TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 1 of 36

Grade 4 · 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 "Dream"

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 "Dream" · the student tracking sheet · pencils

WORD CHOICE IN THE READING

"I shifted from one foot to the other and wished I had brought another bottle of water." *(word: shifted)*

"When Dr. King finished speaking, the crowd erupted with applause and celebration." *(word: erupted)*

"I tugged gently on Mama's hand." *(word: tugged)*

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.

"I shifted from one foot to the other and wished I had brought another bottle of water."

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

Grade 4 · 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: shifted. Shifted tells exactly how the narrator moved, rocking side to side to ease tired feet.

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?

"When Dr. King finished speaking, the crowd erupted with applause and celebration."

A. finished B. erupted C. celebration

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

Grade 4 · 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. erupted. 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.

WEDNESDAY • INDEPENDENT

PRECISE VERBS

WEEK 1 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?

"When Dr. King finished speaking, the crowd <u>erupted</u> with applause and celebration."

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

Grade 4 · 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: Erupted shows the applause bursting out suddenly and powerfully, like a volcano.

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: The students went to the playground.

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

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

Grade 4 · 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: The students rushed to the playground.

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 tugged instead of pulled?

"I tugged gently on Mama's hand."

Why tugged and not pulled?

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

Grade 4 · 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 tugged instead of pulled?*

"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: Tugged shows the narrator pulling gently and carefully. The plain word pulled would not show that the pull was soft and respectful.

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: "Mama wrapped her arms around me so tightly that I started laughing." The word wrapped works well. Wrapped shows Mama folding her arms completely around the narrator in a.

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	shifted. Shifted tells exactly how the narrator moved, rocking side to side to ease tired feet.
CHOOSE	B. erupted. It is the action word, and it tells exactly how the action happens.
SHOW	Erupted shows the applause bursting out suddenly and powerfully, like a volcano.
OWN	Answers vary. One strong revision: The students rushed to the playground.
DEFEND	Tugged shows the narrator pulling gently and carefully. The plain word pulled would not show that the pull was soft and respectful.
YOUR TURN	Answers vary. One example: “Mama wrapped her arms around me so tightly that I started laughing.” The word wrapped works well. Wrapped shows Mama folding her arms completely around the narrator in a.

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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: shifted. Shifted tells exactly how the narrator moved, rocking side to side to ease tired feet.; CHOOSE: B. erupted. It is the action word, and it tells exactly how the action happens.; SHOW: Erupted shows the applause bursting out suddenly and powerfully, like a volcano.; OWN: Answers vary. One strong revision: The students rushed to the playground.; DEFEND: Tugged shows the narrator pulling gently and carefully. The plain word pulled would not show that the pull was soft and respectful.; Your Turn: Answers vary. One example: “Mama wrapped her arms around me so tightly that I started laughing.” The word wrapped works well. Wrapped shows Mama folding her arms completely around the narrator in a.

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.

Some carried colorful signs with hopeful messages written in large letters. Others sang songs together as they waited.

Why does the author most likely use the word 'hopeful' to describe the messages?

A The messages were written in bright colors.

B The messages told people where to stand.

C The messages expected good things ahead.

D The messages were written by famous leaders.

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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 most likely use the word 'hopeful' to describe the messages?*

"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 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 C.

A **The messages were written in bright colors.**
Bright colors describe how the signs looked, not what the messages meant.

B **The messages told people where to stand.**
Directions would be practical, not hopeful. Nothing in the excerpt supports this.

C **The messages expected good things ahead.**
Correct. Hopeful describes messages that expect good things to happen in the future.

D **The messages were written by famous leaders.**
The excerpt does not say who wrote the messages.

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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 The messages were written in bright colors.: Bright colors describe how the signs looked, not what the messages meant.; B The messages told people where to stand.: Directions would be practical, not hopeful. Nothing in the excerpt supports this.; C The messages expected good things ahead.: Correct. Hopeful describes messages that expect good things to happen in the future.; D The messages were written by famous leaders.: The excerpt does not say who wrote the messages.

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

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WEEK 2 of 36

Grade 4 · 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

Connotation

from "Dream"

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 Prepare Cluster Module 2 · a class or student copy of "Dream" · 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

"His voice was powerful, confident, and steady as it traveled across the gathering." *(word: powerful)*

"I was only eight years old, and everything around me seemed important, exciting, and unforgettable." *(word: unforgettable)*

"My feet still hurt, and I was exhausted from the long afternoon, but I did not complain." *(word: exhausted)*

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.

MONDAY • FOUNDATIONAL (Emerging)

CONNOTATION

WEEK 2 of 36

TEKS 11(C) · Slide 2 of 10

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.

"His voice was powerful, confident, and steady as it traveled across the gathering."

I CAN I can notice the word with a strong feeling an author chooses.

Grade 4 · 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 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 has a positive feeling of great strength and importance, showing respect for Dr. King.

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 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?

"I was only eight years old, and everything around me seemed important, exciting, and unforgettable."

A. important B. unforgettable C. exciting

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. unforgettable. It carries a clear positive or negative feeling, not just a plain meaning.

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 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 2 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?

"I was only eight years old, and everything around me seemed important, exciting, and <u>unforgettable</u>."

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

Grade 4 · 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: Unforgettable carries a strong positive feeling that this moment is so special it will stay with the narrator forever.

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 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 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 neutral word with a word that carries a clear feeling.

Plain sentence: The speaker said his words to the crowd.

Replace the word said with a stronger word.

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

Grade 4 · 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 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 said.*

ANSWER KEY: Answers vary. One strong revision: The speaker declared his words to the crowd.

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 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 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 exhausted instead of tired?

"My feet still hurt, and I was <u>exhausted</u> from the long afternoon, but I did not complain."

Why exhausted and not tired?

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

Grade 4 · 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 exhausted instead of tired?*

"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: Exhausted shows that the narrator is completely drained of energy after hours of standing. The plain word tired would not show how deeply worn out the narrator feels.

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 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 2 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.

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: "I pictured a classroom where every student felt welcome and appreciated." The word appreciated works well. Appreciated carries a warm positive feeling of being truly.

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 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 2 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	powerful. Powerful has a positive feeling of great strength and importance, showing respect for Dr. King.
CHOOSE	B. unforgettable. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Unforgettable carries a strong positive feeling that this moment is so special it will stay with the narrator forever.
OWN	Answers vary. One strong revision: The speaker declared his words to the crowd.
DEFEND	Exhausted shows that the narrator is completely drained of energy after hours of standing. The plain word tired would not show how deeply worn out the narrator feels.
YOUR TURN	Answers vary. One example: “I pictured a classroom where every student felt welcome and appreciated.” The word appreciated works well. Appreciated carries a warm positive feeling of being truly.

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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 has a positive feeling of great strength and importance, showing respect for Dr. King.; CHOOSE: B. unforgettable. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Unforgettable carries a strong positive feeling that this moment is so special it will stay with the narrator forever.; OWN: Answers vary. One strong revision: The speaker declared his words to the crowd.; DEFEND: Exhausted shows that the narrator is completely drained of energy after hours of standing. The plain word tired would not show how deeply worn out the narrator feels.; Your Turn: Answers vary. One example: “I pictured a classroom where every student felt welcome and appreciated.” The word appreciated works well. Appreciated carries a warm positive feeling of being truly.

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

CONNOTATION

WEEK 2 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Maybe I would remember the enormous crowd or the peaceful singing. Maybe I would remember the impressive white columns of the Lincoln Memorial rising above us.

The word 'impressive' helps the reader understand that the columns are

- **A** so grand and tall that they fill the narrator with awe
- **B** painted white so the audience can easily see them
- **C** much taller than every other building in the area
- **D** hard to see because they are so far away

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 'impressive' helps the reader understand that the columns 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 A.

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

CONNOTATION

WEEK 2 of 36

Slide 10 of 10

The answer is A.

A **so grand and tall that they fill the narrator with awe**
Correct. Impressive means causing admiration. The narrator looks up at the columns with awe.

B **painted white so the audience can easily see them**
White describes the color, but impressive is about the feeling the columns create, not their paint.

C **much taller than every other building in the area**
The excerpt does not compare the columns to other buildings.

D **hard to see because they are so far away**
Impressive means admirable, not distant or hard to see.

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Grade 4 · Prepare Cluster · 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 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 so grand and tall that they fill the narrator with awe: Correct. Impressive means causing admiration. The narrator looks up at the columns with awe.; B painted white so the audience can easily see them: White describes the color, but impressive is about the feeling the columns create, not their paint.; C much taller than every other building in the area: The excerpt does not compare the columns to other buildings.; D hard to see because they are so far away: Impressive means admirable, not distant or hard to see.

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

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 3 of 36

Grade 4 · 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

Specific Nouns

from "Serve"

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 3 · a class or student copy of "Serve" · 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

"I placed my recorder carefully on the kitchen table between us." *(word: recorder)*

"I opened my notebook, clicked my pen, and wrote the date across the top of the page." *(word: notebook)*

"A country is made up of people, families, neighborhoods, schools, towns, and communities." *(word: communities)*

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 3 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.

"I placed my recorder carefully on the kitchen table between us."

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

Grade 4 · 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: recorder. Recorder names the exact device used to capture the interview, not just a thing or machine.

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 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 3 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?

"I opened my notebook, clicked my pen, and wrote the date across the top of the page."

A. opened B. notebook C. clicked

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

Grade 4 · 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 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. notebook. It names exactly who or what, instead of a general word like thing or place.

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 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 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?

"I opened my <u>notebook</u>, clicked my pen, and wrote the date across the top of the page."

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

Grade 4 · 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: Notebook names the exact item where the narrator writes notes, not just something to write in.

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 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 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 general noun with a specific noun.

Plain sentence: The student used a thing to take notes.

Replace the word thing with a stronger word.

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

Grade 4 · 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 thing.*

ANSWER KEY: Answers vary. One strong revision: The student used a clipboard to take notes.

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 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 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 communities instead of places?

"A country is made up of people, families, neighborhoods, schools, towns, and <u>communities</u>."

Why communities and not places?

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

Grade 4 · 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 communities 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: Communities names groups of connected people, not just random locations. The plain word places would lose the meaning of people sharing life together.

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 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 3 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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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: "There was a new student in my class who sometimes sat alone at lunch. There was a small garden near the playground that needed weeding." The word garden works well. Garden.

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 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 3 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	recorder. Recorder names the exact device used to capture the interview, not just a thing or machine.
CHOOSE	B. notebook. It names exactly who or what, instead of a general word like thing or place.
SHOW	Notebook names the exact item where the narrator writes notes, not just something to write in.
OWN	Answers vary. One strong revision: The student used a clipboard to take notes.
DEFEND	Communities names groups of connected people, not just random locations. The plain word places would lose the meaning of people sharing life together.
YOUR TURN	Answers vary. One example: “There was a new student in my class who sometimes sat alone at lunch. There was a small garden near the playground that needed weeding.” The word garden works well. Garden.

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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: recorder. Recorder names the exact device used to capture the interview, not just a thing or machine.; CHOOSE: B. notebook. It names exactly who or what, instead of a general word like thing or place.; SHOW: Notebook names the exact item where the narrator writes notes, not just something to write in.; OWN: Answers vary. One strong revision: The student used a clipboard to take notes.; DEFEND: Communities names groups of connected people, not just random locations. The plain word places would lose the meaning of people sharing life together.; Your Turn: Answers vary. One example: “There was a new student in my class who sometimes sat alone at lunch. There was a small garden near the playground that needed weeding.” The word garden works well. Garden.

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

SPECIFIC NOUNS

WEEK 3 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

I thought about Grandpa standing in the cold Washington air. I thought about President Kennedy's speech. I thought about the Peace Corps volunteers traveling far from home.

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

- **A** tourists
- **B** soldiers
- **C** reporters
- **D** helpers

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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 'volunteers' 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 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

SPECIFIC NOUNS

WEEK 3 of 36

Slide 10 of 10

The answer is D.

A **tourists**
Tourists visit for fun, not to help and serve others.

B **soldiers**
Soldiers serve in the military, not in community projects.

C **reporters**
Reporters share news, not help in communities abroad.

D **helpers**
Correct. Volunteers give their time to help, and helpers means the same.

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 tourists: Tourists visit for fun, not to help and serve others.; B soldiers: Soldiers serve in the military, not in community projects.; C reporters: Reporters share news, not help in communities abroad.; D helpers: Correct. Volunteers give their time to help, and helpers means the same.

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 4 · 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 "Serve"

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 "Serve" · 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

"Grandpa smiled, folded his hands, and leaned back in his chair." *(word: folded)*

"I underlined that sentence in my notebook." *(word: underlined)*

"Grandpa pointed at me." *(word: pointed)*

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.

"Grandpa smiled, folded his hands, and leaned back in his chair."

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

Grade 4 · 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: folded. Folded tells exactly how Grandpa placed his hands, pressing them neatly together.

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?

"I underlined that sentence in my notebook."

A. underlined B. sentence C. notebook

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

Grade 4 · 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: A. underlined. 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?

"I <u>underlined</u> that sentence in my notebook."

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

Grade 4 · 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: Underlined tells exactly what the narrator did with the pen, drawing a line beneath important words.

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: The teacher did something on the board.

Replace the word did something with a stronger word.

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

Grade 4 · 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 did something.*

ANSWER KEY: Answers vary. One strong revision: The teacher sketched a diagram on the board.

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 pointed instead of looked?

"Grandpa <u>pointed</u> at me."

Why pointed and not looked?

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

Grade 4 · 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 pointed instead of looked?*

"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: Pointed shows Grandpa aiming his finger directly at the narrator with energy. The plain word looked would not show that physical gesture of emphasis.

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: "I tapped my pencil against my notebook." The word tapped works well. Tapped shows a light, repeated hitting motion, revealing that the narrator is thinking.

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	folded. Folded tells exactly how Grandpa placed his hands, pressing them neatly together.
CHOOSE	A. underlined. It is the action word, and it tells exactly how the action happens.
SHOW	Underlined tells exactly what the narrator did with the pen, drawing a line beneath important words.
OWN	Answers vary. One strong revision: The teacher sketched a diagram on the board.
DEFEND	Pointed shows Grandpa aiming his finger directly at the narrator with energy. The plain word looked would not show that physical gesture of emphasis.
YOUR TURN	Answers vary. One example: “I tapped my pencil against my notebook.” The word tapped works well. Tapped shows a light, repeated hitting motion, revealing that the narrator is thinking.

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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: folded. Folded tells exactly how Grandpa placed his hands, pressing them neatly together.; CHOOSE: A. underlined. It is the action word, and it tells exactly how the action happens.; SHOW: Underlined tells exactly what the narrator did with the pen, drawing a line beneath important words.; OWN: Answers vary. One strong revision: The teacher sketched a diagram on the board.; DEFEND: Pointed shows Grandpa aiming his finger directly at the narrator with energy. The plain word looked would not show that physical gesture of emphasis.; Your Turn: Answers vary. One example: “I tapped my pencil against my notebook.” The word tapped works well. Tapped shows a light, repeated hitting motion, revealing that the narrator is thinking.

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.

I picked up my pen again and wrote one final sentence at the bottom of the page.

The word 'final' helps the reader understand that this sentence is

- **A** the longest sentence in the notebook
- **B** the last important thought the narrator recorded
- **C** the most difficult sentence to write
- **D** a sentence the narrator copied from Grandpa

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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 'final' helps the reader understand that this sentence 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 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 B.

A **the longest sentence in the notebook**
Final means last, not longest. The excerpt says nothing about length.

B **the last important thought the narrator recorded**
Correct. Final means the last one, and placing it at the bottom shows the narrator chose it as a closing thought.

C **the most difficult sentence to write**
The excerpt does not say the sentence was hard to write.

D **a sentence the narrator copied from Grandpa**
The narrator writes the sentence in their own words.

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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 the longest sentence in the notebook: Final means last, not longest. The excerpt says nothing about length.; B the last important thought the narrator recorded: Correct. Final means the last one, and placing it at the bottom shows the narrator chose it as a closing thought.; C the most difficult sentence to write: The excerpt does not say the sentence was hard to write.; D a sentence the narrator copied from Grandpa: The narrator writes the sentence in their own words.

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

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 5 of 36

Grade 4 · 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

Specific Nouns

from "A Promise Written Long Ago"

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 1 · a class or student copy of "A Promise Written Long Ago" · 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

"In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England." *(word: Magna Carta)*

"Barons were wealthy landowners who controlled large areas of land throughout England." *(word: barons)*

"The Bill of Rights protects important freedoms and guarantees certain legal protections." *(word: Bill of Rights)*

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 5 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.

"In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England."

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

Grade 4 · 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: Magna Carta. Magna Carta names the exact historical document instead of just calling it a paper or agreement.

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 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?

"Barons were wealthy landowners who controlled large areas of land throughout England."

A. wealthy B. barons C. landowners

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. barons. It names exactly who or what, instead of a general word like thing or place.

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 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 5 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?

"<u>Barons</u> were wealthy landowners who controlled large areas of land throughout England."

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

Grade 4 · 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: Barons names the specific group of powerful landowners, not just people or leaders.

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 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 5 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 leader signed a thing at the meeting.

Replace the word thing with a stronger word.

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

Grade 4 · 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 thing.*

ANSWER KEY: Answers vary. One strong revision: The leader signed a treaty at the meeting.

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 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 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 Bill of Rights instead of paper?

"The Bill of Rights protects important freedoms and guarantees certain legal protections."

Why Bill of Rights and not paper?

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

Grade 4 · 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 Bill of Rights instead of paper?*

"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: Bill of Rights names the specific American document that protects freedoms. The plain word paper would not tell which document or why it matters.

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 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 5 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: "King John met the barons at Runnymede, a grassy meadow beside the River Thames." The word meadow works well. Meadow names an open field of grass, painting a clearer.

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 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 5 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Magna Carta. Magna Carta names the exact historical document instead of just calling it a paper or agreement.
CHOOSE	B. barons. It names exactly who or what, instead of a general word like thing or place.
SHOW	Barons names the specific group of powerful landowners, not just people or leaders.
OWN	Answers vary. One strong revision: The leader signed a treaty at the meeting.
DEFEND	Bill of Rights names the specific American document that protects freedoms. The plain word paper would not tell which document or why it matters.
YOUR TURN	Answers vary. One example: “King John met the barons at Runnymede, a grassy meadow beside the River Thames.” The word meadow works well. Meadow names an open field of grass, painting a clearer.

