Author’s Craft: Word Choice (Adjectives)

Objectives

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
• Revise for word choice.

Materials
• Teacher’s draft of personal narrative (from Week 12, Day 1)
• Any student drafts of personal narratives (from Weeks 9–12)

1. Focus (15 minutes)

Say: I have been showing you how I can add describing words to my personal narratives. Why do we need to include describing words? (Allow responses.) Let’s look at another personal narrative I wrote and see if we can make it better.

Display your personal narrative draft (without describing words) from Week 12, Day 1 and ask students to reread it with you. Think aloud and model how to ask yourself questions to help you add appropriate adjectives. Say: My readers might wonder why Kira didn’t shut the door. I ask myself, “Why didn’t Kira shut the door?” I need to explain that the door was heavy and hard to shut. I also ask myself, “Where was the park?” I need to explain which park Rex ran away to.

Demonstrate how to insert a caret and add an adjective above it in one or two sentences to make them more specific. Invite students to offer suggestions as well.

Sample Personal Narratives Draft

Kira came to visit. She did not shut the **heavy** door. My dog Rex ran away!

Kira and I asked Mom to help us look. We found Rex at the **neighborhood** park. He was playing with his friend!

Ask students to read your revised personal narrative with you. Ask: How do my revisions make my personal narrative better? (Allow responses.) Remember to think about adding good describing words when you write.

Put your personal narrative aside. Say: Today you will reread your own personal narrative and look for places where you could make your writing stronger by adding adjectives. Your partner will help you do this, and so will I!
2. Rehearse (5 MINUTES)

Distribute students’ writing folders. Invite each student to work with a partner to revise a draft he or she wrote earlier. **Say:** Decide whose draft you will revise first. Read the draft together and ask each other questions about it. Use the answers to the questions to help you think of describing words you could use. **When you are done, do the same thing with your partner’s draft.** Move among the pairs of students to monitor and support their efforts.

3. Independent Writing and Conferring (20 MINUTES)

**Say:** Now add the describing words to your drafts. Use a caret to put each word in the right place. Remember that you don’t need to add a describing word to every sentence. **Adding one or two new words is fine.** If any students have difficulty coming up with adjectives to add, ask questions to guide them and then assist them in inserting carets and words in the proper spots. You can also use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

When students finish, **say:** Now reread your personal narrative to your partner and explain how the describing words you added make it better.

4. Share (5 MINUTES)

Invite two pairs to share their revised drafts. Point out and celebrate examples of specific adjectives students used in their drafts or added to their writing later. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.

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

**Goal Oriented**
- I ask myself questions to help me choose better words to use.
- I could describe ______ with the word ______.

**Directive and Corrective Feedback**
- What is the ______ like?
- How could you describe that? What words could you use?
- Try ______. Would that work?

**Self-Monitoring and Reflection**
- What did you ask yourself here (pointing)?
- What word did you use to describe ______?
- How could you make that sentence even better?

**Validating and Confirming**
- You wrote the word ______! I like the way you worked that out!
- You asked yourself questions to help you add describing words. That’s something strong writers do.
- You thought about several different words and chose ______. That will help readers understand ______ better.
- You went back and fixed your writing. Strong writers do that to make their writing the best it can be!

**Teacher Tip**

Continue to add to the word bank of adjectives you started in the Journals writing unit as students discover new examples in their reading and writing. Encourage students to refer to the list as they revise their work.