Revise Your Procedural Text for Sentence Structure

1. Focus

Explain Revising for Sentence Structure

Say: Sometimes when we complete our drafts, we assume we’re done, but we’re not. One of the most important parts of writing is revising the text to make it stronger. Today we’re going to focus on revising sentences to make our writing clearer and more interesting to read. You can do this by varying the length or your sentences, by starting sentences with different words, and by using dependent clauses. All of these strategies will help you become a better writer and will help keep readers interested in your procedure.

Model Revising for Sentence Structure

Display the modeling text (without revisions) on chart paper or using the interactive whiteboard resources. Ask students to listen as you read aloud the steps based on “How to Draw a Sleepy Sun.”

Modeling Text

Say: All of the sentences start with the same word. And they sound about the same—short and choppy. Let’s see how I can revise to make the sentences flow better.

Read step 1. Say: Both of these sentences start the same way. I can cross out the first sentence and give a better description of what I am drawing. Then I can put an explanation of what is being drawn, “These are the hills,” after the instruction to draw it. Also, I’d like to add a definition of arcs. Besides helping the reader to know what the word means—“curves”—it will create variety by adding to the length of the sentence. Model making the revisions.

Read step 2. Say: Again, the sentence starts with the word draw. I can use the structure that I used in the first step and add the explanation, “This is the sun,” after the instruction. Model making the revisions.

Read step 3. Say: I want to change the way this sentence starts for a couple of reasons. One is to begin with a different word. The other is that readers need to know what they’re doing here. They’re supposed to make the sun’s eyes. I can use a dependent clause to tell them to do this. Model making the revisions.
2. Rehearse

Practice Revising for Sentence Structure

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

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1. Begin at the school’s front door.
2. Then walk one block.
3. Then turn right.
4. Then walk two blocks.
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Ask students to work with a partner to revise the sentences using varied sentence structures. Partners should write down their sentences and be prepared to read them to the class and explain how they varied their sentences. **Say:** Remember, using different sentence structures in your writing makes your writing easier to follow and more interesting for the reader.

**Share Practice Revisions**

Bring students together and invite partners to read aloud their revised sentences and explain how they varied sentence length, used different words to start sentences, and used dependent clauses. Record students’ sentences and post these as models for students to use as they revise their procedural texts.

3. Independent Writing and Conferring

**Say:** We just learned how to revise procedural text to make the sentences more varied. Remember that using sentences of different lengths and starting sentences with different words helps to keep readers interested. Using dependent clauses can make your writing clearer. As you revise your procedural text, remember to watch for opportunities to vary your sentences.

Encourage students to focus on sentence structure 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.

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**Strategies to Support ELs**

**Beginning and Intermediate**

Beginning and intermediate ELs may have difficulty with this skill. While other students collaborate on the partner 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 procedural text, you might work with students on writing or drawing the steps for a simple task.

**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 this English/Spanish cognate: **variety/la variedad.**