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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: Magna Carta. Magna Carta names the exact historical document instead of just calling it a paper or agreement.; CHOOSE: B. barons. It names exactly who or what, instead of a general word like thing or place.; SHOW: Barons names the specific group of powerful landowners, not just people or leaders.; OWN: Answers vary. One strong revision: The leader signed a treaty at the meeting.; DEFEND: Bill of Rights names the specific American document that protects freedoms. The plain word paper would not tell which document or why it matters.; Your Turn: Answers vary. One example: “King John met the barons at Runnymede, a grassy meadow beside the River Thames.” The word meadow works well. Meadow names an open field of grass, painting a clearer.

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

SPECIFIC NOUNS

WEEK 5 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Many people believed these taxes were unfair. They felt they were being forced to pay more and more money while receiving little in return. As frustration grew, trust in the king began to decline.

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

- **A** improve
- **B** decrease
- **C** remain
- **D** return

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Grade 4 · 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 'decline' 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 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

SPECIFIC NOUNS

WEEK 5 of 36

Slide 10 of 10

The answer is B.

A **improve**
Improve means get better, the opposite of what happened to trust.

B **decrease**
Correct. Decline means to go down or get weaker, same as decrease.

C **remain**
Remain means stay the same. Trust was dropping, not staying steady.

D **return**
Return means come back. Trust was shrinking, not returning.

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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 improve: Improve means get better, the opposite of what happened to trust.; B decrease: Correct. Decline means to go down or get weaker, same as decrease.; C remain: Remain means stay the same. Trust was dropping, not staying steady.; D return: Return means come back. Trust was shrinking, not returning.

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

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WEEK 6 of 36

Grade 4 · 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

Connotation

from "A Promise Written Long Ago"

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 1 Module 2 · a class or student copy of "A Promise Written Long Ago" · 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

"At that time, kings held tremendous power." *(word: tremendous)*

"Today, this idea may seem ordinary, but in 1215 it was groundbreaking." *(word: groundbreaking)*

"As frustration grew, trust in the king began to decline." *(word: frustration)*

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.

"At that time, kings held tremendous power."

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: tremendous. Tremendous carries a feeling of something overwhelming and almost too large, showing how much power kings had.

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 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?

"Today, this idea may seem ordinary, but in 1215 it was groundbreaking."

A. ordinary B. groundbreaking C. seem

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. groundbreaking. It carries a clear positive or negative feeling, not just a plain meaning.

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 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?

"Today, this idea may seem ordinary, but in 1215 it was <u>groundbreaking</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: Groundbreaking carries a strong positive feeling of something so new it changes everything.

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 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 new rule was a good idea.

Replace the word good with a stronger word.

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

Grade 4 · 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 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 new rule was a revolutionary idea.

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 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 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 frustration instead of unhappiness?

"As <u>frustration</u> grew, trust in the king began to decline."

Why frustration and not unhappiness?

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

Grade 4 · 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 frustration instead of unhappiness?*

"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: Frustration carries a feeling of being stuck and unable to change an unfair situation. The plain word unhappiness would not show that people felt blocked and powerless.

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 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 6 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 4 · 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 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: "As centuries passed, the Magna Carta became more than just an agreement between a king and a group of barons. It became a symbol of freedom, fairness, and accountability.".

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 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 6 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	tremendous. Tremendous carries a feeling of something overwhelming and almost too large, showing how much power kings had.
CHOOSE	B. groundbreaking. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Groundbreaking carries a strong positive feeling of something so new it changes everything.
OWN	Answers vary. One strong revision: The new rule was a revolutionary idea.
DEFEND	Frustration carries a feeling of being stuck and unable to change an unfair situation. The plain word unhappiness would not show that people felt blocked and powerless.
YOUR TURN	Answers vary. One example: “As centuries passed, the Magna Carta became more than just an agreement between a king and a group of barons. It became a symbol of freedom, fairness, and accountability.”.

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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: tremendous. Tremendous carries a feeling of something overwhelming and almost too large, showing how much power kings had.; CHOOSE: B. groundbreaking. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Groundbreaking carries a strong positive feeling of something so new it changes everything.; OWN: Answers vary. One strong revision: The new rule was a revolutionary idea.; DEFEND: Frustration carries a feeling of being stuck and unable to change an unfair situation. The plain word unhappiness would not show that people felt blocked and powerless.; Your Turn: Answers vary. One example: “As centuries passed, the Magna Carta became more than just an agreement between a king and a group of barons. It became a symbol of freedom, fairness, and accountability.”.

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

CONNOTATION

WEEK 6 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

He spent large amounts of money fighting wars against neighboring countries. Many of these military campaigns ended unsuccessfully, causing England to lose territory and influence.

The word 'unsuccessfully' helps the reader understand that the military campaigns

- **A** did not achieve what the king hoped for
- **B** lasted only a short time
- **C** were fought against powerful armies
- **D** were popular with the people of England

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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 'unsuccessfully' helps the reader understand that the military campaigns*

"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 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

CONNOTATION

WEEK 6 of 36

Slide 10 of 10

The answer is A.

A **did not achieve what the king hoped for**
Correct. Unsuccessfully means without success, so the wars did not bring the results the king wanted.

B **lasted only a short time**
The word describes the outcome, not how long the campaigns lasted.

C **were fought against powerful armies**
The excerpt does not describe the strength of the opposing armies.

D **were popular with the people of England**
The excerpt says the king lost territory, not that people supported the wars.

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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 did not achieve what the king hoped for: Correct. Unsuccessfully means without success, so the wars did not bring the results the king wanted.; B lasted only a short time: The word describes the outcome, not how long the campaigns lasted.; C were fought against powerful armies: The excerpt does not describe the strength of the opposing armies.; D were popular with the people of England: The excerpt says the king lost territory, not that people supported the wars.

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

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 7 of 36

Grade 4 · 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

Sensory Words

from "Morning in the Village"

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 1 Module 3 · a class or student copy of "Morning in the Village" · the student tracking sheet · pencils

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 1 of 10

WORD CHOICE IN THE READING

"Smoke drifted from cooking fires, and the smell of food filled the air." *(word: smell)*

"Birds called from the trees, and the river moved quietly nearby." *(word: called)*

"By midday, the weather had become warmer. Tayanita wiped sweat from her forehead and took a short break." *(word: sweat)*

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.

MONDAY • FOUNDATIONAL (Emerging)

SENSORY WORDS

WEEK 7 of 36

TEKS 11(C) · Slide 2 of 10

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.

"Smoke drifted from cooking fires, and the smell of food filled the air."

I CAN I can notice the sensory word an author chooses.

Grade 4 · 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 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: smell. Smell reaches the sense of smell, helping the reader imagine the scent of food cooking over fires.

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 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 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 appeals to the senses?

"Birds called from the trees, and the river moved quietly nearby."

A. trees B. called C. river

I CAN I can choose the sensory word and explain how I know.

Grade 4 · 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 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. called. It helps the reader see, hear, feel, taste, or smell the moment.

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 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?

"Birds <u>called</u> from the trees, and the river moved quietly nearby."

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: Called reaches the sense of hearing, letting the reader hear the bird sounds in the morning village.

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 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 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. Add a sensory word so the reader can see, hear, or feel it.

Plain sentence: The village had nice weather.

Replace the word nice with a stronger word.

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

Grade 4 · 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. 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 village had cool, breezy weather.

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 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 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 sweat instead of moisture?

"By midday, the weather had become warmer. Tayanita wiped <u>sweat</u> from her forehead and took a short break."

Why sweat and not moisture?

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

Grade 4 · 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 sweat instead of moisture?*

"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: Sweat lets the reader feel the sticky wetness of hard work in the heat. The plain word moisture would not show that Tayanita was hot and working hard.

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 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 7 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: "The glow of evening fires spread across the village." The word glow works well. Glow reaches the sense of sight, showing warm, soft firelight spreading in the darkness.

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 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 7 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	smell. Smell reaches the sense of smell, helping the reader imagine the scent of food cooking over fires.
CHOOSE	B. called. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Called reaches the sense of hearing, letting the reader hear the bird sounds in the morning village.
OWN	Answers vary. One strong revision: The village had cool, breezy weather.
DEFEND	Sweat lets the reader feel the sticky wetness of hard work in the heat. The plain word moisture would not show that Tayanita was hot and working hard.
YOUR TURN	Answers vary. One example: “The glow of evening fires spread across the village.” The word glow works well. Glow reaches the sense of sight, showing warm, soft firelight spreading in the darkness.

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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: smell. Smell reaches the sense of smell, helping the reader imagine the scent of food cooking over fires.; CHOOSE: B. called. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Called reaches the sense of hearing, letting the reader hear the bird sounds in the morning village.; OWN: Answers vary. One strong revision: The village had cool, breezy weather.; DEFEND: Sweat lets the reader feel the sticky wetness of hard work in the heat. The plain word moisture would not show that Tayanita was hot and working hard.; Your Turn: Answers vary. One example: “The glow of evening fires spread across the village.” The word glow works well. Glow reaches the sense of sight, showing warm, soft firelight spreading in the darkness.

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

SENSORY WORDS

WEEK 7 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

She could hear people talking as they began their daily chores.

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

- **A** celebrations
- **B** games
- **C** lessons
- **D** tasks

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Grade 4 · 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 'chores' 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 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, and Why

SENSORY WORDS

WEEK 7 of 36

Slide 10 of 10

The answer is D.

A **celebrations**
Celebrations are joyful events, not everyday work that needs to be done.

B **games**
Games are for fun. Chores are regular duties people must complete.

C **lessons**
Lessons involve learning, but chores are about doing needed work.

D **tasks**
Correct. Tasks are jobs that need to be completed, just like chores.

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Grade 4 · 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 celebrations: Celebrations are joyful events, not everyday work that needs to be done.; B games: Games are for fun. Chores are regular duties people must complete.; C lessons: Lessons involve learning, but chores are about doing needed work.; D tasks: Correct. Tasks are jobs that need to be completed, just like chores.

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

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 8 of 36

Grade 4 · 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

Vivid Adjectives

from "Morning in the Village"

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 4 · a class or student copy of "Morning in the Village" · 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

"Tayanita liked the early morning hours. The village felt peaceful before the day became busy." *(word: peaceful)*

"Homes stood in neat groups." *(word: neat)*

"Tayanita thought the forest looked endless." *(word: endless)*

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.

"Tayanita liked the early morning hours. The village felt peaceful before the day became busy."

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: peaceful. Peaceful paints a picture of a quiet, calm village before the busy work begins.

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 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?

"Homes stood in neat groups."

A. Homes B. neat C. groups

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. neat. It describes a noun with exact detail the reader can picture.

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 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?

"Homes stood in <u>neat</u> groups."

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: Neat paints a picture of homes arranged in tidy, orderly clusters, showing care and organization.

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 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 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 weak describing word with a vivid adjective.

Plain sentence: The trees near the village were good.

Replace the word good with a stronger word.

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

Grade 4 · 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 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 trees near the village were towering.

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 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 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 endless instead of big?

"Tayanita thought the forest looked <u>endless</u>."

Why endless and not big?

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

Grade 4 · 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 endless instead of big?*

"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: Endless paints a picture of a forest stretching beyond what the eye can see. The plain word big would not show how far the trees seemed to go.

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 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 8 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 4 · 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: "The sounds of conversation mixed with the gentle sounds of nature surrounding the community." The word gentle works well. Gentle paints a picture of soft, quiet sounds.

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 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 8 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	peaceful. Peaceful paints a picture of a quiet, calm village before the busy work begins.
CHOOSE	B. neat. It describes a noun with exact detail the reader can picture.
SHOW	Neat paints a picture of homes arranged in tidy, orderly clusters, showing care and organization.
OWN	Answers vary. One strong revision: The trees near the village were towering.
DEFEND	Endless paints a picture of a forest stretching beyond what the eye can see. The plain word big would not show how far the trees seemed to go.
YOUR TURN	Answers vary. One example: “The sounds of conversation mixed with the gentle sounds of nature surrounding the community.” The word gentle works well. Gentle paints a picture of soft, quiet sounds.

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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: peaceful. Peaceful paints a picture of a quiet, calm village before the busy work begins.; CHOOSE: B. neat. It describes a noun with exact detail the reader can picture.; SHOW: Neat paints a picture of homes arranged in tidy, orderly clusters, showing care and organization.; OWN: Answers vary. One strong revision: The trees near the village were towering.; DEFEND: Endless paints a picture of a forest stretching beyond what the eye can see. The plain word big would not show how far the trees seemed to go.; Your Turn: Answers vary. One example: “The sounds of conversation mixed with the gentle sounds of nature surrounding the community.” The word gentle works well. Gentle paints a picture of soft, quiet sounds.

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

VIVID ADJECTIVES

WEEK 8 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Tayanita studied the pottery carefully. She admired the skill it must have taken to create something so beautiful.

The word 'admired' helps the reader understand that Tayanita

- **A** wanted to own the pottery for herself
- **B** felt respect for the work and talent behind the pottery
- **C** was confused about how the pottery was made
- **D** thought the pottery was too fancy for everyday use

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Grade 4 · 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: The word 'admired' helps the reader understand that Tayanita*

"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 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

VIVID ADJECTIVES

WEEK 8 of 36

Slide 10 of 10

The answer is B.

A **wanted to own the pottery for herself**
Admired means to look at with respect, not to want something for yourself.

B **felt respect for the work and talent behind the pottery**
Correct. Admired means she looked at the pottery with respect and appreciation for the skill it took.

C **was confused about how the pottery was made**
Admired shows respect and appreciation, not confusion.

D **thought the pottery was too fancy for everyday use**
The excerpt does not say she thought the pottery was too fancy.

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Grade 4 · 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 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 wanted to own the pottery for herself: Admired means to look at with respect, not to want something for yourself.; B felt respect for the work and talent behind the pottery: Correct. Admired means she looked at the pottery with respect and appreciation for the skill it took.; C was confused about how the pottery was made: Admired shows respect and appreciation, not confusion.; D thought the pottery was too fancy for everyday use: The excerpt does not say she thought the pottery was too fancy.

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

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 9 of 36

Grade 4 · 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

Specific Nouns

from "The Energy We Use Everyday"

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 1 · a class or student copy of "The Energy We Use Everyday" · 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

"Solar panels collect energy from sunlight and turn it into electricity." *(word: Solar panels)*

"Wind turbines use moving air to generate power." *(word: Wind turbines)*

"Coal has been used for many years to generate electricity." *(word: Coal)*

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 9 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.

"Solar panels collect energy from sunlight and turn it into electricity."

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

Grade 4 · 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: Solar panels. Solar panels names the exact technology that captures sunlight, not just a thing or device.

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 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 9 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?

"Wind turbines use moving air to generate power."

A. Wind turbines B. moving C. power

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

Grade 4 · 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 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. Wind turbines. It names exactly who or what, instead of a general word like thing or place.

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 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 9 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?

"<u>Wind turbines</u> use moving air to generate power."

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

Grade 4 · 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: Wind turbines names the specific tall machines with spinning blades, not just equipment.

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 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 9 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 workers put up things on the building.

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

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

Grade 4 · 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 things.*

ANSWER KEY: Answers vary. One strong revision: The workers put up solar panels on the building.

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 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 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 Coal instead of stuff?

"Coal has been used for many years to generate electricity."

Why Coal and not stuff?

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

Grade 4 · 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 Coal instead of stuff?*

"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: Coal names the exact natural resource used as fuel. The plain word stuff would not tell the reader what kind of material is being burned for energy.

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 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 9 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.

The Writing Academy®, LLC

Grade 4 · 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 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: "Natural gas is commonly used for heating homes, cooking food, and producing electricity." The word Natural gas works well. Natural gas names the exact fuel found.

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 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 9 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Solar panels. Solar panels names the exact technology that captures sunlight, not just a thing or device.
CHOOSE	A. Wind turbines. It names exactly who or what, instead of a general word like thing or place.
SHOW	Wind turbines names the specific tall machines with spinning blades, not just equipment.
OWN	Answers vary. One strong revision: The workers put up solar panels on the building.
DEFEND	Coal names the exact natural resource used as fuel. The plain word stuff would not tell the reader what kind of material is being burned for energy.
YOUR TURN	Answers vary. One example: “Natural gas is commonly used for heating homes, cooking food, and producing electricity.” The word Natural gas works well. Natural gas names the exact fuel found.

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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: Solar panels. Solar panels names the exact technology that captures sunlight, not just a thing or device.; CHOOSE: A. Wind turbines. It names exactly who or what, instead of a general word like thing or place.; SHOW: Wind turbines names the specific tall machines with spinning blades, not just equipment.; OWN: Answers vary. One strong revision: The workers put up solar panels on the building.; DEFEND: Coal names the exact natural resource used as fuel. The plain word stuff would not tell the reader what kind of material is being burned for energy.; Your Turn: Answers vary. One example: “Natural gas is commonly used for heating homes, cooking food, and producing electricity.” The word Natural gas works well. Natural gas names the exact fuel found.

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

SPECIFIC NOUNS

WEEK 9 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Energy efficiency means using less energy to perform the same task. For example, energy-efficient light bulbs use less electricity than older bulbs while producing the same amount of light.

What does the word 'efficient' help the reader understand about the light bulbs?

- **A** They are brighter than other bulbs.
- **B** They are more expensive to buy.
- **C** They last longer than older bulbs.
- **D** They do the same job using less energy.

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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 'efficient' help the reader understand about the light bulbs?*

"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 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

SPECIFIC NOUNS

WEEK 9 of 36

Slide 10 of 10

The answer is D.

A **They are brighter than other bulbs.**
The excerpt says they produce the same amount of light, not more.

B **They are more expensive to buy.**
The excerpt does not mention the cost of the bulbs.

C **They last longer than older bulbs.**
The excerpt does not compare how long the bulbs last.

D **They do the same job using less energy.**
Correct. The excerpt explains that efficient bulbs use less energy to produce the same light.

