

Lesson 11: Revising Narrative Texts: Sensory Details and Domain-Specific Vocabulary



CCS Standards

- **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.3d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1d:** Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- **L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.4.3a:** Choose words and phrases to convey ideas precisely.
- **L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).



Daily Learning Targets

- I can use domain-specific vocabulary from my research to precisely describe my animal and its defense mechanisms in my narrative. (W.4.3d, W.4.5, L.4.3a, L.4.6)
- I can use sensory details to help the reader understand how things look, smell, taste, sound, and feel. (W.4.3d, W.4.5, L.4.3a, L.4.6)
- I can use adjectives in a sentence in the correct order. (L.4.1d)

Ongoing Assessment

- Choose-your-own-adventure narrative (annotated first draft) (W.4.3d, W.4.5, L.4.1d, L.4.3a, L.4.6)

Agenda

1. Opening

- A. Reviewing Learning Targets: Examining a Checklist to Understand Criteria for Choose-Your-Own-Adventure Narratives (10 minutes)

2. Work Time

- A. Examining Models for Sensory Details and Vocabulary (10 minutes)
- B. Mini Lesson: Ordering Adjectives (10 minutes)
- C. Guided Practice: Revising for Sensory Details/Vocabulary from Research (10 minutes)

3. Closing and Assessment

- A. Independent Practice: Revising for Sensory Details and Vocabulary from Research (20 minutes)

4. Homework

- A. Complete at least one of the Ordering Adjectives practices from your homework resources for this unit.
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson is focused on revising words and phrases in narratives to add sensory details and domain-specific vocabulary (W.4.3d, L.4.3a, L.4.6). Students learn how to ensure that adjectives are written in the correct order in a sentence (L.4.1d). As in Lessons 9–10, students use colored pencils—this time a new color—to make notes and revisions (W.4.5).
- The research reading students complete for homework will help to build both their vocabulary and knowledge pertaining to animals and specifically animal defenses. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help to describe and make sense of it.
- In this lesson, the habit of character focus is working to become effective learners. They are reminded of the characteristic: take responsibility because of the self-assessing and correcting they do when revising their writing.

How it builds on previous work:

- This is the third lesson in a series focused on revising the choose-your-own-adventure narratives. Throughout the module, students have been collecting domain-specific words in vocabulary logs and on the class Domain-Specific Word Wall to use in their writing.
- Continue to use Goals 1-3 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Some students may require additional time and instruction in the word order of adjectives and adding words in the correct places in their narratives. There may be a tendency to add

too many sensory details and examples of domain-specific vocabulary. Additional instruction may also be required in using a thesaurus to find interesting sensory details, as students may have forgotten this from Unit 1.

Assessment Guidance:

- Be prepared to return student drafts from the mid-unit assessment with feedback in Lesson 13.
- Consider using the Writing Informal Assessment: Writing and Language Skills Checklist (Grade 4) during students' writing in Work Time C. See Module 1 Appendix.
- Collect in Dialogue Practices I and II homework (Lesson 9). See Dialogue Practice II (answers, for teacher reference).

Down the road:

- In Lesson 13, students will write a clean second draft incorporating their revisions for dialogue (from Lesson 10), word choice (from this lesson), and conclusion (from Lesson 12).

In advance:

- Gather the millipede narrative planning resources: Introduction Expansion graphic organizer, Millipede Narrative Planning graphic organizer, and vocabulary log.
- Post: Steps for Revising My Writing anchor chart (begun in Unit 2, Lesson 10); learning targets.

Technology & Multimedia

- Work Time B: ordering adjectives videos: There are a number of free videos about the order of adjectives on YouTube and Vimeo. Perform a video search for “ordering adjectives” in a search engine. Carefully preview the video to ensure that it is age appropriate and meets the criteria of the lesson. Be aware that many free online videos contain advertisements that may not be suitable for children.
- Work Time C: Students complete their revisions in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>).
- Closing and Assessment A: If students are creating their writing on a shared doc such as a Google Doc, ask them to color code the revisions they make in red text or highlight revisions in red.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.A.1, 4.I.A.2, 4.I.A.3, 4.I.A.4, 4.I.B.5, 4.I.B.6, 4.I.B.7, 4.I.B.8, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.B.4, 4.II.B.5

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to revise their narratives to consider more precise word choice. Students also discuss how English adjectives are ordered, which helps ELLs decode the mystery. ELLs will need these rules but also a lot of practice before they can order adjectives correctly and quickly.

