TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 1 of 36

Grade 3 · Prepare Cluster · Module 1

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "The Recess Question"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Prepare Cluster Module 1 · a class or student copy of "The Recess Question" · the student tracking sheet · pencils

WORD CHOICE IN THE READING

"Chairs scooted back." *(word: scooted)*

"A moment later, Beth and her classmates spilled onto the playground." *(word: spilled)*

""I did it!" Lily yelled." *(word: yelled)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

PRECISE VERBS

WEEK 1 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"Chairs scooted back."

I CAN I can notice the precise verb an author chooses.

Grade 3 · Prepare Cluster · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: scooted. Scooted tells exactly how the chairs moved. They slid back quickly across the floor as the students jumped up.

TEKS 11(C) · Word Choice · Week 1 of 36 · Prepare Cluster · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 1 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"A moment later, Beth and her classmates spilled onto the playground."

A. moment B. spilled C. playground

I CAN I can choose the precise verb and explain how I know.

Grade 3 · Prepare Cluster · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. spilled. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 1 of 36 · Prepare Cluster · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"A moment later, Beth and her classmates <u>spilled</u> onto the playground."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Spilled shows many students pouring out all at once, the way water spills out of a cup.

TEKS 11(C) · Word Choice · Week 1 of 36 · Prepare Cluster · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 1 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: Max went to the slide.

Replace the word <u>went</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Prepare Cluster · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than went.*

ANSWER KEY: Answers vary. One strong revision: Max raced to the slide.

TEKS 11(C) · Word Choice · Week 1 of 36 · Prepare Cluster · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 1 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose yelled instead of said?

""I did it!" Lily yelled."

Why yelled and not said?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Prepare Cluster · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose yelled instead of said?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Yelled shows that Lily shouts with joy and pride. The plain word said would not show how excited she feels.

TEKS 11(C) · Word Choice · Week 1 of 36 · Prepare Cluster · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 1 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Everyone cheered." The word cheered works well. Cheered shows the students shouting happily for Lily.

TEKS 11(C) · Word Choice · Week 1 of 36 · Prepare Cluster · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 1 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	scooted. Scooted tells exactly how the chairs moved. They slid back quickly across the floor as the students jumped up.
CHOOSE	B. spilled. It is the action word, and it tells exactly how the action happens.
SHOW	Spilled shows many students pouring out all at once, the way water spills out of a cup.
OWN	Answers vary. One strong revision: Max raced to the slide.
DEFEND	Yelled shows that Lily shouts with joy and pride. The plain word said would not show how excited she feels.
YOUR TURN	Answers vary. One example: “Everyone cheered.” The word cheered works well. Cheered shows the students shouting happily for Lily.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: scooted. Scooted tells exactly how the chairs moved. They slid back quickly across the floor as the students jumped up.; CHOOSE: B. spilled. It is the action word, and it tells exactly how the action happens.; SHOW: Spilled shows many students pouring out all at once, the way water spills out of a cup.; OWN: Answers vary. One strong revision: Max raced to the slide.; DEFEND: Yelled shows that Lily shouts with joy and pride. The plain word said would not show how excited she feels.; Your Turn: Answers vary. One example: “Everyone cheered.” The word cheered works well. Cheered shows the students shouting happily for Lily.

TEKS 11(C) · Word Choice · Week 1 of 36 · Prepare Cluster · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 1 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Then the whistle blew. Recess was over. “Awww!” several children groaned.

Which word could replace ‘groaned’ and keep almost the same meaning?

- **A** complained
- **B** giggled
- **C** whispered
- **D** answered

The Writing Academy®, LLC

Grade 3 · Prepare Cluster · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▸ *Read the excerpt and the question aloud: Which word could replace ‘groaned’ and keep almost the same meaning?*

“Read all four choices before you decide. The best word is the one that fits exactly what the sentence means.”

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 1 of 36 · Prepare Cluster · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 1 of 36

Slide 10 of 10

The answer is A.

A **complained**
Correct. The students are unhappy that recess is over. Complained keeps that unhappy feeling.

B **giggled**
Giggled shows fun and laughter, but the students are sad that recess ended.

C **whispered**
Whispered only tells how quiet a voice is. It does not show that the students are unhappy.

D **answered**
Answered is a vague word. No one asked a question, and it shows no feeling at all.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A complained: Correct. The students are unhappy that recess is over. Complained keeps that unhappy feeling.; B giggled: Giggled shows fun and laughter, but the students are sad that recess ended.; C whispered: Whispered only tells how quiet a voice is. It does not show that the students are unhappy.; D answered: Answered is a vague word. No one asked a question, and it shows no feeling at all.

TEKS 11(C) · Word Choice · Week 1 of 36 · Prepare Cluster · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 2 of 36

Grade 3 · Prepare Cluster · Module 2

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "The Mystery of the Traveling Shell"

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is specific nouns."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Prepare Cluster Module 2 · a class or student copy of "The Mystery of the Traveling Shell" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 1 of 10

WORD CHOICE IN THE READING

"Inside rested a small, pearly seashell." *(word: seashell)*

"Another museum panel described copper objects found at Poverty Point." *(word: copper)*

"Emsy pulled a miniature notebook from her backpack." *(word: backpack)*

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

SPECIFIC NOUNS

WEEK 2 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

"Inside rested a small, pearly seashell."

I CAN I can notice the specific noun an author chooses.

Grade 3 · Prepare Cluster · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a specific noun."

▸ *Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.*

"Listen as I read the sentence. I am looking for the specific noun, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: seashell. Seashell names the exact type of object Emsy sees instead of a vague word like thing or item.

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a specific noun. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

"Another museum panel described copper objects found at Poverty Point."

A. panel B. copper C. objects

I CAN I can choose the specific noun and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. copper. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Another museum panel described <u>copper</u> objects found at Poverty Point."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Copper names the exact metal. A plain word like metal would not tell the reader what kind was found.

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 2 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: Emsy wrote things in her book.

Replace the word <u>things</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Prepare Cluster · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than things.*

ANSWER KEY: Answers vary. One strong revision: Emsy wrote clues in her notebook.

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 2 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose backpack instead of bag?

"Emsy pulled a miniature notebook from her backpack."

Why backpack and not bag?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Prepare Cluster · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose backpack instead of bag?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Backpack names the exact kind of bag Emsy uses. The plain word bag could mean a grocery bag or a shopping bag, so the reader would not picture a school supply on her back.

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SPECIFIC NOUNS

WEEK 2 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

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Grade 3 · Prepare Cluster · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Fourth, archaeologists had discovered other materials, including copper, that also came from distant locations." The word archaeologists works well. Archaeologists names.

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SPECIFIC NOUNS

WEEK 2 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	seashell. Seashell names the exact type of object Emsy sees instead of a vague word like thing or item.
CHOOSE	B. copper. It names exactly who or what, instead of a general word like thing or place.
SHOW	Copper names the exact metal. A plain word like metal would not tell the reader what kind was found.
OWN	Answers vary. One strong revision: Emsy wrote clues in her notebook.
DEFEND	Backpack names the exact kind of bag Emsy uses. The plain word bag could mean a grocery bag or a shopping bag, so the reader would not picture a school supply on her back.
YOUR TURN	Answers vary. One example: “Fourth, archaeologists had discovered other materials, including copper, that also came from distant locations.” The word archaeologists works well. Archaeologists names.

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: seashell. Seashell names the exact type of object Emsy sees instead of a vague word like thing or item.; CHOOSE: B. copper. It names exactly who or what, instead of a general word like thing or place.; SHOW: Copper names the exact metal. A plain word like metal would not tell the reader what kind was found.; OWN: Answers vary. One strong revision: Emsy wrote clues in her notebook.; DEFEND: Backpack names the exact kind of bag Emsy uses. The plain word bag could mean a grocery bag or a shopping bag, so the reader would not picture a school supply on her back.; Your Turn: Answers vary. One example: “Fourth, archaeologists had discovered other materials, including copper, that also came from distant locations.” The word archaeologists works well. Archaeologists names.

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 2 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

She studied the coastline, located Poverty Point, and traced the distance between them with one finger. Then she checked the map scale.

Which word could replace 'coastline' and keep almost the same meaning?

- **A** border
- **B** edge
- **C** shoreline
- **D** outline

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Grade 3 · Prepare Cluster · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Which word could replace 'coastline' and keep almost the same meaning?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SPECIFIC NOUNS

WEEK 2 of 36

Slide 10 of 10

The answer is C.

A **border**
Border means a dividing line between areas. It does not name where land meets the ocean.

B **edge**
Edge is too vague. It could mean the edge of a table or a page, not specifically where land meets water.

C **shoreline**
Correct. Shoreline means the place where land meets water, which keeps almost the same meaning as coastline in the excerpt.

D **outline**
Outline means the outer shape of something. It does not refer to where land meets the ocean.

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is C. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A border: Border means a dividing line between areas. It does not name where land meets the ocean.; B edge: Edge is too vague. It could mean the edge of a table or a page, not specifically where land meets water.; C shoreline: Correct. Shoreline means the place where land meets water, which keeps almost the same meaning as coastline in the excerpt.; D outline: Outline means the outer shape of something. It does not refer to where land meets the ocean.

TEKS 11(C) · Word Choice · Week 2 of 36 · Prepare Cluster · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 3 of 36

Grade 3 · Prepare Cluster · Module 3

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "The Mystery of the Traveling Shell"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Prepare Cluster Module 3 · a class or student copy of "The Mystery of the Traveling Shell" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 1 of 10

WORD CHOICE IN THE READING

"Emsy leaned over the glass display case until her nose almost touched it." *(word: leaned)*

"Blue lines curved across the map." *(word: curved)*

"It looked ordinary at first, but the museum label made Emsy straighten immediately." *(word: straighten)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

PRECISE VERBS

WEEK 3 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"Emsy leaned over the glass display case until her nose almost touched it."

I CAN I can notice the precise verb an author chooses.

Grade 3 · Prepare Cluster · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: leaned. Leaned tells exactly how Emsy positioned her body, bending forward to get closer to the glass.

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"Blue lines curved across the map."

A. Blue B. curved C. map

I CAN I can choose the precise verb and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. curved. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

PRECISE VERBS

WEEK 3 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Blue lines <u>curved</u> across the map."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Prepare Cluster · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Curved tells exactly how the lines moved across the map, showing the winding shape of the rivers.

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 3 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: Emsy looked at the shell.

Replace the word <u>looked</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Prepare Cluster · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than looked.*

ANSWER KEY: Answers vary. One strong revision: Emsy examined the shell.

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 3 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose straighten instead of move?

"It looked ordinary at first, but the museum label made Emsy <u>straighten</u> immediately."

Why straighten and not move?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Prepare Cluster · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose straighten instead of move?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Straighten shows exactly what Emsy's body did when she read the surprising label. The plain word move could mean any action and would not show her surprise.

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 3 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Emsy's eyebrows lifted." The word lifted works well. Lifted shows Emsy's eyebrows going up, which tells the reader she is surprised by what she discovered.

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 3 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	leaned. Leaned tells exactly how Emsy positioned her body, bending forward to get closer to the glass.
CHOOSE	B. curved. It is the action word, and it tells exactly how the action happens.
SHOW	Curved tells exactly how the lines moved across the map, showing the winding shape of the rivers.
OWN	Answers vary. One strong revision: Emsy examined the shell.
DEFEND	Straighten shows exactly what Emsy's body did when she read the surprising label. The plain word move could mean any action and would not show her surprise.
YOUR TURN	Answers vary. One example: “Emsy’s eyebrows lifted.” The word lifted works well. Lifted shows Emsy's eyebrows going up, which tells the reader she is surprised by what she discovered.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: leaned. Leaned tells exactly how Emsy positioned her body, bending forward to get closer to the glass.; CHOOSE: B. curved. It is the action word, and it tells exactly how the action happens.; SHOW: Curved tells exactly how the lines moved across the map, showing the winding shape of the rivers.; OWN: Answers vary. One strong revision: Emsy examined the shell.; DEFEND: Straighten shows exactly what Emsy's body did when she read the surprising label. The plain word move could mean any action and would not show her surprise.; Your Turn: Answers vary. One example: “Emsy’s eyebrows lifted.” The word lifted works well. Lifted shows Emsy's eyebrows going up, which tells the reader she is surprised by what she discovered.

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 3 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

For a moment, Emsy pictured the shell beginning its journey near the coast. Perhaps one person exchanged it with another community.

Which word could replace 'exchanged' and keep almost the same meaning?

- **A** shared
- **B** traded
- **C** presented
- **D** delivered

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Grade 3 · Prepare Cluster · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Which word could replace 'exchanged' and keep almost the same meaning?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 3 of 36

Slide 10 of 10

The answer is B.

A **shared**
Shared means giving something to someone. It does not show that both people gave and received.

B **traded**
Correct. Traded means giving something in return for something else, keeping almost the same meaning as exchanged.

C **presented**
Presented means showing or giving something as a gift. It does not include receiving something back.

D **delivered**
Delivered means bringing something to a place. It does not show a two-way swap.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A shared: Shared means giving something to someone. It does not show that both people gave and received.; B traded: Correct. Traded means giving something in return for something else, keeping almost the same meaning as exchanged.; C presented: Presented means showing or giving something as a gift. It does not include receiving something back.; D delivered: Delivered means bringing something to a place. It does not show a two-way swap.

TEKS 11(C) · Word Choice · Week 3 of 36 · Prepare Cluster · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 4 of 36

Grade 3 · Prepare Cluster · Module 4

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "The Recess Question"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Prepare Cluster Module 4 · a class or student copy of "The Recess Question" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 1 of 10

WORD CHOICE IN THE READING

""Recess!" Beth shouted." *(word: shouted)*

"Sneakers hurried across the floor." *(word: hurried)*

"Max grinned." *(word: grinned)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

PRECISE VERBS

WEEK 4 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

""Recess!" Beth shouted."

I CAN I can notice the precise verb an author chooses.

Grade 3 · Prepare Cluster · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: shouted. Shouted shows Beth calls out loudly and excitedly, not in a normal voice.

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 4 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"Sneakers hurried across the floor."

A. Sneakers B. hurried C. floor

I CAN I can choose the precise verb and explain how I know.

Grade 3 · Prepare Cluster · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. hurried. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

PRECISE VERBS

WEEK 4 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Sneakers <u>hurried</u> across the floor."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Prepare Cluster · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Hurried shows the students moving fast and eagerly toward recess.

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 4 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: Beth had a good time at recess.

Replace the word good with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Prepare Cluster · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than good.*

ANSWER KEY: Answers vary. One strong revision: Beth had a wonderful time at recess.

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 4 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose grinned instead of smiled?

"Max grinned."

Why grinned and not smiled?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Prepare Cluster · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose grinned instead of smiled?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Grinned shows a big, playful smile that hints Max is about to joke. The plain word smiled does not show that playful feeling.

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 4 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Beth nodded." The word nodded works well. Nodded shows Beth agrees without saying a word.

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 4 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	shouted. Shouted shows Beth calls out loudly and excitedly, not in a normal voice.
CHOOSE	B. hurried. It is the action word, and it tells exactly how the action happens.
SHOW	Hurried shows the students moving fast and eagerly toward recess.
OWN	Answers vary. One strong revision: Beth had a wonderful time at recess.
DEFEND	Grinned shows a big, playful smile that hints Max is about to joke. The plain word smiled does not show that playful feeling.
YOUR TURN	Answers vary. One example: “Beth nodded.” The word nodded works well. Nodded shows Beth agrees without saying a word.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: shouted. Shouted shows Beth calls out loudly and excitedly, not in a normal voice.; CHOOSE: B. hurried. It is the action word, and it tells exactly how the action happens.; SHOW: Hurried shows the students moving fast and eagerly toward recess.; OWN: Answers vary. One strong revision: Beth had a wonderful time at recess.; DEFEND: Grinned shows a big, playful smile that hints Max is about to joke. The plain word smiled does not show that playful feeling.; Your Turn: Answers vary. One example: “Beth nodded.” The word nodded works well. Nodded shows Beth agrees without saying a word.

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 4 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Lily looked surprised. “Really?” “Really,” Beth said.

The word ‘surprised’ helps the reader understand that Lily

- **A** felt confused about the game rules
- **B** wanted to play by herself instead
- **C** already knew Beth would ask her
- **D** did not expect Beth to invite her

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▸ *Read the excerpt and the question aloud: The word ‘surprised’ helps the reader understand that Lily*

“Read all four choices before you decide. The best word is the one that fits exactly what the sentence means.”

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 4 of 36

Slide 10 of 10

The answer is D.

A **felt confused about the game rules**
Confused means not understanding. Nothing suggests Lily does not understand the game.

B **wanted to play by herself instead**
The passage shows Lily accepts the invitation, so she does not want to be alone.

C **already knew Beth would ask her**
If Lily already knew, she would not look surprised by the invitation.

D **did not expect Beth to invite her**
Correct. Surprised shows Lily did not think Beth would ask her to play, making the invitation feel special.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A felt confused about the game rules: Confused means not understanding. Nothing suggests Lily does not understand the game.; B wanted to play by herself instead: The passage shows Lily accepts the invitation, so she does not want to be alone.; C already knew Beth would ask her: If Lily already knew, she would not look surprised by the invitation.; D did not expect Beth to invite her: Correct. Surprised shows Lily did not think Beth would ask her to play, making the invitation feel special.

TEKS 11(C) · Word Choice · Week 4 of 36 · Prepare Cluster · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 5 of 36

Grade 3 · Cluster 1 · Module 1

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from "The Pilgrims Chose Plymouth"

A vivid adjective describes a noun with exact detail so the reader can picture it clearly.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is vivid adjectives."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A vivid adjective describes a noun with exact detail so the reader can picture it clearly. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 1 Module 1 · a class or student copy of "The Pilgrims Chose Plymouth" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 1 of 10

WORD CHOICE IN THE READING

"Life on the ship was crowded and uncomfortable." *(word: uncomfortable)*

"Life on the ship was crowded and uncomfortable." *(word: crowded)*

"Winter in Plymouth was harsh." *(word: harsh)*

CHECK FOR UNDERSTANDING

Ask a student to name one vivid adjective from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a vivid adjective."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the vivid adjective.

Read this sentence from the passage. Find the vivid describing word the author chose.

"Life on the ship was crowded and uncomfortable."

I CAN I can notice the vivid adjective an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a vivid adjective."

▸ *Read the I can statement aloud, then the task on the slide: Notice the vivid adjective. Read this sentence from the passage. Find the vivid describing word the author chose.*

"Listen as I read the sentence. I am looking for the vivid adjective, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: uncomfortable. Uncomfortable paints a picture of cramped, miserable conditions where no one can rest or relax properly.

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a vivid adjective. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's vivid adjective?

"Life on the ship was crowded and uncomfortable."

A. Life B. crowded C. uncomfortable

I CAN I can choose the vivid adjective and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's vivid adjective?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. crowded. It describes a noun with exact detail the reader can picture.

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Life on the ship was <u>crowded</u> and uncomfortable."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Crowded paints a clear picture of too many people pressed together in a small space on the ship.

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the weak describing word with a vivid adjective.

Plain sentence: The weather was bad.

Replace the word bad with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the weak describing word with a vivid adjective.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than bad.*

ANSWER KEY: Answers vary. One strong revision: The weather was freezing.

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

VIVID ADJECTIVES

WEEK 5 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose harsh instead of bad?

"Winter in Plymouth was harsh."

Why harsh and not bad?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 1 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose harsh instead of bad?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Harsh paints a picture of bitter, dangerous cold that made survival difficult. The plain word bad is too weak to show how severe the winter truly was.

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

VIVID ADJECTIVES

WEEK 5 of 36

TEKS 11(C) · Slide 7 of 10

Find a vivid adjective on your own.

Go back to the passage. Find one more vivid adjective. Copy the words and explain what they show.

Go back to the reading.
Find one more vivid adjective.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a vivid adjective and explain the author's choice.

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Grade 3 · Cluster 1 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more vivid adjective on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more vivid adjective. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Storms caused the ship to rock back and forth on rough water." The word rough works well. Rough paints a picture of bumpy, choppy water that made the ocean crossing.

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

VIVID ADJECTIVES

WEEK 5 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	uncomfortable. Uncomfortable paints a picture of cramped, miserable conditions where no one can rest or relax properly.
CHOOSE	B. crowded. It describes a noun with exact detail the reader can picture.
SHOW	Crowded paints a clear picture of too many people pressed together in a small space on the ship.
OWN	Answers vary. One strong revision: The weather was freezing.
DEFEND	Harsh paints a picture of bitter, dangerous cold that made survival difficult. The plain word bad is too weak to show how severe the winter truly was.
YOUR TURN	Answers vary. One example: “Storms caused the ship to rock back and forth on rough water.” The word rough works well. Rough paints a picture of bumpy, choppy water that made the ocean crossing.

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ Reveal the answers one row at a time. Students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ Celebrate explanations of why a word works, not only naming the word.