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 They are brighter than other bulbs.: The excerpt says they produce the same amount of light, not more.; B They are more expensive to buy.: The excerpt does not mention the cost of the bulbs.; C They last longer than older bulbs.: The excerpt does not compare how long the bulbs last.; D They do the same job using less energy.: Correct. The excerpt explains that efficient bulbs use less energy to produce the same light.

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

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 10 of 36

Grade 4 · 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

Precise Verbs

from "The Energy We Use Everyday"

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 2 Module 2 · a class or student copy of "The Energy We Use Everyday" · 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

"Heat and pressure slowly transformed these materials into the fuels people use today." *(word: transformed)*

"Solar panels and wind turbines generate electricity without burning fuel." *(word: generate)*

"Water flowing through dams can also be used to produce electricity." *(word: flowing)*

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 10 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.

"Heat and pressure slowly transformed these materials into the fuels people use today."

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

Grade 4 · 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 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: transformed. Transformed tells exactly what happened: the materials completely changed form over millions of years.

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 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?

"Solar panels and wind turbines generate electricity without burning fuel."

A. Solar panels B. generate C. electricity

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. generate. It is the action word, and it tells exactly how the action happens.

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 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?

"Solar panels and wind turbines <u>generate</u> electricity without burning fuel."

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: Generate tells exactly what the panels and turbines do: producing electricity from natural forces.

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 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 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 vague verb with a precise verb.

Plain sentence: The machine made power for the town.

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

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

Grade 4 · 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 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 made.*

ANSWER KEY: Answers vary. One strong revision: The machine generated power for the town.

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 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 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 flowing instead of going?

"Water flowing through dams can also be used to produce electricity."

Why flowing and not going?

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

Grade 4 · 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 flowing instead of going?*

"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: Flowing shows water moving in a smooth, steady stream through the dam. The plain word going would not show the specific way water moves to create energy.

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 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 10 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 4 · 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 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: "Land may be disturbed when coal is mined, and oil spills can harm plants and animals." The word disturbed works well. Disturbed tells exactly what happens to the land: it.

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 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 10 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	transformed. Transformed tells exactly what happened: the materials completely changed form over millions of years.
CHOOSE	B. generate. It is the action word, and it tells exactly how the action happens.
SHOW	Generate tells exactly what the panels and turbines do: producing electricity from natural forces.
OWN	Answers vary. One strong revision: The machine generated power for the town.
DEFEND	Flowing shows water moving in a smooth, steady stream through the dam. The plain word going would not show the specific way water moves to create energy.
YOUR TURN	Answers vary. One example: “Land may be disturbed when coal is mined, and oil spills can harm plants and animals.” The word disturbed works well. Disturbed tells exactly what happens to the land: it.

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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: transformed. Transformed tells exactly what happened: the materials completely changed form over millions of years.; CHOOSE: B. generate. It is the action word, and it tells exactly how the action happens.; SHOW: Generate tells exactly what the panels and turbines do: producing electricity from natural forces.; OWN: Answers vary. One strong revision: The machine generated power for the town.; DEFEND: Flowing shows water moving in a smooth, steady stream through the dam. The plain word going would not show the specific way water moves to create energy.; Your Turn: Answers vary. One example: “Land may be disturbed when coal is mined, and oil spills can harm plants and animals.” The word disturbed works well. Disturbed tells exactly what happens to the land: it.

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

PRECISE VERBS

WEEK 10 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Turning off lights when leaving a room, using less water, recycling materials, and choosing energy-efficient products can reduce the demand for energy.

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

- **A** increase
- **B** ignore
- **C** lower
- **D** create

The Writing Academy®, LLC

Grade 4 · 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: Which word could replace 'reduce' 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 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

PRECISE VERBS

WEEK 10 of 36

Slide 10 of 10

The answer is C.

A **increase**
Increase means make more, the opposite of reduce.

B **ignore**
Ignore means pay no attention to. Reduce means lower the amount.

C **lower**
Correct. Reduce means to make smaller or less, which is the same as lower.

D **create**
Create means make something new, not make something less.

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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 increase: Increase means make more, the opposite of reduce.; B ignore: Ignore means pay no attention to. Reduce means lower the amount.; C lower: Correct. Reduce means to make smaller or less, which is the same as lower.; D create: Create means make something new, not make something less.

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

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 11 of 36

Grade 4 · 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

Specific Nouns

from "Columbus's Arrival"

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 3 · a class or student copy of "Columbus's Arrival" · 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

"Columbus set sail with three ships called the Niña, the Pinta, and the Santa María." *(word: Niña)*

"One of the first groups Columbus encountered was the Taino." *(word: Taino)*

"King Ferdinand and Queen Isabella of Spain agreed to help." *(word: King Ferdinand)*

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 11 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.

"Columbus set sail with three ships called the Niña, the Pinta, and the Santa María."

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

Grade 4 · 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: Niña. Niña names one of the three exact ships Columbus used, instead of just saying a boat.

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 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 11 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?

"One of the first groups Columbus encountered was the Taino."

A. first B. Taino C. encountered

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

Grade 4 · 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 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. Taino. It names exactly who or what, instead of a general word like thing or place.

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 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?

"One of the first groups Columbus encountered was the <u>Taino</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: Taino names the specific Native American group Columbus met, not just people or natives.

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 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 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 general noun with a specific noun.

Plain sentence: The explorer used a thing to cross the water.

Replace the word thing with a stronger word.

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

Grade 4 · 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 explorer used a caravel to cross the water.

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 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 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 King Ferdinand instead of leader?

"King Ferdinand and Queen Isabella of Spain agreed to help."

Why King Ferdinand and not leader?

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

Grade 4 · 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 King Ferdinand instead of leader?*

"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: King Ferdinand names the specific Spanish ruler who agreed to support the voyage. The plain word leader would not tell the reader which ruler or which country.

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 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 11 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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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: "Foods that originated in the Americas, such as corn, potatoes, tomatoes, and cacao, became important in Europe and other parts of the world." The word cacao works well..

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 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 11 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Niña. Niña names one of the three exact ships Columbus used, instead of just saying a boat.
CHOOSE	B. Taino. It names exactly who or what, instead of a general word like thing or place.
SHOW	Taino names the specific Native American group Columbus met, not just people or natives.
OWN	Answers vary. One strong revision: The explorer used a caravel to cross the water.
DEFEND	King Ferdinand names the specific Spanish ruler who agreed to support the voyage. The plain word leader would not tell the reader which ruler or which country.
YOUR TURN	Answers vary. One example: “Foods that originated in the Americas, such as corn, potatoes, tomatoes, and cacao, became important in Europe and other parts of the world.” The word cacao works well..

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: Niña. Niña names one of the three exact ships Columbus used, instead of just saying a boat.; CHOOSE: B. Taino. It names exactly who or what, instead of a general word like thing or place.; SHOW: Taino names the specific Native American group Columbus met, not just people or natives.; OWN: Answers vary. One strong revision: The explorer used a caravel to cross the water.; DEFEND: King Ferdinand names the specific Spanish ruler who agreed to support the voyage. The plain word leader would not tell the reader which ruler or which country.; Your Turn: Answers vary. One example: “Foods that originated in the Americas, such as corn, potatoes, tomatoes, and cacao, became important in Europe and other parts of the world.” The word cacao works well..

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

SPECIFIC NOUNS

WEEK 11 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Life aboard the ships was not comfortable. Sailors worked long hours and had very little space. Food often became stale, and fresh water had to be carefully rationed.

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

- **A** limited
- **B** collected
- **C** tasted
- **D** replaced

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Grade 4 · 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: Which word could replace 'rationed' 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 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

SPECIFIC NOUNS

WEEK 11 of 36

Slide 10 of 10

The answer is A.

A **limited**
Correct. Rationed means each person received only a small, controlled amount, which is what limited means here.

B **collected**
Collected means gathered, but rationed means shared in controlled amounts.

C **tasted**
Tasted describes trying a flavor, not controlling how much water each person receives.

D **replaced**
Replaced means swapped for something new. The sailors controlled their water supply, not swapped 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 limited: Correct. Rationed means each person received only a small, controlled amount, which is what limited means here.; B collected: Collected means gathered, but rationed means shared in controlled amounts.; C tasted: Tasted describes trying a flavor, not controlling how much water each person receives.; D replaced: Replaced means swapped for something new. The sailors controlled their water supply, not swapped it.

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 4 · 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 "Columbus's Arrival"

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 "Columbus's Arrival" · 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

"Food often became stale, and fresh water had to be carefully rationed." *(word: stale)*

"They farmed crops, fished in coastal waters, traded with neighboring groups, and built thriving communities." *(word: thriving)*

"Some crew members worried they would never return home." *(word: worried)*

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.

MONDAY • FOUNDATIONAL (Emerging)

CONNOTATION

WEEK 12 of 36

TEKS 11(C) · Slide 2 of 10

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.

"Food often became stale, and fresh water had to be carefully rationed."

I CAN I can notice the word with a strong feeling an author chooses.

Grade 4 · 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 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: stale. Stale carries a negative feeling of food that is old, dry, and unpleasant to eat.

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.

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?

"They farmed crops, fished in coastal waters, traded with neighboring groups, and built thriving communities."

A. farmed B. thriving C. communities

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. thriving. 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?

"They farmed crops, fished in coastal waters, traded with neighboring groups, and built <u>thriving</u> communities."

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: Thriving carries a strong positive feeling of communities that are growing, healthy, and successful.

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.

THURSDAY • ADVANCED

CONNOTATION

WEEK 12 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 trip across the ocean was long.

Replace the word long with a stronger word.

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

Grade 4 · 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 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 long.*

ANSWER KEY: Answers vary. One strong revision: The trip across the ocean was grueling.

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 worried instead of thought?

"Some crew members worried they would never return home."

Why worried and not thought?

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

Grade 4 · 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 worried instead of thought?*

"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: Worried carries a feeling of fear and anxiety about never seeing home again. The plain word thought would not show the sailors' deep fear.

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 4 · 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: "As more explorers and settlers arrived, disagreements began to develop. Land, resources, and power became sources of conflict." The word conflict works well. Conflict.

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	stale. Stale carries a negative feeling of food that is old, dry, and unpleasant to eat.
CHOOSE	B. thriving. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Thriving carries a strong positive feeling of communities that are growing, healthy, and successful.
OWN	Answers vary. One strong revision: The trip across the ocean was grueling.
DEFEND	Worried carries a feeling of fear and anxiety about never seeing home again. The plain word thought would not show the sailors' deep fear.
YOUR TURN	Answers vary. One example: “As more explorers and settlers arrived, disagreements began to develop. Land, resources, and power became sources of conflict.” The word conflict works well. Conflict.

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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: stale. Stale carries a negative feeling of food that is old, dry, and unpleasant to eat.; CHOOSE: B. thriving. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Thriving carries a strong positive feeling of communities that are growing, healthy, and successful.; OWN: Answers vary. One strong revision: The trip across the ocean was grueling.; DEFEND: Worried carries a feeling of fear and anxiety about never seeing home again. The plain word thought would not show the sailors' deep fear.; Your Turn: Answers vary. One example: “As more explorers and settlers arrived, disagreements began to develop. Land, resources, and power became sources of conflict.” The word conflict works well. Conflict.

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.

Storms and rough seas could make traveling even more difficult. Despite these challenges, the ships continued westward across the Atlantic Ocean.

The word 'rough' helps the reader understand that the seas were

- **A** very cold during the entire journey
- **B** wild and dangerous with strong waves
- **C** shallow near the coastline
- **D** calm enough for the ships to sail quickly

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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 'rough' helps the reader understand that the seas 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 B.

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 B.

A **very cold during the entire journey**
Rough describes the choppy, dangerous movement of the water, not its temperature.

B **wild and dangerous with strong waves**
Correct. Rough means the water was choppy and hard to sail through, making the voyage dangerous.

C **shallow near the coastline**
Rough describes wave action, not depth. The ships were crossing the open ocean.

D **calm enough for the ships to sail quickly**
Rough is the opposite of calm. It means the water was difficult to navigate.

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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 very cold during the entire journey: Rough describes the choppy, dangerous movement of the water, not its temperature.; B wild and dangerous with strong waves: Correct. Rough means the water was choppy and hard to sail through, making the voyage dangerous.; C shallow near the coastline: Rough describes wave action, not depth. The ships were crossing the open ocean.; D calm enough for the ships to sail quickly: Rough is the opposite of calm. It means the water was difficult to navigate.

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) WORD CHOICE

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 13 of 36

Grade 4 · 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

Vivid Adjectives

from "A Lone Star Choice"

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 3 Module 1 · a class or student copy of "A Lone Star Choice" · 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

"Some were hopeful, while others felt hopeless." *(word: hopeless)*

"But its effects were strong and vast." *(word: vast)*

"Now standing alone, unsure where to go." *(word: unsure)*

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.

MONDAY • FOUNDATIONAL (Emerging)

VIVID ADJECTIVES

WEEK 13 of 36

TEKS 11(C) · Slide 2 of 10

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.

"Some were hopeful, while others felt hopeless."

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

Grade 4 · 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 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: hopeless. Hopeless paints a dark picture of people who believe nothing good can come from the decision.

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 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?

"But its effects were strong and vast."

A. strong B. vast C. effects

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. vast. It describes a noun with exact detail the reader can picture.

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 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?

"But its effects were strong and <u>vast</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: Vast paints a picture of something so large it is hard to measure, showing the war's huge impact.

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 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 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 weak describing word with a vivid adjective.

Plain sentence: The land looked nice under the sky.

Replace the word nice with a stronger word.

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

Grade 4 · 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 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 land looked endless under the sky.

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 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 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 unsure instead of lost?

"Now standing alone, <u>unsure</u> where to go."

Why unsure and not lost?

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

Grade 4 · 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 unsure instead of lost?*

"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: Unsure shows that Texas truly did not know which future to choose. The plain word lost is less exact because Texas knew where it was, just not where to go next.

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 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 13 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 4 · 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 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: "The future seemed unclear to many," The word unclear works well. Unclear paints a picture of a future that is foggy and impossible to predict, showing the people's.

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 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 13 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	hopeless. Hopeless paints a dark picture of people who believe nothing good can come from the decision.
CHOOSE	B. vast. It describes a noun with exact detail the reader can picture.
SHOW	Vast paints a picture of something so large it is hard to measure, showing the war's huge impact.
OWN	Answers vary. One strong revision: The land looked endless under the sky.
DEFEND	Unsure shows that Texas truly did not know which future to choose. The plain word lost is less exact because Texas knew where it was, just not where to go next.
YOUR TURN	Answers vary. One example: “The future seemed unclear to many,” The word unclear works well. Unclear paints a picture of a future that is foggy and impossible to predict, showing the people'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: hopeless. Hopeless paints a dark picture of people who believe nothing good can come from the decision.; CHOOSE: B. vast. It describes a noun with exact detail the reader can picture.; SHOW: Vast paints a picture of something so large it is hard to measure, showing the war's huge impact.; OWN: Answers vary. One strong revision: The land looked endless under the sky.; DEFEND: Unsure shows that Texas truly did not know which future to choose. The plain word lost is less exact because Texas knew where it was, just not where to go next.; Your Turn: Answers vary. One example: “The future seemed unclear to many,” The word unclear works well. Unclear paints a picture of a future that is foggy and impossible to predict, showing the people's.

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

VIVID ADJECTIVES

WEEK 13 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Some believed the nation would grow, With stronger trade and room to show That Texas could become a place To prosper, learn, and keep its pace.

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

- **A** struggle
- **B** travel
- **C** argue
- **D** succeed

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Grade 4 · 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 'prosper' 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 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

VIVID ADJECTIVES

WEEK 13 of 36

Slide 10 of 10

The answer is D.

A **struggle**
Struggle means to have difficulty. Prosper means to do well and succeed.

B **travel**
Travel means to move from place to place, not to grow successfully.

C **argue**
Argue means to disagree. Prosper means to succeed and thrive.

D **succeed**
Correct. Prosper means to grow, do well, and become successful, just like succeed.

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Grade 4 · 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 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 struggle: Struggle means to have difficulty. Prosper means to do well and succeed.; B travel: Travel means to move from place to place, not to grow successfully.; C argue: Argue means to disagree. Prosper means to succeed and thrive.; D succeed: Correct. Prosper means to grow, do well, and become successful, just like succeed.

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)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 14 of 36

Grade 4 · 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

Connotation

from "A Lone Star Choice"

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 2 · a class or student copy of "A Lone Star Choice" · 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

"Others worried what might come," *(word: worried)*

"Trying to choose with care and pride." *(word: pride)*

"Some were hopeful, while others felt hopeless." *(word: hopeless)*

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.

"Others worried what might come,"

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: worried. Worried carries a negative feeling of fear and concern about the future.

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 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?

"Trying to choose with care and pride."

A. care B. pride C. choose

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. pride. It carries a clear positive or negative feeling, not just a plain meaning.

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 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 14 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?

"Trying to choose with care and <u>pride</u>."

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

Grade 4 · 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: Pride carries a positive feeling of self-respect and confidence in their decision.

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 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 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 neutral word with a word that carries a clear feeling.

Plain sentence: The people felt bad about the future.

Replace the word bad with a stronger word.

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

Grade 4 · 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 bad.*

ANSWER KEY: Answers vary. One strong revision: The people felt anxious about the future.

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 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 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 hopeless instead of unsure?

"Some were hopeful, while others felt hopeless."

Why hopeless and not unsure?

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

Grade 4 · 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 hopeless instead of unsure?*

"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: Hopeless carries a deeply negative shade meaning all hope is gone. The plain word unsure only means not certain, which is much weaker.

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 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 14 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 4 · 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: "Though opinions did not agree, People spoke respectfully." The word respectfully works well. Respectfully carries a positive feeling of treating others with courtesy even.

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 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 14 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	worried. Worried carries a negative feeling of fear and concern about the future.
CHOOSE	B. pride. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Pride carries a positive feeling of self-respect and confidence in their decision.
OWN	Answers vary. One strong revision: The people felt anxious about the future.
DEFEND	Hopeless carries a deeply negative shade meaning all hope is gone. The plain word unsure only means not certain, which is much weaker.
YOUR TURN	Answers vary. One example: “Though opinions did not agree, People spoke respectfully.” The word respectfully works well. Respectfully carries a positive feeling of treating others with courtesy even.