- ELLs may find it challenging to combine their knowledge about domain-specific vocabulary with sensory adjectives used to describe this vocabulary, plus correct adjective order. To support ELLs, consider preparing sticky notes, each one with a separate domain-specific noun, verb, or adjective from “Powerful Polly.” Also, post five sheets of chart paper around the room, each labeled with a different sense: see, hear, touch, smell, and taste. First, allow them to work in pairs to label the adjectives as domain-specific (d), sensory (s), both (ds), or none (). They should also label the nouns and verbs sticky notes, perhaps calling them “things” and “actions.” Then allow them to place the sticky note adjectives on the correct sheet of chart paper posted around the room. Finally, have them collect the sticky note adjectives and sequence them in the correct order in front of a suitable noun.

Levels of support

For lighter support:

- Buy or ask for large paint chips from a local hardware or paint store, or print them online. Write the words smell, scent, odor, fragrance, and perfume, each one on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in preparation for the End of Unit 3 Assessment.

For heavier support:

- Invite students to secretly select one or two samples of domain-specific vocabulary from their vocabulary logs or other classroom resources. Allow them to describe or explain (or translate) the word to a partner without using the English word. The partner should try to guess the word.
- Invite students to sketch the text-specific vocabulary in this lesson, sequencing their sketches as a picture book. They can then discuss the narrative with the help of the picture book.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by activating prior knowledge and scaffold connections for students. Continue to provide visual display of questions and student responses on chart or board during discussions.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students’ expressive skills by offering partial dictation of student responses. Recall that varying tools for construction and composition supports students’ ability to express knowledge without barriers to communicating their thinking.
- **Multiple Means of Engagement (MME):** Support students in feeling successful with writing by allowing them to create feasible goals and celebrate when these goals are met. Celebrate students who meet their writing goals, whether it be length of text or sustained writing time.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary used in writing

- domain-specific, precisely, sensory details, adjectives (L)
- prey, predator, spines, defend, coral reef, tropical ocean, tiger shark, pufferfish, fins, colorful, salty ocean water warmed her round body, tasty, her spines trembled with fear (T)

Materials

- ✓ Dialogue Practice II (answers, for teacher reference)
- ✓ Narrative Writing Checklist (from Lesson 3; one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (from Module 1)
- ✓ "Powerful Polly" pufferfish narrative (from Lesson 3; one per student and one to display)
- ✓ Adjective Order handout (one per student and one to display)
- ✓ Practice Narrative Writing Sheet: The Millipede (completed, for teacher reference; from Lesson 7; one for display)
- ✓ Steps for Revising My Writing anchor chart (begun in Unit 2, Lesson 10)
- ✓ Red colored pencils (one per student)
- ✓ Introduction Expansion graphic organizer (from Mid-Unit 3 Assessment; one per student)
- ✓ Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; one per student)
- ✓ Movement Words note-catcher (found on page 27 of Animal Defenses research notebook; one per student)
- ✓ Vocabulary log (begun in Module 1; one per student)
- ✓ Animal Defenses research notebook (from Unit 1; one per student and one to display)
- ✓ Expert Group Animal research notebook (from Unit 2; one per student and one to display)
- ✓ Equity sticks
- ✓ Millipede narrative draft 2 (revised, for teacher reference)
- ✓ Sticky notes (several per student)
- ✓ Choose-your-own-adventure narrative (first draft) (from Lesson 8; one per student)

Opening

A. Reviewing Learning Targets: Examining a Checklist to Understand Criteria for Choose-Your-Own-Adventure Narratives (10 minutes)

- Collect in Dialogue Practices I and II homework. See **Dialogue Practice II (answers, for teacher reference)**.
- Post the learning targets and select students to read them aloud for the whole group:

“I can use domain-specific vocabulary from my research to precisely describe my animal and its defense mechanisms in my narrative.”

“I can use sensory details to help the reader understand how things look, smell, taste, sound, and feel.”

“I can use adjectives in a sentence in the correct order.”

- Review vocabulary from these criteria by asking students to discuss with an elbow partner and select volunteers to share their responses with the whole group:

“What is domain-specific vocabulary? (It is vocabulary about the topic; so in our narratives, it is vocabulary about animal defenses.)

“What does precisely mean?” (very clearly)

“What do we mean by sensory details?” (details involving the five senses: sight, hearing, touch, smell, and taste)

“What are adjectives?” (describing words that describe someone or something)

- Invite students to take out their copies of the **Narrative Writing Checklist** and read aloud the following criteria:
 - **W.4.3d, L.4.3b, L.4.6**
 - **L.4.1**

- Ask:

“What do we mean by the rules of writing?” (putting words in the correct order in a sentence and writing in full sentences)

- Ask:

“Are there any specific criteria about details and choosing words carefully in this narrative that you should be aware of that you want to add to the checklist to make it more precise?”

“Where could you find these words?”

