

TES Sentence Revision Openers

Sentence Revision Openers is a fast-paced, whole-class activity, designed for direct instruction. Used as a warm-up or transition activity, Sentence Revision Openers provides effective writing practice. The problem-solving format will challenge the divergent thinkers in your class and significantly improve student writing. As part of the comprehensive *Teaching Essay Strategies* writing program, found at www.penningtonpublishing.com, **Sentence Revision Openers** help your students improve writing style and grammatical sentence variety.

Odd numbered activities focus on essay writing style, while even numbered activities focus on grammatical sentence variety. I suggest that you use this activity twice per week for the entire year. Each Sentence Revision activity should take no longer than ten minutes. Simply copy the worksheets for your students and make transparencies for each **Sentence Revision Openers** activity, or turn on the LCD Projector, Elmo®, or Smartboard® and you are ready to teach.

Begin by announcing the purpose of the activity by reading the “Revision” task out loud. Then, instruct students to copy down the “Definition” as you provide any necessary vocabulary help or build prior knowledge to help students understand the revision task. Next, read and explain the “Example(s)” out loud. Finally, have students “Revise the following sentence...” and then solicit a few answer responses.

The “Teaching Hints” section is designed to equip the teacher “on the fly,” so that no advance preparation is needed.

Grading

Have students share their **Sentence Revision Openers** out loud. Students will have many creative ways to complete the revision. I suggest that you have students grade the Sentence Revision in this manner: Say, “If one of the student answers that is shared matches your Sentence Revision, write +__ points in the left margin. If you are unsure if your Sentence Revision is correct, leave it blank for the teacher to grade.” Make sure to award participation points for copying down the entire “Definition.”



Sentence Revision Openers Worksheet

Sentence Revision # ____ Definition: _____

Sentence Revision: _____

Sentence Revision # ____ Definition: _____

Sentence Revision: _____

Sentence Revision # ____ Definition: _____

Sentence Revision: _____

Sentence Revision # ____ Definition: _____

Sentence Revision: _____

Sentence Revision # ____ Definition: _____

Sentence Revision: _____

Sentence Revision # ____ Definition: _____

Sentence Revision: _____

TES Sentence Revision Openers #1

Revision—Delete unnecessary **modifiers**.

Definition—An unnecessary **modifier** is an adjective or adverb that does not add meaning to the sentence.

Example:

You can express any particular point of view.

This sentence can be better revised as...

You can express any point of view.

Revise the following sentence by deleting unnecessary modifiers:

Paul is definitely the best candidate for the actual position.

Teaching Hints:

An adjective describes a noun or a pronoun—asking How Many? Which One? Or What Kind?

An adverb describes an adjective, adverb, or verb—asking How? When? Where? Or What Degree? The following words frequently serve as unnecessary modifiers: *actual(ly)*, *basic(ally)*, *definite(ly)*, *general(ly)*, *kind of*, *particular(ly)*, *real(ly)*, *sort of*, *specific(ally)*, and *type of*.

Possible Answer:

Paul is the best candidate for the position.

TES Sentence Revision Openers #2

Revision—Start a sentence with a **prepositional phrase**.

Definition—A **prepositional phrase** describes location, tells time, or shows a relationship. It begins with a preposition and ends with a connecting object (a noun or pronoun).

Examples:

- *Describes location*

Behind the cabinet, he found the missing piece.

- *Tells time*

During the game, the umpire made mistakes.

- *Shows a relationship*

Except for Steven, they all left the party early.

Revise the following sentence with a prepositional phrase sentence opener:

The rabbit escaped the farmer by going under the fence then through the cornfield.

Teaching Hints:

Place a comma after a prepositional phrase sentence opener when a noun or pronoun follows.

Possible Answer:

Under the fence then through the cornfield, the rabbit escaped the farmer.

Writing Domain and Form Openers

Name _____

Informative/Practical

Definition: The practical/informative writing domain explains and interprets factual information.

Directions

Change the form of the following excerpt to a present-day police report in the spaces provided below the text.

The Trojan Horse

For ten long years the Greeks had tried to conquer the city of Troy without success. The

city walls were so thick and high that the Greeks could not enter the Trojan fortress through

force. Then one day the Greeks thought of a clever plan. They built a giant, wooden horse with a

hollow belly. A small group of Greek soldiers climbed into the hollow opening, and sealed it up.

The wooden horse was then wheeled to the front of the city gates. Meanwhile, the rest of the

Greeks went back to their ships and appeared to sail away.