ANSWER KEY: NOTICE: uncomfortable. Uncomfortable paints a picture of cramped, miserable conditions where no one can rest or relax properly.; CHOOSE: B. crowded. It describes a noun with exact detail the reader can picture.; SHOW: Crowded paints a clear picture of too many people pressed together in a small space on the ship.; OWN: Answers vary. One strong revision: The weather was freezing.; DEFEND: Harsh paints a picture of bitter, dangerous cold that made survival difficult. The plain word bad is too weak to show how severe the winter truly was.; Your Turn: Answers vary. One example: “Storms caused the ship to rock back and forth on rough water.” The word rough works well. Rough paints a picture of bumpy, choppy water that made the ocean crossing.

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

VIVID ADJECTIVES

WEEK 5 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Small groups explored the area looking for forests, fresh water, rich soil, and safe harbors. These natural resources would help the settlers survive.

Why does the author most likely use the word 'rich' to describe the soil?

A It shows the soil had nutrients for growing crops.

B It means the soil was very expensive to buy from others.

C It shows the soil was brightly colored and easy to see.

D It means the settlers found gold hidden in the dirt.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Why does the author most likely use the word 'rich' to describe the soil?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

VIVID ADJECTIVES

WEEK 5 of 36

Slide 10 of 10

The answer is A.

A **It shows the soil had nutrients for growing crops.**
Correct. Rich describes soil full of nutrients, helping crops grow in that area.

B **It means the soil was very expensive to buy from others.**
Rich can mean expensive, but here it describes the quality of the soil, not its price.

C **It shows the soil was brightly colored and easy to see.**
Rich does not describe color in this passage. It describes how full of nutrients the soil was.

D **It means the settlers found gold hidden in the dirt.**
Nothing in the excerpt mentions gold. Rich describes the quality of the soil for farming.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A It shows the soil had nutrients for growing crops.: Correct. Rich describes soil full of nutrients, helping crops grow in that area.; B It means the soil was very expensive to buy from others.: Rich can mean expensive, but here it describes the quality of the soil, not its price.; C It shows the soil was brightly colored and easy to see.: Rich does not describe color in this passage. It describes how full of nutrients the soil was.; D It means the settlers found gold hidden in the dirt.: Nothing in the excerpt mentions gold. Rich describes the quality of the soil for farming.

TEKS 11(C) · Word Choice · Week 5 of 36 · Cluster 1 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 6 of 36

Grade 3 · Cluster 1 · Module 2

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "The Pilgrims Chose Plymouth"

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is specific nouns."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 1 Module 2 · a class or student copy of "The Pilgrims Chose Plymouth" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 1 of 10

WORD CHOICE IN THE READING

"The Pilgrims traveled on a ship called the Mayflower." *(word: Mayflower)*

"Farmers planted crops such as corn, beans, squash, wheat, and barley." *(word: barley)*

"Workers chopped trees and carried wood to construction sites." *(word: construction sites)*

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

SPECIFIC NOUNS

WEEK 6 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

"The Pilgrims traveled on a ship called the Mayflower."

I CAN I can notice the specific noun an author chooses.

Grade 3 · Cluster 1 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a specific noun."

▸ *Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.*

"Listen as I read the sentence. I am looking for the specific noun, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: Mayflower. Mayflower names the exact ship the Pilgrims used instead of just saying the ship or a boat.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a specific noun. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

SPECIFIC NOUNS

WEEK 6 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

"Farmers planted crops such as corn, beans, squash, wheat, and barley."

A. Farmers B. barley C. planted

I CAN I can choose the specific noun and explain how I know.

Grade 3 · Cluster 1 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. barley. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

SPECIFIC NOUNS

WEEK 6 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Farmers planted crops such as corn, beans, squash, wheat, and <u>barley</u>."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 1 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Barley names a specific crop instead of a vague word like food or grain.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 6 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: The settlers used stuff to build things.

Replace the word stuff with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 1 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than stuff.*

ANSWER KEY: Answers vary. One strong revision: The settlers used lumber to build shelters.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 6 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose construction sites instead of places?

"Workers chopped trees and carried wood to <u>construction sites</u>."

Why construction sites and not places?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 1 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose construction sites instead of places?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Construction sites names exactly where the workers brought wood. The plain word places does not tell the reader what was happening there or why the wood was needed.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SPECIFIC NOUNS

WEEK 6 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Streams provided fresh water for drinking and farming." The word Streams works well. Streams names the specific type of water source instead of a vague word like water or.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SPECIFIC NOUNS

WEEK 6 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Mayflower. Mayflower names the exact ship the Pilgrims used instead of just saying the ship or a boat.
CHOOSE	B. barley. It names exactly who or what, instead of a general word like thing or place.
SHOW	Barley names a specific crop instead of a vague word like food or grain.
OWN	Answers vary. One strong revision: The settlers used lumber to build shelters.
DEFEND	Construction sites names exactly where the workers brought wood. The plain word places does not tell the reader what was happening there or why the wood was needed.
YOUR TURN	Answers vary. One example: “Streams provided fresh water for drinking and farming.” The word Streams works well. Streams names the specific type of water source instead of a vague word like water or.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: Mayflower. Mayflower names the exact ship the Pilgrims used instead of just saying the ship or a boat.; CHOOSE: B. barley. It names exactly who or what, instead of a general word like thing or place.; SHOW: Barley names a specific crop instead of a vague word like food or grain.; OWN: Answers vary. One strong revision: The settlers used lumber to build shelters.; DEFEND: Construction sites names exactly where the workers brought wood. The plain word places does not tell the reader what was happening there or why the wood was needed.; Your Turn: Answers vary. One example: “Streams provided fresh water for drinking and farming.” The word Streams works well. Streams names the specific type of water source instead of a vague word like water or.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 6 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

The Pilgrims reached the coast near present-day Massachusetts. Winter was beginning, so the settlers needed to find a place to settle quickly.

Why does the author use the word 'Massachusetts' instead of a general word like place?

- **A** It tells the reader the journey was long.
- **B** It makes the passage sound more exciting.
- **C** It tells the reader exactly where the Pilgrims landed.
- **D** It shows the settlers were already familiar with the area.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Why does the author use the word 'Massachusetts' instead of a general word like place?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SPECIFIC NOUNS

WEEK 6 of 36

Slide 10 of 10

The answer is C.

A **It tells the reader the journey was long.**
Massachusetts is a location name, not a detail about how far the Pilgrims traveled.

B **It makes the passage sound more exciting.**
A place name does not add excitement. It adds specific information about location.

C **It tells the reader exactly where the Pilgrims landed.**
Correct. Massachusetts names the exact location so the reader knows precisely where the Pilgrims arrived.

D **It shows the settlers were already familiar with the area.**
Naming a place does not mean the Pilgrims had been there before.

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is C. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A It tells the reader the journey was long.: Massachusetts is a location name, not a detail about how far the Pilgrims traveled.; B It makes the passage sound more exciting.: A place name does not add excitement. It adds specific information about location.; C It tells the reader exactly where the Pilgrims landed.: Correct. Massachusetts names the exact location so the reader knows precisely where the Pilgrims arrived.; D It shows the settlers were already familiar with the area.: Naming a place does not mean the Pilgrims had been there before.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 7 of 36

Grade 3 · Cluster 1 · Module 3

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "Life Along the Nile River"

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is specific nouns."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 1 Module 3 · a class or student copy of "Life Along the Nile River" · the student tracking sheet · pencils

WORD CHOICE IN THE READING

"When the floodwaters moved back down, they left behind dark, rich soil along the riverbanks." *(word: riverbanks)*

"Fishermen used nets and boats to catch fish from the river." *(word: nets)*

"Builders used stone from nearby areas to create temples, statues, and pyramids." *(word: pyramids)*

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

"When the floodwaters moved back down, they left behind dark, rich soil along the riverbanks."

I CAN I can notice the specific noun an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a specific noun."

▸ *Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.*

"Listen as I read the sentence. I am looking for the specific noun, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: riverbanks. Riverbanks names the exact place along the river where the soil was left. A plain word like edges is too vague.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a specific noun. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

SPECIFIC NOUNS

WEEK 7 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

"Fishermen used nets and boats to catch fish from the river."

A. nets B. boats C. fish

I CAN I can choose the specific noun and explain how I know.

Grade 3 · Cluster 1 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: A. nets. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

SPECIFIC NOUNS

WEEK 7 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Fishermen used <u>nets</u> and boats to catch fish from the river."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 1 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Nets names the exact tool fishermen used instead of a vague word like equipment or things.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 7 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: People used things to catch food.

Replace the word <u>things</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 1 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than things.*

ANSWER KEY: Answers vary. One strong revision: Fishermen used nets to catch fish.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 7 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose pyramids instead of buildings?

"Builders used stone from nearby areas to create temples, statues, and pyramids."

Why pyramids and not buildings?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 1 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose pyramids instead of buildings?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Pyramids names a specific structure found in ancient Egypt. The plain word buildings is too vague and could mean any type of structure anywhere in the world.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SPECIFIC NOUNS

WEEK 7 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Farmers planted crops such as wheat and barley in the rich soil near the Nile." The word wheat works well. Wheat names a specific crop instead of a vague word like food.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SPECIFIC NOUNS

WEEK 7 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	riverbanks. Riverbanks names the exact place along the river where the soil was left. A plain word like edges is too vague.
CHOOSE	A. nets. It names exactly who or what, instead of a general word like thing or place.
SHOW	Nets names the exact tool fishermen used instead of a vague word like equipment or things.
OWN	Answers vary. One strong revision: Fishermen used nets to catch fish.
DEFEND	Pyramids names a specific structure found in ancient Egypt. The plain word buildings is too vague and could mean any type of structure anywhere in the world.
YOUR TURN	Answers vary. One example: “Farmers planted crops such as wheat and barley in the rich soil near the Nile.” The word wheat works well. Wheat names a specific crop instead of a vague word like food.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: riverbanks. Riverbanks names the exact place along the river where the soil was left. A plain word like edges is too vague.; CHOOSE: A. nets. It names exactly who or what, instead of a general word like thing or place.; SHOW: Nets names the exact tool fishermen used instead of a vague word like equipment or things.; OWN: Answers vary. One strong revision: Fishermen used nets to catch fish.; DEFEND: Pyramids names a specific structure found in ancient Egypt. The plain word buildings is too vague and could mean any type of structure anywhere in the world.; Your Turn: Answers vary. One example: “Farmers planted crops such as wheat and barley in the rich soil near the Nile.” The word wheat works well. Wheat names a specific crop instead of a vague word like food.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 7 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Families often lived in homes made from mud bricks near the riverbanks. Communities worked together during planting and harvest seasons.

Why does the author use the words 'mud bricks' instead of a general word like materials?

A It shows the homes were large and well decorated.

B It helps the reader picture the building supplies.

C It proves that the families who lived there were rich.

D It means the homes were easy to build from the start.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Why does the author use the words 'mud bricks' instead of a general word like materials?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

A **It shows the homes were large and well decorated.**
Mud bricks tells what the homes were made of, not how big they were.

B **It helps the reader picture the building supplies.**
Correct. Mud bricks names the exact material, so the reader can picture the homes.

C **It proves that the families who lived there were rich.**
Mud bricks were a common material, not a sign of wealth.

D **It means the homes were easy to build from the start.**
The excerpt does not say whether mud brick homes were easy or hard to build.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A It shows the homes were large and well decorated.: Mud bricks tells what the homes were made of, not how big they were.; B It helps the reader picture the building supplies.: Correct. Mud bricks names the exact material, so the reader can picture the homes.; C It proves that the families who lived there were rich.: Mud bricks were a common material, not a sign of wealth.; D It means the homes were easy to build from the start.: The excerpt does not say whether mud brick homes were easy or hard to build.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 8 of 36

Grade 3 · Cluster 1 · Module 4

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "Life Along the Nile River"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 1 Module 4 · a class or student copy of "Life Along the Nile River" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 1 of 10

WORD CHOICE IN THE READING

"It flowed through the desert from south to north before emptying into the Mediterranean Sea." *(word: flowed)*

"Merchants traded goods between villages and cities." *(word: traded)*

"Merchants exchanged food, tools, cloth, and other supplies with different communities." *(word: exchanged)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

PRECISE VERBS

WEEK 8 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"It flowed through the desert from south to north before emptying into the Mediterranean Sea."

I CAN I can notice the precise verb an author chooses.

Grade 3 · Cluster 1 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: flowed. Flowed tells exactly how the water moved, slowly and steadily through the land.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 8 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"Merchants traded goods between villages and cities."

A. Merchants B. traded C. goods

I CAN I can choose the precise verb and explain how I know.

Grade 3 · Cluster 1 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. traded. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

PRECISE VERBS

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Merchants <u>traded</u> goods between villages and cities."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Traded tells exactly what the merchants did. They exchanged goods with one another, not just moved them.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 8 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: People moved things on the river.

Replace the word <u>moved</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 1 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than moved.*

ANSWER KEY: Answers vary. One strong revision: People transported goods along the river.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 8 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose exchanged instead of gave?

"Merchants <u>exchanged</u> food, tools, cloth, and other supplies with different communities."

Why exchanged and not gave?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 1 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose exchanged instead of gave?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Exchanged tells the reader the merchants gave and received goods with one another. The plain word gave only shows one direction and misses the back-and-forth nature of trade.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 8 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

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Grade 3 · Cluster 1 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Farmers planned their planting seasons around the flood cycle." The word planned works well. Planned shows the farmers thinking ahead and organizing their work around the.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 8 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	flowed. Flowed tells exactly how the water moved, slowly and steadily through the land.
CHOOSE	B. traded. It is the action word, and it tells exactly how the action happens.
SHOW	Traded tells exactly what the merchants did. They exchanged goods with one another, not just moved them.
OWN	Answers vary. One strong revision: People transported goods along the river.
DEFEND	Exchanged tells the reader the merchants gave and received goods with one another. The plain word gave only shows one direction and misses the back-and-forth nature of trade.
YOUR TURN	Answers vary. One example: “Farmers planned their planting seasons around the flood cycle.” The word planned works well. Planned shows the farmers thinking ahead and organizing their work around the.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: flowed. Flowed tells exactly how the water moved, slowly and steadily through the land.; CHOOSE: B. traded. It is the action word, and it tells exactly how the action happens.; SHOW: Traded tells exactly what the merchants did. They exchanged goods with one another, not just moved them.; OWN: Answers vary. One strong revision: People transported goods along the river.; DEFEND: Exchanged tells the reader the merchants gave and received goods with one another. The plain word gave only shows one direction and misses the back-and-forth nature of trade.; Your Turn: Answers vary. One example: “Farmers planned their planting seasons around the flood cycle.” The word planned works well. Planned shows the farmers thinking ahead and organizing their work around the.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 8 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

As trade and farming improved, cities along the Nile became larger and stronger. Markets, temples, and homes appeared throughout the region.

Which word could replace 'appeared' and keep almost the same meaning?

- **A** vanished
- **B** remained
- **C** hovered
- **D** emerged

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Grade 3 · Cluster 1 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Which word could replace 'appeared' and keep almost the same meaning?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 8 of 36

Slide 10 of 10

The answer is D.

A **vanished**
Vanished means to disappear, which is the opposite of appeared.

B **remained**
Remained means to stay in place. It does not show something new coming into the region.

C **hovered**
Hovered means to float in one spot. Buildings do not hover.

D **emerged**
Correct. Emerged means to come into view or develop, which keeps the meaning that new structures began showing up.

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Grade 3 · Cluster 1 · Word Choice

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A vanished: Vanished means to disappear, which is the opposite of appeared.; B remained: Remained means to stay in place. It does not show something new coming into the region.; C hovered: Hovered means to float in one spot. Buildings do not hover.; D emerged: Correct. Emerged means to come into view or develop, which keeps the meaning that new structures began showing up.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 9 of 36

Grade 3 · Cluster 2 · Module 1

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from "Laura Ingalls Wilder"

A vivid adjective describes a noun with exact detail so the reader can picture it clearly.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is vivid adjectives."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A vivid adjective describes a noun with exact detail so the reader can picture it clearly. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 2 Module 1 · a class or student copy of "Laura Ingalls Wilder" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 1 of 10

WORD CHOICE IN THE READING

"Roads were rough, and some areas had no roads at all." *(word: rough)*

"Laura described endless grasslands filled with wildflowers and wildlife." *(word: endless)*

"Laura later wrote about a series of severe winter storms that became known as the Long Winter." *(word: severe)*

CHECK FOR UNDERSTANDING

Ask a student to name one vivid adjective from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a vivid adjective."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the vivid adjective.

Read this sentence from the passage. Find the vivid describing word the author chose.

"Roads were rough, and some areas had no roads at all."

I CAN I can notice the vivid adjective an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a vivid adjective."

▸ *Read the I can statement aloud, then the task on the slide: Notice the vivid adjective. Read this sentence from the passage. Find the vivid describing word the author chose.*

"Listen as I read the sentence. I am looking for the vivid adjective, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: rough. Rough paints a picture of bumpy, uneven roads that made travel difficult and uncomfortable.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a vivid adjective. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's vivid adjective?

"Laura described endless grasslands filled with wildflowers and wildlife."

A. described B. endless C. grasslands

I CAN I can choose the vivid adjective and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's vivid adjective?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. endless. It describes a noun with exact detail the reader can picture.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Laura described <u>endless</u> grasslands filled with wildflowers and wildlife."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Endless paints a picture of grasslands stretching so far the eye cannot find where they stop.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the weak describing word with a vivid adjective.

Plain sentence: The prairie had nice weather.

Replace the word nice with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the weak describing word with a vivid adjective.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than nice.*

ANSWER KEY: Answers vary. One strong revision: The prairie had warm, sunny weather.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

VIVID ADJECTIVES

WEEK 9 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose severe instead of bad?

"Laura later wrote about a series of <u>severe</u> winter storms that became known as the Long Winter."

Why severe and not bad?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 2 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose severe instead of bad?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Severe paints a picture of storms so extreme they trapped an entire town for months. The plain word bad could mean a light rain or a cloudy day and does not show how serious the winter was.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

VIVID ADJECTIVES

WEEK 9 of 36

TEKS 11(C) · Slide 7 of 10

Find a vivid adjective on your own.

Go back to the passage. Find one more vivid adjective. Copy the words and explain what they show.

Go back to the reading.
Find one more vivid adjective.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a vivid adjective and explain the author's choice.

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Grade 3 · Cluster 2 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more vivid adjective on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more vivid adjective. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "At the same time, prairie fires, blizzards, and other natural events could create dangerous situations." The word dangerous works well. Dangerous paints a picture of.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

VIVID ADJECTIVES

WEEK 9 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	rough. Rough paints a picture of bumpy, uneven roads that made travel difficult and uncomfortable.
CHOOSE	B. endless. It describes a noun with exact detail the reader can picture.
SHOW	Endless paints a picture of grasslands stretching so far the eye cannot find where they stop.
OWN	Answers vary. One strong revision: The prairie had warm, sunny weather.
DEFEND	Severe paints a picture of storms so extreme they trapped an entire town for months. The plain word bad could mean a light rain or a cloudy day and does not show how serious the winter was.
YOUR TURN	Answers vary. One example: “At the same time, prairie fires, blizzards, and other natural events could create dangerous situations.” The word dangerous works well. Dangerous paints a picture of.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: rough. Rough paints a picture of bumpy, uneven roads that made travel difficult and uncomfortable.; CHOOSE: B. endless. It describes a noun with exact detail the reader can picture.; SHOW: Endless paints a picture of grasslands stretching so far the eye cannot find where they stop.; OWN: Answers vary. One strong revision: The prairie had warm, sunny weather.; DEFEND: Severe paints a picture of storms so extreme they trapped an entire town for months. The plain word bad could mean a light rain or a cloudy day and does not show how serious the winter was.; Your Turn: Answers vary. One example: “At the same time, prairie fires, blizzards, and other natural events could create dangerous situations.” The word dangerous works well. Dangerous paints a picture of.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

VIVID ADJECTIVES

WEEK 9 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Laura described endless grasslands filled with wildflowers and wildlife. She enjoyed watching animals and exploring nature.

The word 'endless' helps the reader understand that the grasslands

- **A** seemed to stretch on forever in every direction
- **B** were hard to walk through because of the tall grass
- **C** were completely flat without any hills at all
- **D** were empty with no plants growing

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'endless' helps the reader understand that the grasslands*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

VIVID ADJECTIVES

WEEK 9 of 36

Slide 10 of 10

The answer is A.

A **seemed to stretch on forever in every direction**
Correct. Endless means the grasslands appeared to go so far they had no end.

B **were hard to walk through because of the tall grass**
Endless describes size, not difficulty. The excerpt does not say the grasslands were hard to walk through.

C **were completely flat without any hills at all**
Endless means they stretched far. It does not tell whether the land was flat or hilly.