- Accept all appropriate answers. If students don’t come up with this suggestion, guide them toward it with questioning: “I can use domain-specific words from my vocabulary log and the Word Walls in my writing.”
- Invite students to record this on their checklist. Explain that they will revisit the rules of writing criteria at the end of the lesson.
- Explain that today students will revise their narratives by adding sensory details and vocabulary to make sure their writing is descriptive and based on their research. They will also ensure that as they add sensory details and domain-specific vocabulary, they organize adjectives in the correct order.
- Remind students that throughout the module, they have been collecting domain-specific vocabulary words in their vocabulary log and on the Domain-Specific Word Wall.
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically take responsibility. Remind students that like in the previous lesson when they revised, today they will need to take responsibility for their writing by self-assessing their writing and correcting any errors they find as they work.

Meeting Students' Needs

- For ELLs and students who may need additional support with vocabulary: Contextualize the isolated vocabulary of the learning targets and checklist. Ask them about the meaning of the words within the phrases and sentences they are used in. Example:

adjectives in a sentence in the correct order

- “What adjectives?” (in a sentence)
 - “What’s an example of adjectives in a sentence in the millipede narrative?” (good, crunchy, fresh)
 - “What’s an example of adjectives in a sentence in your narrative?”
 - “The adjectives have to be *in the correct order*. What can we guess about English adjective order based on this phrase?” (Sometimes people put English adjectives in the wrong order; it can be difficult to put them in the correct order in English.)
 - “How are adjectives related to *sensory details*?” (Adjectives can be used to communicate the five senses.) (MMR)
- For ELLs: Ask students to recall what a “full” or “complete” sentence is in English (must have at least a main topic word + a main action word = subject + predicate).

Work Time

A. Examining Models for Sensory Details and Vocabulary (10 minutes)

- Tell students they are going to look for examples of domain-specific vocabulary and sensory details in their copies of “**Powerful Polly**.”
- Ask students to:
 1. Read the text and circle any examples of domain-specific vocabulary and sensory details that they notice.
 2. Discuss with a partner: “What did these words do for you as a reader?”
- Ask them to read the first page only. Give pairs 10 minutes to work.
- Focus students whole group. Ask students to share what they noticed about the descriptions in this story. They might notice the following domain-specific vocabulary in the text: prey, predator, spines, defend, coral reef, tropical ocean, tiger shark, pufferfish, fins.
- They might notice the following sensory details: colorful, salty ocean water warmed her round body, tasty, her spines trembled with fear.
- Focus on the word trembled. Ask students to use their bodies to show what trembling looks like.
- Ask students to discuss with an elbow partner:
 - “**What does trembled mean? How did the pufferfish feel?**” (**Trembled means shivered or shook. The word tells the reader that the pufferfish was very afraid.**)
 - “**What picture does this word paint in your mind as a reader?**” (**the pufferfish shaking with fear**)
 - “**How might the sentence be different if the author had written that the pufferfish was fearful?**” (**Using the word trembled helps the reader picture an action that represents fear.**)

“What did these words and phrases do for you as a reader?” (They helped me visualize the setting, or The details made me feel like I was right there with the main character.)

Meeting Students' Needs

- For students who may need additional support with reading: Circle examples of domain-specific vocabulary and sensory details on their copies of “Powerful Polly” in advance. Ask them to read the text and really think about what the circled words do for them as a reader. (MMR, MMAE)

Work Time

B. Mini Lesson: Ordering Adjectives (10 minutes)

- Write the following two phrases on the board:
 - a small, red bug
 - a red, small bug
- Ask students to discuss with an elbow partner:

“What kind of words are red and small?” (Adjectives. They are describing words that describe the bug.)
- Remind students that many sensory words and details are adjectives.
- Ask students to discuss with an elbow partner:

“Which one of these two phrases is correct?” (The first one is correct.) Be aware that students may not know the correct answer at this stage.
- Tell students that when you are putting adjectives in order, there is a specific order that they should go in according to the rules of writing. Emphasize that at first they may have to refer to this order, but eventually it becomes something that you know instinctively the more you do it, so they won’t always have to rely on this chart.
- Display and distribute the **Adjective Order handout**. Select students to help you read it aloud to the whole group, including the examples at the bottom of the page.
- Point out the acronym NOSASCOMP in the first column of the anchor chart. This is, of course, a nonsense word, but students may remember this acronym if it is said enough times (through raps or music, for example).
- Write the following words on the board and ask students to use their handout to write the adjectives to describe both the bears and the pencils in the correct order on their piece of (scrap) paper:
 - brown, scary, two, big bears
 - long, ten, blue pencils
- Select volunteers to share their responses and to justify their answers using the anchor chart. Listen for students to say: “two scary, big, brown bears” (number, opinion, size) and “ten long, blue pencils” (number, size, color).
- If productive, cue students with a challenge:

“What if we said blue, ten, long pencils? I’ll give you time to think and discuss with a partner.” (That might sound funny, and it would be incorrect because the order has to be number, size, color.)

