Revise Your Informational Report for Word Choice

1. Focus

Explain Revising for Pronouns and Antecedents

Say: Once we finish a draft of an informational report, it’s time to go back and revise. When we revise a draft, we read it carefully and then make changes and corrections to improve it. When I write an informational report, I want to make sure I present my topic clearly and accurately. It’s very important that my pronouns are correct and that they agree with the antecedents. Otherwise, readers won’t understand what I’m saying. It is also important that I use pronouns so that my writing doesn’t sound too repetitive. Today I’m going to show you how to revise an informational report to include pronouns and their correct antecedents.

Model Revising for Pronouns and Antecedents

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. Then reread each sentence and model how you revise for pronoun use.

Modeling Text

Say: These sentences could be improved by adding pronouns. Right now, there is a lot of repetition of nouns that could be replaced by pronouns.

Reread sentence 1. Say: The United States is repeated here. I can use a pronoun to replace one usage of the noun and make the sentence sound better. I know that a country is considered a singular thing, so the pronoun should be its. Model making the revisions.

Reread sentences 2 and 3. Say: The second sentence seems fine. We need Mia Hamm’s name here to know who the subject of the sentence is. But the repetition of Mia Hamm’s name in the third sentence is awkward. I can use a pronoun here instead. I’ll insert the pronoun she to agree with its antecedent Mia Hamm. Model making the revisions.

Reread sentence 4. Say: Again, the repetition of Mia Hamm’s name in this sentence is not necessary. I can insert a pronoun. It isn’t going to be she this
2. Rehearse

Practice Revising for Pronouns and Antecedents

Display the practice text (without revisions) on chart paper or using the interactive whiteboard resources.

1. Penny brings Penny’s her ball to practice every day.
2. The club sends out the club’s its newsletter once a month.
3. Tom and Jerry do Tom and Jerry’s their math homework every day.

Practice Text

Ask students to work with a partner to revise the sentences using the correct pronoun to agree with the antecedent in each sentence. Partners should write down their sentences and be prepared to read them to the class and explain how they used pronouns to improve their sentences. Say: Remember, you can use pronouns to make your sentences sound less repetitive. You must make sure the pronoun agrees with its antecedent.

Share Practice Revisions

Bring students together and invite partners to read aloud their revised sentences and explain how they made their revisions. Record students’ sentences and post these as models for students to use as they revise their own reports.

3. Independent Writing and Conferring

Say: We learned how to use pronouns in place of nouns and to make sure they agree with their antecedents. This helps make our writing clear and precise. When we write informational reports, it is especially important that our text is accurate.

Encourage students to focus on pronoun use when 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 for word choice.

Strategies to Support ELs

Beginning

Work one on one with ELs to introduce the concept of pronouns. Use gestures and simple sentences to communicate with students. For example, Say: This is Jim’s desk. It is his desk. That is Marie’s book. It is her book. Have students repeat after you.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity. Support oral language by writing simple sentence frames on chart paper and modeling how students can use them to revise the practice sentences. For example:

The ball is Penny’s.
The ball is ______.
The club sends out a newsletter.
_______ sends out a newsletter.