Use Specific and Accurate Language

1. Focus

Explain Using Specific and Accurate Language

Say: When I write a procedural text, I want my readers to know exactly what to do. I want to use specific and accurate language that shows readers, with words, how to follow the procedure. For example, if I’m telling how to make a cake, I want to use words that precisely describe the measurement of ingredients. I want to be descriptive, using language that shows with words what the batter and the finished cake should look like. It helps readers follow the steps when they can visualize, or make pictures in their minds. Today I’m going to show how you can write with specific and accurate language to show with words.

Model How Writers Use Specific and Accurate Language

Display the modeling text on chart paper or using the interactive whiteboard resources. Tell readers that these are steps from the procedural text, “How to Draw a Sleepy Sun.” Read the steps aloud.

2. Draw two arcs, or curves, across the paper. These are the hills.
5. Then grab your markers and color your scene. Use green for the hills and yellow for the sun. The sky is blue with streaks of pink, purple, red, and orange.

Modeling Text

Read step 2. Say: The author uses very precise terms to tell what to do. She writes, “Draw two arcs, or curves . . .” Then she helps me visualize these curves with the description, “These are the hills.” I can see what the cartoon should look like so far, and I know what I need to do to create the drawing.

Read step 5. Say: I’ve skipped ahead to the final step. Here the author uses many descriptive color words to help us see how the finished cartoon should look. She doesn’t leave it at “Then grab your markers and color your scene.” Instead, she tells specifically which colors to use and where. She shows us with words, such as the sentence, “Use green for the hills and yellow for the sun.” These specific words help me follow the procedure if I want to draw the sun exactly as she proposes.
2. Rehearse

Practice Using Specific and Accurate Language

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

Draw a picture of a flower.

**Practice Text**

Ask students to work with a partner to add specific and accurate language to show with words how to draw a very simple flower. Pairs of students should write down their sentences and be prepared to read them to the class. They should be able to explain the word choices they made to use specific and accurate language for this procedural text.

**Share Practice Sentences**

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

3. Independent Writing and Conferring

Say: We learned that using specific and accurate words helps readers know what to do in a procedural text. Specific and accurate language helps readers follow the steps correctly. Remember to use specific language when you write your procedural text.

Ask students to identify a section of their procedural texts in which they can use specific and accurate word choices to show how to perform steps in a procedure. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring the class together. Invite volunteers to read aloud a section of their procedural texts in which they used specific, accurate words to explain what to do in a procedure.

**Strategies to Support ELs**

**Beginning**

Model following the steps in the procedure to create a sleepy sun. Say keywords as you follow each step, such as *draw*, *sun*, and *hills*. Invite students to draw their own suns as you read the steps.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity. Encourage pairs to first discuss each step and the specific terms they will use. Supply the following sentence frames to help them discuss the procedure:

- First, draw ______.
- Then, draw ______.
- Next, draw ______.
- Finally, draw ______.

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: *precise/preciso(a)*; *specific/especifico(a)*.