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: worried. Worried carries a negative feeling of fear and concern about the future.; CHOOSE: B. pride. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Pride carries a positive feeling of self-respect and confidence in their decision.; OWN: Answers vary. One strong revision: The people felt anxious about the future.; DEFEND: Hopeless carries a deeply negative shade meaning all hope is gone. The plain word unsure only means not certain, which is much weaker.; Your Turn: Answers vary. One example: “Though opinions did not agree, People spoke respectfully.” The word respectfully works well. Respectfully carries a positive feeling of treating others with courtesy even.

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

CONNOTATION

WEEK 14 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

People shared opinions near and far, In towns, on ranches, and by the bar. The future seemed unclear to many, Though hopes and concerns were both plenty.

The word 'concerns' suggests that people felt

- **A** angry about losing their land
- **B** excited about the changes ahead
- **C** uneasy about what might happen next
- **D** certain that statehood would fail

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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 'concerns' suggests that people felt*

"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

CONNOTATION

WEEK 14 of 36

Slide 10 of 10

The answer is C.

A **angry about losing their land**
Concerns means worries, not anger. The excerpt does not mention losing land.

B **excited about the changes ahead**
Concerns carry a worried feeling, not excitement.

C **uneasy about what might happen next**
Correct. Concerns means worries about the future, and uneasy fits that feeling.

D **certain that statehood would fail**
The excerpt says the future seemed unclear, not that people were certain of failure.

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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 angry about losing their land: Concerns means worries, not anger. The excerpt does not mention losing land.; B excited about the changes ahead: Concerns carry a worried feeling, not excitement.; C uneasy about what might happen next: Correct. Concerns means worries about the future, and uneasy fits that feeling.; D certain that statehood would fail: The excerpt says the future seemed unclear, not that people were certain of failure.

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) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 15 of 36

Grade 4 · 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 "Making it Happen"

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 "Making it Happen" · 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

"Aaliyah raises her hand." *(word: raises)*

"Her friends started telling other people about them. Soon she was selling lots of bracelets." *(word: selling)*

"I bought shelves, products, and supplies. Then I worked hard to serve my customers." *(word: serve)*

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 15 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.

"Aaliyah raises her hand."

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

Grade 4 · 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: raises. Raises shows Aaliyah lifting her hand up high because she has a question to ask.

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.

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?

"Her friends started telling other people about them. Soon she was selling lots of bracelets."

A. started B. selling C. lots

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. selling. 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?

"Her friends started telling other people about them. Soon she was <u>selling</u> lots of bracelets."

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

Grade 4 · 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: Selling tells exactly what the cousin did with the bracelets: exchanging them for money.

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 girl got money from making crafts.

Replace the word got with a stronger word.

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

Grade 4 · 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 got.*

ANSWER KEY: Answers vary. One strong revision: The girl earned money from making crafts.

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 serve instead of help?

"I bought shelves, products, and supplies. Then I worked hard to <u>serve</u> my customers."

Why serve and not help?

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

Grade 4 · 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 serve 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: Serve shows that Mr. Patel gives careful, devoted attention to his customers. The plain word help does not show the dedication and care of running a business.

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: "Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas." The word wonders works well. Wonders shows Aaliyah.

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	raises. Raises shows Aaliyah lifting her hand up high because she has a question to ask.
CHOOSE	B. selling. It is the action word, and it tells exactly how the action happens.
SHOW	Selling tells exactly what the cousin did with the bracelets: exchanging them for money.
OWN	Answers vary. One strong revision: The girl earned money from making crafts.
DEFEND	Serve shows that Mr. Patel gives careful, devoted attention to his customers. The plain word help does not show the dedication and care of running a business.
YOUR TURN	Answers vary. One example: “Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas.” The word wonders works well. Wonders shows Aaliyah.

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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: raises. Raises shows Aaliyah lifting her hand up high because she has a question to ask.; CHOOSE: B. selling. It is the action word, and it tells exactly how the action happens.; SHOW: Selling tells exactly what the cousin did with the bracelets: exchanging them for money.; OWN: Answers vary. One strong revision: The girl earned money from making crafts.; DEFEND: Serve shows that Mr. Patel gives careful, devoted attention to his customers. The plain word help does not show the dedication and care of running a business.; Your Turn: Answers vary. One example: “Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas.” The word wonders works well. Wonders shows Aaliyah.

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.

MRS. CHEN: That's another important lesson. Persistence matters.

What does the word 'persistence' help the reader understand?

A People who keep trying even after failing may eventually succeed.

B People should always finish tasks as quickly as possible.

C People should wait for help before starting something new.

D People need money before they can begin a project.

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Grade 4 · 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: What does the word 'persistence' 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 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 A.

A **People who keep trying even after failing may eventually succeed.**
Correct. Persistence means continuing to work toward a goal even when things are difficult.

B **People should always finish tasks as quickly as possible.**
Persistence is about not giving up, not about speed.

C **People should wait for help before starting something new.**
Persistence means working through problems, not waiting for others.

D **People need money before they can begin a project.**
Persistence is about determination, not about having money first.

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Grade 4 · 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 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 People who keep trying even after failing may eventually succeed.: Correct. Persistence means continuing to work toward a goal even when things are difficult.; B People should always finish tasks as quickly as possible.: Persistence is about not giving up, not about speed.; C People should wait for help before starting something new.: Persistence means working through problems, not waiting for others.; D People need money before they can begin a project.: Persistence is about determination, not about having money first.

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

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 16 of 36

Grade 4 · 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

Vivid Adjectives

from "Making it Happen"

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 3 Module 4 · a class or student copy of "Making it Happen" · 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

"So wealthy people, called patrons, would help them." *(word: wealthy)*

"MR. PATEL: Very nervous. Starting a business is a big responsibility." *(word: nervous)*

"She realizes that every successful business, invention, or work of art began with a simple idea." *(word: successful)*

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.

MONDAY • FOUNDATIONAL (Emerging)

VIVID ADJECTIVES

WEEK 16 of 36

TEKS 11(C) · Slide 2 of 10

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.

"So wealthy people, called patrons, would help them."

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

Grade 4 · 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 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: wealthy. Wealthy paints a picture of people who have a great deal of money and resources to share.

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 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?

"MR. PATEL: Very nervous. Starting a business is a big responsibility."

A. Very B. nervous C. Starting

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. nervous. It describes a noun with exact detail the reader can picture.

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 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?

"MR. PATEL: Very <u>nervous</u>. Starting a business is a big responsibility."

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: Nervous paints a picture of someone feeling worried and uncertain, with butterflies in the stomach.

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 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 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 weak describing word with a vivid adjective.

Plain sentence: The store was a good place to shop.

Replace the word good with a stronger word.

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

Grade 4 · 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 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 store was a convenient place to shop.

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 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 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 successful instead of ordinary?

"She realizes that every <u>successful</u> business, invention, or work of art began with a simple idea."

Why successful and not ordinary?

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

Grade 4 · 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 successful instead of ordinary?*

"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: Successful paints a picture of businesses and inventions that have achieved their goals. The plain word ordinary would not show that these creations grew and thrived.

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 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 16 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 4 · 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 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: "I noticed that people in our neighborhood wanted a convenient place to shop." The word convenient works well. Convenient paints a picture of a shop that is easy to reach.

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 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 16 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	wealthy. Wealthy paints a picture of people who have a great deal of money and resources to share.
CHOOSE	B. nervous. It describes a noun with exact detail the reader can picture.
SHOW	Nervous paints a picture of someone feeling worried and uncertain, with butterflies in the stomach.
OWN	Answers vary. One strong revision: The store was a convenient place to shop.
DEFEND	Successful paints a picture of businesses and inventions that have achieved their goals. The plain word ordinary would not show that these creations grew and thrived.
YOUR TURN	Answers vary. One example: “I noticed that people in our neighborhood wanted a convenient place to shop.” The word convenient works well. Convenient paints a picture of a shop that is easy to reach.

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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 paints a picture of people who have a great deal of money and resources to share.; CHOOSE: B. nervous. It describes a noun with exact detail the reader can picture.; SHOW: Nervous paints a picture of someone feeling worried and uncertain, with butterflies in the stomach.; OWN: Answers vary. One strong revision: The store was a convenient place to shop.; DEFEND: Successful paints a picture of businesses and inventions that have achieved their goals. The plain word ordinary would not show that these creations grew and thrived.; Your Turn: Answers vary. One example: “I noticed that people in our neighborhood wanted a convenient place to shop.” The word convenient works well. Convenient paints a picture of a shop that is easy to reach.

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

VIVID ADJECTIVES

WEEK 16 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

A free enterprise system gives people opportunities to try new ideas, but hard work and support still matter.

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

- **A** requirements
- **B** payments
- **C** problems
- **D** chances

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Grade 4 · 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 'opportunities' 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 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, and Why

VIVID ADJECTIVES

WEEK 16 of 36

Slide 10 of 10

The answer is D.

A **requirements**
Requirements are things people must do. Opportunities are chances, not demands.

B **payments**
Payments involve money. Opportunities are chances to try something, not financial transactions.

C **problems**
Problems are difficulties. Opportunities are positive chances, not obstacles.

D **chances**
Correct. Opportunities means chances to try something, and chances has the same meaning.

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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 requirements: Requirements are things people must do. Opportunities are chances, not demands.; B payments: Payments involve money. Opportunities are chances to try something, not financial transactions.; C problems: Problems are difficulties. Opportunities are positive chances, not obstacles.; D chances: Correct. Opportunities means chances to try something, and chances has the same meaning.

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

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 17 of 36

Grade 4 · 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

Sensory Words

from "The Wealth of Mansa Musa"

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 4 Module 1 · a class or student copy of "The Wealth of Mansa Musa" · 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

"The sounds of conversations, animals, and trading filled the air throughout the day." *(word: sounds)*

"Merchants filled the marketplaces with colorful goods from many different places." *(word: colorful)*

"The desert was hot during the day and cold at night, so the journey was not easy." *(word: hot)*

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.

MONDAY • FOUNDATIONAL (Emerging)

SENSORY WORDS

WEEK 17 of 36

TEKS 11(C) · Slide 2 of 10

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 sounds of conversations, animals, and trading filled the air throughout the day."

I CAN I can notice the sensory word an author chooses.

Grade 4 · Cluster 4 · 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: sounds. Sounds reaches the sense of hearing, helping the reader hear the busy noise of the marketplace.

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 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?

"Merchants filled the marketplaces with colorful goods from many different places."

A. filled B. colorful C. goods

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. colorful. It helps the reader see, hear, feel, taste, or smell the moment.

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 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 17 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?

"Merchants filled the marketplaces with <u>colorful</u> goods from many different places."

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

Grade 4 · 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: Colorful reaches the sense of sight, helping the reader see bright, vivid items on display.

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 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 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. Add a sensory word so the reader can see, hear, or feel it.

Plain sentence: The market was a nice place.

Replace the word nice with a stronger word.

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

Grade 4 · 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. 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 market was a noisy, bustling place.

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 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 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 hot instead of warm?

"The desert was hot during the day and cold at night, so the journey was not easy."

Why hot and not warm?

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

Grade 4 · 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 hot instead of warm?*

"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: Hot lets the reader feel the burning, intense heat of the desert sun. The plain word warm does not show how extreme and dangerous the desert temperature was.

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 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 17 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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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: "Even with good planning, strong winds, blowing sand, and extreme temperatures could make every trip challenging." The word blowing works well. Blowing reaches the sense of.

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 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 17 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	sounds. Sounds reaches the sense of hearing, helping the reader hear the busy noise of the marketplace.
CHOOSE	B. colorful. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Colorful reaches the sense of sight, helping the reader see bright, vivid items on display.
OWN	Answers vary. One strong revision: The market was a noisy, bustling place.
DEFEND	Hot lets the reader feel the burning, intense heat of the desert sun. The plain word warm does not show how extreme and dangerous the desert temperature was.
YOUR TURN	Answers vary. One example: “Even with good planning, strong winds, blowing sand, and extreme temperatures could make every trip challenging.” The word blowing works well. Blowing reaches the sense 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: sounds. Sounds reaches the sense of hearing, helping the reader hear the busy noise of the marketplace.; CHOOSE: B. colorful. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Colorful reaches the sense of sight, helping the reader see bright, vivid items on display.; OWN: Answers vary. One strong revision: The market was a noisy, bustling place.; DEFEND: Hot lets the reader feel the burning, intense heat of the desert sun. The plain word warm does not show how extreme and dangerous the desert temperature was.; Your Turn: Answers vary. One example: “Even with good planning, strong winds, blowing sand, and extreme temperatures could make every trip challenging.” The word blowing works well. Blowing reaches the sense of.

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

SENSORY WORDS

WEEK 17 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Since printing presses had not yet been invented in the area, books were carefully copied by hand. These books were treated with great care because they contained valuable knowledge.

Why does the author most likely use the word 'valuable' to describe the knowledge?

- **A** The books were decorated with gold and jewels.
- **B** The books were easy for students to understand.
- **C** The knowledge was worth protecting for the future.
- **D** The books were sold for high prices at the market.

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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 most likely use the word 'valuable' to describe the knowledge?*

"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 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

SENSORY WORDS

WEEK 17 of 36

Slide 10 of 10

The answer is C.

A **The books were decorated with gold and jewels.**
Valuable here describes the knowledge inside, not the appearance of the books.

B **The books were easy for students to understand.**
The excerpt does not say the knowledge was easy. It says the knowledge was worth protecting.

C **The knowledge was worth protecting for the future.**
Correct. Valuable means the knowledge was important and worth keeping safe because it could help people learn.

D **The books were sold for high prices at the market.**
The excerpt does not mention selling the books. Valuable refers to how much the knowledge mattered.

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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 The books were decorated with gold and jewels.: Valuable here describes the knowledge inside, not the appearance of the books.; B The books were easy for students to understand.: The excerpt does not say the knowledge was easy. It says the knowledge was worth protecting.; C The knowledge was worth protecting for the future.: Correct. Valuable means the knowledge was important and worth keeping safe because it could help people learn.; D The books were sold for high prices at the market.: The excerpt does not mention selling the books. Valuable refers to how much the knowledge mattered.

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 4 · 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 "The Wealth of Mansa Musa"

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 "The Wealth of Mansa Musa" · 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

"Merchants packed supplies, food, and valuable goods before beginning their long trips." *(word: packed)*

"Soldiers guarded many of the trade routes, and laws helped protect people and their goods." *(word: guarded)*

"Writers recorded stories about Mansa Musa, and mapmakers began including Mali on their maps because so many people had heard about its wealth." *(word: recorded)*

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 18 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.

"Merchants packed supplies, food, and valuable goods before beginning their long trips."

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

Grade 4 · Cluster 4 · 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: packed. Packed tells exactly what merchants did: carefully filling containers with everything needed for the journey.

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.

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 18 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?

"Soldiers guarded many of the trade routes, and laws helped protect people and their goods."

A. Soldiers B. guarded C. routes

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

Grade 4 · Cluster 4 · 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. guarded. 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.

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?

"Soldiers <u>guarded</u> many of the trade routes, and laws helped protect people and their goods."

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: Guarded tells exactly what the soldiers did: watching over and defending the trade routes from danger.

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: The traders went across the desert.

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

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

Grade 4 · 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 went.*

ANSWER KEY: Answers vary. One strong revision: The traders journeyed across the desert.

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 recorded instead of wrote?

"Writers recorded stories about Mansa Musa, and mapmakers began including Mali on their maps because so many people had heard about its wealth."

Why recorded and not wrote?

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

Grade 4 · 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 recorded instead of wrote?*

"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: Recorded shows the writers carefully preserved Mansa Musa's stories so they would last for future readers. The plain word wrote does not show that careful purpose.

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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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: "Mansa Musa gave away large amounts of gold to people in need." The word gave away works well. Gave away tells exactly what Mansa Musa did: freely handing gold to people.

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	packed. Packed tells exactly what merchants did: carefully filling containers with everything needed for the journey.
CHOOSE	B. guarded. It is the action word, and it tells exactly how the action happens.
SHOW	Guarded tells exactly what the soldiers did: watching over and defending the trade routes from danger.
OWN	Answers vary. One strong revision: The traders journeyed across the desert.
DEFEND	Recorded shows the writers carefully preserved Mansa Musa's stories so they would last for future readers. The plain word wrote does not show that careful purpose.
YOUR TURN	Answers vary. One example: “Mansa Musa gave away large amounts of gold to people in need.” The word gave away works well. Gave away tells exactly what Mansa Musa did: freely handing gold to people.

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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: packed. Packed tells exactly what merchants did: carefully filling containers with everything needed for the journey.; CHOOSE: B. guarded. It is the action word, and it tells exactly how the action happens.; SHOW: Guarded tells exactly what the soldiers did: watching over and defending the trade routes from danger.; OWN: Answers vary. One strong revision: The traders journeyed across the desert.; DEFEND: Recorded shows the writers carefully preserved Mansa Musa's stories so they would last for future readers. The plain word wrote does not show that careful purpose.; Your Turn: Answers vary. One example: “Mansa Musa gave away large amounts of gold to people in need.” The word gave away works well. Gave away tells exactly what Mansa Musa did: freely handing gold to people.

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.

Families often protected these books for generations because they believed knowledge was valuable.

The word 'protected' helps the reader understand that families

- **A** hid the books so no one could read them
- **B** kept the books safe because they were important
- **C** sold the books to earn money for their families
- **D** decorated the books with gold and jewels

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Grade 4 · 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: The word 'protected' helps the reader understand that families*

"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 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 B.

A **hid the books so no one could read them**
Protected means kept safe, not hidden from readers. The passage says books were studied.

B **kept the books safe because they were important**
Correct. Protected means the families guarded the books carefully because the knowledge inside mattered.

C **sold the books to earn money for their families**
The excerpt says families believed knowledge was valuable, not that they sold the books.

D **decorated the books with gold and jewels**
Protected means kept safe, not decorated.