D **were empty with no plants growing**
The excerpt says the grasslands were filled with wildflowers and wildlife, so they were not empty.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A seemed to stretch on forever in every direction: Correct. Endless means the grasslands appeared to go so far they had no end.; B were hard to walk through because of the tall grass: Endless describes size, not difficulty. The excerpt does not say the grasslands were hard to walk through.; C were completely flat without any hills at all: Endless means they stretched far. It does not tell whether the land was flat or hilly.; D were empty with no plants growing: The excerpt says the grasslands were filled with wildflowers and wildlife, so they were not empty.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 10 of 36

Grade 3 · Cluster 2 · Module 2

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "Laura Ingalls Wilder"

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is specific nouns."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 2 Module 2 · a class or student copy of "Laura Ingalls Wilder" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 1 of 10

WORD CHOICE IN THE READING

"She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin." *(word: log cabin)*

"Families often rode in covered wagons pulled by horses or oxen." *(word: oxen)*

"Families planted crops such as corn, wheat, and vegetables." *(word: corn)*

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

SPECIFIC NOUNS

WEEK 10 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

"She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin."

I CAN I can notice the specific noun an author chooses.

Grade 3 · Cluster 2 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a specific noun."

▸ *Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.*

"Listen as I read the sentence. I am looking for the specific noun, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: log cabin. Log cabin names the exact type of home Laura was born in instead of a vague word like house or building.

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a specific noun. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

"Families often rode in covered wagons pulled by horses or oxen."

A. rode B. oxen C. wagons

I CAN I can choose the specific noun and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. oxen. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

SPECIFIC NOUNS

WEEK 10 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Families often rode in covered wagons pulled by horses or <u>oxen</u>."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 2 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Oxen names the specific animal that pulled wagons instead of a vague word like animals.

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 10 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: The family used an animal to pull their thing.

Replace the word thing with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 2 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than thing.*

ANSWER KEY: Answers vary. One strong revision: The family used a horse to pull their wagon.

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 10 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose corn instead of food?

"Families planted crops such as corn, wheat, and vegetables."

Why corn and not food?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 2 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose corn instead of food?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a* because *statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Corn names the exact crop the family planted. The plain word food is too vague because it could mean bread, meat, or anything else, so the reader cannot picture the farm fields.

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SPECIFIC NOUNS

WEEK 10 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Laura loved listening to Pa play his fiddle." The word fiddle works well. Fiddle names the specific instrument Pa played instead of a vague word like instrument or music.

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SPECIFIC NOUNS

WEEK 10 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	log cabin. Log cabin names the exact type of home Laura was born in instead of a vague word like house or building.
CHOOSE	B. oxen. It names exactly who or what, instead of a general word like thing or place.
SHOW	Oxen names the specific animal that pulled wagons instead of a vague word like animals.
OWN	Answers vary. One strong revision: The family used a horse to pull their wagon.
DEFEND	Corn names the exact crop the family planted. The plain word food is too vague because it could mean bread, meat, or anything else, so the reader cannot picture the farm fields.
YOUR TURN	Answers vary. One example: “Laura loved listening to Pa play his fiddle.” The word fiddle works well. Fiddle names the specific instrument Pa played instead of a vague word like instrument or music.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: log cabin. Log cabin names the exact type of home Laura was born in instead of a vague word like house or building.; CHOOSE: B. oxen. It names exactly who or what, instead of a general word like thing or place.; SHOW: Oxen names the specific animal that pulled wagons instead of a vague word like animals.; OWN: Answers vary. One strong revision: The family used a horse to pull their wagon.; DEFEND: Corn names the exact crop the family planted. The plain word food is too vague because it could mean bread, meat, or anything else, so the reader cannot picture the farm fields.; Your Turn: Answers vary. One example: “Laura loved listening to Pa play his fiddle.” The word fiddle works well. Fiddle names the specific instrument Pa played instead of a vague word like instrument or music.

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 10 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

They grew food, sewed clothing, built furniture, and repaired tools. Every family member had responsibilities.

Why does the author use the word 'furniture' instead of a general word like things?

A It shows the family was wealthy enough to buy nice items.

B It tells the reader the family spent all their time indoors.

C It names what the family built so the reader can see it.

D It proves the family had a lot of extra time for hobbies.

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Grade 3 · Cluster 2 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Why does the author use the word 'furniture' instead of a general word like things?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SPECIFIC NOUNS

WEEK 10 of 36

Slide 10 of 10

The answer is C.

A **It shows the family was wealthy enough to buy nice items.**
The passage says they built furniture themselves, not that they bought it.

B **It tells the reader the family spent all their time indoors.**
Building furniture does not mean all their work was indoors. They also grew food outside.

C **It names what the family built so the reader can see it.**
Correct. Furniture names a specific product, helping the reader picture tables and chairs.

D **It proves the family had a lot of extra time for hobbies.**
Building furniture was a necessity, not a hobby. The passage describes hard daily work.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is C. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A It shows the family was wealthy enough to buy nice items.: The passage says they built furniture themselves, not that they bought it.; B It tells the reader the family spent all their time indoors.: Building furniture does not mean all their work was indoors. They also grew food outside.; C It names what the family built so the reader can see it.: Correct. Furniture names a specific product, helping the reader picture tables and chairs.; D It proves the family had a lot of extra time for hobbies.: Building furniture was a necessity, not a hobby. The passage describes hard daily work.

TEKS 11(C) · Word Choice · Week 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 11 of 36

Grade 3 · Cluster 2 · Module 3

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from "Carmen Lomas Garza"

A vivid adjective describes a noun with exact detail so the reader can picture it clearly.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is vivid adjectives."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A vivid adjective describes a noun with exact detail so the reader can picture it clearly. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 2 Module 3 · a class or student copy of "Carmen Lomas Garza" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 1 of 10

WORD CHOICE IN THE READING

"Her artwork uses bright colors and clear details to tell stories." *(word: bright)*

"Viewers may notice smiling faces, colorful decorations, and busy family gatherings." *(word: colorful)*

"Her paintings show that history can be found in everyday experiences and that even simple moments can have lasting meaning." *(word: lasting)*

CHECK FOR UNDERSTANDING

Ask a student to name one vivid adjective from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a vivid adjective."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the vivid adjective.

Read this sentence from the passage. Find the vivid describing word the author chose.

"Her artwork uses bright colors and clear details to tell stories."

I CAN I can notice the vivid adjective an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a vivid adjective."

▸ *Read the I can statement aloud, then the task on the slide: Notice the vivid adjective. Read this sentence from the passage. Find the vivid describing word the author chose.*

"Listen as I read the sentence. I am looking for the vivid adjective, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: bright. Bright paints a picture of bold, glowing colors that stand out, not dull or faded ones.

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a vivid adjective. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's vivid adjective?

"Viewers may notice smiling faces, colorful decorations, and busy family gatherings."

A. smiling B. colorful C. decorations

I CAN I can choose the vivid adjective and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's vivid adjective?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. colorful. It describes a noun with exact detail the reader can picture.

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Viewers may notice smiling faces, <u>colorful</u> decorations, and busy family gatherings."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Colorful paints a picture of many vivid colors filling the decorations, making the scene feel lively.

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

VIVID ADJECTIVES

WEEK 11 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the weak describing word with a vivid adjective.

Plain sentence: The painting showed a nice family event.

Replace the word nice with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 2 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the weak describing word with a vivid adjective.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than nice.*

ANSWER KEY: Answers vary. One strong revision: The painting showed a joyful family celebration.

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

VIVID ADJECTIVES

WEEK 11 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose lasting instead of some?

"Her paintings show that history can be found in everyday experiences and that even simple moments can have lasting meaning."

Why lasting and not some?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 2 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose lasting instead of some?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Lasting paints a picture of meaning that stretches forward through time and never fades. The plain word some does not show how long or how deeply the meaning endures.

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

VIVID ADJECTIVES

WEEK 11 of 36

TEKS 11(C) · Slide 7 of 10

Find a vivid adjective on your own.

Go back to the passage. Find one more vivid adjective. Copy the words and explain what they show.

Go back to the reading.
Find one more vivid adjective.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a vivid adjective and explain the author's choice.

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Grade 3 · Cluster 2 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more vivid adjective on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more vivid adjective. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "These simple moments may seem ordinary, but Garza believed they were valuable parts of culture and history." The word valuable works well. Valuable paints a picture of.

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

VIVID ADJECTIVES

WEEK 11 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	bright. Bright paints a picture of bold, glowing colors that stand out, not dull or faded ones.
CHOOSE	B. colorful. It describes a noun with exact detail the reader can picture.
SHOW	Colorful paints a picture of many vivid colors filling the decorations, making the scene feel lively.
OWN	Answers vary. One strong revision: The painting showed a joyful family celebration.
DEFEND	Lasting paints a picture of meaning that stretches forward through time and never fades. The plain word some does not show how long or how deeply the meaning endures.
YOUR TURN	Answers vary. One example: “These simple moments may seem ordinary, but Garza believed they were valuable parts of culture and history.” The word valuable works well. Valuable paints a picture of.

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: bright. Bright paints a picture of bold, glowing colors that stand out, not dull or faded ones.; CHOOSE: B. colorful. It describes a noun with exact detail the reader can picture.; SHOW: Colorful paints a picture of many vivid colors filling the decorations, making the scene feel lively.; OWN: Answers vary. One strong revision: The painting showed a joyful family celebration.; DEFEND: Lasting paints a picture of meaning that stretches forward through time and never fades. The plain word some does not show how long or how deeply the meaning endures.; Your Turn: Answers vary. One example: “These simple moments may seem ordinary, but Garza believed they were valuable parts of culture and history.” The word valuable works well. Valuable paints a picture of.

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

VIVID ADJECTIVES

WEEK 11 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Family members often gather around a table to prepare ingredients, wrap tamales, and spend time together. While this activity may seem simple, it represents an important tradition shared by many families.

The word 'important' helps the reader understand that the tradition of making tamales is

- **A** easy for anyone to learn how to do
- **B** meaningful and worth remembering
- **C** required by all family members
- **D** only done during one specific holiday

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'important' helps the reader understand that the tradition of making tamales is*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

VIVID ADJECTIVES

WEEK 11 of 36

Slide 10 of 10

The answer is B.

A **easy for anyone to learn how to do**
Important describes value, not difficulty. The passage does not say making tamales is easy.

B **meaningful and worth remembering**
Correct. Important shows the tradition matters to families and should be remembered, even though it may look simple.

C **required by all family members**
The passage says family members gather to make tamales, but it does not say it is required.

D **only done during one specific holiday**
The passage says during the holidays but does not limit it to one single holiday.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A easy for anyone to learn how to do: Important describes value, not difficulty. The passage does not say making tamales is easy.; B meaningful and worth remembering: Correct. Important shows the tradition matters to families and should be remembered, even though it may look simple.; C required by all family members: The passage says family members gather to make tamales, but it does not say it is required.; D only done during one specific holiday: The passage says during the holidays but does not limit it to one single holiday.

TEKS 11(C) · Word Choice · Week 11 of 36 · Cluster 2 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 12 of 36

Grade 3 · Cluster 2 · Module 4

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "Carmen Lomas Garza"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is connotation."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 2 Module 4 · a class or student copy of "Carmen Lomas Garza" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 1 of 10

WORD CHOICE IN THE READING

"Her paintings and books continue to inspire students, teachers, families, and museum visitors." *(word: inspire)*

"She believed that ordinary experiences were important and deserved to be remembered." *(word: deserved)*

"Even as her career grew, Garza remained committed to the subjects that mattered most to her." *(word: committed)*

CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a strong feeling."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

"Her paintings and books continue to inspire students, teachers, families, and museum visitors."

I CAN I can notice the word with a strong feeling an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with a strong feeling."

▸ *Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.*

"Listen as I read the sentence. I am looking for the word with a strong feeling, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: inspire. Inspire carries a strong, uplifting positive feeling. It shows her work fills people with motivation and admiration.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING
CONNOTATION

WEEK 12 of 36
TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"She believed that ordinary experiences were important and deserved to be remembered."

A. believed B. deserved C. remembered

I CAN I can choose the word with a strong feeling and explain how I know.

Grade 3 · Cluster 2 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. deserved. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"She believed that ordinary experiences were important and <u>deserved</u> to be remembered."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Deserved carries a strong positive feeling, suggesting these memories have earned the right to be kept and valued.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: People did stuff for their town.

Replace the word stuff with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than stuff.*

ANSWER KEY: Answers vary. One strong revision: People contributed to their community.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 12 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose committed instead of interested?

"Even as her career grew, Garza remained <u>committed</u> to the subjects that mattered most to her."

Why committed and not interested?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 2 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose committed instead of interested?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Committed carries a deeply positive feeling showing Garza was devoted to her subjects. The plain word interested is weak and does not show that strong loyalty.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

CONNOTATION

WEEK 12 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 3 · Cluster 2 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Visitors appreciated the way her paintings celebrated family traditions and community experiences." The word celebrated works well. Celebrated carries a joyful, positive.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

CONNOTATION

WEEK 12 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	inspire. Inspire carries a strong, uplifting positive feeling. It shows her work fills people with motivation and admiration.
CHOOSE	B. deserved. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Deserved carries a strong positive feeling, suggesting these memories have earned the right to be kept and valued.
OWN	Answers vary. One strong revision: People contributed to their community.
DEFEND	Committed carries a deeply positive feeling showing Garza was devoted to her subjects. The plain word interested is weak and does not show that strong loyalty.
YOUR TURN	Answers vary. One example: “Visitors appreciated the way her paintings celebrated family traditions and community experiences.” The word celebrated works well. Celebrated carries a joyful, positive.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: inspire. Inspire carries a strong, uplifting positive feeling. It shows her work fills people with motivation and admiration.; CHOOSE: B. deserved. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Deserved carries a strong positive feeling, suggesting these memories have earned the right to be kept and valued.; OWN: Answers vary. One strong revision: People contributed to their community.; DEFEND: Committed carries a deeply positive feeling showing Garza was devoted to her subjects. The plain word interested is weak and does not show that strong loyalty.; Your Turn: Answers vary. One example: “Visitors appreciated the way her paintings celebrated family traditions and community experiences.” The word celebrated works well. Celebrated carries a joyful, positive.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 12 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

When people see their experiences reflected in books and artwork, they feel recognized and valued. Representation helps individuals understand that their stories matter and deserve to be shared.

The word 'valued' suggests that people feel

A surprised by what they notice in the artwork on display

B confused about the meaning of the paintings they viewed

C curious to learn more about art history

D respected and important because their stories matter

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'valued' suggests that people feel*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

CONNOTATION

WEEK 12 of 36

Slide 10 of 10

The answer is D.

A **surprised by what they notice in the artwork on display**
Surprised means caught off guard. Valued describes a feeling of being respected, not shocked.

B **confused about the meaning of the paintings they viewed**
Confused means not understanding. Valued is about feeling worthy, not puzzled.

C **curious to learn more about art history**
Curious means wanting to know more. Valued is about feeling important, not seeking information.

D **respected and important because their stories matter**
Correct. Valued means people feel their experiences are worthy and appreciated.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A surprised by what they notice in the artwork on display: Surprised means caught off guard. Valued describes a feeling of being respected, not shocked.; B confused about the meaning of the paintings they viewed: Confused means not understanding. Valued is about feeling worthy, not puzzled.; C curious to learn more about art history: Curious means wanting to know more. Valued is about feeling important, not seeking information.; D respected and important because their stories matter: Correct. Valued means people feel their experiences are worthy and appreciated.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 13 of 36

Grade 3 · Cluster 3 · Module 1

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "Why We Need Laws"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is connotation."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 3 Module 1 · a class or student copy of "Why We Need Laws" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 1 of 10

WORD CHOICE IN THE READING

"Voices grew loud like clashing, noisy rings." *(word: clashing)*

"Strong voices won while quiet ones stayed brittle." *(word: brittle)*

"The town became a place where trust could grow,
Because the laws helped everyone to know." *(word: trust)*

CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a strong feeling."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

"Voices grew loud like clashing, noisy rings."

I CAN I can notice the word with a strong feeling an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with a strong feeling."

▸ *Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.*

"Listen as I read the sentence. I am looking for the word with a strong feeling, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: clashing. Clashing carries a negative feeling of harsh conflict, showing the voices sounded angry and out of control.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"Strong voices won while quiet ones stayed brittle."

A. Strong B. brittle C. quiet

I CAN I can choose the word with a strong feeling and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. brittle. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Strong voices won while quiet ones stayed <u>brittle</u>."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Brittle carries a negative feeling of weakness, suggesting the quiet voices could easily break or be ignored.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

CONNOTATION

WEEK 13 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: The town became a good place to live.

Replace the word good with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 3 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than good.*

ANSWER KEY: Answers vary. One strong revision: The town became a peaceful place to live.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 13 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose trust instead of quiet?

"The town became a place where trust could grow, Because the laws helped everyone to know."

Why trust and not quiet?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 3 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose trust instead of quiet?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Trust carries a positive feeling of safety and reliability. The plain word quiet only means silent, so it does not show that people feel safe, honest, and connected to one another.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

CONNOTATION

WEEK 13 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 3 · Cluster 3 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "And fairness often seemed to tumble down." The word tumble works well. Tumble carries a negative feeling of falling apart, showing that fairness was lost and things felt.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

CONNOTATION

WEEK 13 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	clashing. Clashing carries a negative feeling of harsh conflict, showing the voices sounded angry and out of control.
CHOOSE	B. brittle. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Brittle carries a negative feeling of weakness, suggesting the quiet voices could easily break or be ignored.
OWN	Answers vary. One strong revision: The town became a peaceful place to live.
DEFEND	Trust carries a positive feeling of safety and reliability. The plain word quiet only means silent, so it does not show that people feel safe, honest, and connected to one another.
YOUR TURN	Answers vary. One example: “And fairness often seemed to tumble down.” The word tumble works well. Tumble carries a negative feeling of falling apart, showing that fairness was lost and things felt.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ Reveal the answers one row at a time. Students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ Celebrate explanations of why a word works, not only naming the word.

ANSWER KEY: NOTICE: clashing. Clashing carries a negative feeling of harsh conflict, showing the voices sounded angry and out of control.; CHOOSE: B. brittle. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Brittle carries a negative feeling of weakness, suggesting the quiet voices could easily break or be ignored.; OWN: Answers vary. One strong revision: The town became a peaceful place to live.; DEFEND: Trust carries a positive feeling of safety and reliability. The plain word quiet only means silent, so it does not show that people feel safe, honest, and connected to one another.; Your Turn: Answers vary. One example: “And fairness often seemed to tumble down.” The word tumble works well. Tumble carries a negative feeling of falling apart, showing that fairness was lost and things felt.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 13 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

They help protect freedoms people hold dear, And support communities year after year.

The word 'dear' helps the reader understand that people

- **A** care deeply about their freedoms
- **B** do not understand their freedoms
- **C** rarely think about their freedoms
- **D** want to change their freedoms

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'dear' helps the reader understand that people*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

CONNOTATION

WEEK 13 of 36

Slide 10 of 10

The answer is A.

A **care deeply about their freedoms**
Correct. Dear means something people treasure and value greatly, showing they feel strongly about protecting their freedoms.

B **do not understand their freedoms**
Dear shows people value their freedoms, not that they are confused about them.

C **rarely think about their freedoms**
Dear means the opposite. People hold these freedoms close because they think about them often.

D **want to change their freedoms**
Hold dear means wanting to keep something, not wanting to change it.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A care deeply about their freedoms: Correct. Dear means something people treasure and value greatly, showing they feel strongly about protecting their freedoms.; B do not understand their freedoms: Dear shows people value their freedoms, not that they are confused about them.; C rarely think about their freedoms: Dear means the opposite. People hold these freedoms close because they think about them often.; D want to change their freedoms: Hold dear means wanting to keep something, not wanting to change it.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 14 of 36

Grade 3 · Cluster 3 · Module 2

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "Why We Need Laws"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 3 Module 2 · a class or student copy of "Why We Need Laws" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 1 of 10

WORD CHOICE IN THE READING

"Disagreements spread like storms across the town," *(word: spread)*

"Some rules protected homes and growing land, While others helped communities to stand." *(word: protected)*

"And fairness often seemed to tumble down." *(word: tumble)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

PRECISE VERBS

WEEK 14 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"Disagreements spread like storms across the town,"

I CAN I can notice the precise verb an author chooses.

Grade 3 · Cluster 3 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: spread. Spread tells exactly how disagreements moved outward, reaching more and more people like a storm.

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 14 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"Some rules protected homes and growing land, While others helped communities to stand."

A. protected B. homes C. growing

I CAN I can choose the precise verb and explain how I know.

Grade 3 · Cluster 3 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: A. protected. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Some rules <u>protected</u> homes and growing land, While others helped communities to stand."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Protected tells exactly what the rules did. They guarded homes and land, keeping them safe from harm.

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 14 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: The town had some roads.

Replace the word <u>some</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 3 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than some.*

ANSWER KEY: Answers vary. One strong revision: The town had crowded, winding roads.

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 14 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose tumble instead of go?

"And fairness often seemed to <u>tumble</u> down."

Why tumble and not go?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 3 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose tumble instead of go?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Tumble tells exactly how fairness fell apart, crashing downward. The plain word go is too vague to show that sudden collapse.

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 14 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "People vote and serve when called for jury duty, Helping their communities through civic responsibility." The word serve works well. Serve tells exactly what citizens do..

