

6+1 Traits:



Standard(s):

- Begin using characteristics of good writing: word choice (2, 3)
- Continue using characteristics of good writing: word choice (4-8)

Pathways Cross-References:

- 1 & 2 Teacher Resource Manual, pp. 239-269
- 3+ Teacher Resource Manual, pp. 147-180
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Recommended Materials:

- K-2—*The Gardner*
- 3-5—*Sarah Plain & Tall*
- 6-8—*The Door in the Wall*
- White Board/Markers
- Writers' Notebooks

Suggestions for Additional Mini-lessons:

- Discovering New Words
- Choosing Just-right Words
- Selecting a Variety of Words
- Using Strong Verbs
- Expanding Word Choice

Please note: This Mini-Lesson is intended to serve as a guide to assist teachers in creating their own instruction for the Writing Workshop. While a script is provided, it should not be read without personal adaptation.

Word Choice

	Connect	Explore	Practice
K-2	<p>It's fun to learn new words. What's a word you just learned recently? Where were you and what were you doing when you first learned this word? How have you used the word?</p> <p>New words help us write about our ideas. They also give us more ways to say things and make our writing more interesting.</p> <p>We can think of ourselves as word detectives as we discover new words.</p>	<p>The author, Sarah Stewart, wrote the book, <i>The Gardner</i>. Let's look at the pictures and read the words that tell the story. What did you notice as we read the book? What interesting words did the author use?</p> <p>There are seven characteristics or traits of good writing that all learners should know about. One of the traits is WORD CHOICE. The words that the author chooses to use to tell a story can make the story more interesting to the reader.</p> <p>You need to know a lot of words to make your writing interesting. So let's be word detectives today to discover at least one new word. Choose one resource in our classroom to examine—a book, a magazine, a chart, a dictionary, etc. Find one word that is new and interesting to you.</p> <p>Now share your word with the class. We'll add it to our Word Wall and you can use your word as well as your friends' words in your writing.</p> <p>Be a word detective outside the classroom as well. Listen and read to discover new words.</p>	<p>Let's play a game with the words we just added to our Word Wall. Choose a word. (It doesn't have to be your word.) Think of three clues you could give others to help them guess the word.</p> <p>Give the clues to your writing buddy one at a time until they guess the word.</p> <p>Now record the new word on "Words I Use When I Write" and place it in your writer's notebook. Continue to add new words that you discover and refer to this list as you write.</p>

Word Choice

3-5	<p>Sometimes writers use pictures to give the reader details about what they are reading. But when there isn't a picture, the reader has to develop their own image in their mind.</p> <p>What helps the reader to develop an image? Yes, often it is the words that the writer uses to describe what's happening.</p> <p>We're going to have an opportunity to create an image in our mind as we read today.</p>	<p>In the book, <i>Sarah Plain and Tall</i>, by Patricia MacLachlan, the author tells the story of Sarah and the family she became a part of. There are a few pictures in the book, but there are many scenes that you have to develop an image in your mind based on the description given by the author.</p> <p>There are seven characteristics or traits of good writing that all learners should know and use. They describe the qualities of good writing as well as provide a common language for us to talk about writing. One of the traits is WORD CHOICE. A writer has to choose their words carefully in descriptive writing, so the reader can picture what is happening.</p> <p>Choose one of the chapters from <i>Sarah Plain and Tall</i>. Look for one that doesn't have pictures. As you read the chapter, try to develop an image in your mind of what the author is describing. Use "Picture This" to draw the picture that you have in your mind.</p> <p>Find a friend that read the same chapter that you did and compare your pictures. How are they alike? How are they different? How can you explain the differences?</p>	<p>Write a short piece in your writing notebook describing a recent adventure. Choose your words carefully, so a reader can picture what you are saying.</p> <p>Share your story with your writing buddy. Ask them to draw a picture based on your story. Did their picture capture what you were describing?</p> <p>How might you revise your story to help the reader develop a more vivid image in their mind?</p>
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Word Choice

