

# Access 1

## Skill: Descriptive Details

### Glossary

As you read and listen to the definition of supporting details, look for these key words and use the definitions below to help you understand the concepts.

Word or phrase	What it means
setting	where and when a fictional narrative takes place
character	the people or animals in the fictional narrative
plot	the events that make up the story in a fictional narrative
supporting details	specific, relevant description that helps readers to understand the setting, character, and plot in a fictional narrative
precise language	specific nouns and action verbs
appeal	be attractive or interesting to
five senses	the senses of sight, hearing, taste, touch, smell
relevant	closely connected to or related to something
overwhelmed	feeling as though something is too much
pace	the speed of the actions and events in a fictional narrative

\*RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

\*L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning of its part of speech.

\*ELD.PI.6.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

### In Your Own Words

Read the definition of supporting details below. Pause after each bullet point and restate it in your own words. What information do you think each bullet point is communicating about supporting details?

### Supporting Details

- Helps the reader imagine the world in which the story takes place and the characters who live in it

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- Often uses precise language—specific nouns and action verbs—to convey experiences or events

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- Many appeal to one or more of the reader’s five senses

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- Should be relevant to the story, so that they can help the reader understand what is happening

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### Fill in the Blanks

Fill in the following information about supporting details.

In narrative writing, a writer develops the setting, character, and plot by using \_\_\_\_\_.

Supporting details use precise language— \_\_\_\_\_ —to convey experiences or events.

Many supporting details appeal to the reader's five \_\_\_\_\_. They tell how something \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.

Supporting details should be \_\_\_\_\_ to the story, such as a character's \_\_\_\_\_ or the \_\_\_\_\_.

Too many details can make the reader feel \_\_\_\_\_. Plus, they can \_\_\_\_\_ the pace of a story. It's a good idea to select only the most \_\_\_\_\_, or relevant, details for your story.

Choose the details that will most help the readers imagine what \_\_\_\_\_, what \_\_\_\_\_, or how \_\_\_\_\_.

\*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

\*ELD.PI.6.2.Em - **Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

**Model**

**Active verbs** are words that show action.

A **specific** action verb can show an action with more detail.

For instance, the author of the student model uses the word *throw*. The author also uses words that mean to throw in a specific way. Look at the chart below. Notice how *hurl* and *toss* both mean throw, but they are more specific about *how* the ball is thrown.

Verb	Specific Verb
<b>throw</b>	<b>hurl</b> : throw with great force
	<b>toss</b> : throw gently and easily

The three boldfaced words in the model below all mean the same as the word said, but they are more specific. They help to tell what the character speaking is thinking and feeling.

“What do you mean?” I **demanded**.

Mac **asked**, “Are you afraid of those guys? Is that why you won't stand up for Kyle?”

I snatched the ball away from him and started dribbling. “No,” I **snapped**. I was getting pretty angry myself.

“Why would I be afraid of those guys?”

Verb	Specific Verb
<b>said</b>	<b>demanded</b> : said in a forceful way
	<b>asked</b> : spoke a question
	<b>snapped</b> : said in a short, annoyed manner

\*ELD.PI.6.12.a.Em - **Selecting language resources** Use a select number of general academic words (e.g., *author, chart*) and domain-specific words (e.g., *science, cell, fraction*) to create some precision while speaking or writing.

\*ELD.PII.6.3.Em - **Using verbs and verb phrases** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.

**Practice**

Use the following graphic organizer to help you add details to your writing.

how something looks	
how something sounds	
how something feels	
how something smells	
how something tastes	
specific nouns	
action verbs	

\*ELD.PII.6.3.Em - **Using verbs and verb phrases** Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling), tenses (e.g., present, past, future), and aspects (e.g., simple, progressive) appropriate for the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.

\*ELD.PII.6.4.Em - **Using nouns and noun phrases** Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.