Thinking that the horse was a gift left to honor the brave people of Troy, the Trojans

brought the horse into their city and began to celebrate. In the early hours of the morning, while

everyone was asleep, the Greeks unsealed the belly of the horse, and climbed down from it.

Silently, they killed the Trojan guards at all the city gates. The gates were then opened and the

Greeks, who had only pretended to sail for home, captured the city and won the Trojan War.

TES Writing Style Rule Openers

Directions: Read the posted **Writing Style Rule**. Make up your own “Writing Style Rule Breaker,” like the posted **Writing Style Rule**, that illustrates the problem in writing style. Then, re-write the “Writing Style Rule Breaker” as a “Writing Style Revision,” following the rules of proper writing style.

Writing Style Rule Breaker #1 _____

Writing Style Revision _____

Writing Style Rule Breaker #2 _____

Writing Style Revision _____

Writing Style Rule Breaker #3 _____

Writing Style Revision _____

Writing Style Rule Breaker #4 _____

Writing Style Revision _____

Writing Style Rule Breaker #5 _____

Writing Style Revision _____

TES Transition Word and Phrase Openers

Directions: First, write down the highlighted **Transition Word or Phrase** that your teacher has posted. Then, write a three-sentence paragraph (topic sentence and two detail sentences) to respond to the writing prompt that your teacher has posted. Include the **Transition Word or Phrase** in your paragraph and circle it.

Transition Word or Phrase _____

Paragraph _____

Transition Word or Phrase _____

Paragraph _____

Transition Word or Phrase _____

Paragraph _____

Transition Word or Phrase _____

Paragraph _____

Transition Word or Phrase _____

Paragraph _____

TES Writing Fluency Assessment 1

Writing Direction Word: *describe*

The Peace Corps

Margin Notes

In 1961, President John Kennedy founded the Peace Corps. The purpose of the program is to promote world peace and friendship among nations by sending American volunteers to serve the poor in the United States and in other countries. Peace Corps volunteers work in a wide variety of assistance programs that promote better education, health, agriculture, and housing.

Recently, the Peace Corps has helped refugees (people forced to leave their country) from Africa. The Peace Corps worked with these refugees to find them new homes and jobs.

Writing Prompt

The Peace Corps has played an important role in relationships between the United States and other countries since its beginnings in 1961. It is one of the few government programs from this time period that has stayed true to its original purpose. Describe the key goals of this service program.

(2) Thesis Statement

Pre-Write

List the key features of both body paragraphs in the appropriate boxes.

“Features Chart”

(3) Topic Sentences	(4) Major Details	(5) Support Details
(3)	(4) (4)	(5) (5)
(3)	(4) (4)	(5) (5)

Analytical Rubric

Essay Scoring Guide

5=Advanced 4=Proficient 3=Basic 2=Below Basic 1=Far Below Basic

<u>Essay #1</u>	<u>Writing Standard</u>	<u>Essay #2</u>
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Writing Structure

- | | | |
|-------|--|-------|
| _____ | Thesis statement states the subject and responds to all of the writing prompt. | _____ |
| _____ | Introduction paragraph uses a variety of Introduction Strategies. | _____ |
| _____ | Topic sentences state the main ideas of each body paragraph. | _____ |
| _____ | Major details and minor details use a variety of Types of Evidence. | _____ |
| _____ | Conclusion paragraph uses a variety of Conclusion Strategies. | _____ |

Essay Content

- | | | |
|-------|---|-------|
| _____ | Thesis Statement establishes a clear purpose or point of view. | _____ |
| _____ | Essay maintains a consistent focus on the central idea of the Thesis Statement. | _____ |
| _____ | Introduction Strategies effectively engage the reader. | _____ |
| _____ | The essay evidence offers convincing support or proof. | _____ |
| _____ | Conclusion strategies effectively respond to the main points of the essay. | _____ |
| _____ | Essay maintains a sense of the audience i.e., the reader. | _____ |

Writing Style

- | | | |
|-------|--|-------|
| _____ | Essay uses a variety of sentence patterns. | _____ |
| _____ | Essay uses a variety of transitions. | _____ |
| _____ | Word choice and vocabulary is appropriate for the essay. | _____ |

Writing Conventions

- | | | |
|-------|--|-------|
| _____ | Spelling is correct. | _____ |
| _____ | Grammar is correct and sentences are complete. | _____ |
| _____ | Punctuation and capitalization are correct. | _____ |

Totals

_____		_____
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