Revise for Word Choice

1. Focus  (15 minutes)

Display page 13 of the mentor big book using the big book or interactive whiteboard resources. Discuss the photograph and read the journal entry together. **Ask:** Did you notice what Tom did in the first sentence? What word did he use to describe the walk? (Allow responses.) That’s right. He used the adjective **long** to describe the walk. How did he describe the birds? (Allow responses.) He used the word **awesome** to make his writing more exact and interesting. Now his readers know that he didn’t just see a sparrow or a robin. He saw some different kinds of birds. Strong writers work hard to use just the right describing words for their readers. Let’s review what else writers do in their journals.

Refer to the posted Journals anchor chart and read it aloud with students. Then tell students that you are ready to draw and write in your journal. **Say:** After I write, I will see if I can add just the right describing words to make my writing even better.

Model how to close your eyes and visualize an idea, using the think-aloud below as an example.

**Ask:** Do you like milkshakes? I do, especially in the summer when it’s hot outside. My favorite flavor is chocolate. Sometimes I order a milkshake at a restaurant, and sometimes I make my own. Now I will choose which details to draw. I will draw a picture of me drinking a milkshake on a hot summer day.

Model drawing the scene on chart paper. Then **say:** I will write “Today is hot, and I am thirsty. A milkshake is the perfect treat!” As you write, continue emphasizing and modeling the writing skills detailed in Weeks 1–5.

Ask students to reread the journal entry with you. **Say:** I wrote the most important details and used complete sentences. I used uppercase letters where I should have, and I put end punctuation on each sentence. I think my message could be better if I add a describing word about the milkshake. What words could I add that would help my readers visualize the milkshake? (Allow responses.) **There are many words I could use:** **tasty, cold, thick, creamy.** I think the word **creamy** best describes what the milkshake looks and tastes like.

Demonstrate how to insert a caret before the word **milkshake** and add the word **creamy** above the caret. Then ask students to read your new, improved sentence with you. **Say:** That’s better! Now my readers can imagine what the milkshake looks and tastes like.

**Today is hot, and I am thirsty. A creamy milkshake is the perfect treat!**

**Modeling Text**
2. Rehearse (5 minutes)

Invite students to close their eyes and visualize an experience to draw and write about in a journal. **Say:** Tell your partner about your idea. Tell what happens and how people feel. Tell “who” or what your sentence is about and act out the action to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
- I remember ______.
- I felt ______.

3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing journals. Invite each student to draw a picture of what he or she described to a partner and to write as many sentences as possible. Continue to support students at whatever stage of writing development they are in. Help students circle any adjectives they include, or ask questions to determine if they could add an adjective to a sentence. Assist them by inserting a caret and the word in the proper spot. Alternatively allow students who would like to add an adjective to get ideas and support from other students.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 minutes)

Invite two or three students to share their drawings and written messages. Point out and celebrate examples of specific adjectives students used in or added to their writing. You may also 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 use the word ______ to describe ______.
- Strong writers use describing words to make their writing more interesting. I will look for ways to do that in my writing, too.

**Directive and Corrective Feedback**
- How could you describe ______? What word(s) could you add to your sentence?
- Reread what you’ve written so far. Does your writing help your readers picture what’s happening? How could you help them even more?
- You could add a describing word here. Tell how you felt.

**Self-Monitoring and Reflection**
- Show me where you think you used describing words well. Show me where you think you could make your writing better by adding describing words.
- What part of the writing gave you the biggest challenge? What did you do to help yourself?

**Validating and Confirming**
- You went back and added describing words to make your sentences more interesting. That’s what strong writers do.
- I can picture your sentence in my mind. You used some nice describing words!
- You worked very hard to add words that will help your reader visualize your writing!

**Teacher Tip**

Keep the Journals 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.