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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 hid the books so no one could read them: Protected means kept safe, not hidden from readers. The passage says books were studied.; B kept the books safe because they were important: Correct. Protected means the families guarded the books carefully because the knowledge inside mattered.; C sold the books to earn money for their families: The excerpt says families believed knowledge was valuable, not that they sold the books.; D decorated the books with gold and jewels: Protected means kept safe, not decorated.

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

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 19 of 36

Grade 4 · 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

Sensory Words

from "Four Regions, One Big Adventure"

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 4 Module 3 · a class or student copy of "Four Regions, One Big Adventure" · 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

"The air felt dry, and the wind carried dust across the rocky ground." *(word: dry)*

"It was humid, and Zavier could feel the warm, moist air." *(word: moist)*

"Birds sang from the branches while butterflies floated from flower to flower." *(word: sang)*

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.

MONDAY • FOUNDATIONAL (Emerging)

SENSORY WORDS

WEEK 19 of 36

TEKS 11(C) · Slide 2 of 10

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 air felt dry, and the wind carried dust across the rocky ground."

I CAN I can notice the sensory word an author chooses.

Grade 4 · Cluster 4 · 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: dry. Dry reaches the sense of touch, helping the reader feel the parched, moisture-free desert air.

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 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?

"It was humid, and Zavier could feel the warm, moist air."

A. humid B. moist C. warm

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. moist. It helps the reader see, hear, feel, taste, or smell the moment.

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 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?

"It was humid, and Zavier could feel the warm, <u>moist</u> air."

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: Moist reaches the sense of touch, helping the reader feel the sticky, wet coastal air.

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 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 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. Add a sensory word so the reader can see, hear, or feel it.

Plain sentence: The air outside felt different.

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

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

Grade 4 · 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. 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 different.*

ANSWER KEY: Answers vary. One strong revision: The air outside felt crisp and cool.

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 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 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 sang instead of made noise?

"Birds <u>sang</u> from the branches while butterflies floated from flower to flower."

Why sang and not made noise?

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

Grade 4 · 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 sang instead of made noise?*

"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: Sang lets the reader hear the musical, pleasant sound of the birds. The plain phrase made noise would not show that the sound was beautiful and melodic.

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 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 19 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: "Waves rolled onto the shore while children played in the sand." The word rolled works well. Rolled reaches the senses of sight and hearing, showing waves curling forward.

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 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 19 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	dry. Dry reaches the sense of touch, helping the reader feel the parched, moisture-free desert air.
CHOOSE	B. moist. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Moist reaches the sense of touch, helping the reader feel the sticky, wet coastal air.
OWN	Answers vary. One strong revision: The air outside felt crisp and cool.
DEFEND	Sang lets the reader hear the musical, pleasant sound of the birds. The plain phrase made noise would not show that the sound was beautiful and melodic.
YOUR TURN	Answers vary. One example: “Waves rolled onto the shore while children played in the sand.” The word rolled works well. Rolled reaches the senses of sight and hearing, showing waves curling forward.

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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: dry. Dry reaches the sense of touch, helping the reader feel the parched, moisture-free desert air.; CHOOSE: B. moist. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Moist reaches the sense of touch, helping the reader feel the sticky, wet coastal air.; OWN: Answers vary. One strong revision: The air outside felt crisp and cool.; DEFEND: Sang lets the reader hear the musical, pleasant sound of the birds. The plain phrase made noise would not show that the sound was beautiful and melodic.; Your Turn: Answers vary. One example: “Waves rolled onto the shore while children played in the sand.” The word rolled works well. Rolled reaches the senses of sight and hearing, showing waves curling forward.

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

SENSORY WORDS

WEEK 19 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

As they drove west, Zavier watched the scenery outside the window slowly change. At first he saw neighborhoods, farms, and trees. After several hours, the trees became fewer, the ground looked drier, and rocky hills appeared in the distance.

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

- **A** landscape
- **B** weather
- **C** traffic
- **D** highway

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Grade 4 · 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 'scenery' 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 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

SENSORY WORDS

WEEK 19 of 36

Slide 10 of 10

The answer is A.

A **landscape**
Correct. Scenery means the natural features of the land as seen from a distance, which is what landscape means.

B **weather**
Weather describes temperature and sky conditions, not what the land looks like.

C **traffic**
Traffic is about vehicles, not the view of land, farms, and hills.

D **highway**
Highway is the road they drove on. Scenery means the view outside the window.

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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 landscape: Correct. Scenery means the natural features of the land as seen from a distance, which is what landscape means.; B weather: Weather describes temperature and sky conditions, not what the land looks like.; C traffic: Traffic is about vehicles, not the view of land, farms, and hills.; D highway: Highway is the road they drove on. Scenery means the view outside the window.

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) WORD CHOICE

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 20 of 36

Grade 4 · 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

Vivid Adjectives

from "Four Regions, One Big Adventure"

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.

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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 4 Module 4 · a class or student copy of "Four Regions, One Big Adventure" · 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

"High mountains rose above wide valleys, and the bright blue sky stretched across the horizon." *(word: bright)*

"There were more trees and grass, and the land had gentle hills." *(word: gentle)*

"The wide-open spaces seemed to go on forever." *(word: wide-open)*

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.

MONDAY • FOUNDATIONAL (Emerging)

VIVID ADJECTIVES

WEEK 20 of 36

TEKS 11(C) · Slide 2 of 10

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.

"High mountains rose above wide valleys, and the bright blue sky stretched across the horizon."

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

Grade 4 · Cluster 4 · 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: bright. Bright paints a vivid picture of a sky that is intensely, clearly blue with strong sunlight.

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 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.

TUESDAY • DEVELOPING

VIVID ADJECTIVES

WEEK 20 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 vivid adjective?

"There were more trees and grass, and the land had gentle hills."

A. more B. gentle C. hills

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

Grade 4 · Cluster 4 · 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 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. gentle. It describes a noun with exact detail the reader can picture.

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 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?

"There were more trees and grass, and the land had <u>gentle</u> hills."

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: Gentle paints a picture of hills that are soft and low, not steep or harsh.

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 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 20 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 mountains were big.

Replace the word big with a stronger word.

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

Grade 4 · 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 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 big.*

ANSWER KEY: Answers vary. One strong revision: The mountains were towering.

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 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 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 wide-open instead of big?

"The wide-open spaces seemed to go on forever."

Why wide-open and not big?

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

Grade 4 · 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 wide-open instead of big?*

"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: Wide-open paints a picture of enormous spaces stretching with nothing in the way. The plain word big would not show that the land is flat, empty, and unblocked.

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 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 20 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 4 · 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 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: "Later they drove through thick forests where tall trees shaded the highway." The word thick works well. Thick paints a picture of trees growing very close together.

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 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 20 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	bright. Bright paints a vivid picture of a sky that is intensely, clearly blue with strong sunlight.
CHOOSE	B. gentle. It describes a noun with exact detail the reader can picture.
SHOW	Gentle paints a picture of hills that are soft and low, not steep or harsh.
OWN	Answers vary. One strong revision: The mountains were towering.
DEFEND	Wide-open paints a picture of enormous spaces stretching with nothing in the way. The plain word big would not show that the land is flat, empty, and unblocked.
YOUR TURN	Answers vary. One example: “Later they drove through thick forests where tall trees shaded the highway.” The word thick works well. Thick paints a picture of trees growing very close together.

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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: bright. Bright paints a vivid picture of a sky that is intensely, clearly blue with strong sunlight.; CHOOSE: B. gentle. It describes a noun with exact detail the reader can picture.; SHOW: Gentle paints a picture of hills that are soft and low, not steep or harsh.; OWN: Answers vary. One strong revision: The mountains were towering.; DEFEND: Wide-open paints a picture of enormous spaces stretching with nothing in the way. The plain word big would not show that the land is flat, empty, and unblocked.; Your Turn: Answers vary. One example: “Later they drove through thick forests where tall trees shaded the highway.” The word thick works well. Thick paints a picture of trees growing very close together.

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

VIVID ADJECTIVES

WEEK 20 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

As they ate, a steady breeze moved through the tall grass.

The word 'steady' helps the reader understand that the breeze was

- **A** blowing hard and causing damage
- **B** stopping and starting all afternoon
- **C** blowing at an even, constant pace
- **D** too gentle for anyone to notice

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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 'steady' helps the reader understand that the breeze was*

"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 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

VIVID ADJECTIVES

WEEK 20 of 36

Slide 10 of 10

The answer is C.

A **blowing hard and causing damage**
Steady means constant and even, not strong or dangerous.

B **stopping and starting all afternoon**
Steady means continuous without pausing.

C **blowing at an even, constant pace**
Correct. Steady means the breeze continued at the same level without changes.

D **too gentle for anyone to notice**
Zavier commented on the wind, so the breeze was noticeable.

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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 blowing hard and causing damage: Steady means constant and even, not strong or dangerous.; B stopping and starting all afternoon: Steady means continuous without pausing.; C blowing at an even, constant pace: Correct. Steady means the breeze continued at the same level without changes.; D too gentle for anyone to notice: Zavier commented on the wind, so the breeze was noticeable.

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) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 21 of 36

Grade 4 · 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 "Looking Back to Move Forward"

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 "Looking Back to Move Forward" · 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

"Ava leaned forward as her teacher showed a painting on the board." *(word: leaned)*

"Mrs. Lopez zoomed in on one part of the painting." *(word: zoomed)*

"Ava tapped her pencil against her notebook." *(word: tapped)*

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.

"Ava leaned forward as her teacher showed a painting on the board."

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: leaned. Leaned tells exactly how Ava moved her body: tilting forward with interest and curiosity.

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?

"Mrs. Lopez zoomed in on one part of the painting."

A. zoomed B. part C. painting

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

Grade 4 · 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: A. zoomed. 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?

"Mrs. Lopez <u>zoomed</u> in on one part of the painting."

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

Grade 4 · 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: Zoomed tells exactly what the teacher did: making one section larger so students could see small details.

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: The student looked at the picture.

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

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

Grade 4 · 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 looked.*

ANSWER KEY: Answers vary. One strong revision: The student studied the picture.

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 tapped instead of hit?

"Ava tapped her pencil against her notebook."

Why tapped and not hit?

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

Grade 4 · 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 tapped instead of hit?*

"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: Tapped shows Ava lightly touching her pencil against the notebook while thinking. The plain word hit would suggest a harder, louder motion that does not match her thoughtful moment.

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.

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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: "She imagined soft footsteps on stone floors. She imagined pages turning." The word imagined works well. Imagined tells exactly what Ava did: creating a picture in her mind.

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	leaned. Leaned tells exactly how Ava moved her body: tilting forward with interest and curiosity.
CHOOSE	A. zoomed. It is the action word, and it tells exactly how the action happens.
SHOW	Zoomed tells exactly what the teacher did: making one section larger so students could see small details.
OWN	Answers vary. One strong revision: The student studied the picture.
DEFEND	Tapped shows Ava lightly touching her pencil against the notebook while thinking. The plain word hit would suggest a harder, louder motion that does not match her thoughtful moment.
YOUR TURN	Answers vary. One example: “She imagined soft footsteps on stone floors. She imagined pages turning.” The word imagined works well. Imagined tells exactly what Ava did: creating a picture in her mind.

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: leaned. Leaned tells exactly how Ava moved her body: tilting forward with interest and curiosity.; CHOOSE: A. zoomed. It is the action word, and it tells exactly how the action happens.; SHOW: Zoomed tells exactly what the teacher did: making one section larger so students could see small details.; OWN: Answers vary. One strong revision: The student studied the picture.; DEFEND: Tapped shows Ava lightly touching her pencil against the notebook while thinking. The plain word hit would suggest a harder, louder motion that does not match her thoughtful moment.; Your Turn: Answers vary. One example: “She imagined soft footsteps on stone floors. She imagined pages turning.” The word imagined works well. Imagined tells exactly what Ava did: creating a picture in her mind.

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.

A few people seemed to be listening carefully, while others seemed ready to answer a question.

What does the word 'carefully' help the reader understand about the listening?

A The figures in the painting were afraid of making mistakes.

B The figures did not want to be overheard by others.

C The figures were pretending to listen even though they were bored.

D The figures were paying very close attention to what was being said.

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Grade 4 · 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: What does the word 'carefully' help the reader understand about the listening?*

"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 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 D.

A **The figures in the painting were afraid of making mistakes.**
Carefully here means paying close attention, not being afraid.

B **The figures did not want to be overheard by others.**
The excerpt describes people listening with attention, not trying to stay quiet.

C **The figures were pretending to listen even though they were bored.**
Carefully means giving full attention, the opposite of pretending.

D **The figures were paying very close attention to what was being said.**
Correct. Carefully means with full attention and focus, showing deep engagement with the speaker.

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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 The figures in the painting were afraid of making mistakes.: Carefully here means paying close attention, not being afraid.; B The figures did not want to be overheard by others.: The excerpt describes people listening with attention, not trying to stay quiet.; C The figures were pretending to listen even though they were bored.: Carefully means giving full attention, the opposite of pretending.; D The figures were paying very close attention to what was being said.: Correct. Carefully means with full attention and focus, showing deep engagement with the speaker.

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) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 22 of 36

Grade 4 · 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

Specific Nouns

from "Looking Back to Move Forward"

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 2 · a class or student copy of "Looking Back to Move Forward" · 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

"It was called The School of Athens by Raphael." *(word: Raphael)*

"Raphael used these ideas in The School of Athens." *(word: The School of Athens)*

"During the Renaissance, some people studied ideas from Greece and Rome." *(word: Renaissance)*

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.

"It was called The School of Athens by Raphael."

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: Raphael. Raphael names the specific Renaissance artist who painted the work, not just a painter or artist.

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 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 22 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?

"Raphael used these ideas in The School of Athens."

A. Raphael B. The School of Athens C. ideas

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

Grade 4 · 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 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. The School of Athens. It names exactly who or what, instead of a general word like thing or place.

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 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?

"Raphael used these ideas in <u>The School of Athens</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: The School of Athens names the exact painting, not just a picture or artwork.

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 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 22 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 artist made something from the old place.

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

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

Grade 4 · 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 something.*

ANSWER KEY: Answers vary. One strong revision: The artist painted a mural from the ancient city.

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 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 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 Renaissance instead of time period?

"During the Renaissance, some people studied ideas from Greece and Rome."

Why Renaissance and not time period?

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

Grade 4 · 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 Renaissance instead of time period?*

"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: Renaissance names the exact historical period when interest in learning and art was reborn. The plain phrase time period would not tell the reader what made that era special.

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 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 22 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: ""They are thinkers from ancient Greece and Rome," her teacher said." The word Greece works well. Greece names the exact ancient country where many famous thinkers lived.

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 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 22 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Raphael. Raphael names the specific Renaissance artist who painted the work, not just a painter or artist.
CHOOSE	B. The School of Athens. It names exactly who or what, instead of a general word like thing or place.
SHOW	The School of Athens names the exact painting, not just a picture or artwork.
OWN	Answers vary. One strong revision: The artist painted a mural from the ancient city.
DEFEND	Renaissance names the exact historical period when interest in learning and art was reborn. The plain phrase time period would not tell the reader what made that era special.
YOUR TURN	Answers vary. One example: “"They are thinkers from ancient Greece and Rome," her teacher said.” The word Greece works well. Greece names the exact ancient country where many famous thinkers lived.

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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: Raphael. Raphael names the specific Renaissance artist who painted the work, not just a painter or artist.; CHOOSE: B. The School of Athens. It names exactly who or what, instead of a general word like thing or place.; SHOW: The School of Athens names the exact painting, not just a picture or artwork.; OWN: Answers vary. One strong revision: The artist painted a mural from the ancient city.; DEFEND: Renaissance names the exact historical period when interest in learning and art was reborn. The plain phrase time period would not tell the reader what made that era special.; Your Turn: Answers vary. One example: “"They are thinkers from ancient Greece and Rome," her teacher said.” The word Greece works well. Greece names the exact ancient country where many famous thinkers lived.

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

SPECIFIC NOUNS

WEEK 22 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Ava liked that word. Curiosity was what made people ask why. It was what made them look again when something seemed simple at first.

What does the word 'curiosity' help the reader understand about the Renaissance?

- **A** People were confused by the paintings.
- **B** People wanted to understand the world.
- **C** People copied everything from the past.
- **D** People were afraid to study new ideas.

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Grade 4 · 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: What does the word 'curiosity' help the reader understand about the Renaissance?*

"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

SPECIFIC NOUNS

WEEK 22 of 36

Slide 10 of 10

The answer is B.

A **People were confused by the paintings.**
Curiosity means a desire to learn, not confusion.

B **People wanted to understand the world.**
Correct. Curiosity means the desire to learn and understand, which drove Renaissance thinking.

C **People copied everything from the past.**
The excerpt says people looked deeper, not that they simply copied.

D **People were afraid to study new ideas.**
Curiosity means eagerness to learn, the opposite of fear.

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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 People were confused by the paintings.: Curiosity means a desire to learn, not confusion.; B People wanted to understand the world.: Correct. Curiosity means the desire to learn and understand, which drove Renaissance thinking.; C People copied everything from the past.: The excerpt says people looked deeper, not that they simply copied.; D People were afraid to study new ideas.: Curiosity means eagerness to learn, the opposite of fear.

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)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 23 of 36

Grade 4 · 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

Connotation

from "Voices That Shaped Texas"

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 3 · a class or student copy of "Voices That Shaped Texas" · 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

"Her songs were not important because they were complicated. They were important because they were honest." *(word: honest)*

"She helped people feel seen and respected." *(word: respected)*

"Some doors were closed to African American artists before they even had a chance to show their talent." *(word: closed)*

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 songs were not important because they were complicated. They were important because they were honest."

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: honest. Honest carries a positive feeling of truth and sincerity, showing the songs told real experiences.

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 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?

"She helped people feel seen and respected."

A. feel B. respected C. seen

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. respected. It carries a clear positive or negative feeling, not just a plain meaning.

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 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 helped people feel seen and <u>respected</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: Respected carries a warm, positive feeling of being valued and treated with dignity.

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 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 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 neutral word with a word that carries a clear feeling.

Plain sentence: The singer's music was good.

Replace the word good with a stronger word.

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

Grade 4 · 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 good.*

ANSWER KEY: Answers vary. One strong revision: The singer's music was heartfelt.