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 14 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	spread. Spread tells exactly how disagreements moved outward, reaching more and more people like a storm.
CHOOSE	A. protected. It is the action word, and it tells exactly how the action happens.
SHOW	Protected tells exactly what the rules did. They guarded homes and land, keeping them safe from harm.
OWN	Answers vary. One strong revision: The town had crowded, winding roads.
DEFEND	Tumble tells exactly how fairness fell apart, crashing downward. The plain word go is too vague to show that sudden collapse.
YOUR TURN	Answers vary. One example: “People vote and serve when called for jury duty, Helping their communities through civic responsibility.” The word serve works well. Serve tells exactly what citizens do..

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: spread. Spread tells exactly how disagreements moved outward, reaching more and more people like a storm.; CHOOSE: A. protected. It is the action word, and it tells exactly how the action happens.; SHOW: Protected tells exactly what the rules did. They guarded homes and land, keeping them safe from harm.; OWN: Answers vary. One strong revision: The town had crowded, winding roads.; DEFEND: Tumble tells exactly how fairness fell apart, crashing downward. The plain word go is too vague to show that sudden collapse.; Your Turn: Answers vary. One example: “People vote and serve when called for jury duty, Helping their communities through civic responsibility.” The word serve works well. Serve tells exactly what citizens do..

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 14 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

They guided trade and settled each dispute, So problems would not grow from branch to root.

Which word could replace 'settled' and keep almost the same meaning?

- **A** started
- **B** ignored
- **C** resolved
- **D** created

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Grade 3 · Cluster 3 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Which word could replace 'settled' and keep almost the same meaning?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 14 of 36

Slide 10 of 10

The answer is C.

A **started**
Started means to begin something. Settled means to end or resolve a disagreement, which is the opposite.

B **ignored**
Ignored means to pay no attention. Settled means to deal with the problem and find a solution.

C **resolved**
Correct. Resolved means to find an answer to a disagreement, which keeps almost the same meaning as settled.

D **created**
Created means to make something new. Settled means to end a dispute, not start one.

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Grade 3 · Cluster 3 · Word Choice

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is C. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A started: Started means to begin something. Settled means to end or resolve a disagreement, which is the opposite.; B ignored: Ignored means to pay no attention. Settled means to deal with the problem and find a solution.; C resolved: Correct. Resolved means to find an answer to a disagreement, which keeps almost the same meaning as settled.; D created: Created means to make something new. Settled means to end a dispute, not start one.

TEKS 11(C) · Word Choice · Week 14 of 36 · Cluster 3 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 15 of 36

Grade 3 · Cluster 3 · Module 3

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "The Lunchroom Discoveries"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 3 Module 3 · a class or student copy of "The Lunchroom Discoveries" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 1 of 10

WORD CHOICE IN THE READING

"Pasteur figured out that heating liquids could kill harmful germs." *(word: figured out)*

"ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness." *(word: spread)*

"JORDAN: I never realized how many things started with someone trying to solve a problem." *(word: solve)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"Pasteur figured out that heating liquids could kill harmful germs."

I CAN I can notice the precise verb an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: figured out. Figured out tells exactly what Pasteur did. He worked through a problem until he found the answer.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 15 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness."

A. research B. spread C. illness

I CAN I can choose the precise verb and explain how I know.

Grade 3 · Cluster 3 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. spread. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

PRECISE VERBS

WEEK 15 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"ALEX: It did. Pasteur's research helped scientists learn that tiny germs could <u>spread</u> illness."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 3 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Spread tells exactly how germs move, passing from one place to another like something spilling outward.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 15 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: The scientist looked at the problem.

Replace the word <u>looked</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 3 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than looked.*

ANSWER KEY: Answers vary. One strong revision: The scientist investigated the problem.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 15 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose solve instead of fix?

"JORDAN: I never realized how many things started with someone trying to <u>solve</u> a problem."

Why solve and not fix?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 3 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose solve instead of fix?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Solve tells the reader someone worked through a problem step by step to find an answer. The plain word fix just means making something better without showing that careful thinking.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 15 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day." The word protect works well. Protect tells exactly.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 15 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	figured out. Figured out tells exactly what Pasteur did. He worked through a problem until he found the answer.
CHOOSE	B. spread. It is the action word, and it tells exactly how the action happens.
SHOW	Spread tells exactly how germs move, passing from one place to another like something spilling outward.
OWN	Answers vary. One strong revision: The scientist investigated the problem.
DEFEND	Solve tells the reader someone worked through a problem step by step to find an answer. The plain word fix just means making something better without showing that careful thinking.
YOUR TURN	Answers vary. One example: “NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.” The word protect works well. Protect tells exactly.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: figured out. Figured out tells exactly what Pasteur did. He worked through a problem until he found the answer.; CHOOSE: B. spread. It is the action word, and it tells exactly how the action happens.; SHOW: Spread tells exactly how germs move, passing from one place to another like something spilling outward.; OWN: Answers vary. One strong revision: The scientist investigated the problem.; DEFEND: Solve tells the reader someone worked through a problem step by step to find an answer. The plain word fix just means making something better without showing that careful thinking.; Your Turn: Answers vary. One example: “NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.” The word protect works well. Protect tells exactly.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 15 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Many scientific discoveries happen because someone asks a question and refuses to give up until they find an answer.

The word 'refuses' helps the reader understand that the scientist

- **A** does not enjoy the work
- **B** keeps trying until the problem is solved
- **C** disagrees with other scientists
- **D** already knows the answer before starting

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Grade 3 · Cluster 3 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'refuses' helps the reader understand that the scientist*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 15 of 36

Slide 10 of 10

The answer is B.

A **does not enjoy the work**
Refuses to give up shows determination, not unhappiness about the work.

B **keeps trying until the problem is solved**
Correct. Refuses to give up means the scientist works hard no matter how difficult the problem is.

C **disagrees with other scientists**
Refuses to give up describes personal effort, not a disagreement with others.

D **already knows the answer before starting**
If the scientist already knew, there would be no need to keep searching for an answer.

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Grade 3 · Cluster 3 · Word Choice

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A does not enjoy the work: Refuses to give up shows determination, not unhappiness about the work.; B keeps trying until the problem is solved: Correct. Refuses to give up means the scientist works hard no matter how difficult the problem is.; C disagrees with other scientists: Refuses to give up describes personal effort, not a disagreement with others.; D already knows the answer before starting: If the scientist already knew, there would be no need to keep searching for an answer.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 16 of 36

Grade 3 · Cluster 3 · Module 4

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "The Lunchroom Discoveries"

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is specific nouns."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 3 Module 4 · a class or student copy of "The Lunchroom Discoveries" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 1 of 10

WORD CHOICE IN THE READING

"ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?" *(word: Louis Pasteur)*

"His research gave doctors and scientists information they did not have before." *(word: doctors)*

"Curious people ask questions and search for answers." *(word: answers)*

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

"ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?"

I CAN I can notice the specific noun an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a specific noun."

▸ *Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.*

"Listen as I read the sentence. I am looking for the specific noun, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: Louis Pasteur. Louis Pasteur names the exact scientist instead of a vague word like someone or a person.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a specific noun. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

"His research gave doctors and scientists information they did not have before."

A. research B. doctors C. scientists

I CAN I can choose the specific noun and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. doctors. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"His research gave <u>doctors</u> and scientists information they did not have before."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Doctors names the exact type of professionals who used Pasteur's research, not just people.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 16 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: A person helped fix a problem with stuff.

Replace the word stuff with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 3 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than stuff.*

ANSWER KEY: Answers vary. One strong revision: A scientist helped fix a problem with germs in milk.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 16 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose answers instead of things?

"Curious people ask questions and search for answers."

Why answers and not things?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 3 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose answers instead of things?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Answers names exactly what curious people work to find. The plain word things is too vague because it could mean supplies, toys, or anything else.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SPECIFIC NOUNS

WEEK 16 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "The students leave the cafeteria thinking about Louis Pasteur, scientific discoveries, and how one person's ideas can continue helping people many years later." The word.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SPECIFIC NOUNS

WEEK 16 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Louis Pasteur. Louis Pasteur names the exact scientist instead of a vague word like someone or a person.
CHOOSE	B. doctors. It names exactly who or what, instead of a general word like thing or place.
SHOW	Doctors names the exact type of professionals who used Pasteur's research, not just people.
OWN	Answers vary. One strong revision: A scientist helped fix a problem with germs in milk.
DEFEND	Answers names exactly what curious people work to find. The plain word things is too vague because it could mean supplies, toys, or anything else.
YOUR TURN	Answers vary. One example: “The students leave the cafeteria thinking about Louis Pasteur, scientific discoveries, and how one person’s ideas can continue helping people many years later.” The word.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: Louis Pasteur. Louis Pasteur names the exact scientist instead of a vague word like someone or a person.; CHOOSE: B. doctors. It names exactly who or what, instead of a general word like thing or place.; SHOW: Doctors names the exact type of professionals who used Pasteur's research, not just people.; OWN: Answers vary. One strong revision: A scientist helped fix a problem with germs in milk.; DEFEND: Answers names exactly what curious people work to find. The plain word things is too vague because it could mean supplies, toys, or anything else.; Your Turn: Answers vary. One example: “The students leave the cafeteria thinking about Louis Pasteur, scientific discoveries, and how one person’s ideas can continue helping people many years later.” The word.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 16 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

MR. REYES: Absolutely. Every generation faces new questions and new challenges.

What does the word 'generation' help the reader understand?

A Only scientists from long ago made discoveries.

B Students in the cafeteria are too young to learn.

C Discoveries happen only at school.

D Each new group of people has its own questions to solve.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: What does the word 'generation' help the reader understand?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is D.

A **Only scientists from long ago made discoveries.**
The excerpt says every generation faces new questions, meaning people today can also discover things.

B **Students in the cafeteria are too young to learn.**
The excerpt says someone sitting there might make a discovery, showing students are not too young.

C **Discoveries happen only at school.**
Generation refers to a group of people born around the same time, not a specific location.

D **Each new group of people has its own questions to solve.**
Correct. Generation names a group of people living at the same time, showing every age group can face new problems.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A Only scientists from long ago made discoveries.: The excerpt says every generation faces new questions, meaning people today can also discover things.; B Students in the cafeteria are too young to learn.: The excerpt says someone sitting there might make a discovery, showing students are not too young.; C Discoveries happen only at school.: Generation refers to a group of people born around the same time, not a specific location.; D Each new group of people has its own questions to solve.: Correct. Generation names a group of people living at the same time, showing every age group can face new problems.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 17 of 36

Grade 3 · Cluster 4 · Module 1

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "Benjamin Franklin and Electricity"

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is specific nouns."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 4 Module 1 · a class or student copy of "Benjamin Franklin and Electricity" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 1 of 10

WORD CHOICE IN THE READING

"After studying the issue, Franklin invented the lightning rod." *(word: lightning rod)*

"People often used candles and lanterns to light their homes after dark." *(word: lanterns)*

"Homes, churches, barns, schools, and government buildings installed lightning rods on their rooftops." *(word: barns)*

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

"After studying the issue, Franklin invented the lightning rod."

I CAN I can notice the specific noun an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a specific noun."

▸ *Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.*

"Listen as I read the sentence. I am looking for the specific noun, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: lightning rod. Lightning rod names the exact invention Franklin created instead of a vague word like device or thing.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a specific noun. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

"People often used candles and lanterns to light their homes after dark."

A. candles B. lanterns C. homes

I CAN I can choose the specific noun and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. lanterns. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"People often used candles and <u>lanterns</u> to light their homes after dark."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Lanterns names the exact tool people used for light instead of a vague word like items or lights.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 17 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: Franklin made a thing that helped people.

Replace the word thing with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 4 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than thing.*

ANSWER KEY: Answers vary. One strong revision: Franklin made a lightning rod that helped people.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 17 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose barns instead of structures?

"Homes, churches, barns, schools, and government buildings installed lightning rods on their rooftops."

Why barns and not structures?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 4 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose barns instead of structures?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Barns names a specific structure on a farm. The plain word structures is too vague because it could mean a house, a store, or any other building.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SPECIFIC NOUNS

WEEK 17 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "He helped organize libraries, fire departments, and other community services that made life better for many people." The word libraries works well. Libraries names the.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SPECIFIC NOUNS

WEEK 17 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	lightning rod. Lightning rod names the exact invention Franklin created instead of a vague word like device or thing.
CHOOSE	B. lanterns. It names exactly who or what, instead of a general word like thing or place.
SHOW	Lanterns names the exact tool people used for light instead of a vague word like items or lights.
OWN	Answers vary. One strong revision: Franklin made a lightning rod that helped people.
DEFEND	Barns names a specific structure on a farm. The plain word structures is too vague because it could mean a house, a store, or any other building.
YOUR TURN	Answers vary. One example: “He helped organize libraries, fire departments, and other community services that made life better for many people.” The word libraries works well. Libraries names the.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: lightning rod. Lightning rod names the exact invention Franklin created instead of a vague word like device or thing.; CHOOSE: B. lanterns. It names exactly who or what, instead of a general word like thing or place.; SHOW: Lanterns names the exact tool people used for light instead of a vague word like items or lights.; OWN: Answers vary. One strong revision: Franklin made a lightning rod that helped people.; DEFEND: Barns names a specific structure on a farm. The plain word structures is too vague because it could mean a house, a store, or any other building.; Your Turn: Answers vary. One example: “He helped organize libraries, fire departments, and other community services that made life better for many people.” The word libraries works well. Libraries names the.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 17 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

The rod is connected to a wire that runs down the side of the building and into the ground. When lightning strikes the rod, the electricity follows the metal path safely into the ground instead of passing through the building.

Why does the author use the word 'wire' instead of a general word like part?

- **A** It names the exact part that carries electricity down.
- **B** It shows that the lightning rod was expensive to build.
- **C** It tells the reader the building was made of metal.
- **D** It proves Franklin was the first person to use metal.

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Grade 3 · Cluster 4 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Why does the author use the word 'wire' instead of a general word like part?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SPECIFIC NOUNS

WEEK 17 of 36

Slide 10 of 10

The answer is A.

A **It names the exact part that carries electricity down.**
Correct. Wire names the specific piece connecting the rod to the ground.

B **It shows that the lightning rod was expensive to build.**
Wire names a material, not a price. The passage does not discuss cost.

C **It tells the reader the building was made of metal.**
The wire runs along the outside of the building. It does not mean the building itself is made of metal.

D **It proves Franklin was the first person to use metal.**
The passage does not say Franklin was the first to use metal. It says he used metal in his invention.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A It names the exact part that carries electricity down.: Correct. Wire names the specific piece connecting the rod to the ground.; B It shows that the lightning rod was expensive to build.: Wire names a material, not a price. The passage does not discuss cost.; C It tells the reader the building was made of metal.: The wire runs along the outside of the building. It does not mean the building itself is made of metal.; D It proves Franklin was the first person to use metal.: The passage does not say Franklin was the first to use metal. It says he used metal in his invention.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 18 of 36

Grade 3 · Cluster 4 · Module 2

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "Benjamin Franklin and Electricity"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 4 Module 2 · a class or student copy of "Benjamin Franklin and Electricity" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 1 of 10

WORD CHOICE IN THE READING

"Franklin began studying electricity through careful observation and experiments." *(word: studying)*

"He talked with other thinkers and scientists and compared ideas." *(word: compared)*

"He demonstrated that careful observation and experimentation could lead to practical solutions." *(word: demonstrated)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"Franklin began studying electricity through careful observation and experiments."

I CAN I can notice the precise verb an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: studying. Studying tells exactly what Franklin did. He spent time learning about electricity on purpose, not just glancing at it.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"He talked with other thinkers and scientists and compared ideas."

A. talked B. compared C. ideas

I CAN I can choose the precise verb and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. compared. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

PRECISE VERBS

WEEK 18 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"He talked with other thinkers and scientists and <u>compared</u> ideas."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 4 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Compared tells that Franklin placed ideas side by side to see which ones were stronger or different.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 18 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: Franklin did things to learn about electricity.

Replace the word did with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 4 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than did.*

ANSWER KEY: Answers vary. One strong revision: Franklin conducted experiments to learn about electricity.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 18 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose demonstrated instead of showed?

"He <u>demonstrated</u> that careful observation and experimentation could lead to practical solutions."

Why demonstrated and not showed?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 4 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose demonstrated instead of showed?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Demonstrated means Franklin proved his ideas by presenting real evidence and results. The plain word showed could just mean he pointed at something without offering proof.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 18 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

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Grade 3 · Cluster 4 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Instead of making guesses, Franklin believed in collecting evidence." The word collecting works well. Collecting tells exactly what Franklin did with evidence. He gathered.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 18 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	studying. Studying tells exactly what Franklin did. He spent time learning about electricity on purpose, not just glancing at it.
CHOOSE	B. compared. It is the action word, and it tells exactly how the action happens.
SHOW	Compared tells that Franklin placed ideas side by side to see which ones were stronger or different.
OWN	Answers vary. One strong revision: Franklin conducted experiments to learn about electricity.
DEFEND	Demonstrated means Franklin proved his ideas by presenting real evidence and results. The plain word showed could just mean he pointed at something without offering proof.
YOUR TURN	Answers vary. One example: “Instead of making guesses, Franklin believed in collecting evidence.” The word collecting works well. Collecting tells exactly what Franklin did with evidence. He gathered.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: studying. Studying tells exactly what Franklin did. He spent time learning about electricity on purpose, not just glancing at it.; CHOOSE: B. compared. It is the action word, and it tells exactly how the action happens.; SHOW: Compared tells that Franklin placed ideas side by side to see which ones were stronger or different.; OWN: Answers vary. One strong revision: Franklin conducted experiments to learn about electricity.; DEFEND: Demonstrated means Franklin proved his ideas by presenting real evidence and results. The plain word showed could just mean he pointed at something without offering proof.; Your Turn: Answers vary. One example: “Instead of making guesses, Franklin believed in collecting evidence.” The word collecting works well. Collecting tells exactly what Franklin did with evidence. He gathered.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 18 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

The lightning rod reduced the chance that a building would catch fire after being struck by lightning. Instead of damaging the structure, the electricity could travel through the rod and wire.

Which word could replace 'reduced' and keep almost the same meaning?

- **A** ignored
- **B** increased
- **C** lowered
- **D** replaced

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Grade 3 · Cluster 4 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Which word could replace 'reduced' and keep almost the same meaning?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 18 of 36

Slide 10 of 10

The answer is C.

A **ignored**
Ignored means paying no attention. The lightning rod did not ignore the problem; it solved it.

B **increased**
Increased means to make larger. That is the opposite of reduced.

C **lowered**
Correct. Lowered means to make smaller, which keeps almost the same meaning as reduced in the excerpt.

D **replaced**
Replaced means to put something new in place of something old. The rod lowered the risk, not replaced it.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is C. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A ignored: Ignored means paying no attention. The lightning rod did not ignore the problem; it solved it.; B increased: Increased means to make larger. That is the opposite of reduced.; C lowered: Correct. Lowered means to make smaller, which keeps almost the same meaning as reduced in the excerpt.; D replaced: Replaced means to put something new in place of something old. The rod lowered the risk, not replaced it.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 19 of 36

Grade 3 · Cluster 4 · Module 3

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "The Founding Fathers"

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is specific nouns."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 4 Module 3 · a class or student copy of "The Founding Fathers" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 1 of 10

WORD CHOICE IN THE READING

"In 1776, some of these leaders helped write an important document called the Declaration of Independence." *(word: Declaration of Independence)*

"George Washington became the commander of the Continental Army." *(word: Continental Army)*

"The Constitution established three branches of government." *(word: Constitution)*

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

"In 1776, some of these leaders helped write an important document called the Declaration of Independence."

I CAN I can notice the specific noun an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a specific noun."

▸ *Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.*

"Listen as I read the sentence. I am looking for the specific noun, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: Declaration of Independence. Declaration of Independence names the exact document instead of a vague word like paper or writing.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a specific noun. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

"George Washington became the commander of the Continental Army."

A. commander B. Continental Army C. Washington

I CAN I can choose the specific noun and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. Continental Army. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"George Washington became the commander of the <u>Continental Army</u>."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 4 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Continental Army names the specific army Washington led instead of a vague phrase like the soldiers.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: The leaders wrote a paper about the country.

Replace the word <u>paper</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 4 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than paper.*

ANSWER KEY: Answers vary. One strong revision: The leaders wrote the Constitution for the country.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose Constitution instead of document?

"The Constitution established three branches of government."