	Connect	Explore	Practice			
6-8	<p>You have learned about verbs in a previous lesson.</p> <p>Listen to the following sentence: The boy went out the window.</p> <p>Now listen to the same sentence with a slight change: The boy leaped out the window.</p> <p>What is the difference? Yes, a different verb is used. Do you get a different image when you hear the second sentence?</p> <p>We're going to focus on using strong verbs today.</p>	<p>The author, Marguerite de Angeli, is a good example of an author who uses strong verbs in her writing. Let's reread the first three pages of her book, <i>The Door in the Wall</i>. While you are reading, find an example of a strong verb that conveys a particular image in your mind.</p> <p>Remember that there are seven characteristics or traits of good writing that all learners should address in their writing. Not only do they provide a common language for us to talk about writing but they allow you to become a self-evaluator. You can critique your own writing by referring to the traits. One of the traits is WORD CHOICE. Authors are very particular about the words they choose to use in their writing, particularly verbs. When a writer uses strong verbs, it helps the reader develop an image in their mind.</p> <p>Let's list the strong verbs on the board that you found from reading the first three pages of <i>The Door in the Wall</i>.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Ex. bellowed</td> <td>smirked</td> <td>gaped</td> </tr> </table> <p>Why would you consider these strong verbs? Do they create vivid images in your mind?</p>	Ex. bellowed	smirked	gaped	<p>Use "Strong Verbs" to practice rewriting sentences with stronger verbs. Share your sentences with a friend. Compare the verbs that each of you chose. Do they create a vivid image in your mind?</p> <p>As you write in your writer's notebook today, remember to use strong verbs whenever possible.</p>
Ex. bellowed	smirked	gaped				

Word Choice

“Apply” Ideas:

- Have students create individual word banks with rich and descriptive words they can use in their writing.
- Students can rewrite a paragraph from their social studies or science text using more vivid language.
- Have students choose a Psalm to share in pairs or small groups. After reading the Psalm, they can discuss David’s choice of words to express his ideas.
- Select a famous painting and have students write a description of it so readers can develop an image in their minds from reading the description.
- Students can go on a Word Hunt for strong verbs that they find in the books they read during Reading Workshop.

“Share” Ideas:

- Submit samples of students’ descriptive writing to a writing contest or a magazine that publishes students’ writing. Kidsview is an Adventist publication that accepts writing submissions from students. <http://www.kidsviewmag.org/article/245/view-previous-issues/may-2012>
- Create a class anthology of students’ descriptive writing.
- “Publish” the top ten favorite words of students by posting them on a bulletin board. Students can revise their lists throughout the year so the bulletin board can become a second word wall.



All About Word Choice

- **Discover New Words**
- **Choose Just-right Words**
- **Select a Variety of Words**
- **Use Strong Verbs**
- **Expand Word Choice**