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 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 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 closed instead of not available?

"Some doors were closed to African American artists before they even had a chance to show their talent."

Why closed and not not available?

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

Grade 4 · 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 closed instead of not available?*

"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: Closed carries a harsh feeling of being deliberately blocked and denied. The plain phrase not available is too neutral and does not show the unfairness of being shut out.

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 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 23 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 4 · 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: "It also mattered because it helped open doors for other performers." The word mattered works well. Mattered carries a feeling of real importance and significance, showing.

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 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 23 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	honest. Honest carries a positive feeling of truth and sincerity, showing the songs told real experiences.
CHOOSE	B. respected. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Respected carries a warm, positive feeling of being valued and treated with dignity.
OWN	Answers vary. One strong revision: The singer's music was heartfelt.
DEFEND	Closed carries a harsh feeling of being deliberately blocked and denied. The plain phrase not available is too neutral and does not show the unfairness of being shut out.
YOUR TURN	Answers vary. One example: “It also mattered because it helped open doors for other performers.” The word mattered works well. Mattered carries a feeling of real importance and significance, 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: honest. Honest carries a positive feeling of truth and sincerity, showing the songs told real experiences.; CHOOSE: B. respected. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Respected carries a warm, positive feeling of being valued and treated with dignity.; OWN: Answers vary. One strong revision: The singer's music was heartfelt.; DEFEND: Closed carries a harsh feeling of being deliberately blocked and denied. The plain phrase not available is too neutral and does not show the unfairness of being shut out.; Your Turn: Answers vary. One example: “It also mattered because it helped open doors for other performers.” The word mattered works well. Mattered carries a feeling of real importance and significance, showing.

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

CONNOTATION

WEEK 23 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Her voice was clear and strong, and people remembered it. When she performed, listeners could hear emotion in every song.

The word 'emotion' helps the reader understand that Mendoza's songs

- **A** were sung very loudly so everyone could hear
- **B** used difficult words that were hard to understand
- **C** carried real feelings that touched listeners
- **D** were performed only at special celebrations

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Grade 4 · 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 'emotion' helps the reader understand that Mendoza's songs*

"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

CONNOTATION

WEEK 23 of 36

Slide 10 of 10

The answer is C.

A **were sung very loudly so everyone could hear**
Emotion means feeling, not volume. A song can be emotional at any volume.

B **used difficult words that were hard to understand**
Emotion means feeling in the music, not complicated language.

C **carried real feelings that touched listeners**
Correct. Emotion means genuine feelings, and the excerpt says listeners could hear those feelings in every song.

D **were performed only at special celebrations**
The excerpt says her songs reached people in many settings, not just celebrations.

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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 were sung very loudly so everyone could hear: Emotion means feeling, not volume. A song can be emotional at any volume.; B used difficult words that were hard to understand: Emotion means feeling in the music, not complicated language.; C carried real feelings that touched listeners: Correct. Emotion means genuine feelings, and the excerpt says listeners could hear those feelings in every song.; D were performed only at special celebrations: The excerpt says her songs reached people in many settings, not just celebrations.

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) WORD CHOICE

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 24 of 36

Grade 4 · 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

Vivid Adjectives

from "Voices That Shaped Texas"

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 5 Module 4 · a class or student copy of "Voices That Shaped Texas" · 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

"Around the same time, Chelo Silva became known for her powerful voice and emotional songs." *(word: powerful)*

"Her songs were emotional, and many listeners connected with them." *(word: emotional)*

"Her voice could sound strong, sad, hopeful, or full of pain." *(word: hopeful)*

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.

MONDAY • FOUNDATIONAL (Emerging)

VIVID ADJECTIVES

WEEK 24 of 36

TEKS 11(C) · Slide 2 of 10

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.

"Around the same time, Chelo Silva became known for her powerful voice and emotional songs."

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

Grade 4 · 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 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: powerful. Powerful paints a picture of a voice so strong and commanding that people must pay attention.

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 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?

"Her songs were emotional, and many listeners connected with them."

A. songs B. emotional C. listeners

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. emotional. It describes a noun with exact detail the reader can picture.

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 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.

WEDNESDAY • INDEPENDENT

VIVID ADJECTIVES

WEEK 24 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?

"Her songs were <u>emotional</u>, and many listeners connected with them."

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

Grade 4 · 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: Emotional shows the songs stirred strong feelings in people who heard them.

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 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 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 weak describing word with a vivid adjective.

Plain sentence: The music was a nice sound.

Replace the word nice with a stronger word.

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

Grade 4 · 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 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 music was a stirring sound.

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 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 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 hopeful instead of good?

"Her voice could sound strong, sad, hopeful, or full of pain."

Why hopeful and not good?

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

Grade 4 · 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 hopeful instead of good?*

"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: Hopeful paints a picture of a voice filled with belief and optimism. The plain word good would not show the specific feeling of hope in the music.

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 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 24 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 4 · 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 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: "Mendoza's music also helped keep traditions alive." The word alive works well. Alive paints a vivid picture of traditions that are still breathing and active, not.

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 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 24 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	powerful. Powerful paints a picture of a voice so strong and commanding that people must pay attention.
CHOOSE	B. emotional. It describes a noun with exact detail the reader can picture.
SHOW	Emotional shows the songs stirred strong feelings in people who heard them.
OWN	Answers vary. One strong revision: The music was a stirring sound.
DEFEND	Hopeful paints a picture of a voice filled with belief and optimism. The plain word good would not show the specific feeling of hope in the music.
YOUR TURN	Answers vary. One example: “Mendoza’s music also helped keep traditions alive.” The word alive works well. Alive paints a vivid picture of traditions that are still breathing and active, not.

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: powerful. Powerful paints a picture of a voice so strong and commanding that people must pay attention.; CHOOSE: B. emotional. It describes a noun with exact detail the reader can picture.; SHOW: Emotional shows the songs stirred strong feelings in people who heard them.; OWN: Answers vary. One strong revision: The music was a stirring sound.; DEFEND: Hopeful paints a picture of a voice filled with belief and optimism. The plain word good would not show the specific feeling of hope in the music.; Your Turn: Answers vary. One example: “Mendoza’s music also helped keep traditions alive.” The word alive works well. Alive paints a vivid picture of traditions that are still breathing and active, not.

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

VIVID ADJECTIVES

WEEK 24 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

They are hearing traditions that were kept alive through songs and performances. They are also hearing courage, because many artists had to work hard to be heard.

Why does the author most likely use the word 'courage' when describing the artists?

- **A** The artists performed even when it was difficult and unfair.
- **B** The artists were always confident and never felt afraid.
- **C** The artists traveled long distances to find audiences.
- **D** The artists copied songs from other musicians.

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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 most likely use the word 'courage' when describing the artists?*

"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 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

VIVID ADJECTIVES

WEEK 24 of 36

Slide 10 of 10

The answer is A.

A **The artists performed even when it was difficult and unfair.**
Correct. Courage means bravery in the face of difficulty, and the excerpt says many artists had to work hard to be heard.

B **The artists were always confident and never felt afraid.**
Courage does not mean never being afraid. It means performing despite difficulties.

C **The artists traveled long distances to find audiences.**
The excerpt does not say they traveled far. Courage refers to performing despite barriers.

D **The artists copied songs from other musicians.**
The excerpt says the artists shared their own stories and traditions.

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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 The artists performed even when it was difficult and unfair.: Correct. Courage means bravery in the face of difficulty, and the excerpt says many artists had to work hard to be heard.; B The artists were always confident and never felt afraid.: Courage does not mean never being afraid. It means performing despite difficulties.; C The artists traveled long distances to find audiences.: The excerpt does not say they traveled far. Courage refers to performing despite barriers.; D The artists copied songs from other musicians.: The excerpt says the artists shared their own stories and traditions.

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 4 · 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 "A Day That Changed"

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 "A Day That Changed" · 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 temperature dropped, and the air felt cooler against his skin." *(word: cooler)*

"The sun was already warming the air, and the morning felt calm and peaceful." *(word: warming)*

"The grass was still damp, but the sky was blue again." *(word: damp)*

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 temperature dropped, and the air felt cooler against his skin."

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: cooler. Cooler reaches the sense of touch, helping the reader feel the air getting colder on their skin.

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 sun was already warming the air, and the morning felt calm and peaceful."

A. sun B. warming C. morning

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. warming. 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 sun was already <u>warming</u> the air, and the morning felt calm and peaceful."

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: Warming reaches the sense of touch, helping the reader feel the sun gently heating the air.

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 weather outside felt different.

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

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

Grade 4 · 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 different.*

ANSWER KEY: Answers vary. One strong revision: The weather outside felt chilly and breezy.

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 damp instead of wet?

"The grass was still damp, but the sky was blue again."

Why damp and not wet?

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

Grade 4 · 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 damp instead of wet?*

"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: Damp shows the grass is slightly moist with leftover rain. The plain word wet would not show that the moisture was light and fading.

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.

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 wind grew stronger, and Jayden noticed the movement of gray clouds across the sky." The word gray works well. Gray reaches the sense of sight, helping the reader.

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	cooler. Cooler reaches the sense of touch, helping the reader feel the air getting colder on their skin.
CHOOSE	B. warming. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Warming reaches the sense of touch, helping the reader feel the sun gently heating the air.
OWN	Answers vary. One strong revision: The weather outside felt chilly and breezy.
DEFEND	Damp shows the grass is slightly moist with leftover rain. The plain word wet would not show that the moisture was light and fading.
YOUR TURN	Answers vary. One example: “The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky.” The word gray works well. Gray reaches the sense of sight, helping the reader.

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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: cooler. Cooler reaches the sense of touch, helping the reader feel the air getting colder on their skin.; CHOOSE: B. warming. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Warming reaches the sense of touch, helping the reader feel the sun gently heating the air.; OWN: Answers vary. One strong revision: The weather outside felt chilly and breezy.; DEFEND: Damp shows the grass is slightly moist with leftover rain. The plain word wet would not show that the moisture was light and fading.; Your Turn: Answers vary. One example: “The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky.” The word gray works well. Gray reaches the sense of sight, helping the reader.

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.

He watched the direction the clouds moved. He felt the air on his face.

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

- **A** color
- **B** speed
- **C** shape
- **D** path

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Grade 4 · Cluster 6 · 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 'direction' 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 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 D.

A **color**
Color describes appearance, not which way the clouds moved.

B **speed**
Speed tells how fast something moves, not which way.

C **shape**
Shape describes form, not the path the clouds traveled.

D **path**
Correct. Direction means the way something is moving, and path means the same.

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Grade 4 · Cluster 6 · 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 color: Color describes appearance, not which way the clouds moved.; B speed: Speed tells how fast something moves, not which way.; C shape: Shape describes form, not the path the clouds traveled.; D path: Correct. Direction means the way something is moving, and path means the same.

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) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 26 of 36

Grade 4 · 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

Precise Verbs

from "A Day That Changed"

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 6 Module 2 · a class or student copy of "A Day That Changed" · 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

"Jayden misjudged the weather and assumed the day would continue like this." *(word: misjudged)*

"She drew a chart on the board with two headings: Weather and Climate." *(word: drew)*

"By lunch, the sun peeked through the clouds, and the playground felt warmer." *(word: peeked)*

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 26 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.

"Jayden misjudged the weather and assumed the day would continue like this."

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

Grade 4 · Cluster 6 · 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: misjudged. Misjudged tells exactly what Jayden did: he made a wrong guess about the weather, not just thought about it.

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 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 26 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?

"She drew a chart on the board with two headings: Weather and Climate."

A. drew B. chart C. board

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

Grade 4 · 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 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. drew. It is the action word, and it tells exactly how the action happens.

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 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 26 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?

"She <u>drew</u> a chart on the board with two headings: Weather and Climate."

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

Grade 4 · 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: Drew tells exactly what Ms. Rios did: sketching a chart by hand on the board to organize information.

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 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 26 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 boy looked at the sky.

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

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

Grade 4 · 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. 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 boy scanned the sky.

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 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 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 peeked instead of came out?

"By lunch, the sun peeked through the clouds, and the playground felt warmer."

Why peeked and not came out?

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

Grade 4 · 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 peeked instead of came out?*

"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: Peeked shows the sun appearing only partly through a gap in clouds. The plain phrase came out would not show that the sun appeared just a little bit.

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 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 26 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 4 · 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 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: "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time." The word realized works well. Realized.

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 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 26 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	misjudged. Misjudged tells exactly what Jayden did: he made a wrong guess about the weather, not just thought about it.
CHOOSE	A. drew. It is the action word, and it tells exactly how the action happens.
SHOW	Drew tells exactly what Ms. Rios did: sketching a chart by hand on the board to organize information.
OWN	Answers vary. One strong revision: The boy scanned the sky.
DEFEND	Peeked shows the sun appearing only partly through a gap in clouds. The plain phrase came out would not show that the sun appeared just a little bit.
YOUR TURN	Answers vary. One example: “Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.” The word realized works well. Realized.

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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: misjudged. Misjudged tells exactly what Jayden did: he made a wrong guess about the weather, not just thought about it.; CHOOSE: A. drew. It is the action word, and it tells exactly how the action happens.; SHOW: Drew tells exactly what Ms. Rios did: sketching a chart by hand on the board to organize information.; OWN: Answers vary. One strong revision: The boy scanned the sky.; DEFEND: Peeked shows the sun appearing only partly through a gap in clouds. The plain phrase came out would not show that the sun appeared just a little bit.; Your Turn: Answers vary. One example: “Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.” The word realized works well. Realized.

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

PRECISE VERBS

WEEK 26 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Jayden felt warm sunlight on his arms. He saw a few white clouds drifting across the sky.

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

- **A** crashing
- **B** disappearing
- **C** floating
- **D** forming

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Grade 4 · Cluster 6 · 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 'drifting' 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 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

PRECISE VERBS

WEEK 26 of 36

Slide 10 of 10

The answer is C.

A **crashing**
Crashing means slamming hard. Drifting means floating slowly and gently.

B **disappearing**
Disappearing means vanishing. Drifting means moving slowly, not going away.

C **floating**
Correct. Drifting means moving slowly and gently through the air, which is what floating means.

D **forming**
Forming means taking shape. Drifting means already formed clouds moving across the sky.

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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 crashing: Crashing means slamming hard. Drifting means floating slowly and gently.; B disappearing: Disappearing means vanishing. Drifting means moving slowly, not going away.; C floating: Correct. Drifting means moving slowly and gently through the air, which is what floating means.; D forming: Forming means taking shape. Drifting means already formed clouds moving across the sky.

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

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 27 of 36

Grade 4 · 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

Specific Nouns

from "Understanding the Texas Regions"

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 6 Module 3 · a class or student copy of "Understanding the Texas Regions" · 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

"Houston is one of the largest cities in Texas and is important for energy, medicine, transportation, and business." *(word: Houston)*

"Palo Duro Canyon is located in this region and is one of the largest canyons in the United States." *(word: Palo Duro Canyon)*

"Big Bend National Park is located in this region." *(word: Big Bend National Park)*

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 27 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.

"Houston is one of the largest cities in Texas and is important for energy, medicine, transportation, and business."

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

Grade 4 · Cluster 6 · 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: Houston. Houston names the exact city, not just a big city or an important place.

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 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?

"Palo Duro Canyon is located in this region and is one of the largest canyons in the United States."

A. Palo Duro Canyon B. located C. region

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: A. Palo Duro Canyon. It names exactly who or what, instead of a general word like thing or place.

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 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 27 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?

"Palo Duro Canyon is located in this region and is one of the largest canyons in the United States."

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

Grade 4 · 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: Palo Duro Canyon names the exact landform, not just a canyon or a place.

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 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 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. Replace the general noun with a specific noun.

Plain sentence: The students visited a place in the state.

Replace the word place with a stronger word.

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

Grade 4 · 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. 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 place.*

ANSWER KEY: Answers vary. One strong revision: The students visited a canyon in the state.

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 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 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 Big Bend National Park instead of place?

"Big Bend National Park is located in this region."

Why Big Bend National Park and not place?

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

Grade 4 · 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 Big Bend National Park instead of place?*

"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: Big Bend National Park names the exact park where visitors hike, camp, and see the Rio Grande. The plain word place could mean anywhere in Texas.

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 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 27 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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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: "A prairie is a large area of grassland." The word prairie works well. Prairie names the specific type of flat, grassy landform instead of just saying land or area.

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 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 27 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Houston. Houston names the exact city, not just a big city or an important place.
CHOOSE	A. Palo Duro Canyon. It names exactly who or what, instead of a general word like thing or place.
SHOW	Palo Duro Canyon names the exact landform, not just a canyon or a place.
OWN	Answers vary. One strong revision: The students visited a canyon in the state.
DEFEND	Big Bend National Park names the exact park where visitors hike, camp, and see the Rio Grande. The plain word place could mean anywhere in Texas.
YOUR TURN	Answers vary. One example: “A prairie is a large area of grassland.” The word prairie works well. Prairie names the specific type of flat, grassy landform instead of just saying land or area.

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: Houston. Houston names the exact city, not just a big city or an important place.; CHOOSE: A. Palo Duro Canyon. It names exactly who or what, instead of a general word like thing or place.; SHOW: Palo Duro Canyon names the exact landform, not just a canyon or a place.; OWN: Answers vary. One strong revision: The students visited a canyon in the state.; DEFEND: Big Bend National Park names the exact park where visitors hike, camp, and see the Rio Grande. The plain word place could mean anywhere in Texas.; Your Turn: Answers vary. One example: “A prairie is a large area of grassland.” The word prairie works well. Prairie names the specific type of flat, grassy landform instead of just saying land or area.

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

SPECIFIC NOUNS

WEEK 27 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

A port is a place where ships load and unload goods. Ports along the Gulf help Texas trade with other states and countries.

What does the word 'port' help the reader understand?

- **A** a place where ships pick up and deliver goods
- **B** a type of boat used for crossing the ocean
- **C** a storm that forms near the Texas coastline
- **D** a wall or fence built around a harbor 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: What does the word 'port' 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 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

SPECIFIC NOUNS

WEEK 27 of 36

Slide 10 of 10

The answer is A.

A **a place where ships pick up and deliver goods**
Correct. The excerpt defines a port as where ships load and unload goods.