Why Constitution and not document?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 4 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose Constitution instead of document?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Constitution names the specific plan that explains how the United States government works. The plain word document is too vague because it could be any piece of writing.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Thomas Jefferson was respected for his writing and ideas about freedom." The word Thomas Jefferson works well. Thomas Jefferson names the exact leader who was known for.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Declaration of Independence. Declaration of Independence names the exact document instead of a vague word like paper or writing.
CHOOSE	B. Continental Army. It names exactly who or what, instead of a general word like thing or place.
SHOW	Continental Army names the specific army Washington led instead of a vague phrase like the soldiers.
OWN	Answers vary. One strong revision: The leaders wrote the Constitution for the country.
DEFEND	Constitution names the specific plan that explains how the United States government works. The plain word document is too vague because it could be any piece of writing.
YOUR TURN	Answers vary. One example: “Thomas Jefferson was respected for his writing and ideas about freedom.” The word Thomas Jefferson works well. Thomas Jefferson names the exact leader who was known for.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: Declaration of Independence. Declaration of Independence names the exact document instead of a vague word like paper or writing.; CHOOSE: B. Continental Army. It names exactly who or what, instead of a general word like thing or place.; SHOW: Continental Army names the specific army Washington led instead of a vague phrase like the soldiers.; OWN: Answers vary. One strong revision: The leaders wrote the Constitution for the country.; DEFEND: Constitution names the specific plan that explains how the United States government works. The plain word document is too vague because it could be any piece of writing.; Your Turn: Answers vary. One example: “Thomas Jefferson was respected for his writing and ideas about freedom.” The word Thomas Jefferson works well. Thomas Jefferson names the exact leader who was known for.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 19 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

They listened to different viewpoints and debated important issues. They understood that creating change would require careful planning and cooperation.

What does the word 'cooperation' help the reader understand about the Founding Fathers?

A They worked alone without help from anyone else.

B They needed to work together to reach their goals.

C They always agreed on every decision.

D They let one person make all the choices.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: What does the word 'cooperation' help the reader understand about the Founding Fathers?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SPECIFIC NOUNS

WEEK 19 of 36

Slide 10 of 10

The answer is B.

A **They worked alone without help from anyone else.**
Cooperation means working together, which is the opposite of working alone.

B **They needed to work together to reach their goals.**
Correct. Cooperation means people working as a team, showing the leaders could not succeed without helping one another.

C **They always agreed on every decision.**
The excerpt says they debated issues, meaning they disagreed sometimes even while cooperating.

D **They let one person make all the choices.**
Cooperation means sharing the work, not giving power to just one person.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A They worked alone without help from anyone else.: Cooperation means working together, which is the opposite of working alone.; B They needed to work together to reach their goals.: Correct. Cooperation means people working as a team, showing the leaders could not succeed without helping one another.; C They always agreed on every decision.: The excerpt says they debated issues, meaning they disagreed sometimes even while cooperating.; D They let one person make all the choices.: Cooperation means sharing the work, not giving power to just one person.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 20 of 36

Grade 3 · Cluster 4 · Module 4

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "The Founding Fathers"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is connotation."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 4 Module 4 · a class or student copy of "The Founding Fathers" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 1 of 10

WORD CHOICE IN THE READING

"Many colonists felt the British government was unfair because it made decisions without asking for their opinions." *(word: unfair)*

"As time passed, more colonists became frustrated." *(word: frustrated)*

"The work of the Founding Fathers required leadership, courage, and determination." *(word: determination)*

CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a strong feeling."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

"Many colonists felt the British government was unfair because it made decisions without asking for their opinions."

I CAN I can notice the word with a strong feeling an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with a strong feeling."

▸ *Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.*

"Listen as I read the sentence. I am looking for the word with a strong feeling, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: unfair. Unfair carries a strong negative feeling. It shows the colonists believed they were being treated wrongly.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"As time passed, more colonists became frustrated."

A. time B. frustrated C. colonists

I CAN I can choose the word with a strong feeling and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. frustrated. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

CONNOTATION

WEEK 20 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"As time passed, more colonists became <u>frustrated</u>."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 4 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Frustrated carries a negative feeling of being stuck and unhappy, showing the colonists felt their voices were being ignored.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: The leaders tried to fix the problem.

Replace the word tried with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than tried.*

ANSWER KEY: Answers vary. One strong revision: The leaders fought to fix the problem.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 20 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose determination instead of effort?

"The work of the Founding Fathers required leadership, courage, and determination."

Why determination and not effort?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 4 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose determination instead of effort?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Determination carries a strong positive feeling of willpower and courage. The plain word effort only means they worked at it, without showing how strongly they refused to quit.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

CONNOTATION

WEEK 20 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 3 · Cluster 4 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "The work of the Founding Fathers required leadership, courage, and determination." The word courage works well. Courage carries a strong positive feeling of bravery.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

CONNOTATION

WEEK 20 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	unfair. Unfair carries a strong negative feeling. It shows the colonists believed they were being treated wrongly.
CHOOSE	B. frustrated. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Frustrated carries a negative feeling of being stuck and unhappy, showing the colonists felt their voices were being ignored.
OWN	Answers vary. One strong revision: The leaders fought to fix the problem.
DEFEND	Determination carries a strong positive feeling of willpower and courage. The plain word effort only means they worked at it, without showing how strongly they refused to quit.
YOUR TURN	Answers vary. One example: “The work of the Founding Fathers required leadership, courage, and determination.” The word courage works well. Courage carries a strong positive feeling of bravery.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: unfair. Unfair carries a strong negative feeling. It shows the colonists believed they were being treated wrongly.; CHOOSE: B. frustrated. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Frustrated carries a negative feeling of being stuck and unhappy, showing the colonists felt their voices were being ignored.; OWN: Answers vary. One strong revision: The leaders fought to fix the problem.; DEFEND: Determination carries a strong positive feeling of willpower and courage. The plain word effort only means they worked at it, without showing how strongly they refused to quit.; Your Turn: Answers vary. One example: “The work of the Founding Fathers required leadership, courage, and determination.” The word courage works well. Courage carries a strong positive feeling of bravery.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 20 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Many of the Founding Fathers devoted years of their lives to public service. They traveled long distances to attend meetings, participated in debates, and spent countless hours discussing important issues.

The word 'devoted' helps the reader understand that the Founding Fathers

- **A** had no choice about serving their country
- **B** only helped when it was convenient
- **C** expected rewards for their hard work
- **D** gave their time and energy with deep commitment

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'devoted' helps the reader understand that the Founding Fathers*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

CONNOTATION

WEEK 20 of 36

Slide 10 of 10

The answer is D.

A **had no choice about serving their country**
Devoted means they chose to give their time willingly, not that they were forced.

B **only helped when it was convenient**
The excerpt says they traveled long distances and spent countless hours, showing deep commitment, not convenience.

C **expected rewards for their hard work**
Devoted means giving selflessly. The passage does not mention rewards.

D **gave their time and energy with deep commitment**
Correct. Devoted shows they willingly gave years of their lives because they cared deeply about the new nation.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A had no choice about serving their country: Devoted means they chose to give their time willingly, not that they were forced.; B only helped when it was convenient: The excerpt says they traveled long distances and spent countless hours, showing deep commitment, not convenience.; C expected rewards for their hard work: Devoted means giving selflessly. The passage does not mention rewards.; D gave their time and energy with deep commitment: Correct. Devoted shows they willingly gave years of their lives because they cared deeply about the new nation.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 21 of 36

Grade 3 · Cluster 5 · Module 1

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "Henry Ford: Visionary of Travel"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 5 Module 1 · a class or student copy of "Henry Ford: Visionary of Travel" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 1 of 10

WORD CHOICE IN THE READING

"He spent many hours working with engines and experimenting with new ideas." *(word: experimenting)*

"His work helped make automobiles available to millions of people and influenced the way products are manufactured." *(word: manufactured)*

"His inventions and new ways of building products helped transform transportation and industry throughout the United States." *(word: transform)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"He spent many hours working with engines and experimenting with new ideas."

I CAN I can notice the precise verb an author chooses.

Grade 3 · Cluster 5 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: experimenting. Experimenting tells exactly what Ford did. He tested new ideas hands-on to see what would work.

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 21 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"His work helped make automobiles available to millions of people and influenced the way products are manufactured."

A. automobiles B. manufactured C. products

I CAN I can choose the precise verb and explain how I know.

Grade 3 · Cluster 5 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. manufactured. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

PRECISE VERBS

WEEK 21 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"His work helped make automobiles available to millions of people and influenced the way products are <u>manufactured</u>."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 5 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Manufactured tells exactly how products are made in a factory, step by step on a production line.

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 21 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: Ford did something with his factory.

Replace the word did with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 5 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than did.*

ANSWER KEY: Answers vary. One strong revision: Ford redesigned his factory.

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 21 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose transform instead of change?

"His inventions and new ways of building products helped <u>transform</u> transportation and industry throughout the United States."

Why transform and not change?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 5 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose transform instead of change?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Transform shows a complete, dramatic reshaping of how things work. The plain word change could mean anything from a tiny adjustment to a total overhaul.

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 21 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Henry Ford introduced the Model T." The word introduced works well. Introduced tells exactly what Ford did. He presented the Model T to the public for the first time, not.

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 21 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	experimenting. Experimenting tells exactly what Ford did. He tested new ideas hands-on to see what would work.
CHOOSE	B. manufactured. It is the action word, and it tells exactly how the action happens.
SHOW	Manufactured tells exactly how products are made in a factory, step by step on a production line.
OWN	Answers vary. One strong revision: Ford redesigned his factory.
DEFEND	Transform shows a complete, dramatic reshaping of how things work. The plain word change could mean anything from a tiny adjustment to a total overhaul.
YOUR TURN	Answers vary. One example: “Henry Ford introduced the Model T.” The word introduced works well. Introduced tells exactly what Ford did. He presented the Model T to the public for the first time, not.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: experimenting. Experimenting tells exactly what Ford did. He tested new ideas hands-on to see what would work.; CHOOSE: B. manufactured. It is the action word, and it tells exactly how the action happens.; SHOW: Manufactured tells exactly how products are made in a factory, step by step on a production line.; OWN: Answers vary. One strong revision: Ford redesigned his factory.; DEFEND: Transform shows a complete, dramatic reshaping of how things work. The plain word change could mean anything from a tiny adjustment to a total overhaul.; Your Turn: Answers vary. One example: “Henry Ford introduced the Model T.” The word introduced works well. Introduced tells exactly what Ford did. He presented the Model T to the public for the first time, not.

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 21 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Roads were often rough, muddy, or dusty. Traveling from one town to another could take many hours.

Which word could replace 'rough' and keep almost the same meaning?

- **A** uneven
- **B** narrow
- **C** straight
- **D** crowded

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Which word could replace 'rough' and keep almost the same meaning?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 21 of 36

Slide 10 of 10

The answer is A.

A **uneven**
Correct. Uneven means the surface is bumpy and not smooth, which keeps the same meaning as rough in the excerpt.

B **narrow**
Narrow describes how wide a road is, not the condition of its surface.

C **straight**
Straight describes the shape of a road. Rough describes how bumpy or damaged the surface is.

D **crowded**
Crowded means too many people or vehicles. The passage is describing the road surface, not how many people used it.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A uneven: Correct. Uneven means the surface is bumpy and not smooth, which keeps the same meaning as rough in the excerpt.; B narrow: Narrow describes how wide a road is, not the condition of its surface.; C straight: Straight describes the shape of a road. Rough describes how bumpy or damaged the surface is.; D crowded: Crowded means too many people or vehicles. The passage is describing the road surface, not how many people used it.

TEKS 11(C) · Word Choice · Week 21 of 36 · Cluster 5 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 22 of 36

Grade 3 · Cluster 5 · Module 2

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "Henry Ford: Visionary of Travel"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is connotation."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 5 Module 2 · a class or student copy of "Henry Ford: Visionary of Travel" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 1 of 10

WORD CHOICE IN THE READING

"Only wealthy individuals could usually afford to buy one." *(word: wealthy)*

"Henry remained committed to his vision." *(word: committed)*

"Communities that were once isolated became more connected to surrounding areas." *(word: isolated)*

CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a strong feeling."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

"Only wealthy individuals could usually afford to buy one."

I CAN I can notice the word with a strong feeling an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with a strong feeling."

▸ *Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.*

"Listen as I read the sentence. I am looking for the word with a strong feeling, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: wealthy. Wealthy carries a feeling of having much more than enough money, stronger than just saying they had money.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"Henry remained committed to his vision."

A. remained B. committed C. vision

I CAN I can choose the word with a strong feeling and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. committed. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Henry remained <u>committed</u> to his vision."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Committed carries a strong positive feeling of loyalty and dedication, showing Henry would not give up on his dream.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: The town was away from other places.

Replace the word away with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than away.*

ANSWER KEY: Answers vary. One strong revision: The town was isolated from other places.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 22 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose isolated instead of far?

"Communities that were once <u>isolated</u> became more connected to surrounding areas."

Why isolated and not far?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 5 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose isolated instead of far?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Isolated carries a feeling of being completely cut off and alone. The plain word far only tells about distance and does not show the loneliness communities felt before automobiles connected them.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

CONNOTATION

WEEK 22 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 3 · Cluster 5 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "The Model T was strong, simple, and much more affordable than many other automobiles." The word affordable works well. Affordable carries a positive, welcoming feeling.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

CONNOTATION

WEEK 22 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	wealthy. Wealthy carries a feeling of having much more than enough money, stronger than just saying they had money.
CHOOSE	B. committed. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Committed carries a strong positive feeling of loyalty and dedication, showing Henry would not give up on his dream.
OWN	Answers vary. One strong revision: The town was isolated from other places.
DEFEND	Isolated carries a feeling of being completely cut off and alone. The plain word far only tells about distance and does not show the loneliness communities felt before automobiles connected them.
YOUR TURN	Answers vary. One example: “The Model T was strong, simple, and much more affordable than many other automobiles.” The word affordable works well. Affordable carries a positive, welcoming feeling.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: wealthy. Wealthy carries a feeling of having much more than enough money, stronger than just saying they had money.; CHOOSE: B. committed. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Committed carries a strong positive feeling of loyalty and dedication, showing Henry would not give up on his dream.; OWN: Answers vary. One strong revision: The town was isolated from other places.; DEFEND: Isolated carries a feeling of being completely cut off and alone. The plain word far only tells about distance and does not show the loneliness communities felt before automobiles connected them.; Your Turn: Answers vary. One example: “The Model T was strong, simple, and much more affordable than many other automobiles.” The word affordable works well. Affordable carries a positive, welcoming feeling.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 22 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Instead of accepting that automobiles were only for wealthy people, he worked to make them available to ordinary families. His willingness to think differently helped create lasting change.

The word 'ordinary' helps the reader understand that Ford wanted to help

- **A** only the richest families in America
- **B** everyday families who were not wealthy
- **C** people who already owned automobiles
- **D** business owners who sold cars

The Writing Academy®, LLC

Grade 3 · Cluster 5 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'ordinary' helps the reader understand that Ford wanted to help*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

CONNOTATION

WEEK 22 of 36

Slide 10 of 10

The answer is B.

A **only the richest families in America**
The excerpt contrasts ordinary families with wealthy people, so Ford wanted to help those who were not rich.

B **everyday families who were not wealthy**
Correct. Ordinary means regular, everyday people, showing Ford's goal was to help families who could not afford expensive cars.

C **people who already owned automobiles**
Ford wanted to reach people who did not own cars yet, not those who already had them.

D **business owners who sold cars**
Ordinary refers to regular families, not business owners.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A only the richest families in America: The excerpt contrasts ordinary families with wealthy people, so Ford wanted to help those who were not rich.; B everyday families who were not wealthy: Correct. Ordinary means regular, everyday people, showing Ford's goal was to help families who could not afford expensive cars.; C people who already owned automobiles: Ford wanted to reach people who did not own cars yet, not those who already had them.; D business owners who sold cars: Ordinary refers to regular families, not business owners.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 23 of 36

Grade 3 · Cluster 5 · Module 3

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "Sam Walton: Visionary of Retail"

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is specific nouns."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 5 Module 3 · a class or student copy of "Sam Walton: Visionary of Retail" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 1 of 10

WORD CHOICE IN THE READING

"He opened a small store in Rogers, Arkansas called Walmart." *(word: Rogers, Arkansas)*

"Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money." *(word: newspapers)*

"They could buy clothing, household supplies, toys, and other products without spending as much as they might at other stores." *(word: toys)*

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

SPECIFIC NOUNS

WEEK 23 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

"He opened a small store in Rogers, Arkansas called Walmart."

I CAN I can notice the specific noun an author chooses.

Grade 3 · Cluster 5 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a specific noun."

▸ *Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.*

"Listen as I read the sentence. I am looking for the specific noun, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: Rogers, Arkansas. Rogers, Arkansas names the exact city and state where the first store opened instead of just saying a town.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a specific noun. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

"Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money."

A. delivering B. newspapers C. milking

I CAN I can choose the specific noun and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. newspapers. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

SPECIFIC NOUNS

WEEK 23 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Money was often tight, and young Sam helped by delivering <u>newspapers</u>, milking cows, and doing small jobs to earn extra money."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 5 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Newspapers names the specific item Sam delivered instead of a vague word like things or stuff.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 23 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: Sam sold stuff at his place.

Replace the word stuff with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 5 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than stuff.*

ANSWER KEY: Answers vary. One strong revision: Sam sold groceries at his store.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 23 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose toys instead of items?

"They could buy clothing, household supplies, toys, and other products without spending as much as they might at other stores."

Why toys and not items?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 5 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose toys instead of items?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Toys names a specific type of product that families could buy at lower prices. The plain word items does not help the reader picture what was on the shelves.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SPECIFIC NOUNS

WEEK 23 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Workers were needed to stock shelves, help customers, manage inventory, and operate registers." The word registers works well. Registers names the specific machines.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SPECIFIC NOUNS

WEEK 23 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Rogers, Arkansas. Rogers, Arkansas names the exact city and state where the first store opened instead of just saying a town.
CHOOSE	B. newspapers. It names exactly who or what, instead of a general word like thing or place.
SHOW	Newspapers names the specific item Sam delivered instead of a vague word like things or stuff.
OWN	Answers vary. One strong revision: Sam sold groceries at his store.
DEFEND	Toys names a specific type of product that families could buy at lower prices. The plain word items does not help the reader picture what was on the shelves.
YOUR TURN	Answers vary. One example: “Workers were needed to stock shelves, help customers, manage inventory, and operate registers.” The word registers works well. Registers names the specific machines.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: Rogers, Arkansas. Rogers, Arkansas names the exact city and state where the first store opened instead of just saying a town.; CHOOSE: B. newspapers. It names exactly who or what, instead of a general word like thing or place.; SHOW: Newspapers names the specific item Sam delivered instead of a vague word like things or stuff.; OWN: Answers vary. One strong revision: Sam sold groceries at his store.; DEFEND: Toys names a specific type of product that families could buy at lower prices. The plain word items does not help the reader picture what was on the shelves.; Your Turn: Answers vary. One example: “Workers were needed to stock shelves, help customers, manage inventory, and operate registers.” The word registers works well. Registers names the specific machines.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 23 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

He was born in 1918, and as a child he watched his family work hard during the Great Depression.

Why does the author use the words 'Great Depression' instead of a general phrase like hard times?

- **A** It makes the passage sound more dramatic.
- **B** It shows that Sam's family was the only one struggling.
- **C** It names the exact period when many families struggled.
- **D** It proves that Sam's family was very poor.

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Grade 3 · Cluster 5 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Why does the author use the words 'Great Depression' instead of a general phrase like hard times?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SPECIFIC NOUNS

WEEK 23 of 36

Slide 10 of 10

The answer is C.

A **It makes the passage sound more dramatic.**
The author uses this term to name a real historical period, not to add drama.

B **It shows that Sam's family was the only one struggling.**
The Great Depression affected many people across the country, not just Sam's family.

C **It names the exact period when many families struggled.**
Correct. Great Depression names a specific time in history, helping the reader understand the widespread challenges.

D **It proves that Sam's family was very poor.**
The term names a historical period, not the exact level of Sam's family income.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is C. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A It makes the passage sound more dramatic.: The author uses this term to name a real historical period, not to add drama.; B It shows that Sam's family was the only one struggling.: The Great Depression affected many people across the country, not just Sam's family.; C It names the exact period when many families struggled.: Correct. Great Depression names a specific time in history, helping the reader understand the widespread challenges.; D It proves that Sam's family was very poor.: The term names a historical period, not the exact level of Sam's family income.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 24 of 36

Grade 3 · Cluster 5 · Module 4

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "Sam Walton: Visionary of Retail"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is connotation."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 5 Module 4 · a class or student copy of "Sam Walton: Visionary of Retail" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 1 of 10

WORD CHOICE IN THE READING

"Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money." *(word: tight)*

"His plan was simple but bold." *(word: bold)*

"The Great Depression was a time when many people across the United States struggled financially." *(word: struggled)*

CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a strong feeling."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

"Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money."

I CAN I can notice the word with a strong feeling an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with a strong feeling."

▸ *Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.*

"Listen as I read the sentence. I am looking for the word with a strong feeling, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: tight. Tight carries a negative, strained feeling, showing the family barely had enough money and had to be very careful.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"His plan was simple but bold."

A. simple B. bold C. plan

I CAN I can choose the word with a strong feeling and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. bold. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"His plan was simple but <u>bold</u>."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Bold carries a positive feeling of bravery and confidence, showing Sam took a big risk that most people would not.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

CONNOTATION

WEEK 24 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: Sam had a different idea.

Replace the word different with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 5 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than different.*

ANSWER KEY: Answers vary. One strong revision: Sam had a daring idea.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 24 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose struggled instead of worked?