Word Choice

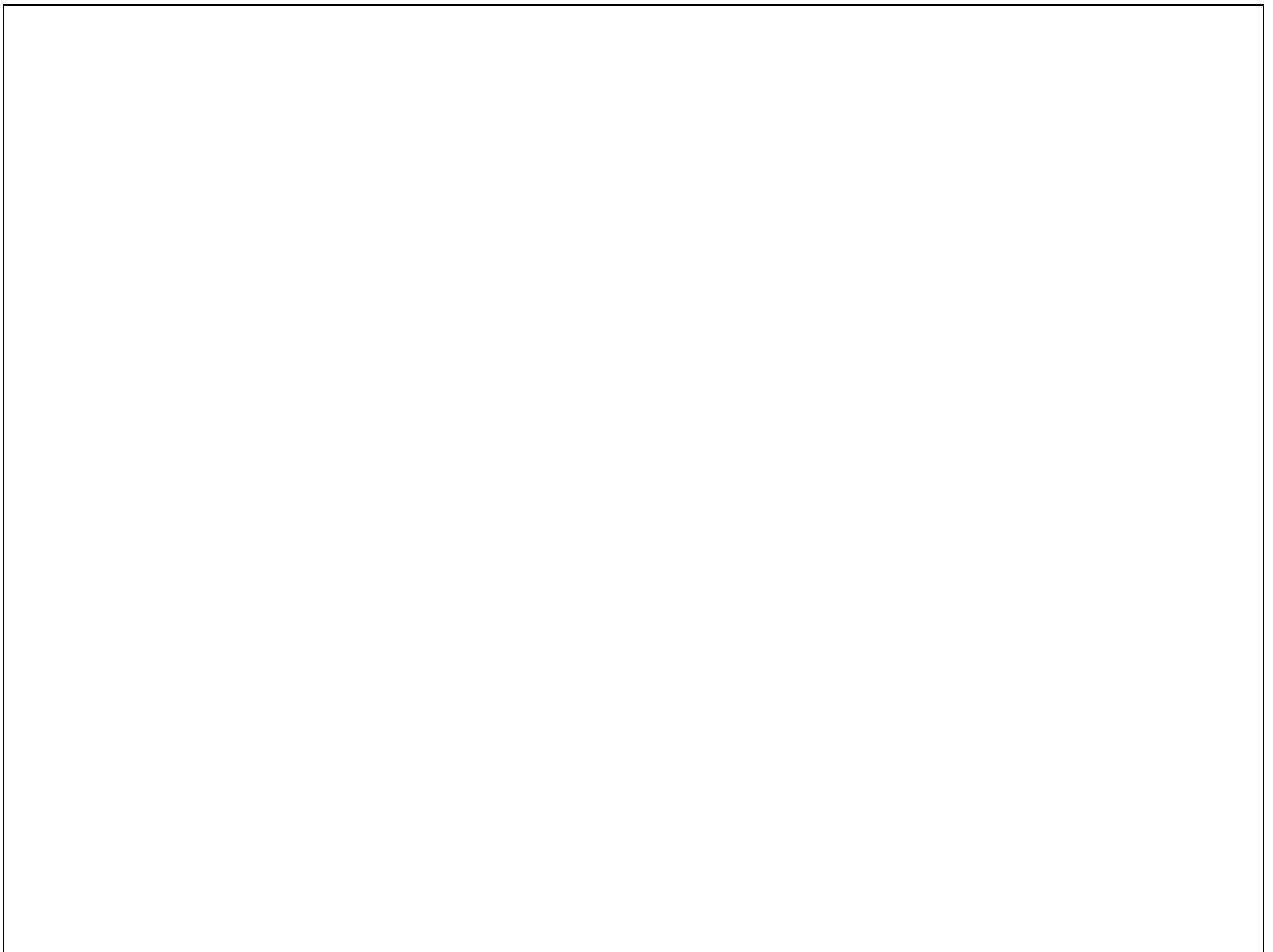
Name _____ Date _____

Picture This

Book _____

Chapter _____

Draw a picture in the box to represent what is happening in this chapter.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture representing the events of a chapter.

Name _____

Date _____

Strong Verbs

Rewrite each of the sentences below, replacing the verb with a stronger verb.

1. She ran to greet her father.

2. The butterfly flew past the window.

3. The car stopped in the middle of the road.

4. My friend fell on the broken glass.

5. He tore the page of the book as he was reading.

Name _____

Date _____

Assessment Rubric: Word Choice

	K-2	3-5	6-8
Discovering New Words	New words from word wall are used in writing. 1 2 3	New words from independent reading in Reading Workshop are used in writing. 1 2 3	New words from reference books are used in writing. 1 2 3
Choosing Just-Right Words	Just the right words are used. 1 2 3	Words create a vivid image in the mind. 1 2 3	Words capture the imagination of the reader. 1 2 3
Selecting a Variety of Words	A variety of words are used in writing. 1 2 3	Little repetition of words in writing. 1 2 3	A variety of nouns, adjectives, adverbs, etc. are used in writing. 1 2 3
Using Strong Verbs	NA	Uses a variety of verbs. 1 2 3	Uses strong verbs that create a vivid image in the mind. 1 2 3
Expanding Word Choice	NA	NA	Uses literary techniques such as metaphors, similes, etc. in writing. 1 2 3
<i>Total Score</i>	/9	/12	/15

Note: Score each criterion on the left of the chart on a scale of 1 to 3, with 1 being low and 3 being high, for the particular grade band of the student.