

### Lesson 4: Revise (Linking Words)



2.L.1.i., 2.W.1., 2.W.2., 2.W.3.

#### Objectives

##### Teacher Objectives

###### Students Will Be Able To...

- combine sentences in their opinion pieces by using linking words such as *because*
- connect thematically related sentences by using linking words or phrases like *for example* or *also* before the second sentence
- use a checklist to rate the clarity of their drafts

##### Student Objectives

###### I Can...

- revise my draft by adding linking words or phrases to connect related ideas
- use a checklist to make sure my draft is clear and easy to follow

#### Items used in this lesson

- Reference Texts: [Earth's Water](#)
- Checklist: [Revising Checklist](#)

#### Writing Practice

- Checklist: [Revising Checklist](#)
- Writing Practice: [Revising Practice](#)

#### Pre-Instructions

##### Materials & Preparation

- [Module cheat sheet](#) ⓘ

#### Instruction

##### Set the Stage

5 mins

1. **Provide** an actual opinion text taken from a magazine or an online source.
2. **Discuss** whether or not the audience and purpose can be determined from the piece.
3. **Ask** students to identify supporting reasons and details that the author uses to persuade the reader of their opinion.

##### I DO: Teach

10 mins

A lesson that provides instruction in a skill, strategy, or concept. This section can be delivered by the teacher or digitally via the video below. Use the resources provided, or substitute with your own.

VIDEO

1. **Explain** that revising is the stage in the writing process when writers reread their drafts to see how they can make their writing clearer for their audience. One thing writers do when they revise is make sure their ideas are connected in a way that makes sense. Remind students that linking words can help connect the opinion to the reasons and the reasons to the supporting details.
2. **Display** the first draft from the module cheat sheet from Lesson 3. Partner students and have them briefly share ideas for how they would use additional linking words or phrases to better connect the opinion, reasons, and supporting details in the teacher writing sample.
3. **Model** how to revise the draft. Use the phrase *another reason is* to link the second reason to the opinion.

[Sample Dialogue](#)

Think aloud: I have used the linking word *because* to connect my opinion and first reason. I used the linking phrase *for example* to link my detail to the first reason. Do I need to use more linking words and phrases to connect my ideas? I think so. It's not very clear where my second reason begins. I know! I will use the phrase *another reason is* to link my second reason to my opinion so that the sentence says *Another reason water is important is that people depend on water for many things.*

1. **Demonstrate** how to use a caret to add words when you're revising a hard copy of your writing. Show students what a caret looks like and how to insert it. If you're revising on a computer, show them how to move the cursor to the right place in the text and start typing.
3. **Model** adding more linking words.

[Sample Dialogue](#)

Think aloud: I think my paragraph is stronger now, but I think it could use at least one more linking word. I'll add the word *also* in front of the second piece of evidence from the text *Earth's Water* so that the sentence reads *Also, the author of Earth's Water says that it is important for fighting fires.* This linking word shows that this sentence is a new detail that supports my reason.

3. **Read** the complete revised draft to students. Discuss with students how the linking words better shows the connection between ideas in the paragraph.

**Check for Understanding**

Check your students' understanding by using the game below.

GAME

 **Digital Writing Tip**

If students are writing on a digital program, have them practice moving the cursor to the place where they want to add text.

**WE DO: Guided Practice**

15 mins

A time to extend learning by applying the content of the lesson to a writing sample. Guided practice can be delivered to the whole class or to a small group, or modified for additional support or differentiated instruction. Use the resources provided, or substitute with your own.

1. **Remind** students that effective writers revise their drafts by rereading what they wrote and asking themselves questions about what they wrote.

[Sample Dialogue](#)

Prompting Questions:  
 - Does this make sense?  
 - Is the opinion supported by strong reasons, evidence, details, and words?  
 - Did I use linking words or phrases to connect my ideas?

2. **Display** the [Revising Checklist](#) and [Revising Practice](#) of a brief opinion text on a new topic. Read the student writing sample to students
3. **Review** the parts of the revising checklist.
1. **Pair** students and give each pair a copy of the revising practice paragraph and revising checklist. Guide them through the checklist step by step. Have them use the checklist to rate the text and point out where they think revisions are necessary.
3. **Have** students note places where they could combine sentences using linking words or phrases.

3. **Ask** students to share how they rated each part of the opinion text and why. Have them set goals for revising the paragraph based on their rating. Review the students' revision ideas.
7. **Discuss** as a class places where they could combine sentences with helping words. Have students share with a partner how combining sentences can make the writing stronger.
3. **Brainstorm** ideas for a strong title for the opinion text. Encourage them to think of a title that will get readers' attention.
3. **Ask** students if they think the closing sentence is strong as it is. Remind them to check that the closing sentence restates the writer's opinion.

 **Teacher Tip**

If any students have experience with gardens, invite them to share their experiences with the class.

## You Do: Independent Practice & Teacher Conferencing

25 mins

### Student Writing Practice

25 mins

Encourage students to use all of the revision strategies they've learned as they revise their writing. Allow more than one day for revisions. Not all targets need to be met in one independent writing session.

1. **Reread** your draft from Lesson 3
2. **Use** the Revising Checklist to review your draft
3. **Find** places where you can add linking words or phrases to connect ideas
4. **Use** carets to indicate where you want to add words if you are revising a hard copy
5. **Use** a strong introduction and conclusion
3. **Create** a title that will get readers' attention

 **Teacher Tip**

Allow students to peer conference by sharing their revisions with a peer and giving helpful feedback.

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### Teacher Conferencing

Use independent writing time to confer with students, make informal observations, keep anecdotal records on students' progress, differentiate instruction, pull students for small group instruction, or conduct formative assessments.

1. **"Look Fors"** in this lesson. Are students doing the following:
  - rereading their draft and identifying places where linking words are needed
  - checking for a strong opening and closing to their opinion text
  - adding a title that will get readers' attention
2. **"Look Fors"** from previous lessons. Are students doing the following:
  - including all the elements of an opinion piece
  - using linking words or phrases to connect opinions to reasons and supporting details

 **Conferencing Tip**

Pay close attention to how students are using the strategy from the lesson. Assist students in using the revising checklist to rate their opinion texts and to add linking words to connect ideas where needed.

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**How will students see this assignment?**

**Writing Main Quest**

Unit = **World 2**

Module = **Mission 4**

Lesson = **Level 4**

## Closure

5 mins

An opportunity to conduct an informal assessment, have students reflect on their learning, or celebrate successes.

### 1. Author's Chair

- Choose a student willing to share their writing with the class.
- Use this student's writing to model how to provide feedback.
- Create an anchor chart

## Post-Instruction

### Enrich & Reteach

Lesson plans can be adjusted to support students who are struggling and can be enhanced for students who are proficient.

1. **Reteach:** To provide extra support, slow the lesson down, devote more time or multiple days to instructing on each component, or provide extra examples or practice with the new learning.
2. **Enrich:** To provide enrichment, challenge students to address their audience by elaborating on their writing by adding details and examples, or descriptive words and phrases.