"The Great Depression was a time when many people across the United States <u>struggled</u> financially."

Why struggled and not worked?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 5 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose struggled instead of worked?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Struggled carries a negative feeling of barely getting by. The plain word worked sounds neutral and does not show the suffering families experienced during the Great Depression.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

CONNOTATION

WEEK 24 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 3 · Cluster 5 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "His willingness to work hard, learn from others, and focus on customers helped turn a small store in Arkansas into one of the most successful companies in history." The.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

CONNOTATION

WEEK 24 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	tight. Tight carries a negative, strained feeling, showing the family barely had enough money and had to be very careful.
CHOOSE	B. bold. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Bold carries a positive feeling of bravery and confidence, showing Sam took a big risk that most people would not.
OWN	Answers vary. One strong revision: Sam had a daring idea.
DEFEND	Struggled carries a negative feeling of barely getting by. The plain word worked sounds neutral and does not show the suffering families experienced during the Great Depression.
YOUR TURN	Answers vary. One example: “His willingness to work hard, learn from others, and focus on customers helped turn a small store in Arkansas into one of the most successful companies in history.” The.

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: tight. Tight carries a negative, strained feeling, showing the family barely had enough money and had to be very careful.; CHOOSE: B. bold. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Bold carries a positive feeling of bravery and confidence, showing Sam took a big risk that most people would not.; OWN: Answers vary. One strong revision: Sam had a daring idea.; DEFEND: Struggled carries a negative feeling of barely getting by. The plain word worked sounds neutral and does not show the suffering families experienced during the Great Depression.; Your Turn: Answers vary. One example: “His willingness to work hard, learn from others, and focus on customers helped turn a small store in Arkansas into one of the most successful companies in history.” The.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 24 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Sam Walton's determination and creativity helped transform retail shopping in the United States. His business created jobs, expanded shopping opportunities, and made products more affordable for many families.

The word 'transform' suggests that Sam Walton's ideas

- **A** made only small, temporary changes to stores
- **B** confused shoppers about where to buy products
- **C** copied what other store owners had already done
- **D** completely changed the way people shopped

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Grade 3 · Cluster 5 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'transform' suggests that Sam Walton's ideas*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

CONNOTATION

WEEK 24 of 36

Slide 10 of 10

The answer is D.

A **made only small, temporary changes to stores**
Transform means a complete change, not a small or temporary one.

B **confused shoppers about where to buy products**
Transform means to change for the better. It does not suggest confusion.

C **copied what other store owners had already done**
Transform means creating major change, not copying existing ideas.

D **completely changed the way people shopped**
Correct. Transform means to change in a big, lasting way, showing Sam's ideas reshaped retail shopping.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A made only small, temporary changes to stores: Transform means a complete change, not a small or temporary one.; B confused shoppers about where to buy products: Transform means to change for the better. It does not suggest confusion.; C copied what other store owners had already done: Transform means creating major change, not copying existing ideas.; D completely changed the way people shopped: Correct. Transform means to change in a big, lasting way, showing Sam's ideas reshaped retail shopping.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 25 of 36

Grade 3 · Cluster 6 · Module 1

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from "Crash"

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is sensory words."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Sensory words help the reader see, hear, feel, taste, or smell what the author describes. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 6 Module 1 · a class or student copy of "Crash" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 1 of 10

WORD CHOICE IN THE READING

"The jar hit the floor and shattered." *(word: shattered)*

"The loud sound echoed throughout the room." *(word: echoed)*

"The plant lay on the floor beside pieces of broken glass. Soil had spilled across the tile, creating a messy pile beneath the window." *(word: spilled)*

CHECK FOR UNDERSTANDING

Ask a student to name one sensory word from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a sensory word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the sensory word.

Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

"The jar hit the floor and shattered."

I CAN I can notice the sensory word an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a sensory word."

▸ *Read the I can statement aloud, then the task on the slide: Notice the sensory word. Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.*

"Listen as I read the sentence. I am looking for the sensory word, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: shattered. Shattered appeals to hearing and sight. The reader can hear the glass breaking into pieces and see the fragments fly.

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a sensory word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

"The loud sound echoed throughout the room."

A. loud B. echoed C. throughout

I CAN I can choose the sensory word and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word appeals to the senses?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. echoed. It helps the reader see, hear, feel, taste, or smell the moment.

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"The loud sound <u>echoed</u> throughout the room."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Echoed appeals to hearing. The reader can hear the crash bouncing off the walls and spreading through the room.

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SENSORY WORDS

WEEK 25 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.

Plain sentence: The jar fell on the floor.

Replace the word fell with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 6 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than fell.*

ANSWER KEY: Answers vary. One strong revision: The jar crashed onto the floor with a sharp crack.

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SENSORY WORDS

WEEK 25 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose spilled instead of fell?

"The plant lay on the floor beside pieces of broken glass. Soil had <u>spilled</u> across the tile, creating a messy pile beneath the window."

Why spilled and not fell?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 6 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose spilled instead of fell?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Spilled appeals to sight because the reader can picture dark soil pouring outward across the clean tile. The plain word fell only tells direction and does not paint that spreading image.

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SENSORY WORDS

WEEK 25 of 36

TEKS 11(C) · Slide 7 of 10

Find a sensory word on your own.

Go back to the passage. Find one more sensory word. Copy the words and explain what they show.

Go back to the reading.
Find one more sensory word.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a sensory word and explain the author's choice.

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Grade 3 · Cluster 6 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more sensory word on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more sensory word. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "The classroom was peaceful. The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students." The word whisper works well..

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SENSORY WORDS

WEEK 25 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	shattered. Shattered appeals to hearing and sight. The reader can hear the glass breaking into pieces and see the fragments fly.
CHOOSE	B. echoed. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Echoed appeals to hearing. The reader can hear the crash bouncing off the walls and spreading through the room.
OWN	Answers vary. One strong revision: The jar crashed onto the floor with a sharp crack.
DEFEND	Spilled appeals to sight because the reader can picture dark soil pouring outward across the clean tile. The plain word fell only tells direction and does not paint that spreading image.
YOUR TURN	Answers vary. One example: “The classroom was peaceful. The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.” The word whisper works well..

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ Reveal the answers one row at a time. Students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ Celebrate explanations of why a word works, not only naming the word.

ANSWER KEY: NOTICE: shattered. Shattered appeals to hearing and sight. The reader can hear the glass breaking into pieces and see the fragments fly.; CHOOSE: B. echoed. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Echoed appeals to hearing. The reader can hear the crash bouncing off the walls and spreading through the room.; OWN: Answers vary. One strong revision: The jar crashed onto the floor with a sharp crack.; DEFEND: Spilled appeals to sight because the reader can picture dark soil pouring outward across the clean tile. The plain word fell only tells direction and does not paint that spreading image.; Your Turn: Answers vary. One example: “The classroom was peaceful. The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.” The word whisper works well..

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SENSORY WORDS

WEEK 25 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Amina felt a knot form in her stomach. She lowered her eyes and thought carefully.

The word 'knot' helps the reader understand that Amina feels

- **A** a tight, uncomfortable feeling of worry
- **B** excited about what will happen next in class
- **C** hungry because she missed lunch that day
- **D** confused about what the teacher said

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'knot' helps the reader understand that Amina feels*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SENSORY WORDS

WEEK 25 of 36

Slide 10 of 10

The answer is A.

A **a tight, uncomfortable feeling of worry**
Correct. Knot appeals to touch, helping the reader feel the twisting worry in Amina's stomach.

B **excited about what will happen next in class**
A knot in the stomach is an uncomfortable feeling, not an excited one.

C **hungry because she missed lunch that day**
The passage is about Amina worrying after the accident, not about missing a meal.

D **confused about what the teacher said**
The knot shows worry, not confusion. Amina knows what happened and is deciding what to do.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A a tight, uncomfortable feeling of worry: Correct. Knot appeals to touch, helping the reader feel the twisting worry in Amina's stomach.; B excited about what will happen next in class: A knot in the stomach is an uncomfortable feeling, not an excited one.; C hungry because she missed lunch that day: The passage is about Amina worrying after the accident, not about missing a meal.; D confused about what the teacher said: The knot shows worry, not confusion. Amina knows what happened and is deciding what to do.

TEKS 11(C) · Word Choice · Week 25 of 36 · Cluster 6 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 26 of 36

Grade 3 · Cluster 6 · Module 2

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "Crash"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is connotation."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 6 Module 2 · a class or student copy of "Crash" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 1 of 10

WORD CHOICE IN THE READING

"She felt embarrassed." *(word: embarrassed)*

"Amina immediately felt relieved." *(word: relieved)*

"Deep down, Amina knew that staying silent would not be honest." *(word: honest)*

CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a strong feeling."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

"She felt embarrassed."

I CAN I can notice the word with a strong feeling an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with a strong feeling."

▸ *Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.*

"Listen as I read the sentence. I am looking for the word with a strong feeling, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: embarrassed. Embarrassed carries a strong negative feeling of shame and wanting to hide after doing something in front of others.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"Amina immediately felt relieved."

A. immediately B. relieved C. felt

I CAN I can choose the word with a strong feeling and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. relieved. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Amina immediately felt <u>relieved</u>."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Relieved carries a warm positive feeling of stress going away, showing Amina felt much better after telling the truth.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: Amina felt bad about the accident.

Replace the word bad with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than bad.*

ANSWER KEY: Answers vary. One strong revision: Amina felt guilty about the accident.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 26 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose honest instead of right?

"Deep down, Amina knew that staying silent would not be <u>honest</u>."

Why honest and not right?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 6 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose honest instead of right?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Honest carries a strong positive feeling of being truthful and trustworthy. The plain word right is too vague and does not capture the moral courage it took for Amina to speak up.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

CONNOTATION

WEEK 26 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 3 · Cluster 6 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Instead, she seemed proud that Amina had admitted what happened." The word proud works well. Proud carries a warm positive feeling, showing Mrs. Ramirez admires Amina's.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

CONNOTATION

WEEK 26 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	embarrassed. Embarrassed carries a strong negative feeling of shame and wanting to hide after doing something in front of others.
CHOOSE	B. relieved. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Relieved carries a warm positive feeling of stress going away, showing Amina felt much better after telling the truth.
OWN	Answers vary. One strong revision: Amina felt guilty about the accident.
DEFEND	Honest carries a strong positive feeling of being truthful and trustworthy. The plain word right is too vague and does not capture the moral courage it took for Amina to speak up.
YOUR TURN	Answers vary. One example: “Instead, she seemed proud that Amina had admitted what happened.” The word proud works well. Proud carries a warm positive feeling, showing Mrs. Ramirez admires Amina's.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ Reveal the answers one row at a time. Students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ Celebrate explanations of why a word works, not only naming the word.

ANSWER KEY: NOTICE: embarrassed. Embarrassed carries a strong negative feeling of shame and wanting to hide after doing something in front of others.; CHOOSE: B. relieved. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Relieved carries a warm positive feeling of stress going away, showing Amina felt much better after telling the truth.; OWN: Answers vary. One strong revision: Amina felt guilty about the accident.; DEFEND: Honest carries a strong positive feeling of being truthful and trustworthy. The plain word right is too vague and does not capture the moral courage it took for Amina to speak up.; Your Turn: Answers vary. One example: “Instead, she seemed proud that Amina had admitted what happened.” The word proud works well. Proud carries a warm positive feeling, showing Mrs. Ramirez admires Amina's.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 26 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Taking a deep breath, she slowly raised her hand. “I’m sorry, Mrs. Ramirez,” she said. “I bumped the table and knocked it over. I didn’t mean to.”

The word ‘sorry’ helps the reader understand that Amina

A is angry at her classmates for watching her

B thinks the accident was not important at all

C wants the teacher to blame someone else instead

D feels regret and wants to take responsibility

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▸ *Read the excerpt and the question aloud: The word ‘sorry’ helps the reader understand that Amina*

“Read all four choices before you decide. The best word is the one that fits exactly what the sentence means.”

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

CONNOTATION

WEEK 26 of 36

Slide 10 of 10

The answer is D.

A **is angry at her classmates for watching her**
Sorry shows regret, not anger. Amina is apologizing, not blaming others.

B **thinks the accident was not important at all**
If Amina thought it was not important, she would not feel sorry or raise her hand to confess.

C **wants the teacher to blame someone else instead**
Sorry means Amina takes responsibility. She does not try to shift blame.

D **feels regret and wants to take responsibility**
Correct. Sorry shows Amina genuinely feels bad and is choosing to admit what she did.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A is angry at her classmates for watching her: Sorry shows regret, not anger. Amina is apologizing, not blaming others.; B thinks the accident was not important at all: If Amina thought it was not important, she would not feel sorry or raise her hand to confess.; C wants the teacher to blame someone else instead: Sorry means Amina takes responsibility. She does not try to shift blame.; D feels regret and wants to take responsibility: Correct. Sorry shows Amina genuinely feels bad and is choosing to admit what she did.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 27 of 36

Grade 3 · Cluster 6 · Module 3

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from "The Good Citizen"

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is sensory words."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Sensory words help the reader see, hear, feel, taste, or smell what the author describes. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 6 Module 3 · a class or student copy of "The Good Citizen" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 1 of 10

WORD CHOICE IN THE READING

"Rusty wagged his tail wildly every time Maya walked in." *(word: wildly)*

"The familiar sounds of barking filled the room." *(word: barking)*

"The weather was warm and sunny, and Maya had promised to meet her friends at the park later that afternoon." *(word: warm)*

CHECK FOR UNDERSTANDING

Ask a student to name one sensory word from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a sensory word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the sensory word.

Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

"Rusty wagged his tail wildly every time Maya walked in."

I CAN I can notice the sensory word an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a sensory word."

▸ *Read the I can statement aloud, then the task on the slide: Notice the sensory word. Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.*

"Listen as I read the sentence. I am looking for the sensory word, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: wildly. Wildly appeals to sight. The reader can see Rusty's tail swinging back and forth very fast with excitement.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a sensory word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

SENSORY WORDS

WEEK 27 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

"The familiar sounds of barking filled the room."

A. familiar B. barking C. filled

I CAN I can choose the sensory word and explain how I know.

Grade 3 · Cluster 6 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word appeals to the senses?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. barking. It helps the reader see, hear, feel, taste, or smell the moment.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"The familiar sounds of <u>barking</u> filled the room."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Barking appeals to hearing. The reader can hear the dogs making loud, sharp sounds as Maya enters the shelter.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SENSORY WORDS

WEEK 27 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.

Plain sentence: The dog made a sound.

Replace the word <u>sound</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 6 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than sound.*

ANSWER KEY: Answers vary. One strong revision: The dog let out a sharp bark.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SENSORY WORDS

WEEK 27 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose warm instead of nice?

"The weather was warm and sunny, and Maya had promised to meet her friends at the park later that afternoon."

Why warm and not nice?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 6 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose warm instead of nice?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Warm appeals to the sense of touch, letting the reader feel the comfortable heat of the sunny afternoon. The plain word nice says the weather is pleasant but does not let the reader feel it.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SENSORY WORDS

WEEK 27 of 36

TEKS 11(C) · Slide 7 of 10

Find a sensory word on your own.

Go back to the passage. Find one more sensory word. Copy the words and explain what they show.

Go back to the reading.
Find one more sensory word.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a sensory word and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more sensory word on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more sensory word. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "When Maya took him outside, he chased a tennis ball across the yard and barked happily." The word chased works well. Chased appeals to sight. The reader can see Rusty.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SENSORY WORDS

WEEK 27 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	wildly. Wildly appeals to sight. The reader can see Rusty's tail swinging back and forth very fast with excitement.
CHOOSE	B. barking. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Barking appeals to hearing. The reader can hear the dogs making loud, sharp sounds as Maya enters the shelter.
OWN	Answers vary. One strong revision: The dog let out a sharp bark.
DEFEND	Warm appeals to the sense of touch, letting the reader feel the comfortable heat of the sunny afternoon. The plain word nice says the weather is pleasant but does not let the reader feel it.
YOUR TURN	Answers vary. One example: “When Maya took him outside, he chased a tennis ball across the yard and barked happily.” The word chased works well. Chased appeals to sight. The reader can see Rusty.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: wildly. Wildly appeals to sight. The reader can see Rusty's tail swinging back and forth very fast with excitement.; CHOOSE: B. barking. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Barking appeals to hearing. The reader can hear the dogs making loud, sharp sounds as Maya enters the shelter.; OWN: Answers vary. One strong revision: The dog let out a sharp bark.; DEFEND: Warm appeals to the sense of touch, letting the reader feel the comfortable heat of the sunny afternoon. The plain word nice says the weather is pleasant but does not let the reader feel it.; Your Turn: Answers vary. One example: “When Maya took him outside, he chased a tennis ball across the yard and barked happily.” The word chased works well. Chased appeals to sight. The reader can see Rusty.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SENSORY WORDS

WEEK 27 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Her stomach tightened. She replayed the morning in her mind again and again.

The word 'tightened' helps the reader understand that Maya feels

- **A** hungry because she has not eaten lunch
- **B** worried she may have forgotten something
- **C** excited about going back to the shelter
- **D** tired from playing at the park all afternoon

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'tightened' helps the reader understand that Maya feels*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SENSORY WORDS

WEEK 27 of 36

Slide 10 of 10

The answer is B.

A **hungry because she has not eaten lunch**
Tightened describes worry and nervousness, not hunger. Maya is at a picnic, not missing a meal.

B **worried she may have forgotten something**
Correct. Tightened appeals to touch, letting the reader feel the squeezing worry in Maya's stomach.

C **excited about going back to the shelter**
Tightened describes an uncomfortable feeling, not excitement.

D **tired from playing at the park all afternoon**
A tight stomach shows nervousness, not tiredness.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“The correct answer is B. The most important part is understanding why.”

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice is a real word, but it does not fit what this sentence means.”

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A hungry because she has not eaten lunch: Tightened describes worry and nervousness, not hunger. Maya is at a picnic, not missing a meal.; B worried she may have forgotten something: Correct. Tightened appeals to touch, letting the reader feel the squeezing worry in Maya's stomach.; C excited about going back to the shelter: Tightened describes an uncomfortable feeling, not excitement.; D tired from playing at the park all afternoon: A tight stomach shows nervousness, not tiredness.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 28 of 36

Grade 3 · Cluster 6 · Module 4

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "The Good Citizen"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is connotation."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 6 Module 4 · a class or student copy of "The Good Citizen" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 1 of 10

WORD CHOICE IN THE READING

""You are becoming one of our most dependable volunteers," the manager said." *(word: dependable)*

"A terrible feeling rushed over her." *(word: terrible)*

"Feeling guilty, Maya rushed to the food storage area." *(word: guilty)*

CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a strong feeling."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

""You are becoming one of our most dependable volunteers," the manager said."

I CAN I can notice the word with a strong feeling an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with a strong feeling."

▸ *Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.*

"Listen as I read the sentence. I am looking for the word with a strong feeling, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: dependable. Dependable carries a strong positive feeling of being trustworthy and reliable, showing Maya can be counted on.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"A terrible feeling rushed over her."

A. terrible B. feeling C. rushed

I CAN I can choose the word with a strong feeling and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: A. terrible. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

CONNOTATION

WEEK 28 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"A <u>terrible</u> feeling rushed over her."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 6 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Terrible carries a very strong negative feeling, showing Maya feels deeply upset and scared about what she forgot.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: Maya felt bad about forgetting.

Replace the word bad with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than bad.*

ANSWER KEY: Answers vary. One strong revision: Maya felt ashamed about forgetting.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 28 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose guilty instead of bad?

"Feeling guilty, Maya rushed to the food storage area."

Why guilty and not bad?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 6 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose guilty instead of bad?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Guilty carries a negative feeling of personal responsibility, showing Maya knows the mistake was her fault. The plain word bad could mean anything from a stomachache to a rainy day.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

CONNOTATION

WEEK 28 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 3 · Cluster 6 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "The puppy looked happy and content." The word content works well. Content carries a calm, satisfied positive feeling, showing Rusty is full and comfortable after eating.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

CONNOTATION

WEEK 28 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	dependable. Dependable carries a strong positive feeling of being trustworthy and reliable, showing Maya can be counted on.
CHOOSE	A. terrible. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Terrible carries a very strong negative feeling, showing Maya feels deeply upset and scared about what she forgot.
OWN	Answers vary. One strong revision: Maya felt ashamed about forgetting.
DEFEND	Guilty carries a negative feeling of personal responsibility, showing Maya knows the mistake was her fault. The plain word bad could mean anything from a stomachache to a rainy day.
YOUR TURN	Answers vary. One example: “The puppy looked happy and content.” The word content works well. Content carries a calm, satisfied positive feeling, showing Rusty is full and comfortable after eating.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: dependable. Dependable carries a strong positive feeling of being trustworthy and reliable, showing Maya can be counted on.; CHOOSE: A. terrible. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Terrible carries a very strong negative feeling, showing Maya feels deeply upset and scared about what she forgot.; OWN: Answers vary. One strong revision: Maya felt ashamed about forgetting.; DEFEND: Guilty carries a negative feeling of personal responsibility, showing Maya knows the mistake was her fault. The plain word bad could mean anything from a stomachache to a rainy day.; Your Turn: Answers vary. One example: “The puppy looked happy and content.” The word content works well. Content carries a calm, satisfied positive feeling, showing Rusty is full and comfortable after eating.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 28 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

She realized that good citizenship was about more than completing tasks. It was about being dependable.

