

Standard 3.3

Evidence Outcomes

a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)

b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

e. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)

i. Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)

ii. Choose punctuation for effect. (CCSS: L.4.3b)

f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)

iv. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)

vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)

➡ **Lesson 42 Objective:** Students will recognize and add inferential details or shows to their writing

(Revise)

➡ **Activities:**

- **Write on the board the sentence:**

The five year old is scared.

- Ask students what do you picture when you read this sentence. Share those ideas. How could we revise this sentence to show what you saw as you read the sentence? Revise this sentence together. You will probably end up with 3-4 show sentences that give a better understanding of what is happening. They should use skills previously taught such as: *asking the “W” questions, and using vivid verbs*. This is when writers need to put themselves in the place of the reader to understand the questions a reader would have.
- Provide students the opportunity to practice the skill with phrases containing an emotion word. Their task is to write 3-4 sentences which will show that emotion without using that word. You can choose to group students together at the beginning or have them complete this individually. Remember to gather back and share.

Examples:

The boy was angry.

The mother is delighted.

The dog was excited.

The teacher was tired.

Example:

The boy was angry.

The toddler threw himself on the floor. As he kicked the floor, the lights on his tennis shoe heels flickered on and off. His small hands, doubled into fists, pounded into his blanket. Sobs and screams filled the room as the youngster screamed, “I don’t want a nap, I don’t want a nap.”

- You may also try the same activity with objects. Have students first illustrate a basic sentence.
For example:

The car drove.

- Students sketch a car in an area. Could it be a jeep going over a rocky road? A mustang racing down the highway? A racecar zooming around the track?

After students have completed their sketch, they need to write a few sentences showing their picture. After sharing, students may add details to their sentences based on their classmates’ comments. Is there a tree on the rocks, a policeman sitting on the side of the road, or a pit crew waiting on the race track? Students continue to write the new show.