Edit Your Persuasive Essay for Grammar

1. Focus

Explain Editing for Grammar

Say: We’ve spent a lot of time revising our persuasive essays so that they say what we want them to say. We still need to edit our writing for grammatical correctness. Today we are going to edit our persuasive essays for correct use of comparatives and superlatives. A comparative adjective compares two things together. A superlative adjective compares two or more things together. We use -er at the end of comparatives and -est at the end of superlatives.

Model Editing for Comparatives and Superlatives

Display the modeling text (with errors) on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the sentences aloud and look for grammatical errors in your writing.

Modeling Text

1. Clancy has the highest score of all the students in the class.
2. Students scored lower on tests at the end of summer than they did at the beginning of summer.
3. Of her group of friends, Maria spent the longest time studying for the test.

Objectives

In this mini-lesson, students will:

• Learn to edit a persuasive essay for grammatical correctness, focusing specifically on comparatives and superlatives.
• Edit practice sentences and share their edits with the class.
• Discuss how they can apply this skill to their own independent writing.

Preparation

Materials Needed

• Chart paper and markers
• Persuasive Essays Checklist
• Student dictionaries
• Several pencils or other familiar classroom objects
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts (with errors) onto chart paper prior to the lesson.

After sentence 1. Say: This sentence contains the adjective high. When I read the rest of the sentence, I can see that Clancy’s score is being compared to a group of students. There is more than one other student. So, we need to add the suffix -est to make the word highest. We will use a caret to insert -est.

After sentence 2. Say: In this sentence, we are comparing one time of year against another time of year. Since we are only comparing two things, we can use the suffix -er. We will add the suffix -er to make the word lower.

After sentence 3. Say: In this sentence, the time Maria spent studying for the test is being compared to the time a group of her friends spent studying. Since we are talking about more than two people, we use the suffix -est to make the word longest.
2. Rehearse

Practice Editing for Comparatives and Superlatives

Display the practice text (with errors) on chart paper or using the interactive whiteboard resources.

<table>
<thead>
<tr>
<th>Practice Text</th>
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<tbody>
<tr>
<td>1. Aya had to study <strong>harder</strong> than Jeffrey for the math test.</td>
</tr>
<tr>
<td>2. Of all the sixth-grade classrooms, Mrs. Rodriguez’s classroom was the <strong>largest</strong>.</td>
</tr>
<tr>
<td>3. Juanita’s basket of strawberries is <strong>smaller</strong> than Lisa’s.</td>
</tr>
<tr>
<td>4. Students in the United States have the <strong>longest</strong> summer vacation of North American countries.</td>
</tr>
</tbody>
</table>

Ask students to work with partners to edit the text for correct use of comparatives and superlatives. Partners should write down their edited sentences and be prepared to read them to the class and explain how their changes improved the sentences. Remind students to consult the dictionary for help with spelling comparatives and superlatives.

**Share Practice Edits**

Invite volunteers to read aloud their edited sentences and explain how their edits improved their writing. Make the changes to the sentences on chart paper or using the interactive whiteboard resources to model how to use proofreading symbols during the editing process. Discuss and support students’ use of proofreading symbols.

3. Independent Writing and Conferring

**Say:** We just learned how to edit our persuasive essays to improve our grammar. One important thing to look for in our writing is the correct use of comparatives and superlatives. Remember, good writers find and correct errors in their writing before taking their work to completion. That way, your readers will pay attention to your message rather than to your mistakes.

Review the Persuasive Essays Checklist (page 63) and encourage students who are at the editing stage of their independent writing to focus on editing for grammar and other conventions of good writing. During conferences, use the prompts on your conferring flip chart to support students’ independent or peer editing.

4. Share

Bring the class together. Invite volunteers to discuss errors they found and were able to correct in their persuasive essays.

**Strategies to Support ELs**

**Beginning**

Use concrete objects to model the differences between comparatives and superlatives. For example, show students three pencils—one short, one longer, and one longest. Point to the three pencils. **Say:** This pencil is the **shortest**. This pencil is the **longest**. (Then compare two of the pencils.) This pencil is longer than this pencil. This pencil is shorter than this pencil. Help students use comparatives and superlatives to compare objects in the classroom.

**Intermediate and Advanced**

Pair students with fluent English speakers to complete the practice sentences.

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: correct/corriger, edit/editor.