The word 'citizenship' suggests that Maya is learning about

- **A** how to take care of animals at the dog shelter
- **B** how to finish her homework on time every night
- **C** being a responsible member of a community
- **D** how to ride her bike faster to the shelter

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'citizenship' suggests that Maya is learning about*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

CONNOTATION

WEEK 28 of 36

Slide 10 of 10

The answer is C.

A **how to take care of animals at the dog shelter**
Citizenship is about being part of a community, not just animal care.

B **how to finish her homework on time every night**
The passage is about responsibility in the community, not schoolwork.

C **being a responsible member of a community**
Correct. Citizenship carries a positive feeling of belonging and responsibility in a community.

D **how to ride her bike faster to the shelter**
Citizenship is about responsibility and community, not speed.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is C. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A how to take care of animals at the dog shelter: Citizenship is about being part of a community, not just animal care.; B how to finish her homework on time every night: The passage is about responsibility in the community, not schoolwork.; C being a responsible member of a community: Correct. Citizenship carries a positive feeling of belonging and responsibility in a community.; D how to ride her bike faster to the shelter: Citizenship is about responsibility and community, not speed.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 29 of 36

Grade 3 · Cluster 7 · Module 1

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from "MLK: A Dream Can Grow"

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is sensory words."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Sensory words help the reader see, hear, feel, taste, or smell what the author describes. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 7 Module 1 · a class or student copy of "MLK: A Dream Can Grow" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 1 of 10

WORD CHOICE IN THE READING

"With Mama's hand wrapped tight in mine, I saw a different dream begin to shine." *(word: tight)*

"The crowd grew quiet, row by row, As one strong voice began to flow. Across the steps and shining pool, Its steady rhythm stayed strong and cool." *(word: cool)*

"Yet still I feel the summer sun, And hear the words when day is done." *(word: summer sun)*

CHECK FOR UNDERSTANDING

Ask a student to name one sensory word from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a sensory word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the sensory word.

Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

"With Mama's hand wrapped tight in mine, I saw a different dream begin to shine."

I CAN I can notice the sensory word an author chooses.

Grade 3 · Cluster 7 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a sensory word."

▸ *Read the I can statement aloud, then the task on the slide: Notice the sensory word. Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.*

"Listen as I read the sentence. I am looking for the sensory word, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: tight. Tight appeals to the sense of touch. The reader can feel the strong, secure grip of Mama holding the speaker's hand.

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a sensory word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

"The crowd grew quiet, row by row, As one strong voice began to flow. Across the steps and shining pool, Its steady rhythm stayed strong and cool."

A. strong B. cool C. steady

I CAN I can choose the sensory word and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word appeals to the senses?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. cool. It helps the reader see, hear, feel, taste, or smell the moment.

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"The crowd grew quiet, row by row, As one strong voice began to flow. Across the steps and shining pool, Its steady rhythm stayed strong and <u>cool</u>."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Cool appeals to the sense of touch. The reader can feel the calm, refreshing quality of the voice as it reaches the crowd.

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SENSORY WORDS

WEEK 29 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.

Plain sentence: The day was nice at the event.

Replace the word nice with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 7 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than nice.*

ANSWER KEY: Answers vary. One strong revision: The day was bright and warm at the event.

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SENSORY WORDS

WEEK 29 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose summer sun instead of weather?

"Yet still I feel the summer sun, And hear the words when day is done."

Why summer sun and not weather?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 7 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose summer sun instead of weather?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Summer sun appeals to touch and sight, letting the reader feel the warm heat on their skin and see the bright light overhead. The plain word weather does not paint any sensory picture.

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SENSORY WORDS

WEEK 29 of 36

TEKS 11(C) · Slide 7 of 10

Find a sensory word on your own.

Go back to the passage. Find one more sensory word. Copy the words and explain what they show.

Go back to the reading.
Find one more sensory word.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a sensory word and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more sensory word on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more sensory word. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "I hear the crowd grow calm once more, I see the water near the shore." The word calm works well. Calm appeals to hearing. The reader can hear the crowd growing quiet.

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SENSORY WORDS

WEEK 29 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	tight. Tight appeals to the sense of touch. The reader can feel the strong, secure grip of Mama holding the speaker's hand.
CHOOSE	B. cool. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Cool appeals to the sense of touch. The reader can feel the calm, refreshing quality of the voice as it reaches the crowd.
OWN	Answers vary. One strong revision: The day was bright and warm at the event.
DEFEND	Summer sun appeals to touch and sight, letting the reader feel the warm heat on their skin and see the bright light overhead. The plain word weather does not paint any sensory picture.
YOUR TURN	Answers vary. One example: “I hear the crowd grow calm once more, I see the water near the shore.” The word calm works well. Calm appeals to hearing. The reader can hear the crowd growing quiet.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ Reveal the answers one row at a time. Students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ Celebrate explanations of why a word works, not only naming the word.

ANSWER KEY: NOTICE: tight. Tight appeals to the sense of touch. The reader can feel the strong, secure grip of Mama holding the speaker's hand.; CHOOSE: B. cool. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Cool appeals to the sense of touch. The reader can feel the calm, refreshing quality of the voice as it reaches the crowd.; OWN: Answers vary. One strong revision: The day was bright and warm at the event.; DEFEND: Summer sun appeals to touch and sight, letting the reader feel the warm heat on their skin and see the bright light overhead. The plain word weather does not paint any sensory picture.; Your Turn: Answers vary. One example: “I hear the crowd grow calm once more, I see the water near the shore.” The word calm works well. Calm appeals to hearing. The reader can hear the crowd growing quiet.

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SENSORY WORDS

WEEK 29 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

A dream can be a lantern bright, That helps us find our way at night. But someone's hands must hold it high, And guard its flame beneath the sky.

The word 'flame' helps the reader

- **A** see a glowing light that must be protected
- **B** understand that the dream is dangerous
- **C** hear the sound of the crowd clapping
- **D** know the speaker is talking about a real lantern

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Grade 3 · Cluster 7 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'flame' helps the reader*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SENSORY WORDS

WEEK 29 of 36

Slide 10 of 10

The answer is A.

A **see a glowing light that must be protected**
Correct. Flame appeals to sight, letting the reader picture a bright, flickering light that needs careful guarding.

B **understand that the dream is dangerous**
The flame represents something hopeful that needs protection, not something dangerous.

C **hear the sound of the crowd clapping**
Flame is a visual word, not a sound word. It does not relate to clapping.

D **know the speaker is talking about a real lantern**
The poem compares a dream to a lantern. The flame is part of that comparison, not a real fire.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A see a glowing light that must be protected: Correct. Flame appeals to sight, letting the reader picture a bright, flickering light that needs careful guarding.; B understand that the dream is dangerous: The flame represents something hopeful that needs protection, not something dangerous.; C hear the sound of the crowd clapping: Flame is a visual word, not a sound word. It does not relate to clapping.; D know the speaker is talking about a real lantern: The poem compares a dream to a lantern. The flame is part of that comparison, not a real fire.

TEKS 11(C) · Word Choice · Week 29 of 36 · Cluster 7 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 30 of 36

Grade 3 · Cluster 7 · Module 2

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "MLK: A Dream Can Grow"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is connotation."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 7 Module 2 · a class or student copy of "MLK: A Dream Can Grow" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 1 of 10

WORD CHOICE IN THE READING

"Each person with a hopeful face." *(word: hopeful)*

"But I understood the word called hope, A steady thread, a shining rope." *(word: shining)*

"It entered classrooms, homes, and streets, And lived wherever kindness meets." *(word: kindness)*

CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a strong feeling."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

"Each person with a hopeful face."

I CAN I can notice the word with a strong feeling an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with a strong feeling."

▸ *Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.*

"Listen as I read the sentence. I am looking for the word with a strong feeling, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: hopeful. Hopeful carries a warm positive feeling, showing the crowd believes something better is coming.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"But I understood the word called hope, A steady thread, a shining rope."

A. hope B. shining C. rope

I CAN I can choose the word with a strong feeling and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. shining. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"But I understood the word called hope, A steady thread, a <u>shining</u> rope."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Shining carries a bright, positive feeling of hope that lights up the darkness and guides the way forward.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: People wanted things to be different.

Replace the word <u>different</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than different.*

ANSWER KEY: Answers vary. One strong revision: People wanted things to be better.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 30 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose kindness instead of help?

"It entered classrooms, homes, and streets, And lived wherever <u>kindness</u> meets."

Why kindness and not help?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 7 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose kindness instead of help?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Kindness carries a gentle, warm positive feeling of caring deeply about others. The plain word help only describes an action and does not show the tender emotion behind it.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

CONNOTATION

WEEK 30 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "A dream can be a lantern bright, That helps us find our way at night." The word bright works well. Bright carries a positive, glowing feeling of hope and clarity, showing.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

CONNOTATION

WEEK 30 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	hopeful. Hopeful carries a warm positive feeling, showing the crowd believes something better is coming.
CHOOSE	B. shining. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Shining carries a bright, positive feeling of hope that lights up the darkness and guides the way forward.
OWN	Answers vary. One strong revision: People wanted things to be better.
DEFEND	Kindness carries a gentle, warm positive feeling of caring deeply about others. The plain word help only describes an action and does not show the tender emotion behind it.
YOUR TURN	Answers vary. One example: “A dream can be a lantern bright, That helps us find our way at night.” The word bright works well. Bright carries a positive, glowing feeling of hope and clarity, showing.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ Reveal the answers one row at a time. Students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ Celebrate explanations of why a word works, not only naming the word.

ANSWER KEY: NOTICE: hopeful. Hopeful carries a warm positive feeling, showing the crowd believes something better is coming.; CHOOSE: B. shining. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Shining carries a bright, positive feeling of hope that lights up the darkness and guides the way forward.; OWN: Answers vary. One strong revision: People wanted things to be better.; DEFEND: Kindness carries a gentle, warm positive feeling of caring deeply about others. The plain word help only describes an action and does not show the tender emotion behind it.; Your Turn: Answers vary. One example: “A dream can be a lantern bright, That helps us find our way at night.” The word bright works well. Bright carries a positive, glowing feeling of hope and clarity, showing.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 30 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

It travels when we make some room For someone waiting near the room. It travels when we choose to hear A softer voice that others fear.

The word 'fear' helps the reader understand that some people

A enjoy listening to quiet voices around them

B do not notice the quiet voices around them

C are afraid to listen to different voices

D believe louder voices are always wrong

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Grade 3 · Cluster 7 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'fear' helps the reader understand that some people*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

CONNOTATION

WEEK 30 of 36

Slide 10 of 10

The answer is C.

A **enjoy listening to quiet voices around them**
Fear is a negative feeling. It does not mean people enjoy listening to softer voices.

B **do not notice the quiet voices around them**
Fear means being afraid, not failing to notice. The poem says others fear, not others miss.

C **are afraid to listen to different voices**
Correct. Fear means being scared, showing that listening to a different voice takes courage.

D **believe louder voices are always wrong**
The poem does not say loud voices are wrong. It says some people fear softer voices.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is C. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A enjoy listening to quiet voices around them: Fear is a negative feeling. It does not mean people enjoy listening to softer voices.; B do not notice the quiet voices around them: Fear means being afraid, not failing to notice. The poem says others fear, not others miss.; C are afraid to listen to different voices: Correct. Fear means being scared, showing that listening to a different voice takes courage.; D believe louder voices are always wrong: The poem does not say loud voices are wrong. It says some people fear softer voices.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 31 of 36

Grade 3 · Cluster 7 · Module 3

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "What Will You Give?"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is connotation."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 7 Module 3 · a class or student copy of "What Will You Give?" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 1 of 10

WORD CHOICE IN THE READING

"Yet powerful questions sometimes stay." *(word: powerful)*

"For service should not proudly say, "I know what's best; now step away."" *(word: proudly)*

"A child seems tiny next to all, One little voice can feel so small." *(word: tiny)*

CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a word with a strong feeling."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

"Yet powerful questions sometimes stay."

I CAN I can notice the word with a strong feeling an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a word with a strong feeling."

▸ *Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.*

"Listen as I read the sentence. I am looking for the word with a strong feeling, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: powerful. Powerful carries a strong positive feeling, showing these questions have deep importance that lasts through time.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"For service should not proudly say, "I know what's best; now step away.""

A. service B. proudly C. say

I CAN I can choose the word with a strong feeling and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. proudly. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"For service should not <u>proudly</u> say, "I know what's best; now step away.""

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Proudly carries a negative, arrogant feeling here, showing service done with a bossy attitude instead of humility.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

CONNOTATION

WEEK 31 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: The man told his story.

Replace the word <u>told</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 7 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than told.*

ANSWER KEY: Answers vary. One strong revision: The man shared his story proudly.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 31 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose tiny instead of young?

"A child seems tiny next to all, One little voice can feel so small."

Why tiny and not young?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 7 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose tiny instead of young?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Tiny carries a vulnerable, overlooked feeling that makes the speaker seem fragile. The plain word young only tells age and does not show that feeling of being small in a large world.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

CONNOTATION

WEEK 31 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 3 · Cluster 7 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Find one worthwhile and helpful thing to do." The word worthwhile works well. Worthwhile carries a strong positive feeling, showing the action has real value and deserves.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

CONNOTATION

WEEK 31 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	powerful. Powerful carries a strong positive feeling, showing these questions have deep importance that lasts through time.
CHOOSE	B. proudly. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Proudly carries a negative, arrogant feeling here, showing service done with a bossy attitude instead of humility.
OWN	Answers vary. One strong revision: The man shared his story proudly.
DEFEND	Tiny carries a vulnerable, overlooked feeling that makes the speaker seem fragile. The plain word young only tells age and does not show that feeling of being small in a large world.
YOUR TURN	Answers vary. One example: “Find one worthwhile and helpful thing to do.” The word worthwhile works well. Worthwhile carries a strong positive feeling, showing the action has real value and deserves.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: powerful. Powerful carries a strong positive feeling, showing these questions have deep importance that lasts through time.; CHOOSE: B. proudly. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Proudly carries a negative, arrogant feeling here, showing service done with a bossy attitude instead of humility.; OWN: Answers vary. One strong revision: The man shared his story proudly.; DEFEND: Tiny carries a vulnerable, overlooked feeling that makes the speaker seem fragile. The plain word young only tells age and does not show that feeling of being small in a large world.; Your Turn: Answers vary. One example: “Find one worthwhile and helpful thing to do.” The word worthwhile works well. Worthwhile carries a strong positive feeling, showing the action has real value and deserves.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 31 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

These are not hands the world would know; No cameras follow where they go. They're ordinary, young and small, And sometimes drop my bouncing ball.

The word 'ordinary' suggests that the speaker's hands are

- **A** unable to do anything helpful for anyone
- **B** normal but still able to make a difference
- **C** too small to lift or carry anything useful
- **D** only useful for playing games at school

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Grade 3 · Cluster 7 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'ordinary' suggests that the speaker's hands are*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

CONNOTATION

WEEK 31 of 36

Slide 10 of 10

The answer is B.

A **unable to do anything helpful for anyone**
The poem later says ordinary hands can help in many ways, so they are not unable.

B **normal but still able to make a difference**
Correct. Ordinary shows the hands are not famous but can still do helpful work.

C **too small to lift or carry anything useful**
The poem says the hands can lift boxes, books, and chairs, so size is not a problem.

D **only useful for playing games at school**
The poem lists many helpful actions beyond playing, like gathering, planting, and cleaning.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A unable to do anything helpful for anyone: The poem later says ordinary hands can help in many ways, so they are not unable.; B normal but still able to make a difference: Correct. Ordinary shows the hands are not famous but can still do helpful work.; C too small to lift or carry anything useful: The poem says the hands can lift boxes, books, and chairs, so size is not a problem.; D only useful for playing games at school: The poem lists many helpful actions beyond playing, like gathering, planting, and cleaning.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 32 of 36

Grade 3 · Cluster 7 · Module 4

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "What Will You Give?"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 7 Module 4 · a class or student copy of "What Will You Give?" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 1 of 10

WORD CHOICE IN THE READING

"They sharpen pencils, carry books, Turn pages filled with tales and looks." *(word: sharpen)*

"Give thought to problems you can mend, And give your listening to a friend." *(word: mend)*

"Yet somehow through that quiet room, The old invitation seemed to bloom." *(word: bloom)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

MONDAY • FOUNDATIONAL (Emerging)

PRECISE VERBS

WEEK 32 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"They sharpen pencils, carry books, Turn pages filled with tales and looks."

I CAN I can notice the precise verb an author chooses.

Grade 3 · Cluster 7 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: sharpen. Sharpen tells exactly what the hands do. They scrape the wood and shape the pencil point until it is ready to write.

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 32 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"Give thought to problems you can mend, And give your listening to a friend."

A. thought B. mend C. problems

I CAN I can choose the precise verb and explain how I know.

Grade 3 · Cluster 7 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. mend. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

PRECISE VERBS

WEEK 32 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Give thought to problems you can <u>mend</u>, And give your listening to a friend."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 7 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Mend tells exactly what you do to a problem. You repair and fix it, like stitching a torn piece of cloth.

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 32 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: I can do things for my school.

Replace the word do with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 7 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than do.*

ANSWER KEY: Answers vary. One strong revision: I can volunteer at my school.

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 32 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose bloom instead of appear?

"Yet somehow through that quiet room, The old invitation seemed to <u>bloom</u>."

Why bloom and not appear?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 7 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose bloom instead of appear?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Bloom tells the reader the invitation unfolded slowly and beautifully, like a flower opening its petals. The plain word appear just means showing up and does not capture that graceful unfolding.

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 32 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "They can collect what others need, And turn good thoughts into a deed." The word collect works well. Collect tells exactly how the hands bring together needed items on.

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 32 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	sharpen. Sharpen tells exactly what the hands do. They scrape the wood and shape the pencil point until it is ready to write.
CHOOSE	B. mend. It is the action word, and it tells exactly how the action happens.
SHOW	Mend tells exactly what you do to a problem. You repair and fix it, like stitching a torn piece of cloth.
OWN	Answers vary. One strong revision: I can volunteer at my school.
DEFEND	Bloom tells the reader the invitation unfolded slowly and beautifully, like a flower opening its petals. The plain word appear just means showing up and does not capture that graceful unfolding.
YOUR TURN	Answers vary. One example: “They can collect what others need, And turn good thoughts into a deed.” The word collect works well. Collect tells exactly how the hands bring together needed items on.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ Reveal the answers one row at a time. Students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ Celebrate explanations of why a word works, not only naming the word.

ANSWER KEY: NOTICE: sharpen. Sharpen tells exactly what the hands do. They scrape the wood and shape the pencil point until it is ready to write.; CHOOSE: B. mend. It is the action word, and it tells exactly how the action happens.; SHOW: Mend tells exactly what you do to a problem. You repair and fix it, like stitching a torn piece of cloth.; OWN: Answers vary. One strong revision: I can volunteer at my school.; DEFEND: Bloom tells the reader the invitation unfolded slowly and beautifully, like a flower opening its petals. The plain word appear just means showing up and does not capture that graceful unfolding.; Your Turn: Answers vary. One example: “They can collect what others need, And turn good thoughts into a deed.” The word collect works well. Collect tells exactly how the hands bring together needed items on.

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 32 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

They can help younger readers grow, By sharing words that I now know.

Which word could replace 'sharing' and keep almost the same meaning?

- **A** hiding
- **B** forgetting
- **C** collecting
- **D** passing along

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Grade 3 · Cluster 7 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Which word could replace 'sharing' and keep almost the same meaning?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 32 of 36

Slide 10 of 10

The answer is D.

A **hiding**
Hiding means keeping something out of sight. The poem says the speaker gives words to others, not hides them.

B **forgetting**
Forgetting means losing from memory. The poem says the speaker passes knowledge on, not loses it.

C **collecting**
Collecting means gathering for yourself. Sharing means giving to others, which is the opposite direction.

D **passing along**
Correct. Passing along means giving something to another person, which keeps the same meaning as sharing in the poem.

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A hiding: Hiding means keeping something out of sight. The poem says the speaker gives words to others, not hides them.; B forgetting: Forgetting means losing from memory. The poem says the speaker passes knowledge on, not loses it.; C collecting: Collecting means gathering for yourself. Sharing means giving to others, which is the opposite direction.; D passing along: Correct. Passing along means giving something to another person, which keeps the same meaning as sharing in the poem.

TEKS 11(C) · Word Choice · Week 32 of 36 · Cluster 7 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 33 of 36

Grade 3 · Cluster 8 · Module 1

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "A Place to Grow"

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is specific nouns."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 8 Module 1 · a class or student copy of "A Place to Grow" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 1 of 10

WORD CHOICE IN THE READING

"That place might be beside a river, near a forest, across a wide plain, or close to a harbor." *(word: harbor)*

"Farmers dig irrigation channels to carry water toward crops." *(word: irrigation channels)*

"Archaeologists have also found stone and copper from distant regions." *(word: copper)*

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

"That place might be beside a river, near a forest, across a wide plain, or close to a harbor."