“Can you figure out how to learn to use correct adjective order? I’ll give you time to think and discuss with a partner.” (through a lot of listening, reading, and practice; perhaps memorize the NOSASCOMP rules of adjective order)

- Tell students that you want them to make sure they are using adjectives in the correct order as they add sensory details and domain-specific vocabulary to their writing.

- Ask:

“Are there any specific criteria about rules of writing in this narrative that you should be aware of that you want to add to the checklist to make it more precise?”

- Listen for students to suggest that they could specify: “I can order adjectives correctly in my writing.”
- Invite students to record this on their Narrative Writing Checklist.

Meeting Students' Needs

- For ELLs: Say: “When you speak, use the same adjective order rules.”
- For ELLs: Consider turning the discussion about adjective order into a kinesthetic activity by writing the adjectives on sticky notes and allowing students to order them in the proper sequence.

Work Time

C. Guided Practice: Revising for Sensory Details/Vocabulary from Research (10 minutes)

- Display the **Practice Narrative Writing Sheet: The Millipede (completed, for teacher reference)**. Tell students that now you would like them to help you revise the millipede narrative to add descriptions that use sensory details and vocabulary from your research on millipedes. Review the **Steps for Revising My Writing anchor chart**:
 1. Choose the correct colored pencil. Today’s color is ____.
 2. Decide where you are going to add a revision note based on feedback or new learning.
 3. Write your revision note in the space above the sentence you want to change.
 4. Read through your entire narrative and continue to record your revision notes.
 5. Review your revision notes to be sure they make sense.
- Tell students that today they will add revision notes using **red colored pencils**.
- Tell them you will read the draft aloud. As you do, you would like them to follow along, reading silently in their heads, and consider places where you might add sensory details or domain-specific vocabulary to make your narrative more precise and help the reader really imagine what things look, sound, feel, taste, and smell like.
- Read the draft aloud.
- Ask:

“What resources can you look at when thinking about what vocabulary words from your research you want to include?” (Introduction Expansion graphic organizers, Expert Group Animal Narrative Planning graphic organizers, Movement Words note-catcher, vocabulary logs, research reading responses in the Animal Defenses research notebook (from Unit 1) and Expert Group Animal research notebook (from Unit 2))

“What resources can you use when looking for words for sensory details?” (a thesaurus)

- Invite students to turn to a neighbor and share one place where they think sensory details could be added and what those sensory details might be.
- Use **equity sticks** to call on a pair to share their thinking. Record an asterisk in the space above sentences where the students suggest some sensory details could be added. Record the suggested additions on a sticky note. For example, you might put an asterisk above the sentence, “He heard the rustling of the leaves in the trees around him and the water of the stream tumbling by.” Your sticky note might say something like, “Marty tilted his head up toward the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton.” (As this lesson is in black and white, please be aware that the underlined sections of the **Millipede Narrative Draft 2 (Revised, for Teacher Reference)** correspond to red).
- Repeat this process for domain-specific vocabulary.
- Ask students to recall the steps you took to write your descriptions and record these steps on the board. Students should observe the following steps in your modeling:
 1. Use the Steps for Revising My Writing anchor chart to make revision notes for adding descriptions (in red).
 2. Locate the first place you plan to add description marked with a red asterisk.
 3. On a sticky note, write the description you want to add to that place.
- Remind students that adding sensory details and domain-specific vocabulary will make their writing more precise and help the reader understand it better, but that too many sensory details or domain-specific vocabulary words could make the writing unfocused and the meaning unclear.

Closing and Assessment

A. Independent Practice: Revising for Sensory Details and Vocabulary from Research (20 minutes)

- Refocus whole group. Tell students that now they are ready to write the descriptions and identify the vocabulary they want to add to their narratives.
- Distribute *sticky notes* and have students take out their *choose-your-own-adventure narrative (first draft)*. Remind them to follow the steps you modeled using their sticky notes. Remind them also to refer to their Adjective Order handout, the Word Walls, their independent reading journals, and their research notebooks if needed to ensure their descriptions include vocabulary from their research.
- Confer with students as they revise.
- If productive, use a Goal 3 Conversation Cue to encourage students to think about their thinking:

“What strategies helped you succeed in revising for sensory details and vocabulary from research? I’ll give you time to think and discuss with a partner.” (Responses will vary.)
- Invite students to record ‘Y’ for ‘Yes’ and the date in the final column of their Narrative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.

Animal Defense Mechanisms

- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.
- Repeat, inviting students to self-assess how well they took responsibility in this lesson.

Meeting Students' Needs

- For students who may need additional support with organizing materials: Suggest useful ways to set up their workspace. (MMAE, MME)

Homework

A. Complete at least one of the Ordering Adjectives practices from your homework resources for this unit.

B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students' Needs

- Ensure that students who used the sketched definitions of the NOSASCOMP words have a copy of these to use for their homework.
- For ELLs: Make sure students have a copy of the Adjective Order handout to refer to when they do their homework.
- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)