B **a type of boat used for crossing the ocean**
A port is a location, not a type of boat.

C **a storm that forms near the Texas coastline**
A port is a place for shipping, not a weather event.

D **a wall or fence built around a harbor area**
A port is the shipping location itself, not a structure.

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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 a place where ships pick up and deliver goods: Correct. The excerpt defines a port as where ships load and unload goods.; B a type of boat used for crossing the ocean: A port is a location, not a type of boat.; C a storm that forms near the Texas coastline: A port is a place for shipping, not a weather event.; D a wall or fence built around a harbor area: A port is the shipping location itself, not a structure.

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) WORD CHOICE

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 28 of 36

Grade 4 · 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

Vivid Adjectives

from "Understanding the Texas Regions"

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 6 Module 4 · a class or student copy of "Understanding the Texas Regions" · 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

"The North Central Plains has rolling hills, grasslands, and more trees than western Texas." *(word: rolling)*

"The Mountains and Basins region is the driest region in Texas." *(word: driest)*

"The Great Plains has a much drier climate than the regions to the east." *(word: drier)*

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.

MONDAY • FOUNDATIONAL (Emerging)

VIVID ADJECTIVES

WEEK 28 of 36

TEKS 11(C) · Slide 2 of 10

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 North Central Plains has rolling hills, grasslands, and more trees than western Texas."

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

Grade 4 · Cluster 6 · 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: rolling. Rolling paints a picture of hills that rise and fall gently like waves, showing soft, curving land.

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 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.

TUESDAY • DEVELOPING

VIVID ADJECTIVES

WEEK 28 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 vivid adjective?

"The Mountains and Basins region is the driest region in Texas."

A. Mountains B. driest C. region

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

Grade 4 · 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 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. driest. It describes a noun with exact detail the reader can picture.

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 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?

"The Mountains and Basins region is the <u>driest</u> region in Texas."

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: Driest paints a picture of a region with almost no rainfall, showing how extreme the conditions are.

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 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 28 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 land in the west was rough.

Replace the word rough with a stronger word.

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

Grade 4 · 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. 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 rough.*

ANSWER KEY: Answers vary. One strong revision: The land in the west was rugged.

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 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 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 drier instead of dry?

"The Great Plains has a much drier climate than the regions to the east."

Why drier and not dry?

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

Grade 4 · 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 drier instead of dry?*

"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: Drier compares the climate to wetter regions, painting a sharper picture of the contrast. The plain word dry alone would not show the comparison between regions.

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 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 28 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 4 · 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 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: "The mountains make the region beautiful, but they can also make travel more difficult." The word beautiful works well. Beautiful paints a picture of mountains that are.

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 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 28 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	rolling. Rolling paints a picture of hills that rise and fall gently like waves, showing soft, curving land.
CHOOSE	B. driest. It describes a noun with exact detail the reader can picture.
SHOW	Driest paints a picture of a region with almost no rainfall, showing how extreme the conditions are.
OWN	Answers vary. One strong revision: The land in the west was rugged.
DEFEND	Drier compares the climate to wetter regions, painting a sharper picture of the contrast. The plain word dry alone would not show the comparison between regions.
YOUR TURN	Answers vary. One example: “The mountains make the region beautiful, but they can also make travel more difficult.” The word beautiful works well. Beautiful paints a picture of mountains that are.

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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: rolling. Rolling paints a picture of hills that rise and fall gently like waves, showing soft, curving land.; CHOOSE: B. driest. It describes a noun with exact detail the reader can picture.; SHOW: Driest paints a picture of a region with almost no rainfall, showing how extreme the conditions are.; OWN: Answers vary. One strong revision: The land in the west was rugged.; DEFEND: Drier compares the climate to wetter regions, painting a sharper picture of the contrast. The plain word dry alone would not show the comparison between regions.; Your Turn: Answers vary. One example: “The mountains make the region beautiful, but they can also make travel more difficult.” The word beautiful works well. Beautiful paints a picture of mountains that are.

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

VIVID ADJECTIVES

WEEK 28 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Cacti, desert shrubs, and short grasses are common. These plants are adapted to hot, dry conditions.

The word 'adapted' helps the reader understand that these plants

- **A** were planted by people who live in the desert
- **B** changed over time to survive with very little water
- **C** grow taller when more rain falls in the area
- **D** can only grow in the Mountains and Basins region

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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 'adapted' helps the reader understand that these plants*

"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 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

VIVID ADJECTIVES

WEEK 28 of 36

Slide 10 of 10

The answer is B.

A **were planted by people who live in the desert**
Adapted means the plants changed naturally over time, not that people planted them.

B **changed over time to survive with very little water**
Correct. Adapted means the plants developed features that help them survive in hot, dry conditions.

C **grow taller when more rain falls in the area**
Adapted means fitting the dry conditions, not growing taller with more rain.

D **can only grow in the Mountains and Basins region**
Adapted means suited to dry conditions, not limited to one specific region.

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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 were planted by people who live in the desert: Adapted means the plants changed naturally over time, not that people planted them.; B changed over time to survive with very little water: Correct. Adapted means the plants developed features that help them survive in hot, dry conditions.; C grow taller when more rain falls in the area: Adapted means fitting the dry conditions, not growing taller with more rain.; D can only grow in the Mountains and Basins region: Adapted means suited to dry conditions, not limited to one specific region.

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

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WEEK 29 of 36

Grade 4 · 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

Connotation

from "The Roads Between Us"

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 1 · a class or student copy of "The Roads Between Us" · 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

"Salt traveled south and gold went north, As merchants carried treasures forth." *(word: treasures)*

"The search for riches, power, and land Could bring great harm from human hands." *(word: harm)*

"Connections sometimes brought new choice; At other times, they silenced voice." *(word: silenced)*

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.

"Salt traveled south and gold went north, As merchants carried treasures forth."

I CAN I can notice the word with a strong feeling an author chooses.

Grade 4 · 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 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: treasures. Treasures carries a positive feeling of something precious and highly valued, not just goods or items.

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 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 29 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?

"The search for riches, power, and land Could bring great harm from human hands."

A. riches B. harm C. power

I CAN I can choose the word with a strong feeling and explain how I know.

Grade 4 · 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 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. harm. It carries a clear positive or negative feeling, not just a plain meaning.

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 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?

"The search for riches, power, and land Could bring great <u>harm</u> from human hands."

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: Harm carries a strong negative feeling of damage and pain caused by people's choices.

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 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 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. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: The travelers went through a hard place.

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

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

Grade 4 · 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 hard.*

ANSWER KEY: Answers vary. One strong revision: The travelers went through a treacherous place.

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 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 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 silenced instead of stopped?

"Connections sometimes brought new choice; At other times, they <u>silenced</u> voice."

Why silenced and not stopped?

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

Grade 4 · 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 silenced instead of stopped?*

"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: Silenced carries a harsh feeling of forcefully taking away someone's voice. The plain word stopped would not show the cruelty of deliberately preventing people from speaking.

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 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 29 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 4 · 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: "A road is more than dirt or stone; Its greatest reach may stay unknown." The word greatest works well. Greatest carries a feeling of something deeply impressive and far.

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 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 29 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	treasures. Treasures carries a positive feeling of something precious and highly valued, not just goods or items.
CHOOSE	B. harm. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Harm carries a strong negative feeling of damage and pain caused by people's choices.
OWN	Answers vary. One strong revision: The travelers went through a treacherous place.
DEFEND	Silenced carries a harsh feeling of forcefully taking away someone's voice. The plain word stopped would not show the cruelty of deliberately preventing people from speaking.
YOUR TURN	Answers vary. One example: “A road is more than dirt or stone; Its greatest reach may stay unknown.” The word greatest works well. Greatest carries a feeling of something deeply impressive and far.

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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: treasures. Treasures carries a positive feeling of something precious and highly valued, not just goods or items.; CHOOSE: B. harm. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Harm carries a strong negative feeling of damage and pain caused by people's choices.; OWN: Answers vary. One strong revision: The travelers went through a treacherous place.; DEFEND: Silenced carries a harsh feeling of forcefully taking away someone's voice. The plain word stopped would not show the cruelty of deliberately preventing people from speaking.; Your Turn: Answers vary. One example: “A road is more than dirt or stone; Its greatest reach may stay unknown.” The word greatest works well. Greatest carries a feeling of something deeply impressive and far.

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

CONNOTATION

WEEK 29 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

But every road can carry more Than boxes stacked from floor to floor. It carries language, thought, and art, And pieces of the human heart.

The word 'pieces' suggests that roads carry

- **A** broken objects that need to be repaired
- **B** instructions for building new communities
- **C** packages that merchants deliver to other towns
- **D** parts of people's feelings, experiences, and culture

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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 'pieces' suggests that roads carry*

"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 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

CONNOTATION

WEEK 29 of 36

Slide 10 of 10

The answer is D.

A **broken objects that need to be repaired**
Pieces of the human heart is about feelings and experiences, not broken objects.

B **instructions for building new communities**
The poem says roads carry thought, art, and feelings, not building instructions.

C **packages that merchants deliver to other towns**
The poem specifically says roads carry more than boxes. Pieces refers to emotions and culture.

D **parts of people's feelings, experiences, and culture**
Correct. Pieces of the human heart means parts of what people care about, feel, and believe.

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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 broken objects that need to be repaired: Pieces of the human heart is about feelings and experiences, not broken objects.; B instructions for building new communities: The poem says roads carry thought, art, and feelings, not building instructions.; C packages that merchants deliver to other towns: The poem specifically says roads carry more than boxes. Pieces refers to emotions and culture.; D parts of people's feelings, experiences, and culture: Correct. Pieces of the human heart means parts of what people care about, feel, and believe.

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) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 30 of 36

Grade 4 · 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

Precise Verbs

from "The Roads Between Us"

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 2 · a class or student copy of "The Roads Between Us" · 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

"A river bends, a pathway turns," *(word: bends)*

"Their journeys joined societies Once separated by the seas." *(word: joined)*

"A student listened, read, and learned, Then carried knowledge when returned." *(word: returned)*

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 30 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.

"A river bends, a pathway turns,"

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

Grade 4 · 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: bends. Bends shows the river curving to one side, like a road that turns a corner.

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 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 30 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?

"Their journeys joined societies Once separated by the seas."

A. journeys B. joined C. societies

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

Grade 4 · 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. joined. It is the action word, and it tells exactly how the action happens.

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 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 30 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?

"Their journeys <u>joined</u> societies Once separated by the seas."

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

Grade 4 · 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: Joined tells exactly what the voyages did: bringing separate communities together for the first time.

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 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 30 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 goods went from one town to another.

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

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

Grade 4 · 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 went.*

ANSWER KEY: Answers vary. One strong revision: The goods traveled from one town to another.

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 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 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 returned instead of went back?

"A student listened, read, and learned, Then carried knowledge when <u>returned</u>."

Why returned and not went back?

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

Grade 4 · 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 returned instead of went back?*

"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: Returned tells exactly that the student went back home after studying. The plain phrase went back would not carry the same feeling of completing a journey of learning.

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 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 30 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: "Technology has changed the speed, But people still connect through need." The word connect works well. Connect tells exactly what people do: forming links and.

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 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 30 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	bends. Bends shows the river curving to one side, like a road that turns a corner.
CHOOSE	B. joined. It is the action word, and it tells exactly how the action happens.
SHOW	Joined tells exactly what the voyages did: bringing separate communities together for the first time.
OWN	Answers vary. One strong revision: The goods traveled from one town to another.
DEFEND	Returned tells exactly that the student went back home after studying. The plain phrase went back would not carry the same feeling of completing a journey of learning.
YOUR TURN	Answers vary. One example: “Technology has changed the speed, But people still connect through need.” The word connect works well. Connect tells exactly what people do: forming links and.

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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: bends. Bends shows the river curving to one side, like a road that turns a corner.; CHOOSE: B. joined. It is the action word, and it tells exactly how the action happens.; SHOW: Joined tells exactly what the voyages did: bringing separate communities together for the first time.; OWN: Answers vary. One strong revision: The goods traveled from one town to another.; DEFEND: Returned tells exactly that the student went back home after studying. The plain phrase went back would not carry the same feeling of completing a journey of learning.; Your Turn: Answers vary. One example: “Technology has changed the speed, But people still connect through need.” The word connect works well. Connect tells exactly what people do: forming links and.

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

PRECISE VERBS

WEEK 30 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

A scholar came with thoughts to share; A merchant brought news from elsewhere.

The word 'elsewhere' helps the reader understand that the news came from

- **A** the same village where the student lived
- **B** a distant or different location
- **C** a book the merchant had been reading
- **D** the future, not the present time

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 'elsewhere' helps the reader understand that the news came from*

"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 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

PRECISE VERBS

WEEK 30 of 36

Slide 10 of 10

The answer is B.

A **the same village where the student lived**
Elsewhere means a different place, not the same village.

B **a distant or different location**
Correct. Elsewhere means from another place, showing the merchant traveled far.

C **a book the merchant had been reading**
The excerpt says the merchant brought news, not read it from a book.

D **the future, not the present time**
Elsewhere refers to a different place, not a different time.

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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 the same village where the student lived: Elsewhere means a different place, not the same village.; B a distant or different location: Correct. Elsewhere means from another place, showing the merchant traveled far.; C a book the merchant had been reading: The excerpt says the merchant brought news, not read it from a book.; D the future, not the present time: Elsewhere refers to a different place, not a different time.

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 4 · 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 We Carry Forward"

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 We Carry Forward" · 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

"Some laws excluded; some caused pain." *(word: excluded)*

"Lydia Mendoza sang with pride," *(word: pride)*

"And Bledsoe stepped upon a stage While unfair barriers marked his age." *(word: unfair)*

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.

"Some laws excluded; some caused pain."

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: excluded. Excluded carries a harsh negative feeling of being deliberately left out and denied belonging.

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?

"Lydia Mendoza sang with pride,"

A. sang B. pride C. Mendoza

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. pride. 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?

"Lydia Mendoza sang with <u>pride</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: Pride carries a strong positive feeling. It shows Mendoza honored her language and culture when she sang.

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 old customs were still there.

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

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

Grade 4 · 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 there.*

ANSWER KEY: Answers vary. One strong revision: The old customs were still thriving.

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 unfair instead of difficult?

"And Bledsoe stepped upon a stage While <u>unfair</u> barriers marked his age."

Why unfair and not difficult?

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

Grade 4 · 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 unfair instead of difficult?*

"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: Unfair carries a strong feeling of injustice, showing the barriers were morally wrong. The plain word difficult would only describe the challenge, not the wrongness behind it.

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 4 · 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: "Some laws excluded; some caused pain. Some voices fought to make things change." The word fought works well. Fought carries a feeling of strength and determination.

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	excluded. Excluded carries a harsh negative feeling of being deliberately left out and denied belonging.
CHOOSE	B. pride. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Pride carries a strong positive feeling. It shows Mendoza honored her language and culture when she sang.
OWN	Answers vary. One strong revision: The old customs were still thriving.
DEFEND	Unfair carries a strong feeling of injustice, showing the barriers were morally wrong. The plain word difficult would only describe the challenge, not the wrongness behind it.
YOUR TURN	Answers vary. One example: “Some laws excluded; some caused pain. Some voices fought to make things change.” The word fought works well. Fought carries a feeling of strength and determination.

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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: excluded. Excluded carries a harsh negative feeling of being deliberately left out and denied belonging.; CHOOSE: B. pride. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Pride carries a strong positive feeling. It shows Mendoza honored her language and culture when she sang.; OWN: Answers vary. One strong revision: The old customs were still thriving.; DEFEND: Unfair carries a strong feeling of injustice, showing the barriers were morally wrong. The plain word difficult would only describe the challenge, not the wrongness behind it.; Your Turn: Answers vary. One example: “Some laws excluded; some caused pain. Some voices fought to make things change.” The word fought works well. Fought carries a feeling of strength and determination.

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.

A song can cross a crowded room And make forgotten stories bloom.

The word 'bloom' suggests that the stories

- **A** come alive again after being forgotten for a long time
- **B** are about flowers and nature in the countryside
- **C** were never important to anyone who heard them
- **D** were written down in books and never changed

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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 'bloom' suggests that the stories*

"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 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 A.

A **come alive again after being forgotten for a long time**
Correct. Bloom means to open up and grow, like a flower, showing the stories become alive again through music.

B **are about flowers and nature in the countryside**
Bloom is used as a comparison. The stories are not literally about flowers.

C **were never important to anyone who heard them**
Bloom means the stories become alive and important again, not unimportant.

D **were written down in books and never changed**
The poem says the stories were forgotten and then brought to life by a song, not kept in books.

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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 come alive again after being forgotten for a long time: Correct. Bloom means to open up and grow, like a flower, showing the stories become alive again through music.; B are about flowers and nature in the countryside: Bloom is used as a comparison. The stories are not literally about flowers.; C were never important to anyone who heard them: Bloom means the stories become alive and important again, not unimportant.; D were written down in books and never changed: The poem says the stories were forgotten and then brought to life by a song, not kept in books.

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

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 32 of 36

Grade 4 · 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

Vivid Adjectives

from "What We Carry Forward"

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 7 Module 4 · a class or student copy of "What We Carry Forward" · 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

"A song can cross a crowded room And make forgotten stories bloom." *(word: crowded)*

"A speech becomes a living thing When choices give the message wings." *(word: living)*

"Thinkers looked toward Greece and Rome And brought forgotten questions home." *(word: forgotten)*

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.

"A song can cross a crowded room And make forgotten stories bloom."

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: crowded. Crowded paints a picture of a room packed full of people standing close together.

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 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 speech becomes a living thing When choices give the message wings."

A. speech B. living C. thing

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. living. It describes a noun with exact detail the reader can picture.

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 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 speech becomes a <u>living</u> thing When choices give the message wings."

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: Living paints a picture of a speech that breathes and grows as if it were alive, not just words on paper.

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 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 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 weak describing word with a vivid adjective.

Plain sentence: The idea was a good one.

Replace the word good with a stronger word.

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

Grade 4 · 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 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 idea was a lasting one.

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 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 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 forgotten instead of old?