I CAN I can notice the specific noun an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a specific noun."

▸ *Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.*

"Listen as I read the sentence. I am looking for the specific noun, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: harbor. Harbor names a specific kind of water feature where ships can dock safely, instead of a vague word like area or place.

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a specific noun. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TUESDAY • DEVELOPING

SPECIFIC NOUNS

WEEK 33 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

"Farmers dig irrigation channels to carry water toward crops."

A. Farmers B. irrigation channels C. crops

I CAN I can choose the specific noun and explain how I know.

Grade 3 · Cluster 8 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. irrigation channels. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Farmers dig <u>irrigation channels</u> to carry water toward crops."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Irrigation channels names the exact structures farmers build for water, instead of a vague word like paths.

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: People used things to bring water to their food.

Replace the word <u>things</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 8 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than things.*

ANSWER KEY: Answers vary. One strong revision: People used canals to bring water to their crops.

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 33 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose copper instead of metal?

"Archaeologists have also found stone and copper from distant regions."

Why copper and not metal?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 8 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose copper instead of metal?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Copper names the exact material archaeologists found at the ancient site. The plain word metal is too vague because there are many different kinds of metal.

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SPECIFIC NOUNS

WEEK 33 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Fresh water was nearby. Forests provided timber that could be used for shelters and fires." The word timber works well. Timber names the specific resource from forests.

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SPECIFIC NOUNS

WEEK 33 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	harbor. Harbor names a specific kind of water feature where ships can dock safely, instead of a vague word like area or place.
CHOOSE	B. irrigation channels. It names exactly who or what, instead of a general word like thing or place.
SHOW	Irrigation channels names the exact structures farmers build for water, instead of a vague word like paths.
OWN	Answers vary. One strong revision: People used canals to bring water to their crops.
DEFEND	Copper names the exact material archaeologists found at the ancient site. The plain word metal is too vague because there are many different kinds of metal.
YOUR TURN	Answers vary. One example: “Fresh water was nearby. Forests provided timber that could be used for shelters and fires.” The word timber works well. Timber names the specific resource from forests.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ Reveal the answers one row at a time. Students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ Celebrate explanations of why a word works, not only naming the word.

ANSWER KEY: NOTICE: harbor. Harbor names a specific kind of water feature where ships can dock safely, instead of a vague word like area or place.; CHOOSE: B. irrigation channels. It names exactly who or what, instead of a general word like thing or place.; SHOW: Irrigation channels names the exact structures farmers build for water, instead of a vague word like paths.; OWN: Answers vary. One strong revision: People used canals to bring water to their crops.; DEFEND: Copper names the exact material archaeologists found at the ancient site. The plain word metal is too vague because there are many different kinds of metal.; Your Turn: Answers vary. One example: “Fresh water was nearby. Forests provided timber that could be used for shelters and fires.” The word timber works well. Timber names the specific resource from forests.

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 33 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. Wherever people live, the geography around them creates both opportunities and challenges.

What does the word 'geography' help the reader understand?

- **A** The natural features of a place shape how people live.
- **B** People should move to places with better weather.
- **C** Maps are the most important tool in history.
- **D** All communities look and operate the same way.

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Grade 3 · Cluster 8 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: What does the word 'geography' help the reader understand?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SPECIFIC NOUNS

WEEK 33 of 36

Slide 10 of 10

The answer is A.

A **The natural features of a place shape how people live.**
Correct. Geography names the study of land and natural features that shape communities.

B **People should move to places with better weather.**
The passage discusses how people adapt to different environments, not that they should move.

C **Maps are the most important tool in history.**
Geography includes more than maps. It covers land, water, climate, and resources.

D **All communities look and operate the same way.**
The passage explains that communities in different places often look and operate differently.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is A. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: A. A The natural features of a place shape how people live.: Correct. Geography names the study of land and natural features that shape communities.; B People should move to places with better weather.: The passage discusses how people adapt to different environments, not that they should move.; C Maps are the most important tool in history.: Geography includes more than maps. It covers land, water, climate, and resources.; D All communities look and operate the same way.: The passage explains that communities in different places often look and operate differently.

TEKS 11(C) · Word Choice · Week 33 of 36 · Cluster 8 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C)

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 34 of 36

Grade 3 · Cluster 8 · Module 2

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "A Place to Grow"

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is precise verbs."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 8 Module 2 · a class or student copy of "A Place to Grow" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 1 of 10

WORD CHOICE IN THE READING

"People adapted their homes, work, transportation, and daily routines to the environments in which they lived." *(word: adapted)*

"Builders construct roads and bridges." *(word: construct)*

"After crossing the Atlantic Ocean on the Mayflower, they needed a place where they could establish their settlement." *(word: establish)*

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"People adapted their homes, work, transportation, and daily routines to the environments in which they lived."

I CAN I can notice the precise verb an author chooses.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a precise verb."

▸ *Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.*

"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: adapted. Adapted tells exactly what people did. They changed their habits and tools to fit the place where they lived.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"Builders construct roads and bridges."

A. Builders B. construct C. bridges

I CAN I can choose the precise verb and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. construct. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

PRECISE VERBS

WEEK 34 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Builders <u>construct</u> roads and bridges."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 8 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Construct tells exactly what builders do. They put materials together piece by piece to create structures.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

PRECISE VERBS

WEEK 34 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: People did things to help their town grow.

Replace the word did with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 8 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than did.*

ANSWER KEY: Answers vary. One strong revision: People built roads to help their town grow.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

PRECISE VERBS

WEEK 34 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose establish instead of start?

"After crossing the Atlantic Ocean on the Mayflower, they needed a place where they could establish their settlement."

Why establish and not start?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 8 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose establish instead of start?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Establish tells the reader that the settlers built a permanent community from the ground up. The plain word start does not show all the effort and planning that went into creating a new settlement.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

PRECISE VERBS

WEEK 34 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.
Find one more precise verb.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a precise verb and explain the author's choice.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more precise verb on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Frontier families stored food and fuel for winter." The word stored works well. Stored tells exactly what the families did. They saved supplies and kept them in a safe.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

PRECISE VERBS

WEEK 34 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	adapted. Adapted tells exactly what people did. They changed their habits and tools to fit the place where they lived.
CHOOSE	B. construct. It is the action word, and it tells exactly how the action happens.
SHOW	Construct tells exactly what builders do. They put materials together piece by piece to create structures.
OWN	Answers vary. One strong revision: People built roads to help their town grow.
DEFEND	Establish tells the reader that the settlers built a permanent community from the ground up. The plain word start does not show all the effort and planning that went into creating a new settlement.
YOUR TURN	Answers vary. One example: “Frontier families stored food and fuel for winter.” The word stored works well. Stored tells exactly what the families did. They saved supplies and kept them in a safe.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: adapted. Adapted tells exactly what people did. They changed their habits and tools to fit the place where they lived.; CHOOSE: B. construct. It is the action word, and it tells exactly how the action happens.; SHOW: Construct tells exactly what builders do. They put materials together piece by piece to create structures.; OWN: Answers vary. One strong revision: People built roads to help their town grow.; DEFEND: Establish tells the reader that the settlers built a permanent community from the ground up. The plain word start does not show all the effort and planning that went into creating a new settlement.; Your Turn: Answers vary. One example: “Frontier families stored food and fuel for winter.” The word stored works well. Stored tells exactly what the families did. They saved supplies and kept them in a safe.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

PRECISE VERBS

WEEK 34 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.

Which word could replace 'settled' and keep almost the same meaning?

A moved from place to place over time

B chose a place to live and built homes

C went somewhere for a short visit only

D looked around a new area to explore

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Grade 3 · Cluster 8 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: Which word could replace 'settled' and keep almost the same meaning?*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

PRECISE VERBS

WEEK 34 of 36

Slide 10 of 10

The answer is B.

A **moved from place to place over time**
Traveled means moving from place to place. Settled means choosing one place to stay and build a home.

B **chose a place to live and built homes**
Correct. Settled means choosing a place to stay and building there, keeping the meaning.

C **went somewhere for a short visit only**
Visited means going somewhere temporarily. Settled means staying permanently.

D **looked around a new area to explore**
Explored means looking around a new area. Settled means stopping and building a permanent community.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: B. A moved from place to place over time: Traveled means moving from place to place. Settled means choosing one place to stay and build a home.; B chose a place to live and built homes: Correct. Settled means choosing a place to stay and building there, keeping the meaning.; C went somewhere for a short visit only: Visited means going somewhere temporarily. Settled means staying permanently.; D looked around a new area to explore: Explored means looking around a new area. Settled means stopping and building a permanent community.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 35 of 36

Grade 3 · Cluster 8 · Module 3

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from "A Place to Grow"

A vivid adjective describes a noun with exact detail so the reader can picture it clearly.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is vivid adjectives."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"A vivid adjective describes a noun with exact detail so the reader can picture it clearly. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 8 Module 3 · a class or student copy of "A Place to Grow" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 1 of 10

WORD CHOICE IN THE READING

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny." *(word: fertile)*

"A desert may have valuable resources but little water." *(word: valuable)*

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny." *(word: rocky)*

CHECK FOR UNDERSTANDING

Ask a student to name one vivid adjective from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a vivid adjective."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the vivid adjective.

Read this sentence from the passage. Find the vivid describing word the author chose.

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

I CAN I can notice the vivid adjective an author chooses.

Grade 3 · Cluster 8 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a vivid adjective."

▸ *Read the I can statement aloud, then the task on the slide: Notice the vivid adjective. Read this sentence from the passage. Find the vivid describing word the author chose.*

"Listen as I read the sentence. I am looking for the vivid adjective, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: fertile. Fertile paints a picture of rich, productive soil where crops can grow easily, unlike a plain word like good.

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a vivid adjective. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's vivid adjective?

"A desert may have valuable resources but little water."

A. desert B. valuable C. resources

I CAN I can choose the vivid adjective and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's vivid adjective?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. valuable. It describes a noun with exact detail the reader can picture.

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"A desert may have <u>valuable</u> resources but little water."

I CAN I can explain what the author's word helps the reader picture or feel.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Valuable paints a picture of resources that are worth a great deal and hard to replace, not just any resources.

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

VIVID ADJECTIVES

WEEK 35 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the weak describing word with a vivid adjective.

Plain sentence: The river left good soil behind.

Replace the word good with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 8 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the weak describing word with a vivid adjective.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than good.*

ANSWER KEY: Answers vary. One strong revision: The river left rich, dark soil behind.

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

VIVID ADJECTIVES

WEEK 35 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose rocky instead of rough?

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

Why rocky and not rough?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 8 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose rocky instead of rough?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Rocky paints a picture of hard ground covered with stones, where crops are hard to grow. The plain word rough does not show what makes the land hard to farm.

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

VIVID ADJECTIVES

WEEK 35 of 36

TEKS 11(C) · Slide 7 of 10

Find a vivid adjective on your own.

Go back to the passage. Find one more vivid adjective. Copy the words and explain what they show.

Go back to the reading.
Find one more vivid adjective.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a vivid adjective and explain the author's choice.

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Grade 3 · Cluster 8 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more vivid adjective on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more vivid adjective. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Poverty Point was an important ancient site in what is now Louisiana." The word ancient works well. Ancient paints a picture of something from thousands of years ago.

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may choose weak describers like nice or good. A vivid adjective gives an exact picture.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

VIVID ADJECTIVES

WEEK 35 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	fertile. Fertile paints a picture of rich, productive soil where crops can grow easily, unlike a plain word like good.
CHOOSE	B. valuable. It describes a noun with exact detail the reader can picture.
SHOW	Valuable paints a picture of resources that are worth a great deal and hard to replace, not just any resources.
OWN	Answers vary. One strong revision: The river left rich, dark soil behind.
DEFEND	Rocky paints a picture of hard ground covered with stones, where crops are hard to grow. The plain word rough does not show what makes the land hard to farm.
YOUR TURN	Answers vary. One example: “Poverty Point was an important ancient site in what is now Louisiana.” The word ancient works well. Ancient paints a picture of something from thousands of years ago.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ *Reveal the answers one row at a time. Students check their own tracking sheets.*

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: NOTICE: fertile. Fertile paints a picture of rich, productive soil where crops can grow easily, unlike a plain word like good.; CHOOSE: B. valuable. It describes a noun with exact detail the reader can picture.; SHOW: Valuable paints a picture of resources that are worth a great deal and hard to replace, not just any resources.; OWN: Answers vary. One strong revision: The river left rich, dark soil behind.; DEFEND: Rocky paints a picture of hard ground covered with stones, where crops are hard to grow. The plain word rough does not show what makes the land hard to farm.; Your Turn: Answers vary. One example: “Poverty Point was an important ancient site in what is now Louisiana.” The word ancient works well. Ancient paints a picture of something from thousands of years ago.

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

VIVID ADJECTIVES

WEEK 35 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Long before trucks, airplanes, or modern highways existed, people found ways to move valuable items over great distances.

The word 'great' helps the reader understand that the distances were

- **A** short enough to walk in one day
- **B** easy to travel because roads were smooth
- **C** impossible for ancient people to cross
- **D** very long, stretching across many miles

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Grade 3 · Cluster 8 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'great' helps the reader understand that the distances were*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

VIVID ADJECTIVES

WEEK 35 of 36

Slide 10 of 10

The answer is D.

A **short enough to walk in one day**
Great means very large, not short. The passage describes long journeys.

B **easy to travel because roads were smooth**
Great describes how far people traveled, not how easy the roads were.

C **impossible for ancient people to cross**
The passage says people found ways to move items, so the distances were not impossible.

D **very long, stretching across many miles**
Correct. Great means extremely large, showing the distances people traveled were very long and impressive.

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Grade 3 · Cluster 8 · Word Choice

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is D. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: D. A short enough to walk in one day: Great means very large, not short. The passage describes long journeys.; B easy to travel because roads were smooth: Great describes how far people traveled, not how easy the roads were.; C impossible for ancient people to cross: The passage says people found ways to move items, so the distances were not impossible.; D very long, stretching across many miles: Correct. Great means extremely large, showing the distances people traveled were very long and impressive.

TEKS 11(C) · Word Choice · Week 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.

TEKS 11(C) WORD CHOICE

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 36 of 36

Grade 3 · Cluster 8 · Module 4

EXACT TEKS WORDING (FROM TEA)

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from "A Place to Grow"

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **word choice** across the five RPLD thinking levels:
NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduce the Week

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"This week we are studying word choice. Our focus is sensory words."

▸ *Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.*

"Sensory words help the reader see, hear, feel, taste, or smell what the author describes. Good writers pick the word that says exactly what they mean."

▸ *Point to the five thinking levels. Preview the week: we NOTICE strong words in the reading, CHOOSE the strongest word, SHOW what a word does, OWN it by revising a sentence, then DEFEND the author's choice.*

PREP & MATERIALS: the Word Choice slide deck for Cluster 8 Module 4 · a class or student copy of "A Place to Grow" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 1 of 10

WORD CHOICE IN THE READING

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny." *(word: rocky)*

"Instead of struggling across the hot desert, travelers could use boats on the Nile." *(word: hot)*

"A river may flood. A plain may experience drought." *(word: flood)*

CHECK FOR UNDERSTANDING

Ask a student to name one sensory word from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a sensory word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Notice the sensory word.

Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

"The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny."

I CAN I can notice the sensory word an author chooses.

Grade 3 · Cluster 8 · Word Choice · Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a sensory word."

▸ *Read the I can statement aloud, then the task on the slide: Notice the sensory word. Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.*

"Listen as I read the sentence. I am looking for the sensory word, the word that does the most work."

▸ *Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.*

ANSWER KEY: rocky. Rocky appeals to sight and touch. The reader can see and feel the rough, hard stones covering the ground.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a sensory word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

"Instead of struggling across the hot desert, travelers could use boats on the Nile."

A. struggling B. hot C. desert

I CAN I can choose the sensory word and explain how I know.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word appeals to the senses?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: B. hot. It helps the reader see, hear, feel, taste, or smell the moment.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

WEDNESDAY • INDEPENDENT

SENSORY WORDS

WEEK 36 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Instead of struggling across the <u>hot</u> desert, travelers could use boats on the Nile."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 3 · Cluster 8 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · SHOW · Independent

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▸ *Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?*

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▸ *Take two or three answers. Push students to connect their answer to details in the sentence.*

ANSWER KEY: Hot appeals to the sense of touch. The reader can feel the burning heat of the desert sun on their skin.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

THURSDAY • ADVANCED

SENSORY WORDS

WEEK 36 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.

Plain sentence: The place had bad weather.

Replace the word bad with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 3 · Cluster 8 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than bad.*

ANSWER KEY: Answers vary. One strong revision: The place had scorching, dusty weather.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

FRIDAY • REFLECTIVE (Highly Independent)

SENSORY WORDS

WEEK 36 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose flood instead of rise?

"A river may flood. A plain may experience drought."

Why flood and not rise?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 8 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · DEFEND · Reflective

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▸ *Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose flood instead of rise?*

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▸ *Have students write a because statement on the DEFEND row, then share two strong answers.*

ANSWER KEY: Flood appeals to sight because the reader can picture water spilling over the banks and covering everything. The plain word rise only tells that water went up and does not show the dramatic.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

YOUR TURN

SENSORY WORDS

WEEK 36 of 36

TEKS 11(C) · Slide 7 of 10

Find a sensory word on your own.

Go back to the passage. Find one more sensory word. Copy the words and explain what they show.

Go back to the reading.
Find one more sensory word.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a sensory word and explain the author's choice.

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Grade 3 · Cluster 8 · Word Choice

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it is your turn. Go back to the reading and find one more sensory word on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more sensory word. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "Cold climates may create short growing seasons." The word Cold works well. Cold appeals to the sense of touch. The reader can feel the chilly, freezing temperatures that.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

ANSWERS

SENSORY WORDS

WEEK 36 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	rocky. Rocky appeals to sight and touch. The reader can see and feel the rough, hard stones covering the ground.
CHOOSE	B. hot. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Hot appeals to the sense of touch. The reader can feel the burning heat of the desert sun on their skin.
OWN	Answers vary. One strong revision: The place had scorching, dusty weather.
DEFEND	Flood appeals to sight because the reader can picture water spilling over the banks and covering everything. The plain word rise only tells that water went up and does not show the dramatic.
YOUR TURN	Answers vary. One example: “Cold climates may create short growing seasons.” The word Cold works well. Cold appeals to the sense of touch. The reader can feel the chilly, freezing temperatures that.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let's check our work across the five thinking levels.”

▸ Reveal the answers one row at a time. Students check their own tracking sheets.

“If you missed one, that is where your learning is. Go back to the sentence and read the word again.”

▸ Celebrate explanations of why a word works, not only naming the word.

ANSWER KEY: NOTICE: rocky. Rocky appeals to sight and touch. The reader can see and feel the rough, hard stones covering the ground.; CHOOSE: B. hot. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Hot appeals to the sense of touch. The reader can feel the burning heat of the desert sun on their skin.; OWN: Answers vary. One strong revision: The place had scorching, dusty weather.; DEFEND: Flood appeals to sight because the reader can picture water spilling over the banks and covering everything. The plain word rise only tells that water went up and does not show the dramatic.; Your Turn: Answers vary. One example: “Cold climates may create short growing seasons.” The word Cold works well. Cold appeals to the sense of touch. The reader can feel the chilly, freezing temperatures that.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

SHOW WHAT YOU KNOW · Test-Style Question

SENSORY WORDS

WEEK 36 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.

The word 'rich' helps the reader

- **A** hear the sounds of farmers working in the fields
- **B** taste the food that grew in the soil
- **C** picture dark, thick soil full of nutrients
- **D** smell the flowers growing near the river

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Grade 3 · Cluster 8 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'rich' helps the reader*

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SENSORY WORDS

WEEK 36 of 36

Slide 10 of 10

The answer is C.

A **hear the sounds of farmers working in the fields**
Rich describes how the soil looks and feels, not a sound.

B **taste the food that grew in the soil**
Rich describes the quality of the soil, not the taste of food.

C **picture dark, thick soil full of nutrients**
Correct. Rich appeals to sight and touch, helping the reader picture heavy soil packed with nutrients.

D **smell the flowers growing near the river**
The excerpt describes soil and crops, not flowers. Rich does not appeal to smell here.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"The correct answer is C. The most important part is understanding why."

▸ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

"Each wrong choice is a real word, but it does not fit what this sentence means."

▸ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: C. A hear the sounds of farmers working in the fields: Rich describes how the soil looks and feels, not a sound.; B taste the food that grew in the soil: Rich describes the quality of the soil, not the taste of food.; C picture dark, thick soil full of nutrients: Correct. Rich appeals to sight and touch, helping the reader picture heavy soil packed with nutrients.; D smell the flowers growing near the river: The excerpt describes soil and crops, not flowers. Rich does not appeal to smell here.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.