Author’s Craft: Word Choice (Adjectives)

Objectives

Concepts About Print
• Use appropriate uppercase letters and end punctuation.
• Put spaces between words.

Oral Language and Grammar
• Share a personal experience.
• Use complete sentences.
• Use common nouns, adjectives, and personal pronouns.

Purposeful Phonics Connections
• Apply phonics knowledge to encode unknown words.
• Write high-frequency words.

Reflecting Reading in Writing
• Visualize and use descriptive language.
• Ask questions to add appropriate adjectives.
• Understand that a personal narrative has a beginning, a middle, and an end.
• Analyze features of a personal narrative.
• Reread from the beginning of a sentence or text.

Writing
• Write a personal narrative.

Materials
• Teacher’s draft of personal narrative (from Week 10, Day 3)
• Personal Narratives anchor chart (from Week 9)
• Personal Narratives graphic organizer (BLM 1)
• Blue, red, and green markers

1. Focus (15 Minutes)

Say: Yesterday we learned that we can add describing words to our personal narratives to make them better. Let’s add this idea to our Personal Narratives anchor chart. Refer to the anchor chart posted in the classroom. Review with students what is on the chart before adding the last bullet about adding describing words.

Writing My Personal Narrative
• I write about a real event in my life.
• I write about characters, or people.
• I tell the setting, or where the event happens.
• I tell a problem that happens.
• I tell the resolution, or how someone solves the problem.
• I tell a beginning, a middle, and an end.
• I add describing words.

Personal Narratives Anchor Chart

Say: Today we will look at a personal narrative I wrote. I will see if I can add describing words to make my writing more interesting and easier to understand. Display a draft of a personal narrative you wrote, for example, from Week 10, Day 3. Ask students to reread your draft with you. Think aloud and model how to ask yourself questions to help you add appropriate adjectives. Say: I ask myself questions to help me decide where I can add adjectives. I ask myself, “What can I say about my cousin?” and “How can I describe the school?” My cousin is older than me. I could add that. My school is fun and new. I could write that in my sentence.

Demonstrate how you revise the sentence by inserting a caret and adding an adjective above it in one or two sentences to make them more specific. Invite students to offer suggestions as well.

I started at a new school. I only knew my older cousin. I felt scared!

My cousin shared his friends. Then I made my own friends. I loved my fun, new school!

Sample Personal Narratives Draft
Ask students to read your revised personal narrative with you. **Ask:** How does adding describing words make my narrative better? (Allow responses.) Now readers can better understand why I was scared and how happy I was when I started having fun at my school.

Put your personal narrative aside. **Say:** Today as you continue to write your personal narratives, think about how you can make them more descriptive.

### 2. Rehearse (5 MINUTES)

Distribute students’ writing folders. **Say:** Turn to a partner. Tell your partner about one part of your personal narrative that you will improve by adding describing words. Move among the pairs of students to monitor and support their efforts.

### 3. Independent Writing and Conferring (20 MINUTES)

Support students as needed as they plan, draft, or revise their personal narratives. Allow students to get ideas and help from one another as well, and use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations. When you finish, invite students to color-code their drafts by underlining the characters in blue, the setting in red, and the problem in green.

### 4. Share (5 MINUTES)

Invite two or three students to share their drafts. Point out and celebrate examples of strong descriptive words. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

---

### Sample Responsive Conferring Prompts to Support and Scaffold Writers

#### Goal Oriented
- I will reread and think about describing words I can add. I know that strong writers use describing words to help readers picture what’s happening.
- I will reread to see if I can start this sentence in a different way.

#### Directive and Corrective Feedback
- Reread this sentence. How can you add describing words to make this a stronger sentence?
- How did you feel when this happened? What word or words could you add to help readers understand your feelings?
- You used this word several times. Can you think of other words you could use instead to vary your writing?

#### Self-Monitoring and Reflection
- What are some ways you can improve your word choice when you go back and revise your message?
- Show me a place in your writing where you think you used strong words. Show me a place where you think you could improve your writing.

#### Validating and Confirming
- I like the way you revised this sentence by adding some describing words.
- You noticed that you forgot to use end punctuation on this sentence and you fixed it. Strong writers look for errors like that so they can make their writing clearer.

---

### Teacher Tip

Keep the Personal Narratives anchor chart on display in the classroom and encourage students to refer to it both as a writing tool and as a checklist for editing and revising their writing.