"Thinkers looked toward Greece and Rome And brought <u>forgotten</u> questions home."

Why forgotten and not old?

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

Grade 4 · 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 forgotten instead of old?*

"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: Forgotten paints a picture of questions that were lost and ignored for many years. The plain word old would not show that the questions had been abandoned and needed to be brought back.

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 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 32 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 4 · 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 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: "Chelo Silva's powerful sound Helped Tejano music travel around." The word powerful works well. Powerful paints a picture of a voice so strong and commanding that it.

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 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 32 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	crowded. Crowded paints a picture of a room packed full of people standing close together.
CHOOSE	B. living. It describes a noun with exact detail the reader can picture.
SHOW	Living paints a picture of a speech that breathes and grows as if it were alive, not just words on paper.
OWN	Answers vary. One strong revision: The idea was a lasting one.
DEFEND	Forgotten paints a picture of questions that were lost and ignored for many years. The plain word old would not show that the questions had been abandoned and needed to be brought back.
YOUR TURN	Answers vary. One example: “Chelo Silva's powerful sound Helped Tejano music travel around.” The word powerful works well. Powerful paints a picture of a voice so strong and commanding that it.

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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: crowded. Crowded paints a picture of a room packed full of people standing close together.; CHOOSE: B. living. It describes a noun with exact detail the reader can picture.; SHOW: Living paints a picture of a speech that breathes and grows as if it were alive, not just words on paper.; OWN: Answers vary. One strong revision: The idea was a lasting one.; DEFEND: Forgotten paints a picture of questions that were lost and ignored for many years. The plain word old would not show that the questions had been abandoned and needed to be brought back.; Your Turn: Answers vary. One example: “Chelo Silva's powerful sound Helped Tejano music travel around.” The word powerful works well. Powerful paints a picture of a voice so strong and commanding that it.

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

VIVID ADJECTIVES

WEEK 32 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

A speech becomes a living thing When choices give the message wings.

The word 'wings' suggests that the message

- **A** was written about birds and flying animals
- **B** was too complicated for people to understand
- **C** can spread far when people act on it
- **D** was delivered by a person standing on a stage

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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 'wings' suggests that the message*

"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 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

VIVID ADJECTIVES

WEEK 32 of 36

Slide 10 of 10

The answer is C.

A **was written about birds and flying animals**
Wings is a comparison. The poem is about ideas spreading, not birds.

B **was too complicated for people to understand**
Wings suggests the message travels far, not that it is hard to understand.

C **can spread far when people act on it**
Correct. Wings means the message travels far, like something that can fly, when people take action.

D **was delivered by a person standing on a stage**
Wings describes how far the message goes, not where it was delivered.

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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 was written about birds and flying animals: Wings is a comparison. The poem is about ideas spreading, not birds.; B was too complicated for people to understand: Wings suggests the message travels far, not that it is hard to understand.; C can spread far when people act on it: Correct. Wings means the message travels far, like something that can fly, when people take action.; D was delivered by a person standing on a stage: Wings describes how far the message goes, not where it was delivered.

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 4 · 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 "What Shapes a Society? Place, Resources, and Connection"

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 "What Shapes a Society? Place, Resources, and Connection" · 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

"A natural resource is something found in nature that people can use." *(word: natural resource)*

"Merchants traveled in caravans, often using camels to carry goods across the desert." *(word: caravans)*

"The Caddo traded with other communities." *(word: Caddo)*

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 33 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.

"A natural resource is something found in nature that people can use."

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

Grade 4 · 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 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: natural resource. Natural resource names the exact category of useful things from nature, not just stuff or things.

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.

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?

"Merchants traveled in caravans, often using camels to carry goods across the desert."

A. traveled B. caravans C. desert

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. caravans. 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?

"Merchants traveled in <u>caravans</u>, often using camels to carry goods across the desert."

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: Caravans names the specific groups of travelers and pack animals, not just groups or teams.

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.

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 33 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 group used animals to move stuff.

Replace the word stuff with a stronger word.

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

Grade 4 · 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 stuff.*

ANSWER KEY: Answers vary. One strong revision: The group used camels to move supplies.

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 Caddo instead of people?

"The Caddo traded with other communities."

Why Caddo and not people?

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

Grade 4 · 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 Caddo instead of people?*

"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: Caddo names the exact Native American group that lived in East Texas. The plain word people would not tell the reader which specific group or where they lived.

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: "Salt was valuable because people needed it and because it could help preserve food." The word salt works well. Salt names the exact mineral that was traded, instead of.

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	natural resource. Natural resource names the exact category of useful things from nature, not just stuff or things.
CHOOSE	B. caravans. It names exactly who or what, instead of a general word like thing or place.
SHOW	Caravans names the specific groups of travelers and pack animals, not just groups or teams.
OWN	Answers vary. One strong revision: The group used camels to move supplies.
DEFEND	Caddo names the exact Native American group that lived in East Texas. The plain word people would not tell the reader which specific group or where they lived.
YOUR TURN	Answers vary. One example: “Salt was valuable because people needed it and because it could help preserve food.” The word salt works well. Salt names the exact mineral that was traded, instead 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: natural resource. Natural resource names the exact category of useful things from nature, not just stuff or things.; CHOOSE: B. caravans. It names exactly who or what, instead of a general word like thing or place.; SHOW: Caravans names the specific groups of travelers and pack animals, not just groups or teams.; OWN: Answers vary. One strong revision: The group used camels to move supplies.; DEFEND: Caddo names the exact Native American group that lived in East Texas. The plain word people would not tell the reader which specific group or where they lived.; Your Turn: Answers vary. One example: “Salt was valuable because people needed it and because it could help preserve food.” The word salt works well. Salt names the exact mineral that was traded, instead of.

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.

Scarcity occurs when people have limited amounts of resources compared with what they want or need.

What does the word 'scarcity' help the reader understand?

- **A** People always have more than enough resources.
- **B** Resources are easy to find in every region.
- **C** People never need to share or trade with others.
- **D** There are not enough resources for all wants and needs.

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Grade 4 · 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 'scarcity' 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 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 D.

A **People always have more than enough resources.**
Scarcity means the opposite: people do not have enough of what they want or need.

B **Resources are easy to find in every region.**
Scarcity means resources are limited, not easy to find everywhere.

C **People never need to share or trade with others.**
Scarcity is actually a reason people trade, not a reason they avoid trading.

D **There are not enough resources for all wants and needs.**
Correct. Scarcity means people have limited resources compared to what they want, so they must make choices.

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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 People always have more than enough resources.: Scarcity means the opposite: people do not have enough of what they want or need.; B Resources are easy to find in every region.: Scarcity means resources are limited, not easy to find everywhere.; C People never need to share or trade with others.: Scarcity is actually a reason people trade, not a reason they avoid trading.; D There are not enough resources for all wants and needs.: Correct. Scarcity means people have limited resources compared to what they want, so they must make choices.

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) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 34 of 36

Grade 4 · 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 "What Shapes a Society? Place, Resources, and Connection"

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 "What Shapes a Society? Place, Resources, and Connection" · 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

"The communities can exchange goods." *(word: exchange)*

"The Caddo traded with other communities." *(word: traded)*

"European colonization led to conflict over land and resources. Native peoples experienced disease, displacement, violence, and major changes to their communities." *(word: experienced)*

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 34 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.

"The communities can exchange goods."

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

Grade 4 · 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 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: exchange. Exchange tells exactly what communities do: giving something they have and receiving something they need in return.

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.

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 34 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?

"The Caddo traded with other communities."

A. Caddo B. traded C. communities

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

Grade 4 · 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 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 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?

"The Caddo <u>traded</u> with other communities."

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

Grade 4 · 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: Traded tells exactly what the Caddo did: swapping goods with other groups to get resources they needed.

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: The people did things with the land.

Replace the word did things with a stronger word.

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

Grade 4 · 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 things.*

ANSWER KEY: Answers vary. One strong revision: The people cultivated the land.

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 experienced instead of had?

"European colonization led to conflict over land and resources. Native peoples <u>experienced</u> disease, displacement, violence, and major changes to their communities."

Why experienced and not had?

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

Grade 4 · 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 experienced instead of had?*

"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: Experienced shows that Native peoples lived through and suffered real consequences. The plain word had would not show the depth of what they went through.

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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Grade 4 · 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 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: "Merchants in Mali used caravans to cross the Sahara." The word cross works well. Cross tells exactly what the merchants did: traveling all the way from one side of the.

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	exchange. Exchange tells exactly what communities do: giving something they have and receiving something they need in return.
CHOOSE	B. traded. It is the action word, and it tells exactly how the action happens.
SHOW	Traded tells exactly what the Caddo did: swapping goods with other groups to get resources they needed.
OWN	Answers vary. One strong revision: The people cultivated the land.
DEFEND	Experienced shows that Native peoples lived through and suffered real consequences. The plain word had would not show the depth of what they went through.
YOUR TURN	Answers vary. One example: “Merchants in Mali used caravans to cross the Sahara.” The word cross works well. Cross tells exactly what the merchants did: traveling all the way from one side of the.

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: exchange. Exchange tells exactly what communities do: giving something they have and receiving something they need in return.; CHOOSE: B. traded. It is the action word, and it tells exactly how the action happens.; SHOW: Traded tells exactly what the Caddo did: swapping goods with other groups to get resources they needed.; OWN: Answers vary. One strong revision: The people cultivated the land.; DEFEND: Experienced shows that Native peoples lived through and suffered real consequences. The plain word had would not show the depth of what they went through.; Your Turn: Answers vary. One example: “Merchants in Mali used caravans to cross the Sahara.” The word cross works well. Cross tells exactly what the merchants did: traveling all the way from one side of the.

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.

An idea may travel without weighing anything. A new farming method may spread from one community to another.

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

- **A** vanish
- **B** remain
- **C** pass
- **D** shrink

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Grade 4 · 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 'spread' 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 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 C.

A **vanish**
Vanish means to disappear, but the method moves on to new communities.

B **remain**
Remain means stay in one place. Spread means moving to new communities.

C **pass**
Correct. The method moves from one community to another, so pass keeps the meaning.

D **shrink**
Shrink means get smaller, the opposite of spread.

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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 vanish: Vanish means to disappear, but the method moves on to new communities.; B remain: Remain means stay in one place. Spread means moving to new communities.; C pass: Correct. The method moves from one community to another, so pass keeps the meaning.; D shrink: Shrink means get smaller, the opposite of spread.

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

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WEEK 35 of 36

Grade 4 · 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

Connotation

from "What Shapes a Society? Place, Resources, and Connection"

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 8 Module 3 · a class or student copy of "What Shapes a Society? Place, Resources, and Connection" · 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

"European colonization led to conflict over land and resources." *(word: conflict)*

"Mali's location near important trade routes helped the kingdom become wealthy and powerful." *(word: wealthy)*

"Native peoples experienced disease, displacement, violence, and major changes to their communities." *(word: displacement)*

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.

MONDAY • FOUNDATIONAL (Emerging)

CONNOTATION

WEEK 35 of 36

TEKS 11(C) · Slide 2 of 10

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.

"European colonization led to conflict over land and resources."

I CAN I can notice the word with a strong feeling an author chooses.

Grade 4 · 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 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: conflict. Conflict carries a serious negative feeling of fighting and struggle, showing the contact was not peaceful.

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 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?

"Mali's location near important trade routes helped the kingdom become wealthy and powerful."

A. location B. wealthy C. kingdom

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. wealthy. It carries a clear positive or negative feeling, not just a plain meaning.

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 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?

"Mali's location near important trade routes helped the kingdom become <u>wealthy</u> and powerful."

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: Wealthy carries a strong positive feeling of great riches and abundance.

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 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 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 neutral word with a word that carries a clear feeling.

Plain sentence: The changes were bad for the community.

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

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

Grade 4 · 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 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: The changes were devastating for the community.

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 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 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 displacement instead of moving?

"Native peoples experienced disease, displacement, violence, and major changes to their communities."

Why displacement and not moving?

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

Grade 4 · 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 displacement instead of moving?*

"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: Displacement carries a harsh feeling of being forced from home. The plain word moving would not show the cruelty and unfairness of being pushed out of one's own land.

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 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 35 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 4 · 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 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: "One group may see opportunity while another experiences loss." The word loss works well. Loss carries a heavy negative feeling of something valuable being taken away and.

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 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 35 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	conflict. Conflict carries a serious negative feeling of fighting and struggle, showing the contact was not peaceful.
CHOOSE	B. wealthy. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Wealthy carries a strong positive feeling of great riches and abundance.
OWN	Answers vary. One strong revision: The changes were devastating for the community.
DEFEND	Displacement carries a harsh feeling of being forced from home. The plain word moving would not show the cruelty and unfairness of being pushed out of one's own land.
YOUR TURN	Answers vary. One example: “One group may see opportunity while another experiences loss.” The word loss works well. Loss carries a heavy negative feeling of something valuable being taken away and.

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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: conflict. Conflict carries a serious negative feeling of fighting and struggle, showing the contact was not peaceful.; CHOOSE: B. wealthy. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Wealthy carries a strong positive feeling of great riches and abundance.; OWN: Answers vary. One strong revision: The changes were devastating for the community.; DEFEND: Displacement carries a harsh feeling of being forced from home. The plain word moving would not show the cruelty and unfairness of being pushed out of one's own land.; Your Turn: Answers vary. One example: “One group may see opportunity while another experiences loss.” The word loss works well. Loss carries a heavy negative feeling of something valuable being taken away and.

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

CONNOTATION

WEEK 35 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next.

The word 'limits' helps the reader understand that resources

- **A** are always available in unlimited amounts
- **B** can run out, which affects what people can do
- **C** are only found in one region of Texas
- **D** do not affect how people live or work

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 'limits' helps the reader understand that resources*

"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 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

CONNOTATION

WEEK 35 of 36

Slide 10 of 10

The answer is B.

A **are always available in unlimited amounts**
Limits means there are boundaries to what is available, the opposite of unlimited.

B **can run out, which affects what people can do**
Correct. Limits means resources have boundaries, so people cannot use as much as they want.

C **are only found in one region of Texas**
The passage describes resources in many regions, not just one.

D **do not affect how people live or work**
The passage explains that resources directly affect what people can do.

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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 are always available in unlimited amounts: Limits means there are boundaries to what is available, the opposite of unlimited.; B can run out, which affects what people can do: Correct. Limits means resources have boundaries, so people cannot use as much as they want.; C are only found in one region of Texas: The passage describes resources in many regions, not just one.; D do not affect how people live or work: The passage explains that resources directly affect what people can do.

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

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 36 of 36

Grade 4 · 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

Specific Nouns

from "What Shapes a Society? Place, Resources, and Connection"

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 4 · a class or student copy of "What Shapes a Society? Place, Resources, and Connection" · 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

"Forests can provide timber." *(word: timber)*

"Families grew crops such as corn, beans, and squash." *(word: squash)*

"Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life." *(word: East Texas)*

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 36 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.

"Forests can provide timber."

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

Grade 4 · 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 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: timber. Timber names the exact kind of wood cut from forests for building, instead of a general word like stuff.

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 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 grew crops such as corn, beans, and squash."

A. Families B. crops C. squash

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: C. squash. It names exactly who or what, instead of a general word like thing or place.

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 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 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?

"Families grew crops such as corn, beans, and <u>squash</u>."

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

Grade 4 · 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: Squash names one exact crop the families grew, so the reader knows just what was in the fields.

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 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 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. Replace the general noun with a specific noun.

Plain sentence: The river gave people stuff they needed.

Replace the word stuff with a stronger word.

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

Grade 4 · 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 stuff.*

ANSWER KEY: Answers vary. One strong revision: The river gave people water and fish they needed.

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 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 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 East Texas instead of a place?

"Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life."

Why East Texas and not a place?

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

Grade 4 · 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 East Texas instead of a place?*

"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: East Texas tells the reader exactly where the Caddo lived. The plain phrase a place would leave the reader guessing where the story happens.

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 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 36 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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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: "Coastal areas can provide fish and places for ships to travel." The word fish works well. Fish names the exact food the coast provides, instead of a general word like food.

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 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 36 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	timber. Timber names the exact kind of wood cut from forests for building, instead of a general word like stuff.
CHOOSE	C. squash. It names exactly who or what, instead of a general word like thing or place.
SHOW	Squash names one exact crop the families grew, so the reader knows just what was in the fields.
OWN	Answers vary. One strong revision: The river gave people water and fish they needed.
DEFEND	East Texas tells the reader exactly where the Caddo lived. The plain phrase a place would leave the reader guessing where the story happens.
YOUR TURN	Answers vary. One example: “Coastal areas can provide fish and places for ships to travel.” The word fish works well. Fish names the exact food the coast provides, instead of a general word like food.

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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: timber. Timber names the exact kind of wood cut from forests for building, instead of a general word like stuff.; CHOOSE: C. squash. It names exactly who or what, instead of a general word like thing or place.; SHOW: Squash names one exact crop the families grew, so the reader knows just what was in the fields.; OWN: Answers vary. One strong revision: The river gave people water and fish they needed.; DEFEND: East Texas tells the reader exactly where the Caddo lived. The plain phrase a place would leave the reader guessing where the story happens.; Your Turn: Answers vary. One example: “Coastal areas can provide fish and places for ships to travel.” The word fish works well. Fish names the exact food the coast provides, instead of a general word like food.

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

SPECIFIC NOUNS

WEEK 36 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

People cannot control every part of climate, but they can study it and make decisions based on what they learn.

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

- **A** choices
- **B** problems
- **C** questions
- **D** patterns

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Grade 4 · 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 'decisions' 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 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

SPECIFIC NOUNS

WEEK 36 of 36

Slide 10 of 10

The answer is A.

A **choices**
Correct. Decisions means choices people make after thinking carefully.

B **problems**
Problems are difficulties, not thoughtful selections.

C **questions**
Questions ask for information. Decisions are final selections.

D **patterns**
Patterns are repeated trends, not acts of choosing.

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Grade 4 · 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 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 choices: Correct. Decisions means choices people make after thinking carefully.; B problems: Problems are difficulties, not thoughtful selections.; C questions: Questions ask for information. Decisions are final selections.; D patterns: Patterns are repeated trends, not acts of choosing.

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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.