentences and explain how they changed the procedural text to include stronger word choices. Record students’ sentences and post these as models for students to use as they revise their own procedural texts.

3. Independent Writing and Conferring

Say: We just learned how to revise our procedural texts by adding words that explain more clearly what the reader is supposed to do. As you revise your procedural text, remember to watch for opportunities to improve your word choices.

Encourage students to focus on word choice when they revise their own procedural texts 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 procedural texts that they revised for word choice.

Strategies to Support ELs

Beginning
Provide practice for ELs in giving directions. First model by asking students to do something, for example, “Linh, pick up your book.” Have students repeat the directions. Next ask volunteers to give directions and have the class repeat them.

Intermediate and Advanced
Pair ELs with fluent English speakers during the partner activity.

All Levels
If you have ELs whose first language is Spanish, share these English/Spanish cognates: procedure/el procedimiento; sequence/la secuencia.