Use Advanced Nouns

1. Focus

Explain Using Advanced Nouns

Say: As writers of informational text, we will sometimes write about complex topics. When we do this, we want to describe the topic clearly and accurately, so we have to choose our words carefully. To be precise with our information, we may need to use more difficult and technical words. Also, informational reports often have a formal tone that requires the use of more sophisticated words. For example, in a written report, you would use the words child and children instead of the words kid and kids. You don’t need to use advanced nouns just to show off, but you can them when these are the words that best fit your explanation or your tone. Today I’m going to show you how to include advanced nouns in your informational text so you can write more precise and sophisticated sentences.

Model How Writers Use Advanced Nouns

Display the modeling text on chart paper or using the interactive whiteboard resources.

1. Then Sperry flashed a picture of an object on the left side of the screen. Let’s say the object was a spoon. Sperry asked the man to describe what he saw.

2. For centuries, scientists have known that the human brain looks as if it is divided into two halves, but they never completely understood why.

Modeling Text

Read example 1. Say: In each of the first two sentences, I see the word object. The writer could have used the word thing, but object sounds more specific and formal for this description of a scientific experiment. I know that it’s important to think about how your words sound when you are writing about a complex topic such as the brain. This report writer uses advanced nouns to make her sentences sound formal and informative.

Read example 2. Say: I notice an advanced noun in the first sentence—the word halves. Instead of halves the writer could have used the word parts or the word pieces. However, the word halves, which means “two parts,” is more accurate and precise. I can see how the use of an advanced noun can be important in an informational report to make sure the message is clear and the information is delivered accurately.
2. Rehearse

**Practice Writing Using Advanced Nouns**

Display the practice text on chart paper or using the interactive whiteboard resources. Explain that the sentence is part of an informational report that could be improved by choosing a more advanced noun.

The dog felt a hurt in its body, so its owners took it to the dog doctor.

**Practice Text**

Ask students to work with partners to change and possibly add to this sentence using at least one advanced noun. Students may rework the sentences in any way they choose. Remind students that an advanced noun is a more sophisticated or specific way of naming a thing. Encourage them to find the nouns in the sentence and decide whether any could be replaced by a word that is more specific or formal. If necessary, encourage students to specify a type of dog, replace the word hurt, tell where it hurt, or find another word for the term dog doctor. Pairs of students should write down their sentences and be prepared to read them to the class and explain how they used advanced nouns. Encourage students to define the nouns they use.

**Share Practice Sentences**

Bring students together and invite partners to read their sentences aloud and explain the word choices they made. Record students’ sentences and post these as models for students to use as they write or revise their own persuasive texts.

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**3. Independent Writing and Conferring**

**Say:** We learned that using advanced nouns can allow writers to be more specific or sophisticated in an informational text. Remember, good informational reports include precise, accurate information, and they often take a formal tone. When you write your informational text, remember to include advanced nouns appropriately.

Encourage students to think about using advanced nouns as they draft or revise their informational reports during independent writing time. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

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**4. Share**

Bring the class together. Invite volunteers to read a sentence of text that contains an advanced noun. Ask them to explain how the word makes the sentence more precise or sophisticated.

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**Strategies to Support ELs**

**Beginning**

Work with photographs to help students name items using simple nouns (photographs are available using the interactive whiteboard resources). If possible, encourage students to use different words to describe the same photograph. Model as necessary. For example, show a photograph of a house. **Say:** This is a building. This is a house. This is a home.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity.