TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 1 of 36

Grade 5 · Prepare Cluster · Module 1

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from "The Great Chocolate Chip Cookie Mystery"

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

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

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

~5 min

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

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

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

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

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

PREP & MATERIALS: the Word Choice slide deck for Prepare Cluster Module 1 · a class or student copy of "The Great Chocolate Chip Cookie Mystery" · the student tracking sheet · pencils

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

WORD CHOICE IN THE READING

"Jordan pointed dramatically at an empty silver tray." *(word: pointed)*

"At the table, theories multiplied." *(word: multiplied)*

"Eli shrugged." *(word: shrugged)*

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.

"Jordan pointed dramatically at an empty silver tray."

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

Grade 5 · 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: pointed. Pointed shows Jordan using his finger to draw attention to the tray. It is more exact than a plain verb like showed.

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?

"At the table, theories multiplied."

A. table B. multiplied C. theories

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

Grade 5 · 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. multiplied. 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?

"At the table, theories <u>multiplied</u>."

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

Grade 5 · 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: Multiplied means the ideas kept growing quickly, like numbers increasing. It shows the guesses spread fast.

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 student went to the front of the room.

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

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

Grade 5 · 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 student marched to the front of the room.

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 shrugged instead of moved?

"Eli shrugged."

Why shrugged and not moved?

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

Grade 5 · 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 shrugged instead of moved?*

"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: Shrugged shows Eli lifting his shoulders to say he does not care or does not know. The plain word moved would not show that feeling at all.

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: "Mrs. Delgado, their teacher, raised one eyebrow." The word raised works well. Raised tells exactly how Mrs. Delgado moved her eyebrow to show she was curious or doubtful.

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	pointed. Pointed shows Jordan using his finger to draw attention to the tray. It is more exact than a plain verb like showed.
CHOOSE	B. multiplied. It is the action word, and it tells exactly how the action happens.
SHOW	Multiplied means the ideas kept growing quickly, like numbers increasing. It shows the guesses spread fast.
OWN	Answers vary. One strong revision: The student marched to the front of the room.
DEFEND	Shrugged shows Eli lifting his shoulders to say he does not care or does not know. The plain word moved would not show that feeling at all.
YOUR TURN	Answers vary. One example: “Mrs. Delgado, their teacher, raised one eyebrow.” The word raised works well. Raised tells exactly how Mrs. Delgado moved her eyebrow to show she was curious or doubtful.

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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: pointed. Pointed shows Jordan using his finger to draw attention to the tray. It is more exact than a plain verb like showed.; CHOOSE: B. multiplied. It is the action word, and it tells exactly how the action happens.; SHOW: Multiplied means the ideas kept growing quickly, like numbers increasing. It shows the guesses spread fast.; OWN: Answers vary. One strong revision: The student marched to the front of the room.; DEFEND: Shrugged shows Eli lifting his shoulders to say he does not care or does not know. The plain word moved would not show that feeling at all.; Your Turn: Answers vary. One example: “Mrs. Delgado, their teacher, raised one eyebrow.” The word raised works well. Raised tells exactly how Mrs. Delgado moved her eyebrow to show she was curious or doubtful.

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.

Maya heard a student at the next table announce that the cookies had probably been recalled because chocolate chips were dangerous.

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

- **A** whisper
- **B** remember
- **C** declare
- **D** request

The Writing Academy®, LLC

Grade 5 · Prepare Cluster · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: Which word could replace 'announce' 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 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 **whisper**
Whisper means to speak very quietly. The student is speaking loudly enough for others to hear.

B **remember**
Remember means to think of something again. It does not mean to say something out loud.

C **declare**
Correct. The student is stating the claim boldly, which is what declare means.

D **request**
Request means to ask for something. The student is not asking; the student is making a claim.

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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 whisper: Whisper means to speak very quietly. The student is speaking loudly enough for others to hear.; B remember: Remember means to think of something again. It does not mean to say something out loud.; C declare: Correct. The student is stating the claim boldly, which is what declare means.; D request: Request means to ask for something. The student is not asking; the student is making a claim.

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 5 · 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 "The Great Chocolate Chip Cookie Mystery"

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 "The Great Chocolate Chip Cookie Mystery" · 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

"Jordan looked suspicious." *(word: suspicious)*

""That the most exciting version of a story isn't always the most accurate one," Maya said." *(word: exciting)*

""It might be an oversimplified version," Maya said." *(word: oversimplified)*

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.

"Jordan looked suspicious."

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

Grade 5 · 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: suspicious. Suspicious carries a negative feeling of distrust, showing Jordan doubts what he hears.

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.

TUESDAY • DEVELOPING
CONNOTATION

WEEK 2 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?

""That the most exciting version of a story isn't always the most accurate one," Maya said."

A. most B. exciting C. version

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

Grade 5 · 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 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. exciting. 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.

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?

""That the most <u>exciting</u> version of a story isn't always the most accurate one," Maya said."

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: Exciting carries a positive connotation of thrill and entertainment, suggesting the story sounds fun but may not be truthful.

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 group talked about the problem.

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

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

Grade 5 · 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 talked.*

ANSWER KEY: Answers vary. One strong revision: The group argued about the problem.

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 oversimplified instead of short?

""It might be an <u>oversimplified</u> version," Maya said."

Why oversimplified and not short?

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

Grade 5 · 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 oversimplified instead of short?*

"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: Oversimplified shows the story was made too simple and left out important parts. The plain word short only tells length, not that facts were missing.

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.

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Grade 5 · Prepare Cluster · Word Choice

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

~5 min

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

"Now it is your turn. Go back to the reading and find one more 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: "Eli looked disappointed." The word disappointed works well. Disappointed carries a sad, let-down feeling, showing Eli is upset the fun story might not be true.

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	suspicious. Suspicious carries a negative feeling of distrust, showing Jordan doubts what he hears.
CHOOSE	B. exciting. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Exciting carries a positive connotation of thrill and entertainment, suggesting the story sounds fun but may not be truthful.
OWN	Answers vary. One strong revision: The group argued about the problem.
DEFEND	Oversimplified shows the story was made too simple and left out important parts. The plain word short only tells length, not that facts were missing.
YOUR TURN	Answers vary. One example: “Eli looked disappointed.” The word disappointed works well. Disappointed carries a sad, let-down feeling, showing Eli is upset the fun story might not be true.

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: suspicious. Suspicious carries a negative feeling of distrust, showing Jordan doubts what he hears.; CHOOSE: B. exciting. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Exciting carries a positive connotation of thrill and entertainment, suggesting the story sounds fun but may not be truthful.; OWN: Answers vary. One strong revision: The group argued about the problem.; DEFEND: Oversimplified shows the story was made too simple and left out important parts. The plain word short only tells length, not that facts were missing.; Your Turn: Answers vary. One example: “Eli looked disappointed.” The word disappointed works well. Disappointed carries a sad, let-down feeling, showing Eli is upset the fun story might not be true.

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.

A week earlier, she would have repeated the famous invention story without thinking twice.

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

- **A** retold
- **B** ignored
- **C** created
- **D** doubted

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Grade 5 · Prepare Cluster · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: Which word could replace 'repeated' 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 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 **retold**
Correct. Retold means to tell again, which matches repeated.

B **ignored**
Ignored means to pay no attention. Maya would have told the story, not ignored it.

C **created**
Created means to make something new. Maya would have retold a story she heard.

D **doubted**
Doubted means to question. Maya would not have questioned it before.

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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 retold: Correct. Retold means to tell again, which matches repeated.; B ignored: Ignored means to pay no attention. Maya would have told the story, not ignored it.; C created: Created means to make something new. Maya would have retold a story she heard.; D doubted: Doubted means to question. Maya would not have questioned it before.

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

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WEEK 3 of 36

Grade 5 · 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

Connotation

from "The Fifth-Grade Cookie Commission"

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 3 · a class or student copy of "The Fifth-Grade Cookie Commission" · 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

"That alone made everyone suspicious." *(word: suspicious)*

"Eli looked genuinely confused." *(word: confused)*

"The room exploded." *(word: exploded)*

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 3 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.

"That alone made everyone suspicious."

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

Grade 5 · 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: suspicious. Suspicious carries a negative connotation of distrust, showing the students feel uneasy.

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 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 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 carries the strongest feeling?

"Eli looked genuinely confused."

A. confused B. Eli C. looked

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

Grade 5 · 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 carries the strongest feeling?*

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

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

ANSWER KEY: A. confused. It carries a clear positive or negative feeling, not just a plain meaning.

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 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?

"Eli looked genuinely <u>confused</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: Confused carries a connotation of being lost and unable to understand, showing real bewilderment.

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 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 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 neutral word with a word that carries a clear feeling.

Plain sentence: The meeting was nice.

Replace the word nice with a stronger word.

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

Grade 5 · 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 nice.*

ANSWER KEY: Answers vary. One strong revision: The meeting was productive.

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 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 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 exploded instead of reacted?

"The room <u>exploded</u>."

Why exploded and not reacted?

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

Grade 5 · 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 exploded instead of reacted?*

"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: Exploded carries a feeling of sudden, loud excitement, as if the whole room burst at once. The plain word reacted is neutral and shows no feeling.

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 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 3 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 5 · Prepare Cluster · Word Choice

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

~5 min

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

"Now it is your turn. Go back to the reading and find one more 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: "Everyone groaned." The word groaned works well. Groaned carries a strong negative connotation of frustration and displeasure.

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 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 3 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	suspicious. Suspicious carries a negative connotation of distrust, showing the students feel uneasy.
CHOOSE	A. confused. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Confused carries a connotation of being lost and unable to understand, showing real bewilderment.
OWN	Answers vary. One strong revision: The meeting was productive.
DEFEND	Exploded carries a feeling of sudden, loud excitement, as if the whole room burst at once. The plain word reacted is neutral and shows no feeling.
YOUR TURN	Answers vary. One example: “Everyone groaned.” The word groaned works well. Groaned carries a strong negative connotation of frustration and displeasure.

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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: suspicious. Suspicious carries a negative connotation of distrust, showing the students feel uneasy.; CHOOSE: A. confused. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Confused carries a connotation of being lost and unable to understand, showing real bewilderment.; OWN: Answers vary. One strong revision: The meeting was productive.; DEFEND: Exploded carries a feeling of sudden, loud excitement, as if the whole room burst at once. The plain word reacted is neutral and shows no feeling.; Your Turn: Answers vary. One example: “Everyone groaned.” The word groaned works well. Groaned carries a strong negative connotation of frustration and displeasure.

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

CONNOTATION

WEEK 3 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Jordan stared at his oatmeal cookie. "I think the Commission needs an emergency session."

Why does Jordan most likely use the word 'emergency'?

A He thinks oatmeal cookies are dangerous to eat.

B He wants the teacher to cancel the commission.

C He is worried the school will run out of desserts.

D He is exaggerating to show strong dislike.

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Grade 5 · Prepare Cluster · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: Why does Jordan most likely use the word 'emergency'?*

"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

CONNOTATION

WEEK 3 of 36

Slide 10 of 10

The answer is D.

A **He thinks oatmeal cookies are dangerous to eat.**
Nothing says the cookie is unsafe. Jordan is exaggerating his reaction.

B **He wants the teacher to cancel the commission.**
Jordan does not want to end the commission. He wants to change the treat.

C **He is worried the school will run out of desserts.**
There is no shortage. Jordan simply dislikes the oatmeal cookie.

D **He is exaggerating to show strong dislike.**
Correct. Emergency makes his small complaint sound much bigger than it really is.

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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 He thinks oatmeal cookies are dangerous to eat.: Nothing says the cookie is unsafe. Jordan is exaggerating his reaction.; B He wants the teacher to cancel the commission.: Jordan does not want to end the commission. He wants to change the treat.; C He is worried the school will run out of desserts.: There is no shortage. Jordan simply dislikes the oatmeal cookie.; D He is exaggerating to show strong dislike.: Correct. Emergency makes his small complaint sound much bigger than it really is.

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

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WEEK 4 of 36

Grade 5 · 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

Connotation

from "The Fifth-Grade Cookie Commission"

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 4 · a class or student copy of "The Fifth-Grade Cookie Commission" · 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

"Jordan looked shocked." *(word: shocked)*

"Week four offered oatmeal cookies, which created an entirely new controversy." *(word: controversy)*

""Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence."" *(word: crisis)*

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 4 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.

"Jordan looked shocked."

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

Grade 5 · 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: shocked. Shocked carries a connotation of sudden, extreme surprise that goes beyond simply being surprised.

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 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 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 carries the strongest feeling?

"Week four offered oatmeal cookies, which created an entirely new controversy."

A. oatmeal B. controversy C. entirely

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

Grade 5 · 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 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. controversy. It carries a clear positive or negative feeling, not just a plain meaning.

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 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 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?

"Week four offered oatmeal cookies, which created an entirely new <u>controversy</u>."

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

Grade 5 · 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: Controversy carries a negative connotation of heated disagreement and conflict among the students.

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 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 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 neutral word with a word that carries a clear feeling.

Plain sentence: The students said their opinions.

Replace the word said with a stronger word.

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

Grade 5 · 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 students debated their opinions.

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 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 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 crisis instead of problem?

""Before this becomes a dessert-based constitutional crisis, perhaps you should gather some evidence.""

Why crisis and not problem?

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

Grade 5 · 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 crisis instead of problem?*

"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: Crisis carries a feeling of serious danger, which makes the joke funny because the problem is only about dessert. The plain word problem sounds calm and small.

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 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 4 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 5 · Prepare Cluster · Word Choice

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

~5 min

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

"Now it is your turn. Go back to the reading and find one more 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: "Sofia disagreed." The word disagreed works well. Disagreed carries a connotation of opposition, showing Sofia firmly objects to the idea.

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 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 4 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	shocked. Shocked carries a connotation of sudden, extreme surprise that goes beyond simply being surprised.
CHOOSE	B. controversy. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Controversy carries a negative connotation of heated disagreement and conflict among the students.
OWN	Answers vary. One strong revision: The students debated their opinions.
DEFEND	Crisis carries a feeling of serious danger, which makes the joke funny because the problem is only about dessert. The plain word problem sounds calm and small.
YOUR TURN	Answers vary. One example: “Sofia disagreed.” The word disagreed works well. Disagreed carries a connotation of opposition, showing Sofia firmly objects to the idea.

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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: shocked. Shocked carries a connotation of sudden, extreme surprise that goes beyond simply being surprised.; CHOOSE: B. controversy. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Controversy carries a negative connotation of heated disagreement and conflict among the students.; OWN: Answers vary. One strong revision: The students debated their opinions.; DEFEND: Crisis carries a feeling of serious danger, which makes the joke funny because the problem is only about dessert. The plain word problem sounds calm and small.; Your Turn: Answers vary. One example: “Sofia disagreed.” The word disagreed works well. Disagreed carries a connotation of opposition, showing Sofia firmly objects to the idea.

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

CONNOTATION

WEEK 4 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Maya pointed out that two choices had created the original shortage because the cafeteria had guessed how many students would select each one.

The word 'guessed' helps the reader understand that

- **A** the cafeteria used exact data from students
- **B** the cafeteria estimated without enough data
- **C** the students were unhappy about the survey results
- **D** Maya wanted the cafeteria to stop serving cookies

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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 'guessed' helps the reader understand that*

"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

CONNOTATION

WEEK 4 of 36

Slide 10 of 10

The answer is B.

A **the cafeteria used exact data from students**
Guessed means the cafeteria did not have exact data. They estimated.

B **the cafeteria estimated without enough data**
Correct. Guessed shows the cafeteria made a prediction without enough information.

C **the students were unhappy about the survey results**
The excerpt describes the cafeteria's prediction, not students' feelings.

D **Maya wanted the cafeteria to stop serving cookies**
Maya is explaining why the shortage happened, not suggesting cookies should end.

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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 cafeteria used exact data from students: Guessed means the cafeteria did not have exact data. They estimated.; B the cafeteria estimated without enough data: Correct. Guessed shows the cafeteria made a prediction without enough information.; C the students were unhappy about the survey results: The excerpt describes the cafeteria's prediction, not students' feelings.; D Maya wanted the cafeteria to stop serving cookies: Maya is explaining why the shortage happened, not suggesting cookies should end.

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 5 · 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 "From Tension to Revolution"

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 "From Tension to Revolution" · 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

"Colonists strongly opposed this law because they had no representatives in Parliament." *(word: Parliament)*

"Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York." *(word: Sons of Liberty)*

"A boycott means refusing to buy or use certain products as a form of protest." *(word: boycott)*

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.

"Colonists strongly opposed this law because they had no representatives in Parliament."

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

Grade 5 · 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: Parliament. Parliament names the exact lawmaking body in Great Britain instead of a vague word like government.

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?

"Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York."

A. Groups B. such C. Sons of Liberty

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. Sons of Liberty. 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?

"Groups such as the <u>Sons of Liberty</u> helped organize protests in cities like Boston and New York."

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

Grade 5 · 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: Sons of Liberty names the exact protest group instead of a general word like organization.

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 people were angry about the new rule.

Replace the word rule with a stronger word.

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

Grade 5 · 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 rule.*

ANSWER KEY: Answers vary. One strong revision: The people were angry about the new tax.

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 boycott instead of action?

"A boycott means refusing to buy or use certain products as a form of protest."

Why boycott and not action?

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

Grade 5 · 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 boycott instead of action?*

"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: Boycott names the exact form of protest so the reader knows people refused to buy goods. The plain word action could mean anything.

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: "Paul Revere created an engraving that showed the soldiers firing at colonists." The word engraving works well. Engraving names the specific type of artwork Paul Revere.

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	Parliament. Parliament names the exact lawmaking body in Great Britain instead of a vague word like government.
CHOOSE	C. Sons of Liberty. It names exactly who or what, instead of a general word like thing or place.
SHOW	Sons of Liberty names the exact protest group instead of a general word like organization.
OWN	Answers vary. One strong revision: The people were angry about the new tax.
DEFEND	Boycott names the exact form of protest so the reader knows people refused to buy goods. The plain word action could mean anything.
YOUR TURN	Answers vary. One example: “Paul Revere created an engraving that showed the soldiers firing at colonists.” The word engraving works well. Engraving names the specific type of artwork Paul Revere.

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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: Parliament. Parliament names the exact lawmaking body in Great Britain instead of a vague word like government.; CHOOSE: C. Sons of Liberty. It names exactly who or what, instead of a general word like thing or place.; SHOW: Sons of Liberty names the exact protest group instead of a general word like organization.; OWN: Answers vary. One strong revision: The people were angry about the new tax.; DEFEND: Boycott names the exact form of protest so the reader knows people refused to buy goods. The plain word action could mean anything.; Your Turn: Answers vary. One example: “Paul Revere created an engraving that showed the soldiers firing at colonists.” The word engraving works well. Engraving names the specific type of artwork Paul Revere.

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.

Some colonists dressed as Native Americans to hide their identities. They boarded British ships and threw hundreds of chests of tea into the water.

The word 'identities' helps the reader understand that the colonists wanted to hide

- **A** who they really were
- **B** what they had bought
- **C** where they were going
- **D** how many of them came

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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 'identities' helps the reader understand that the colonists wanted to hide*

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

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

ANSWER KEY: The answer is A.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The Answer, and Why

SPECIFIC NOUNS

WEEK 5 of 36

Slide 10 of 10

The answer is A.

A **who they really were**
Correct. They dressed as Native Americans so no one would know which colonists they were.

B **what they had bought**
The excerpt is about disguises, not items the colonists bought.

C **where they were going**
The excerpt tells where they went, the ships. They hid themselves, not their path.

D **how many of them came**
Dressing in costume hides who a person is, not how many people came.

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Grade 5 · 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 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 who they really were: Correct. They dressed as Native Americans so no one would know which colonists they were.; B what they had bought: The excerpt is about disguises, not items the colonists bought.; C where they were going: The excerpt tells where they went, the ships. They hid themselves, not their path.; D how many of them came: Dressing in costume hides who a person is, not how many people came.

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

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 6 of 36

Grade 5 · 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

Precise Verbs

from "From Tension to Revolution"

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

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

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

~5 min

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

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

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

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

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 1 Module 2 · a class or student copy of "From Tension to Revolution" · 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

"Great Britain eventually repealed, or canceled, the Stamp Act." *(word: repealed)*

"Many colonists celebrated because they believed their protests had worked." *(word: celebrated)*

"British soldiers fired into a crowd of colonists, killing several people." *(word: fired)*

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 6 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.

"Great Britain eventually repealed, or canceled, the Stamp Act."

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

Grade 5 · Cluster 1 · Word Choice · Monday

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

~4 min

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

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

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

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

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

ANSWER KEY: repealed. Repealed is the precise legal term for officially undoing a law, more exact than ended or stopped.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 6 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Many colonists celebrated because they believed their protests had worked."

A. celebrated B. Many C. colonists

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

Grade 5 · Cluster 1 · Word Choice · Tuesday

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

~4 min

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

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

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

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

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

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

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 6 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"Many colonists <u>celebrated</u> because they believed their protests had worked."

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

Grade 5 · 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: Celebrated tells exactly how the colonists responded with joy, not just that they were happy.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 6 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The leaders got together to talk.

Replace the word got with a stronger word.

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

Grade 5 · Cluster 1 · Word Choice · Thursday

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

~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. One strong revision: The leaders gathered together to talk.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 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 fired instead of attacked?

"British soldiers fired into a crowd of colonists, killing several people."

Why fired and not attacked?

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

Grade 5 · 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 fired instead of attacked?*

"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: Fired tells the reader the soldiers used guns. The plain word attacked could mean any kind of violence and does not give the same clear picture.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 6 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 5 · Cluster 1 · Word Choice

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

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: "Merchants agreed not to buy certain British goods." The word agreed works well. Agreed tells exactly how the merchants made a joint decision together, not just that they.

TEKS 11(C) · Word Choice · Week 6 of 36 · Cluster 1 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 6 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	repealed. Repealed is the precise legal term for officially undoing a law, more exact than ended or stopped.
CHOOSE	A. celebrated. It is the action word, and it tells exactly how the action happens.
SHOW	Celebrated tells exactly how the colonists responded with joy, not just that they were happy.
OWN	Answers vary. One strong revision: The leaders gathered together to talk.
DEFEND	Fired tells the reader the soldiers used guns. The plain word attacked could mean any kind of violence and does not give the same clear picture.
YOUR TURN	Answers vary. One example: “Merchants agreed not to buy certain British goods.” The word agreed works well. Agreed tells exactly how the merchants made a joint decision together, not just that they.

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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: repealed. Repealed is the precise legal term for officially undoing a law, more exact than ended or stopped.; CHOOSE: A. celebrated. It is the action word, and it tells exactly how the action happens.; SHOW: Celebrated tells exactly how the colonists responded with joy, not just that they were happy.; OWN: Answers vary. One strong revision: The leaders gathered together to talk.; DEFEND: Fired tells the reader the soldiers used guns. The plain word attacked could mean any kind of violence and does not give the same clear picture.; Your Turn: Answers vary. One example: “Merchants agreed not to buy certain British goods.” The word agreed works well. Agreed tells exactly how the merchants made a joint decision together, not just that they.

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

PRECISE VERBS

WEEK 6 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Colonists in different places sent food, supplies, and support to Boston. They began to understand that one colony's problem could become every colony's problem.

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

- **A** purchased
- **B** requested
- **C** described
- **D** delivered

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Grade 5 · 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 'sent' 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 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

PRECISE VERBS

WEEK 6 of 36

Slide 10 of 10

The answer is D.

A **purchased**
Purchased means to buy. It does not mean to deliver items to another place.

B **requested**
Requested means to ask for something, not to give it.

C **described**
Described means to tell about something. The colonists were giving real goods.

D **delivered**
Correct. The colonists moved food and supplies to Boston, which is what delivered means.

The Writing Academy®, LLC

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

~4 min

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

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

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

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

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

ANSWER KEY: Correct: D. A purchased: Purchased means to buy. It does not mean to deliver items to another place.; B requested: Requested means to ask for something, not to give it.; C described: Described means to tell about something. The colonists were giving real goods.; D delivered: Correct. The colonists moved food and supplies to Boston, which is what delivered means.

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

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 7 of 36

Grade 5 · 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

Precise Verbs

from "The Ocean Lesson"

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

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

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

~5 min

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

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

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

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

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 1 Module 3 · a class or student copy of "The Ocean Lesson" · 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

"Their tiny flippers pushed against the sand again and again." *(word: pushed)*

"A few turtles slipped into shallow dips and had to push themselves out." *(word: slipped)*

"Nyla leaned forward, careful not to step too close." *(word: leaned)*

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 7 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.

"Their tiny flippers pushed against the sand again and again."

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

Grade 5 · Cluster 1 · Word Choice · Monday

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

~4 min

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

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

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

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

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

ANSWER KEY: pushed. Pushed tells exactly how the flippers pressed into the sand to move forward.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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?

"A few turtles slipped into shallow dips and had to push themselves out."

A. few B. slipped C. turtles

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 7 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"A few turtles <u>slipped</u> into shallow dips and had to push themselves out."

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

Grade 5 · 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: Slipped tells exactly how the turtles accidentally slid into the dips, not that they fell or walked.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 7 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The animal went across the sand.

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

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

Grade 5 · Cluster 1 · Word Choice · Thursday

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

~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. One strong revision: The animal crawled across the sand.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 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 leaned instead of moved?

"Nyla leaned forward, careful not to step too close."

Why leaned and not moved?

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

Grade 5 · 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 leaned instead of moved?*

"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: Leaned tells the reader that Nyla bent her upper body forward with interest. The plain word moved would not show what her body actually did.

TEKS 11(C) · Word Choice · Week 7 of 36 · Cluster 1 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 7 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 5 · Cluster 1 · Word Choice

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

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: "Grains of sand shifted, and little cracks formed in the shells hidden below the surface." The word shifted works well. Shifted tells exactly how the sand moved slightly to.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 7 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	pushed. Pushed tells exactly how the flippers pressed into the sand to move forward.
CHOOSE	B. slipped. It is the action word, and it tells exactly how the action happens.
SHOW	Slipped tells exactly how the turtles accidentally slid into the dips, not that they fell or walked.
OWN	Answers vary. One strong revision: The animal crawled across the sand.
DEFEND	Leaned tells the reader that Nyla bent her upper body forward with interest. The plain word moved would not show what her body actually did.
YOUR TURN	Answers vary. One example: “Grains of sand shifted, and little cracks formed in the shells hidden below the surface.” The word shifted works well. Shifted tells exactly how the sand moved slightly to.

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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: pushed. Pushed tells exactly how the flippers pressed into the sand to move forward.; CHOOSE: B. slipped. It is the action word, and it tells exactly how the action happens.; SHOW: Slipped tells exactly how the turtles accidentally slid into the dips, not that they fell or walked.; OWN: Answers vary. One strong revision: The animal crawled across the sand.; DEFEND: Leaned tells the reader that Nyla bent her upper body forward with interest. The plain word moved would not show what her body actually did.; Your Turn: Answers vary. One example: “Grains of sand shifted, and little cracks formed in the shells hidden below the surface.” The word shifted works well. Shifted tells exactly how the sand moved slightly to.

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

PRECISE VERBS

WEEK 7 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Others paused for a moment, then began moving again.

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

- **A** collapsed
- **B** hesitated
- **C** vanished
- **D** retreated

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Grade 5 · 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 'paused' 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 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

PRECISE VERBS

WEEK 7 of 36

Slide 10 of 10

The answer is B.

A **collapsed**
Collapsed means to fall down completely. The turtles only stopped briefly.

B **hesitated**
Correct. The turtles briefly stopped before continuing, which is what hesitated means.

C **vanished**
Vanished means to disappear. The turtles did not disappear; they just stopped moving.

D **retreated**
Retreated means to move backward. The turtles stopped but did not go back.

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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 collapsed: Collapsed means to fall down completely. The turtles only stopped briefly.; B hesitated: Correct. The turtles briefly stopped before continuing, which is what hesitated means.; C vanished: Vanished means to disappear. The turtles did not disappear; they just stopped moving.; D retreated: Retreated means to move backward. The turtles stopped but did not go back.

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

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 8 of 36

Grade 5 · 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

Sensory Words

from "The Ocean Lesson"

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 4 · a class or student copy of "The Ocean Lesson" · 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

"The morning air was cool, and the sky was just starting to brighten." *(word: cool)*

"For a moment, they disappeared in the white foam." *(word: white foam)*

"Their black and white bodies glided past the glass, turned smoothly, and stayed close to one another." *(word: glided)*

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 8 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 morning air was cool, and the sky was just starting to brighten."

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

Grade 5 · 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: cool. Cool reaches the sense of touch, helping the reader feel the chilly morning air on the beach.

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 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 8 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

"For a moment, they disappeared in the white foam."

A. moment B. disappeared C. white foam

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

Grade 5 · 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: C. white foam. It helps the reader see, hear, feel, taste, or smell the moment.

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 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 8 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?

"For a moment, they disappeared in the <u>white foam</u>."

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

Grade 5 · 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: White foam reaches the sense of sight, helping the reader see the bubbly ocean water.

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

Plain sentence: The water looked nice at the beach.

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

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

Grade 5 · 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 water sparkled at the beach.

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 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 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 glided instead of moved?

"Their black and white bodies glided past the glass, turned smoothly, and stayed close to one another."

Why glided and not moved?

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

Grade 5 · 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 glided instead of moved?*

"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: Glided helps the reader see the smooth, graceful way the orcas swam. The plain word moved would not show that elegant motion.

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 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 8 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: "In some places it was soft, and the turtles sank down a little as they crawled." The word soft works well. Soft reaches the sense of touch, helping the reader feel the.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may 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 8 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	cool. Cool reaches the sense of touch, helping the reader feel the chilly morning air on the beach.
CHOOSE	C. white foam. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	White foam reaches the sense of sight, helping the reader see the bubbly ocean water.
OWN	Answers vary. One strong revision: The water sparkled at the beach.
DEFEND	Glided helps the reader see the smooth, graceful way the orcas swam. The plain word moved would not show that elegant motion.
YOUR TURN	Answers vary. One example: “In some places it was soft, and the turtles sank down a little as they crawled.” The word soft works well. Soft reaches the sense of touch, helping the reader feel the.

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

~4 min

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

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

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

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

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

ANSWER KEY: NOTICE: cool. Cool reaches the sense of touch, helping the reader feel the chilly morning air on the beach.; CHOOSE: C. white foam. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: White foam reaches the sense of sight, helping the reader see the bubbly ocean water.; OWN: Answers vary. One strong revision: The water sparkled at the beach.; DEFEND: Glided helps the reader see the smooth, graceful way the orcas swam. The plain word moved would not show that elegant motion.; Your Turn: Answers vary. One example: “In some places it was soft, and the turtles sank down a little as they crawled.” The word soft works well. Soft reaches the sense of touch, helping the reader feel the.

TEKS 11(C) · Word Choice · Week 8 of 36 · Cluster 1 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

SHOW WHAT YOU KNOW · Test-Style Question

SENSORY WORDS

WEEK 8 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Nyla kept thinking about the hatchlings. Their journey had been short compared with the size of the ocean, but it was full of danger.

The word 'danger' helps the reader understand that the hatchlings' journey was

- **A** relaxing and peaceful
- **B** long and boring for Nyla to watch
- **C** risky because many threats surrounded them
- **D** easy because the ocean was very close

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Grade 5 · 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 'danger' helps the reader understand that the hatchlings' journey 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 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

SENSORY WORDS

WEEK 8 of 36

Slide 10 of 10

The answer is C.

A **relaxing and peaceful**
Danger means the opposite of relaxing. The journey had real threats.

B **long and boring for Nyla to watch**
The journey was short, and Nyla was fascinated, not bored.

C **risky because many threats surrounded them**
Correct. Danger shows the hatchlings faced birds, crabs, and other threats.

D **easy because the ocean was very close**
Even though the ocean was near, danger shows the trip was still risky.

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Grade 5 · 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 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 relaxing and peaceful: Danger means the opposite of relaxing. The journey had real threats.; B long and boring for Nyla to watch: The journey was short, and Nyla was fascinated, not bored.; C risky because many threats surrounded them: Correct. Danger shows the hatchlings faced birds, crabs, and other threats.; D easy because the ocean was very close: Even though the ocean was near, danger shows the trip was still risky.

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 5 · 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 "Spanish Rule in Early Texas"

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 "Spanish Rule in Early Texas" · 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

"To reach these goals, they built missions and presidios across the region." *(word: presidios)*

"One important route was El Camino Real, which means "the Royal Road."" *(word: El Camino Real)*

"Spanish settlers developed ways of raising cattle on open land." *(word: cattle)*

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.

"To reach these goals, they built missions and presidios across the region."

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

Grade 5 · 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: presidios. Presidios names the specific type of Spanish military fort instead of a vague word like buildings.

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?

"One important route was El Camino Real, which means "the Royal Road.""

A. El Camino Real B. One C. important

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

Grade 5 · 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. El Camino Real. 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.

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 important route was <u>El Camino Real</u>, which means "the Royal Road.""

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: El Camino Real names the exact road instead of a vague word like path or route.

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.

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 built a thing near the river.

Replace the word thing with a stronger word.

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

Grade 5 · 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 workers built a fort near the river.

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 cattle instead of animals?

"Spanish settlers developed ways of raising <u>cattle</u> on open land."

Why cattle and not animals?

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

Grade 5 · 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 cattle instead of animals?*

"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: Cattle tells the reader exactly which animals the settlers raised. The plain word animals is too general to give the reader a clear picture.

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 5 · 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: "The presidios had to stand their ground when protecting nearby settlements." The word settlements works well. Settlements names the specific type of community the soldiers.

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	presidios. Presidios names the specific type of Spanish military fort instead of a vague word like buildings.
CHOOSE	A. El Camino Real. It names exactly who or what, instead of a general word like thing or place.
SHOW	El Camino Real names the exact road instead of a vague word like path or route.
OWN	Answers vary. One strong revision: The workers built a fort near the river.
DEFEND	Cattle tells the reader exactly which animals the settlers raised. The plain word animals is too general to give the reader a clear picture.
YOUR TURN	Answers vary. One example: “The presidios had to stand their ground when protecting nearby settlements.” The word settlements works well. Settlements names the specific type of community the soldiers.

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: presidios. Presidios names the specific type of Spanish military fort instead of a vague word like buildings.; CHOOSE: A. El Camino Real. It names exactly who or what, instead of a general word like thing or place.; SHOW: El Camino Real names the exact road instead of a vague word like path or route.; OWN: Answers vary. One strong revision: The workers built a fort near the river.; DEFEND: Cattle tells the reader exactly which animals the settlers raised. The plain word animals is too general to give the reader a clear picture.; Your Turn: Answers vary. One example: “The presidios had to stand their ground when protecting nearby settlements.” The word settlements works well. Settlements names the specific type of community the soldiers.

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.

Words connected to ranching, such as rodeo and lasso, come from Spanish. Over time, ranching became closely connected to the identity of Texas.

Why does the author most likely include the word 'lasso'?

- **A** To give an example of a Spanish word still used today
- **B** To explain how cowboys learned to ride horses in Texas
- **C** To describe how presidios protected the settlements
- **D** To show that Texas was difficult to settle

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Grade 5 · Cluster 2 · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: Why does the author most likely include the word 'lasso'?*

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

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

ANSWER KEY: The answer is A.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The Answer, and Why

SPECIFIC NOUNS

WEEK 9 of 36

Slide 10 of 10

The answer is A.

A **To give an example of a Spanish word still used today**
Correct. Lasso is a concrete example that proves the author's point about Spanish influence.

B **To explain how cowboys learned to ride horses in Texas**
The excerpt discusses ranching words, not how cowboys rode horses.

C **To describe how presidios protected the settlements**
The excerpt is about ranching vocabulary, not about presidios.

D **To show that Texas was difficult to settle**
The excerpt is about lasting Spanish influence, not about how hard settlement was.

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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 To give an example of a Spanish word still used today: Correct. Lasso is a concrete example that proves the author's point about Spanish influence.; B To explain how cowboys learned to ride horses in Texas: The excerpt discusses ranching words, not how cowboys rode horses.; C To describe how presidios protected the settlements: The excerpt is about ranching vocabulary, not about presidios.; D To show that Texas was difficult to settle: The excerpt is about lasting Spanish influence, not about how hard settlement was.

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

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 10 of 36

Grade 5 · 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

Vivid Adjectives

from "Spanish Rule in Early 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.

The Writing Academy®, LLC

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

~5 min

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

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

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

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

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 2 Module 2 · a class or student copy of "Spanish Rule in Early Texas" · 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

"Some areas had droughts, floods, storms, or extreme heat." *(word: extreme)*

"Long distances made travel slow and dangerous." *(word: dangerous)*

"Texas had forests, rivers, plains, grasslands, coastlines, and dry western areas." *(word: dry)*

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 10 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 areas had droughts, floods, storms, or extreme heat."

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

Grade 5 · 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 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: extreme. Extreme paints a picture of heat so intense it is far beyond normal, almost unbearable.

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 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 10 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?

"Long distances made travel slow and dangerous."

A. Long B. dangerous C. distances

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

Grade 5 · 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 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. dangerous. It describes a noun with exact detail the reader can picture.

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 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 10 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"Long distances made travel slow and <u>dangerous</u>."

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

Grade 5 · 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: Dangerous paints a picture of real threats to life and safety during travel across rough land.

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The weather in Texas was bad.

Replace the word bad with a stronger word.

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

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

~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. One strong revision: The weather in Texas was harsh.

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 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 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 dry instead of empty?

"Texas had forests, rivers, plains, grasslands, coastlines, and dry western areas."

Why dry and not empty?

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

Grade 5 · 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 dry instead of empty?*

"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: Dry paints a picture of dusty land with little rain or water. The plain word empty does not tell the reader what the western areas were like.

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 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 10 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 5 · Cluster 2 · Word Choice

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

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: "A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water." The word rough works well. Rough paints a picture of uneven, rocky.

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 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 10 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	extreme. Extreme paints a picture of heat so intense it is far beyond normal, almost unbearable.
CHOOSE	B. dangerous. It describes a noun with exact detail the reader can picture.
SHOW	Dangerous paints a picture of real threats to life and safety during travel across rough land.
OWN	Answers vary. One strong revision: The weather in Texas was harsh.
DEFEND	Dry paints a picture of dusty land with little rain or water. The plain word empty does not tell the reader what the western areas were like.
YOUR TURN	Answers vary. One example: “A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water.” The word rough works well. Rough paints a picture of uneven, rocky.

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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: extreme. Extreme paints a picture of heat so intense it is far beyond normal, almost unbearable.; CHOOSE: B. dangerous. It describes a noun with exact detail the reader can picture.; SHOW: Dangerous paints a picture of real threats to life and safety during travel across rough land.; OWN: Answers vary. One strong revision: The weather in Texas was harsh.; DEFEND: Dry paints a picture of dusty land with little rain or water. The plain word empty does not tell the reader what the western areas were like.; Your Turn: Answers vary. One example: “A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water.” The word rough works well. Rough paints a picture of uneven, rocky.

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

VIVID ADJECTIVES

WEEK 10 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

These changes caused stress and conflict.

The word 'stress' helps the reader understand that the changes made people feel

- **A** excited and hopeful
- **B** confused but calm
- **C** lonely and forgotten
- **D** pressured and upset

The Writing Academy®, LLC

Grade 5 · Cluster 2 · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: The word 'stress' helps the reader understand that the changes made people feel*

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

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

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 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

VIVID ADJECTIVES

WEEK 10 of 36

Slide 10 of 10

The answer is D.

A **excited and hopeful**
Stress suggests pressure and worry, not excitement or hope.

B **confused but calm**
Stress does not suggest calmness. It shows people felt pressured.

C **lonely and forgotten**
Stress does not specifically suggest loneliness. It means tension and worry.

D **pressured and upset**
Correct. Stress shows the changes created tension and unhappiness for the people.

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 excited and hopeful: Stress suggests pressure and worry, not excitement or hope.; B confused but calm: Stress does not suggest calmness. It shows people felt pressured.; C lonely and forgotten: Stress does not specifically suggest loneliness. It means tension and worry.; D pressured and upset: Correct. Stress shows the changes created tension and unhappiness for the people.

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 5 · 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 "A Harvest to Remember"

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 "A Harvest to Remember" · 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

"He also understood the geography of the area and showed them how to use the land in ways that worked best." *(word: geography)*

"A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area." *(word: Squanto)*

"Rivers and streams could provide water and fish." *(word: streams)*

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.

"He also understood the geography of the area and showed them how to use the land in ways that worked best."

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

Grade 5 · 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: geography. Geography names the specific subject of land features instead of a vague word like stuff or things.

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.

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?

"A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area."

A. man B. named C. Squanto

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. Squanto. 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.

WEDNESDAY • INDEPENDENT

SPECIFIC NOUNS

WEEK 11 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"A man named <u>Squanto</u> taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area."

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

Grade 5 · 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: Squanto names the exact person who helped, instead of a vague word like helper or guide.

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: They grew things in the ground.

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

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

Grade 5 · 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: They grew squash in the ground.

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 streams instead of waterways?

"Rivers and <u>streams</u> could provide water and fish."

Why streams and not waterways?

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

Grade 5 · 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 streams instead of waterways?*

"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: Streams names a specific type of flowing water the Pilgrims could use. The plain word waterways does not create the same clear picture of a small, moving body of water.

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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Grade 5 · 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: "The Wampanoag people had lived in the region for a long time." The word Wampanoag works well. Wampanoag names the exact Native American tribe instead of a general term.

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	geography. Geography names the specific subject of land features instead of a vague word like stuff or things.
CHOOSE	C. Squanto. It names exactly who or what, instead of a general word like thing or place.
SHOW	Squanto names the exact person who helped, instead of a vague word like helper or guide.
OWN	Answers vary. One strong revision: They grew squash in the ground.
DEFEND	Streams names a specific type of flowing water the Pilgrims could use. The plain word waterways does not create the same clear picture of a small, moving body of water.
YOUR TURN	Answers vary. One example: “The Wampanoag people had lived in the region for a long time.” The word Wampanoag works well. Wampanoag names the exact Native American tribe instead of a general term.

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: geography. Geography names the specific subject of land features instead of a vague word like stuff or things.; CHOOSE: C. Squanto. It names exactly who or what, instead of a general word like thing or place.; SHOW: Squanto names the exact person who helped, instead of a vague word like helper or guide.; OWN: Answers vary. One strong revision: They grew squash in the ground.; DEFEND: Streams names a specific type of flowing water the Pilgrims could use. The plain word waterways does not create the same clear picture of a small, moving body of water.; Your Turn: Answers vary. One example: “The Wampanoag people had lived in the region for a long time.” The word Wampanoag works well. Wampanoag names the exact Native American tribe instead of a general term.

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.

There may have been wild birds, beans, squash, berries, nuts, or other foods that grew in the area.

Why does the author most likely include the word 'squash'?

A To show that the Pilgrims knew how to cook modern meals

B To prove that squash was the most important crop

C To give an example of local foods at the celebration

D To explain why the Pilgrims preferred vegetables to meat

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Grade 5 · Cluster 2 · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: Why does the author most likely include the word 'squash'?*

"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 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 C.

A **To show that the Pilgrims knew how to cook modern meals**
The excerpt describes simple local foods, not modern cooking.

B **To prove that squash was the most important crop**
Squash is listed along with many other foods. It is not called the most important.

C **To give an example of local foods at the celebration**
Correct. Squash is a concrete detail that helps the reader picture the 1621 meal.

D **To explain why the Pilgrims preferred vegetables to meat**
Wild birds are also listed. The excerpt does not say the Pilgrims preferred vegetables.

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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 To show that the Pilgrims knew how to cook modern meals: The excerpt describes simple local foods, not modern cooking.; B To prove that squash was the most important crop: Squash is listed along with many other foods. It is not called the most important.; C To give an example of local foods at the celebration: Correct. Squash is a concrete detail that helps the reader picture the 1621 meal.; D To explain why the Pilgrims preferred vegetables to meat: Wild birds are also listed. The excerpt does not say the Pilgrims preferred vegetables.

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 5 · 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 "A Harvest to Remember"

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 "A Harvest to Remember" · 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

"This story also reminds students that gratitude is not only about being thankful when life is easy." *(word: gratitude)*

"With this help, the Pilgrims were able to grow enough food for a productive harvest." *(word: productive)*

"Some people became weak from hunger, and others became ill." *(word: hunger)*

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.

"This story also reminds students that gratitude is not only about being thankful when life is easy."

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: gratitude. Gratitude carries a warm, deeply positive connotation of heartfelt appreciation that goes beyond just saying thank you.

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?

"With this help, the Pilgrims were able to grow enough food for a productive harvest."

A. productive B. this C. help

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

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

~4 min

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

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

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word carries the strongest feeling?*

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

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

ANSWER KEY: A. productive. 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?

"With this help, the Pilgrims were able to grow enough food for a <u>productive</u> harvest."

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: Productive carries a positive connotation of success and reward after hard work.

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 weather outside felt bad.

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

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

Grade 5 · 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 bad.*

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

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 hunger instead of need?

"Some people became weak from hunger, and others became ill."

Why hunger and not need?

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

Grade 5 · 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 hunger instead of need?*

"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: Hunger carries a painful feeling of going without food for a long time. The plain word need is neutral and does not show how the Pilgrims suffered.

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 5 · 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: "The long winter made many Pilgrims feel worried about the future." The word worried works well. Worried carries a connotation of fear and uncertainty about what might.

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	gratitude. Gratitude carries a warm, deeply positive connotation of heartfelt appreciation that goes beyond just saying thank you.
CHOOSE	A. productive. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Productive carries a positive connotation of success and reward after hard work.
OWN	Answers vary. One strong revision: The weather outside felt freezing.
DEFEND	Hunger carries a painful feeling of going without food for a long time. The plain word need is neutral and does not show how the Pilgrims suffered.
YOUR TURN	Answers vary. One example: “The long winter made many Pilgrims feel worried about the future.” The word worried works well. Worried carries a connotation of fear and uncertainty about what might.

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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: gratitude. Gratitude carries a warm, deeply positive connotation of heartfelt appreciation that goes beyond just saying thank you.; CHOOSE: A. productive. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Productive carries a positive connotation of success and reward after hard work.; OWN: Answers vary. One strong revision: The weather outside felt freezing.; DEFEND: Hunger carries a painful feeling of going without food for a long time. The plain word need is neutral and does not show how the Pilgrims suffered.; Your Turn: Answers vary. One example: “The long winter made many Pilgrims feel worried about the future.” The word worried works well. Worried carries a connotation of fear and uncertainty about what might.

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.

It represented survival after a hard winter. It represented a harvest after months of work. It represented help from others.

The word 'survival' helps the reader understand that the Pilgrims

- **A** easily adjusted to their new home
- **B** barely made it through a very hard time
- **C** enjoyed the winter weather in Plymouth
- **D** had plenty of food throughout the year

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Grade 5 · Cluster 2 · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: The word 'survival' helps the reader understand that the Pilgrims*

"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 **easily adjusted to their new home**
Survival suggests a struggle, not an easy adjustment.

B **barely made it through a very hard time**
Correct. Survival means staying alive through hardship, showing how close to danger the Pilgrims were.

C **enjoyed the winter weather in Plymouth**
The excerpt says the winter was hard, not enjoyable.

D **had plenty of food throughout the year**
Survival after a hard winter suggests food was scarce, not plentiful.

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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 easily adjusted to their new home: Survival suggests a struggle, not an easy adjustment.; B barely made it through a very hard time: Correct. Survival means staying alive through hardship, showing how close to danger the Pilgrims were.; C enjoyed the winter weather in Plymouth: The excerpt says the winter was hard, not enjoyable.; D had plenty of food throughout the year: Survival after a hard winter suggests food was scarce, not plentiful.

TEKS 11(C) · Word Choice · Week 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 13 of 36

Grade 5 · Cluster 3 · Module 1

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "Our Rights, Our Voices"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

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

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

~5 min

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

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

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

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 3 Module 1 · a class or student copy of "Our Rights, Our Voices" · 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

"They wrote down rights to make things fair," *(word: fair)*

"So people's freedoms would be there." *(word: freedoms)*

"To help protect each person's liberty." *(word: liberty)*

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 13 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.

"They wrote down rights to make things fair,"

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

Grade 5 · 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 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: fair. Fair carries a positive connotation of equal treatment and justice for all people.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"So people's freedoms would be there."

A. people's B. freedoms C. would

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

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"So people's <u>freedoms</u> would be there."

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: Freedoms carries a strong positive connotation of independence and self-determination.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: The leaders made a paper about rules.

Replace the word rules with a stronger word.

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

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

~4 min

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

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

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

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

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

ANSWER KEY: Answers vary. One strong revision: The leaders made a paper about freedoms.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 13 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose liberty instead of rights?

"To help protect each person's <u>liberty</u>."

Why liberty and not rights?

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

Grade 5 · 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 liberty instead of rights?*

"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: Liberty carries a feeling of independence and power that the reader can sense. The plain word rights is correct but does not stir the same strong feeling.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

YOUR TURN

CONNOTATION

WEEK 13 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 5 · 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: "Not too harsh or hard to bear," The word harsh works well. Harsh carries a negative connotation of cruelty and extreme treatment.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

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

ANSWERS

CONNOTATION

WEEK 13 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	fair. Fair carries a positive connotation of equal treatment and justice for all people.
CHOOSE	B. freedoms. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Freedoms carries a strong positive connotation of independence and self-determination.
OWN	Answers vary. One strong revision: The leaders made a paper about freedoms.
DEFEND	Liberty carries a feeling of independence and power that the reader can sense. The plain word rights is correct but does not stir the same strong feeling.
YOUR TURN	Answers vary. One example: “Not too harsh or hard to bear,” The word harsh works well. Harsh carries a negative connotation of cruelty and extreme treatment.

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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: fair. Fair carries a positive connotation of equal treatment and justice for all people.; CHOOSE: B. freedoms. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Freedoms carries a strong positive connotation of independence and self-determination.; OWN: Answers vary. One strong revision: The leaders made a paper about freedoms.; DEFEND: Liberty carries a feeling of independence and power that the reader can sense. The plain word rights is correct but does not stir the same strong feeling.; Your Turn: Answers vary. One example: “Not too harsh or hard to bear,” The word harsh works well. Harsh carries a negative connotation of cruelty and extreme treatment.

TEKS 11(C) · Word Choice · Week 13 of 36 · Cluster 3 · Module 1 · slide 8 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 13 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

They help keep fairness shining bright.

The word 'shining' suggests that fairness is something that

- **A** is hidden and difficult to find
- **B** causes fear and confusion
- **C** is old and no longer important
- **D** is valuable and worth protecting

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Grade 5 · Cluster 3 · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: The word 'shining' suggests that fairness is something that*

"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

CONNOTATION

WEEK 13 of 36

Slide 10 of 10

The answer is D.

A **is hidden and difficult to find**
Shining means giving off light, not being hidden.

B **causes fear and confusion**
Shining has a positive meaning, not a fearful one.

C **is old and no longer important**
Shining bright suggests something alive and active, not old.

D **is valuable and worth protecting**
Correct. Shining bright suggests fairness is precious and important, like a light to be kept burning.

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

~4 min

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

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

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

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

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

ANSWER KEY: Correct: D. A is hidden and difficult to find: Shining means giving off light, not being hidden.; B causes fear and confusion: Shining has a positive meaning, not a fearful one.; C is old and no longer important: Shining bright suggests something alive and active, not old.; D is valuable and worth protecting: Correct. Shining bright suggests fairness is precious and important, like a light to be kept burning.

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 5 · 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 "Our Rights, Our Voices"

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 "Our Rights, Our Voices" · 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

"They wanted justice to guide the land," *(word: justice)*

"After the Constitution was complete, Many people thought one part was incomplete." *(word: incomplete)*

"With equal laws that would always stand." *(word: equal)*

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.

"They wanted justice to guide the land,"

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: justice. Justice carries a strong positive connotation of moral rightness and equal treatment.

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?

"After the Constitution was complete, Many people thought one part was incomplete."

A. Constitution B. incomplete C. complete

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. incomplete. 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.

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?

"After the Constitution was complete, Many people thought one part was <u>incomplete</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: Incomplete carries a negative connotation of something missing, showing people felt the document was not good enough yet.

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 rules were made to be good for people.

Replace the word good with a stronger word.

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

Grade 5 · Cluster 3 · Word Choice · Thursday

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

~4 min

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

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

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

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

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

ANSWER KEY: Answers vary. One strong revision: The rules were made to be fair for people.

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 equal instead of same?

"With equal laws that would always stand."

Why equal and not same?

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

Grade 5 · 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 equal instead of same?*

"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: Equal carries a strong positive feeling of fairness for every person. The plain word same only means alike and does not carry that sense of justice.

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 5 · 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: "The Eighth says punishments must be fair," The word punishments works well. Punishments carries a heavy, negative connotation of suffering and consequences.

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	justice. Justice carries a strong positive connotation of moral rightness and equal treatment.
CHOOSE	B. incomplete. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Incomplete carries a negative connotation of something missing, showing people felt the document was not good enough yet.
OWN	Answers vary. One strong revision: The rules were made to be fair for people.
DEFEND	Equal carries a strong positive feeling of fairness for every person. The plain word same only means alike and does not carry that sense of justice.
YOUR TURN	Answers vary. One example: “The Eighth says punishments must be fair,” The word punishments works well. Punishments carries a heavy, negative connotation of suffering and consequences.

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: justice. Justice carries a strong positive connotation of moral rightness and equal treatment.; CHOOSE: B. incomplete. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Incomplete carries a negative connotation of something missing, showing people felt the document was not good enough yet.; OWN: Answers vary. One strong revision: The rules were made to be fair for people.; DEFEND: Equal carries a strong positive feeling of fairness for every person. The plain word same only means alike and does not carry that sense of justice.; Your Turn: Answers vary. One example: “The Eighth says punishments must be fair,” The word punishments works well. Punishments carries a heavy, negative connotation of suffering and consequences.

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.

The Bill of Rights has stood the test, Helping our nation do its best.

The phrase 'stood the test' helps the reader understand that the Bill of Rights

- **A** has proven itself over many years
- **B** was written too quickly to be useful
- **C** only applies to people in certain states
- **D** was replaced by a different document

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Grade 5 · Cluster 3 · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: The phrase 'stood the test' helps the reader understand that the Bill of Rights*

"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 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 A.

A **has proven itself over many years**
Correct. Stood the test means it has lasted and continued to work through time.

B **was written too quickly to be useful**
Stood the test means it succeeded, not that it was rushed.

C **only applies to people in certain states**
Stood the test means it endured, not that it is limited.

D **was replaced by a different document**
Stood the test means it lasted, not that it was replaced.

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Grade 5 · 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 has proven itself over many years: Correct. Stood the test means it has lasted and continued to work through time.; B was written too quickly to be useful: Stood the test means it succeeded, not that it was rushed.; C only applies to people in certain states: Stood the test means it endured, not that it is limited.; D was replaced by a different document: Stood the test means it lasted, not that it was replaced.

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 5 · 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 "A Voice of Their Own"

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 "A Voice of Their Own" · 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

"People walk along the street carrying baskets, barrels, and tools. A horse pulls a wagon past the shop." *(word: pulls)*

"Long shadows stretch across the street." *(word: stretch)*

"Families discussed the news around the dinner table." *(word: discussed)*

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.

"People walk along the street carrying baskets, barrels, and tools. A horse pulls a wagon past the shop."

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

Grade 5 · 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: pulls. Pulls tells exactly how the horse drags the wagon forward with effort.

TEKS 11(C) · Word Choice · Week 15 of 36 · Cluster 3 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TUESDAY • DEVELOPING

PRECISE VERBS

WEEK 15 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Long shadows stretch across the street."

A. stretch B. Long C. shadows

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

Grade 5 · Cluster 3 · Word Choice · Tuesday

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

~4 min

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

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

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

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

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

ANSWER KEY: A. stretch. 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?

"Long shadows <u>stretch</u> across the street."

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

Grade 5 · 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: Stretch tells exactly how the shadows extend and reach across the road as the sun goes down.

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 road looked nice in the evening.

Replace the word nice with a stronger word.

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

Grade 5 · 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 nice.*

ANSWER KEY: Answers vary. One strong revision: The road looked peaceful in the evening.

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 discussed instead of mentioned?

"Families <u>discussed</u> the news around the dinner table."

Why discussed and not mentioned?

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

Grade 5 · 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 discussed instead of mentioned?*

"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: Discussed shows families talking the news over and sharing ideas. The plain word mentioned means they only brought it up once, not that they talked it through.

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: "Merchants spoke with customers." The word spoke works well. Spoke tells exactly that merchants used words to share ideas in person.

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	pulls. Pulls tells exactly how the horse drags the wagon forward with effort.
CHOOSE	A. stretch. It is the action word, and it tells exactly how the action happens.
SHOW	Stretch tells exactly how the shadows extend and reach across the road as the sun goes down.
OWN	Answers vary. One strong revision: The road looked peaceful in the evening.
DEFEND	Discussed shows families talking the news over and sharing ideas. The plain word mentioned means they only brought it up once, not that they talked it through.
YOUR TURN	Answers vary. One example: “Merchants spoke with customers.” The word spoke works well. Spoke tells exactly that merchants used words to share ideas in person.

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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: pulls. Pulls tells exactly how the horse drags the wagon forward with effort.; CHOOSE: A. stretch. It is the action word, and it tells exactly how the action happens.; SHOW: Stretch tells exactly how the shadows extend and reach across the road as the sun goes down.; OWN: Answers vary. One strong revision: The road looked peaceful in the evening.; DEFEND: Discussed shows families talking the news over and sharing ideas. The plain word mentioned means they only brought it up once, not that they talked it through.; Your Turn: Answers vary. One example: “Merchants spoke with customers.” The word spoke works well. Spoke tells exactly that merchants used words to share ideas in person.

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.

MR. HARRIS: Many people still respect the king. They want peace, and they want the colonies to succeed. But they also believe their opinions should matter.

The word 'respect' helps the reader understand that colonists

A were afraid of the king and wanted to hide

B wanted the king to visit the colonies

C still honored the king while wanting change

D had decided to break all ties with England

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 'respect' helps the reader understand that colonists*

"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 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 C.

A **were afraid of the king and wanted to hide**
Respect does not mean fear. It means having a high opinion of someone.

B **wanted the king to visit the colonies**
Nothing in the excerpt suggests colonists wanted a visit. Respect means admiration.

C **still honored the king while wanting change**
Correct. Respect means they honored the king but still wished for a stronger voice.

D **had decided to break all ties with England**
Respect shows they still valued the king, not that they wanted to separate.

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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 afraid of the king and wanted to hide: Respect does not mean fear. It means having a high opinion of someone.; B wanted the king to visit the colonies: Nothing in the excerpt suggests colonists wanted a visit. Respect means admiration.; C still honored the king while wanting change: Correct. Respect means they honored the king but still wished for a stronger voice.; D had decided to break all ties with England: Respect shows they still valued the king, not that they wanted to separate.

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

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 16 of 36

Grade 5 · 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

Precise Verbs

from "A Voice of Their Own"

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 4 · a class or student copy of "A Voice of Their Own" · 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

"Thomas dusts the shelves while Mr. Harris organizes the day's sales." *(word: dusts)*

"As news traveled from colony to colony, people realized they shared many of the same concerns." *(word: realized)*

"The afternoon sun begins to sink lower in the sky." *(word: sink)*

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 16 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.

"Thomas dusts the shelves while Mr. Harris organizes the day's sales."

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

Grade 5 · 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: dusts. Dusts tells exactly how Thomas wipes away dust from the shelves, naming the specific cleaning motion.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 16 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?

"As news traveled from colony to colony, people realized they shared many of the same concerns."

A. traveled B. realized C. concerns

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

Grade 5 · Cluster 3 · Word Choice · Tuesday

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

~4 min

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

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

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

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

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

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

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 16 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"As news traveled from colony to colony, people <u>realized</u> they shared many of the same concerns."

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

Grade 5 · 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: Realized tells exactly the moment when people understood something they had not seen before.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 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 vague verb with a precise verb.

Plain sentence: The people said they wanted change.

Replace the word said with a stronger word.

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

Grade 5 · 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 said.*

ANSWER KEY: Answers vary. One strong revision: The people demanded they wanted change.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 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 sink instead of go?

"The afternoon sun begins to <u>sink</u> lower in the sky."

Why sink and not go?

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

Grade 5 · 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 sink instead of go?*

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

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

ANSWER KEY: Sink shows the sun slowly dropping lower, as if it were settling into the sky's edge. The plain word go does not show that slow, downward motion.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 16 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 5 · 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 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: "(Thomas sweeps quietly for a moment before speaking again.)" The word sweeps works well. Sweeps tells exactly the back-and-forth motion of moving a broom across the ground.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 16 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	dusts. Dusts tells exactly how Thomas wipes away dust from the shelves, naming the specific cleaning motion.
CHOOSE	B. realized. It is the action word, and it tells exactly how the action happens.
SHOW	Realized tells exactly the moment when people understood something they had not seen before.
OWN	Answers vary. One strong revision: The people demanded they wanted change.
DEFEND	Sink shows the sun slowly dropping lower, as if it were settling into the sky's edge. The plain word go does not show that slow, downward motion.
YOUR TURN	Answers vary. One example: “(Thomas sweeps quietly for a moment before speaking again.)” The word sweeps works well. Sweeps tells exactly the back-and-forth motion of moving a broom across the ground.

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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: dusts. Dusts tells exactly how Thomas wipes away dust from the shelves, naming the specific cleaning motion.; CHOOSE: B. realized. It is the action word, and it tells exactly how the action happens.; SHOW: Realized tells exactly the moment when people understood something they had not seen before.; OWN: Answers vary. One strong revision: The people demanded they wanted change.; DEFEND: Sink shows the sun slowly dropping lower, as if it were settling into the sky's edge. The plain word go does not show that slow, downward motion.; Your Turn: Answers vary. One example: “(Thomas sweeps quietly for a moment before speaking again.)” The word sweeps works well. Sweeps tells exactly the back-and-forth motion of moving a broom across the ground.

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

PRECISE VERBS

WEEK 16 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

That sounds better than having no say at all.

In this sentence, the word 'say' means

- **A** a chance to speak loudly in public
- **B** a part in making important decisions
- **C** a written document from the king
- **D** a speech given at a public meeting

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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: In this sentence, the word 'say' means*

"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 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

PRECISE VERBS

WEEK 16 of 36

Slide 10 of 10

The answer is B.

A **a chance to speak loudly in public**
Say here does not mean speaking loudly. It means having influence in decisions.

B **a part in making important decisions**
Correct. Having a say means being included when choices are made.

C **a written document from the king**
Say does not refer to a written document. It means having influence.

D **a speech given at a public meeting**
Say here means having input, not giving a formal speech.

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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 a chance to speak loudly in public: Say here does not mean speaking loudly. It means having influence in decisions.; B a part in making important decisions: Correct. Having a say means being included when choices are made.; C a written document from the king: Say does not refer to a written document. It means having influence.; D a speech given at a public meeting: Say here means having input, not giving a formal speech.

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

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 17 of 36

Grade 5 · 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

Precise Verbs

from "The Garden That Wouldn't Grow"

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

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

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

~5 min

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

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

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

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

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 4 Module 1 · a class or student copy of "The Garden That Wouldn't Grow" · 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

"They pulled weeds, loosened the soil, and mixed in compost to improve the growing conditions." *(word: loosened)*

"She slowly poured water around every stem until the soil became dark and soaked." *(word: poured)*

"Finally, she dug a small hole beside one of the tomato plants." *(word: dug)*

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 17 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

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

Notice the precise verb.

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

"They pulled weeds, loosened the soil, and mixed in compost to improve the growing conditions."

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

Grade 5 · 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: loosened. Loosened tells exactly how they broke up the packed soil to make it softer for planting.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 17 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 slowly poured water around every stem until the soil became dark and soaked."

A. slowly B. water C. poured

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

Grade 5 · 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: C. poured. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 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?

"She slowly <u>poured</u> water around every stem until the soil became dark and soaked."

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

Grade 5 · 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: Poured tells exactly how Kendrix tipped the water out of the can in a steady stream.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 17 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: She put water on the plants.

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

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

Grade 5 · 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 put.*

ANSWER KEY: Answers vary. One strong revision: She sprinkled water on the plants.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 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 dug instead of made?

"Finally, she dug a small hole beside one of the tomato plants."

Why dug and not made?

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

Grade 5 · 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 dug instead of made?*

"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: Dug shows Kendrix scooping out soil to make the hole. The plain word made does not show how the hole was formed.

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 17 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: "Her grandmother reminded her that plants do need water, but she encouraged Kendrix to look carefully before deciding what to do." The word encouraged works well..

TEKS 11(C) · Word Choice · Week 17 of 36 · Cluster 4 · Module 1 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 17 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	loosened. Loosened tells exactly how they broke up the packed soil to make it softer for planting.
CHOOSE	C. poured. It is the action word, and it tells exactly how the action happens.
SHOW	Poured tells exactly how Kendrix tipped the water out of the can in a steady stream.
OWN	Answers vary. One strong revision: She sprinkled water on the plants.
DEFEND	Dug shows Kendrix scooping out soil to make the hole. The plain word made does not show how the hole was formed.
YOUR TURN	Answers vary. One example: “Her grandmother reminded her that plants do need water, but she encouraged Kendrix to look carefully before deciding what to do.” The word encouraged works well..

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

~4 min

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

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

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

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

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

ANSWER KEY: NOTICE: loosened. Loosened tells exactly how they broke up the packed soil to make it softer for planting.; CHOOSE: C. poured. It is the action word, and it tells exactly how the action happens.; SHOW: Poured tells exactly how Kendrix tipped the water out of the can in a steady stream.; OWN: Answers vary. One strong revision: She sprinkled water on the plants.; DEFEND: Dug shows Kendrix scooping out soil to make the hole. The plain word made does not show how the hole was formed.; Your Turn: Answers vary. One example: “Her grandmother reminded her that plants do need water, but she encouraged Kendrix to look carefully before deciding what to do.” The word encouraged works well..

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

PRECISE VERBS

WEEK 17 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Small puddles remained around several plants long after Kendrix had finished watering.

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

A lingered

B vanished

C expanded

D appeared

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Grade 5 · 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 'remained' 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 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

PRECISE VERBS

WEEK 17 of 36

Slide 10 of 10

The answer is A.

A **lingered**
Correct. Lingered means the puddles stayed for a long time, just as remained does.

B **vanished**
Vanished means to disappear, which is the opposite of what the puddles did.

C **expanded**
Expanded means to grow larger. The excerpt says puddles stayed, not that they grew.

D **appeared**
Appeared means to show up for the first time. The puddles were already there.

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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 lingered: Correct. Lingered means the puddles stayed for a long time, just as remained does.; B vanished: Vanished means to disappear, which is the opposite of what the puddles did.; C expanded: Expanded means to grow larger. The excerpt says puddles stayed, not that they grew.; D appeared: Appeared means to show up for the first time. The puddles were already there.

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

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 18 of 36

Grade 5 · 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

Sensory Words

from "The Garden That Wouldn't Grow"

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

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

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

~5 min

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

"This week we are studying word choice. Our focus is sensory words."

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

"Sensory words help the reader see, hear, feel, taste, or smell what the author describes. Good writers pick the word that says exactly what they mean."

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 4 Module 2 · a class or student copy of "The Garden That Wouldn't Grow" · 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

"When she stepped into the garden, her shoes sank slightly into the soft ground." *(word: soft)*

"The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden." *(word: fresh scent)*

"Their leaves were pale instead of a healthy green, and several stems were beginning to droop." *(word: pale)*

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 18 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.

"When she stepped into the garden, her shoes sank slightly into the soft ground."

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

Grade 5 · 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: soft. Soft reaches the sense of touch, helping the reader feel the wet, yielding ground under Kendrix's feet.

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 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 tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden."

A. fresh scent B. tomato C. plants

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: A. fresh scent. It helps the reader see, hear, feel, taste, or smell the moment.

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 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 18 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"The tomato plants stretched upward, and the herbs began giving off a <u>fresh scent</u> whenever the wind blew across the garden."

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

Grade 5 · 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: Fresh scent reaches the sense of smell, helping the reader breathe in the herbs in the garden.

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

Plain sentence: The garden smelled good in the morning.

Replace the word good with a stronger word.

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

Grade 5 · 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 good.*

ANSWER KEY: Answers vary. One strong revision: The garden smelled earthy in the morning.

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 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 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 pale instead of light?

"Their leaves were pale instead of a healthy green, and several stems were beginning to droop."

Why pale and not light?

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

Grade 5 · 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 pale instead of light?*

"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: Pale lets the reader see the washed out, faded color of the leaves. The plain word light does not show that the plants looked sick.

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 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 18 of 36

TEKS 11(C) · Slide 7 of 10

Find a sensory word on your own.

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

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

I CAN I can find a sensory word and explain the author's choice.

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Grade 5 · 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 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: "Some leaves curled at the edges, and several stems leaned farther toward the ground." The word curled works well. Curled reaches the sense of sight, helping the reader see.

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 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 18 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	soft. Soft reaches the sense of touch, helping the reader feel the wet, yielding ground under Kendrix's feet.
CHOOSE	A. fresh scent. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Fresh scent reaches the sense of smell, helping the reader breathe in the herbs in the garden.
OWN	Answers vary. One strong revision: The garden smelled earthy in the morning.
DEFEND	Pale lets the reader see the washed out, faded color of the leaves. The plain word light does not show that the plants looked sick.
YOUR TURN	Answers vary. One example: “Some leaves curled at the edges, and several stems leaned farther toward the ground.” The word curled works well. Curled reaches the sense of sight, helping the reader see.

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: soft. Soft reaches the sense of touch, helping the reader feel the wet, yielding ground under Kendrix's feet.; CHOOSE: A. fresh scent. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Fresh scent reaches the sense of smell, helping the reader breathe in the herbs in the garden.; OWN: Answers vary. One strong revision: The garden smelled earthy in the morning.; DEFEND: Pale lets the reader see the washed out, faded color of the leaves. The plain word light does not show that the plants looked sick.; Your Turn: Answers vary. One example: “Some leaves curled at the edges, and several stems leaned farther toward the ground.” The word curled works well. Curled reaches the sense of sight, helping the reader see.

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

SENSORY WORDS

WEEK 18 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

The pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves.

The word 'shiny' helps the reader

- **A** hear the peppers growing on the plants
- **B** smell the peppers in the garden rows
- **C** feel the smooth skin of the peppers
- **D** see the glossy, bright look of the peppers

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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 'shiny' helps the reader*

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

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

ANSWER KEY: The answer is D.

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

SENSORY WORDS

WEEK 18 of 36

Slide 10 of 10

The answer is D.

A **hear the peppers growing on the plants**
Shiny describes how the peppers look, not a sound.

B **smell the peppers in the garden rows**
Shiny is a sight word, not a smell word.

C **feel the smooth skin of the peppers**
Shiny describes a visual quality, not a texture.

D **see the glossy, bright look of the peppers**
Correct. Shiny helps the reader picture the smooth, reflective surface of the peppers.

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 hear the peppers growing on the plants: Shiny describes how the peppers look, not a sound.; B smell the peppers in the garden rows: Shiny is a sight word, not a smell word.; C feel the smooth skin of the peppers: Shiny describes a visual quality, not a texture.; D see the glossy, bright look of the peppers: Correct. Shiny helps the reader picture the smooth, reflective surface of the peppers.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEKS 11(C) WORD CHOICE

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 19 of 36

Grade 5 · Cluster 4 · Module 3

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from "Words That Changed a Nation"

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

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

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

~5 min

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

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

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

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

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 4 Module 3 · a class or student copy of "Words That Changed a Nation" · 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

"Thomas Jefferson wrote most of the document, although other committee members suggested changes before it was presented to Congress." *(word: Congress)*

"Abolitionists used its language to argue against slavery." *(word: Abolitionists)*

"He argued that governments should protect life, liberty, and property." *(word: property)*

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 19 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.

"Thomas Jefferson wrote most of the document, although other committee members suggested changes before it was presented to Congress."

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

Grade 5 · 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 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: Congress. Congress names the exact governing body where the document was presented, not just leaders or officials.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Abolitionists used its language to argue against slavery."

A. used B. Abolitionists C. language

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

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

WEDNESDAY • INDEPENDENT

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"<u>Abolitionists</u> used its language to argue against slavery."

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

Grade 5 · 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: Abolitionists names the specific group of people who fought to end slavery, not just supporters or people.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

THURSDAY • ADVANCED

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The leaders wanted to protect the people's stuff.

Replace the word stuff with a stronger word.

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

Grade 5 · Cluster 4 · Word Choice · Thursday

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

~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. One strong revision: The leaders wanted to protect the people's liberty.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

FRIDAY • REFLECTIVE (Highly Independent)

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose property instead of things?

"He argued that governments should protect life, liberty, and property."

Why property and not things?

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

Grade 5 · 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 property instead of things?*

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

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

ANSWER KEY: Property names the specific right of ownership that governments should protect. The plain word things could mean anything and does not carry the same legal meaning.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

YOUR TURN

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

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

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

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

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Grade 5 · 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 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: "To protest, members of the Sons of Liberty disguised themselves and boarded ships in Boston Harbor." The word Boston Harbor works well. Boston Harbor names the exact place.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

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

ANSWERS

SPECIFIC NOUNS

WEEK 19 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Congress. Congress names the exact governing body where the document was presented, not just leaders or officials.
CHOOSE	B. Abolitionists. It names exactly who or what, instead of a general word like thing or place.
SHOW	Abolitionists names the specific group of people who fought to end slavery, not just supporters or people.
OWN	Answers vary. One strong revision: The leaders wanted to protect the people's liberty.
DEFEND	Property names the specific right of ownership that governments should protect. The plain word things could mean anything and does not carry the same legal meaning.
YOUR TURN	Answers vary. One example: “To protest, members of the Sons of Liberty disguised themselves and boarded ships in Boston Harbor.” The word Boston Harbor works well. Boston Harbor names the exact place.

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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: Congress. Congress names the exact governing body where the document was presented, not just leaders or officials.; CHOOSE: B. Abolitionists. It names exactly who or what, instead of a general word like thing or place.; SHOW: Abolitionists names the specific group of people who fought to end slavery, not just supporters or people.; OWN: Answers vary. One strong revision: The leaders wanted to protect the people's liberty.; DEFEND: Property names the specific right of ownership that governments should protect. The plain word things could mean anything and does not carry the same legal meaning.; Your Turn: Answers vary. One example: “To protest, members of the Sons of Liberty disguised themselves and boarded ships in Boston Harbor.” The word Boston Harbor works well. Boston Harbor names the exact place.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 8 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

SHOW WHAT YOU KNOW · Test-Style Question

SPECIFIC NOUNS

WEEK 19 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

One major turning point came after the French and Indian War, which ended in 1763.

The phrase 'turning point' helps the reader understand that the war

- **A** was the last conflict between the colonies and France
- **B** made colonists want to move back to Britain
- **C** caused a major shift between Britain and the colonies
- **D** was quickly forgotten by colonists after it ended

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Grade 5 · 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 phrase 'turning point' helps the reader understand that the war*

"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 19 of 36 · Cluster 4 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The Answer, and Why

SPECIFIC NOUNS

WEEK 19 of 36

Slide 10 of 10

The answer is C.

A **was the last conflict between the colonies and France**
Turning point means a big change, not that the war was the final conflict.

B **made colonists want to move back to Britain**
Nothing suggests colonists wanted to return. A turning point means a shift in direction.

C **caused a major shift between Britain and the colonies**
Correct. A turning point means the moment when things shifted in a new and important direction.

D **was quickly forgotten by colonists after it ended**
A turning point is a significant moment, not one that is forgotten.

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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 the last conflict between the colonies and France: Turning point means a big change, not that the war was the final conflict.; B made colonists want to move back to Britain: Nothing suggests colonists wanted to return. A turning point means a shift in direction.; C caused a major shift between Britain and the colonies: Correct. A turning point means the moment when things shifted in a new and important direction.; D was quickly forgotten by colonists after it ended: A turning point is a significant moment, not one that is forgotten.

TEKS 11(C) · Word Choice · Week 19 of 36 · Cluster 4 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEKS 11(C)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 20 of 36

Grade 5 · Cluster 4 · Module 4

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from "Words That Changed a Nation"

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

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

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

~5 min

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

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

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

"Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. Good writers pick the word that says exactly what they mean."

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 4 Module 4 · a class or student copy of "Words That Changed a Nation" · 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

"They had grown frustrated with British rule and believed it was time to form their own nation." *(word: frustrated)*

"Signing the document required tremendous courage." *(word: courage)*

"Many colonists believed these taxes were unfair." *(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.

"They had grown frustrated with British rule and believed it was time to form their own nation."

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: frustrated. Frustrated carries a strong negative connotation of deep annoyance and impatience after repeated disappointments.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a word with a strong feeling. Keep the demand at this level.

RAISE THE THINKING

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

TUESDAY • DEVELOPING

CONNOTATION

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 carries the strongest feeling?

"Signing the document required tremendous courage."

A. Signing B. document C. courage

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

Grade 5 · 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 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: C. courage. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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?

"Signing the document required tremendous <u>courage</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: Courage carries a heroic, positive connotation of bravery in the face of real danger.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: The leaders felt something about the decision.

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

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

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

~4 min

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

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

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

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

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

ANSWER KEY: Answers vary. One strong revision: The leaders felt dread about the decision.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

FRIDAY • REFLECTIVE (Highly Independent)

CONNOTATION

WEEK 20 of 36

TEKS 11(C) · Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose unfair instead of wrong?

"Many colonists believed these taxes were unfair."

Why unfair and not wrong?

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

Grade 5 · 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 unfair instead of wrong?*

"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 reaches the reader's sense of injustice, making them feel the colonists' frustration. Wrong is more general and does not stir the same strong feeling.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

YOUR TURN

CONNOTATION

WEEK 20 of 36

TEKS 11(C) · Slide 7 of 10

Find a word with a strong feeling on your own.

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

Go back to the reading.
Find one more word with a strong feeling.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a word with a strong feeling and explain the author's choice.

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Grade 5 · Cluster 4 · Word Choice

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

~5 min

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

"Now it is your turn. Go back to the reading and find one more word with a strong feeling on your own."

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

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

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

ANSWER KEY: Answers vary. One example: "They risked losing their property, their freedom, and even their lives." The word risked works well. Risked carries a connotation of danger and gambling, showing the.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may think words that mean almost the same thing feel the same. Compare the feeling each word gives.

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

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

ANSWERS

CONNOTATION

WEEK 20 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	frustrated. Frustrated carries a strong negative connotation of deep annoyance and impatience after repeated disappointments.
CHOOSE	C. courage. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Courage carries a heroic, positive connotation of bravery in the face of real danger.
OWN	Answers vary. One strong revision: The leaders felt dread about the decision.
DEFEND	Unfair reaches the reader's sense of injustice, making them feel the colonists' frustration. Wrong is more general and does not stir the same strong feeling.
YOUR TURN	Answers vary. One example: “They risked losing their property, their freedom, and even their lives.” The word risked works well. Risked carries a connotation of danger and gambling, showing the.

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

~4 min

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

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

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

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

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

ANSWER KEY: NOTICE: frustrated. Frustrated carries a strong negative connotation of deep annoyance and impatience after repeated disappointments.; CHOOSE: C. courage. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Courage carries a heroic, positive connotation of bravery in the face of real danger.; OWN: Answers vary. One strong revision: The leaders felt dread about the decision.; DEFEND: Unfair reaches the reader's sense of injustice, making them feel the colonists' frustration. Wrong is more general and does not stir the same strong feeling.; Your Turn: Answers vary. One example: “They risked losing their property, their freedom, and even their lives.” The word risked works well. Risked carries a connotation of danger and gambling, showing the.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

SHOW WHAT YOU KNOW · Test-Style Question

CONNOTATION

WEEK 20 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

They risked losing their property, their freedom, and even their lives.

The word 'risked' helps the reader understand that the signers

- **A** were certain they would lose everything
- **B** did not care about the consequences
- **C** had already lost their homes before signing
- **D** knew they could lose everything but signed anyway

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Grade 5 · 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 'risked' helps the reader understand that the signers*

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

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

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The Answer, and Why

CONNOTATION

WEEK 20 of 36

Slide 10 of 10

The answer is D.

A **were certain they would lose everything**
Risked means they faced possible loss, not that it was certain.

B **did not care about the consequences**
Risked shows they knew the danger but chose to act anyway, not that they were careless.

C **had already lost their homes before signing**
Risked means they faced future danger, not that the loss had already happened.

D **knew they could lose everything but signed anyway**
Correct. Risked means they understood the danger and still chose to act.

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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 were certain they would lose everything: Risked means they faced possible loss, not that it was certain.; B did not care about the consequences: Risked shows they knew the danger but chose to act anyway, not that they were careless.; C had already lost their homes before signing: Risked means they faced future danger, not that the loss had already happened.; D knew they could lose everything but signed anyway: Correct. Risked means they understood the danger and still chose to act.

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 5 · 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 "A Difficult Compromise"

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 "A Difficult Compromise" · 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

"Voices were raised, and some delegates worried the meeting might fall apart." *(word: raised)*

"Northern states pushed back." *(word: pushed back)*

"Some escaped through networks that became known as the Underground Railroad." *(word: escaped)*

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 21 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.

"Voices were raised, and some delegates worried the meeting might fall apart."

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

Grade 5 · Cluster 5 · Word Choice · Monday

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

~4 min

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

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

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

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

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

ANSWER KEY: raised. Raised tells exactly how the delegates lifted their voices louder during the heated argument.

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?

"Northern states pushed back."

A. pushed back B. Northern C. states

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

Grade 5 · 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. pushed back. 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?

"Northern states <u>pushed back</u>."

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

Grade 5 · 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: Pushed back tells exactly how the northern states argued against the idea with strong resistance.

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 group talked about the problem for a long time.

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

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

Grade 5 · 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 talked.*

ANSWER KEY: Answers vary. One strong revision: The group debated the problem for a long time.

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 escaped instead of left?

"Some escaped through networks that became known as the Underground Railroad."

Why escaped and not left?

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

Grade 5 · 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 escaped instead of left?*

"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: Escaped shows people breaking free from danger by getting away in secret. The plain word left makes it sound easy and safe, not risky.

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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Grade 5 · 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 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: "Finally, a compromise was suggested." The word suggested works well. Suggested tells exactly how someone offered the idea carefully, not forcing it on others.

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	raised. Raised tells exactly how the delegates lifted their voices louder during the heated argument.
CHOOSE	A. pushed back. It is the action word, and it tells exactly how the action happens.
SHOW	Pushed back tells exactly how the northern states argued against the idea with strong resistance.
OWN	Answers vary. One strong revision: The group debated the problem for a long time.
DEFEND	Escaped shows people breaking free from danger by getting away in secret. The plain word left makes it sound easy and safe, not risky.
YOUR TURN	Answers vary. One example: “Finally, a compromise was suggested.” The word suggested works well. Suggested tells exactly how someone offered the idea carefully, not forcing it on others.

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: raised. Raised tells exactly how the delegates lifted their voices louder during the heated argument.; CHOOSE: A. pushed back. It is the action word, and it tells exactly how the action happens.; SHOW: Pushed back tells exactly how the northern states argued against the idea with strong resistance.; OWN: Answers vary. One strong revision: The group debated the problem for a long time.; DEFEND: Escaped shows people breaking free from danger by getting away in secret. The plain word left makes it sound easy and safe, not risky.; Your Turn: Answers vary. One example: “Finally, a compromise was suggested.” The word suggested works well. Suggested tells exactly how someone offered the idea carefully, not forcing it on others.

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.

Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer.

The word 'uncomfortable' helps the reader understand that some delegates

- **A** were fully satisfied with the compromise
- **B** felt uneasy about the agreement but accepted it
- **C** wanted to leave the convention immediately
- **D** were confused about what the compromise meant

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Grade 5 · 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 'uncomfortable' helps the reader understand that some delegates*

"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 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 B.

A **were fully satisfied with the compromise**
Uncomfortable means the opposite of satisfied. They were uneasy.

B **felt uneasy about the agreement but accepted it**
Correct. Uncomfortable shows the delegates did not fully support the decision but went along with it.

C **wanted to leave the convention immediately**
The excerpt says they agreed, not that they wanted to leave.

D **were confused about what the compromise meant**
Uncomfortable shows uneasiness, not confusion about the 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 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 fully satisfied with the compromise: Uncomfortable means the opposite of satisfied. They were uneasy.; B felt uneasy about the agreement but accepted it: Correct. Uncomfortable shows the delegates did not fully support the decision but went along with it.; C wanted to leave the convention immediately: The excerpt says they agreed, not that they wanted to leave.; D were confused about what the compromise meant: Uncomfortable shows uneasiness, not confusion about the meaning.

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

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 22 of 36

Grade 5 · 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

Vivid Adjectives

from "A Difficult Compromise"

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 2 · a class or student copy of "A Difficult Compromise" · 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

"The war lasted four years and caused enormous loss of life." *(word: enormous)*

"Many Southern landowners operated farms and plantations." *(word: Southern)*

"That deeper problem was slavery." *(word: deeper)*

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 22 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 war lasted four years and caused enormous loss of life."

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

Grade 5 · 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: enormous. Enormous paints a picture of staggering, almost unimaginable loss.

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 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 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 author's vivid adjective?

"Many Southern landowners operated farms and plantations."

A. Many B. Southern C. landowners

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

Grade 5 · 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 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. Southern. It describes a noun with exact detail the reader can picture.

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 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?

"Many <u>Southern</u> landowners operated farms and plantations."

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: Southern paints a geographic picture, placing these farms in a specific warm, agricultural region.

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 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 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 weak describing word with a vivid adjective.

Plain sentence: The problem between the states was bad.

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

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

Grade 5 · 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 bad.*

ANSWER KEY: Answers vary. One strong revision: The problem between the states was devastating.

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 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 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 deeper instead of bigger?

"That <u>deeper</u> problem was slavery."

Why deeper and not bigger?

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

Grade 5 · 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 deeper instead of bigger?*

"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: Deeper shows the problem was rooted far below the surface and harder to fix. The plain word bigger only tells size, not how hard the problem was to solve.

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 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 22 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 5 · 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: "The nation became increasingly divided." The word divided works well. Divided paints a vivid picture of a nation torn into opposing sides, as if the country itself has.

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 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 22 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	enormous. Enormous paints a picture of staggering, almost unimaginable loss.
CHOOSE	B. Southern. It describes a noun with exact detail the reader can picture.
SHOW	Southern paints a geographic picture, placing these farms in a specific warm, agricultural region.
OWN	Answers vary. One strong revision: The problem between the states was devastating.
DEFEND	Deeper shows the problem was rooted far below the surface and harder to fix. The plain word bigger only tells size, not how hard the problem was to solve.
YOUR TURN	Answers vary. One example: “The nation became increasingly divided.” The word divided works well. Divided paints a vivid picture of a nation torn into opposing sides, as if the country itself has.

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: enormous. Enormous paints a picture of staggering, almost unimaginable loss.; CHOOSE: B. Southern. It describes a noun with exact detail the reader can picture.; SHOW: Southern paints a geographic picture, placing these farms in a specific warm, agricultural region.; OWN: Answers vary. One strong revision: The problem between the states was devastating.; DEFEND: Deeper shows the problem was rooted far below the surface and harder to fix. The plain word bigger only tells size, not how hard the problem was to solve.; Your Turn: Answers vary. One example: “The nation became increasingly divided.” The word divided works well. Divided paints a vivid picture of a nation torn into opposing sides, as if the country itself has.

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

VIVID ADJECTIVES

WEEK 22 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost.

The word 'heavy' helps the reader understand that the cost of the compromise was

- **A** very serious and caused great harm
- **B** measured in large amounts of money
- **C** not important enough to worry about
- **D** quickly forgotten after the convention ended

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Grade 5 · 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 'heavy' helps the reader understand that the cost of the compromise 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 A.

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

VIVID ADJECTIVES

WEEK 22 of 36

Slide 10 of 10

The answer is A.

A **very serious and caused great harm**
Correct. Heavy describes a cost that weighed deeply on the nation, meaning it caused great suffering.

B **measured in large amounts of money**
Heavy here means serious and harmful, not a dollar amount.

C **not important enough to worry about**
Heavy means the opposite. The cost was very significant.

D **quickly forgotten after the convention ended**
Heavy suggests something burdensome and lasting, not something quickly forgotten.

The Writing Academy®, LLC

Grade 5 · Cluster 5 · 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 very serious and caused great harm: Correct. Heavy describes a cost that weighed deeply on the nation, meaning it caused great suffering.; B measured in large amounts of money: Heavy here means serious and harmful, not a dollar amount.; C not important enough to worry about: Heavy means the opposite. The cost was very significant.; D quickly forgotten after the convention ended: Heavy suggests something burdensome and lasting, not something quickly forgotten.

TEKS 11(C) · Word Choice · Week 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TEKS 11(C) WORD CHOICE

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 23 of 36

Grade 5 · 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

Precise Verbs

from "A Visit to the Workshop"

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 3 · a class or student copy of "A Visit to the Workshop" · 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

"A wagon rolled past them, and its wheels rattled against the stones." *(word: rattled)*

"Wires stretched across tables, and glass bulbs sat in rows." *(word: stretched)*

"Her brother opened the door, and warm air rushed toward them." *(word: rushed)*

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 23 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 wagon rolled past them, and its wheels rattled against the stones."

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

Grade 5 · Cluster 5 · Word Choice · Monday

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

~4 min

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

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

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

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

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

ANSWER KEY: rattled. Rattled tells exactly the shaking, clattering sound the wheels made on the rough stone road.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 2 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 23 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?

"Wires stretched across tables, and glass bulbs sat in rows."

A. Wires B. across C. stretched

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

Grade 5 · 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: C. stretched. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 23 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"Wires <u>stretched</u> across tables, and glass bulbs sat in rows."

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

Grade 5 · 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: Stretched tells exactly how the wires were pulled tight from one end of the table to the other.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 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 vague verb with a precise verb.

Plain sentence: The sound went through the building.

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

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

Grade 5 · 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 went.*

ANSWER KEY: Answers vary. One strong revision: The sound echoed through the building.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 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 rushed instead of came?

"Her brother opened the door, and warm air <u>rushed</u> toward them."

Why rushed and not came?

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

Grade 5 · 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 rushed instead of came?*

"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: Rushed shows the warm air moving quickly toward Zaylen and her brother. The plain word came does not show speed or force.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 6 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 23 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.

The Writing Academy®, LLC

Grade 5 · 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 precise verb on your own."

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

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

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

ANSWER KEY: Answers vary. One example: "People hurried toward their homes before the night became even darker." The word hurried works well. Hurried tells exactly how people walked quickly because darkness was.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any 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 23 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	rattled. Rattled tells exactly the shaking, clattering sound the wheels made on the rough stone road.
CHOOSE	C. stretched. It is the action word, and it tells exactly how the action happens.
SHOW	Stretched tells exactly how the wires were pulled tight from one end of the table to the other.
OWN	Answers vary. One strong revision: The sound echoed through the building.
DEFEND	Rushed shows the warm air moving quickly toward Zaylen and her brother. The plain word came does not show speed or force.
YOUR TURN	Answers vary. One example: “People hurried toward their homes before the night became even darker.” The word hurried works well. Hurried tells exactly how people walked quickly because darkness was.

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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: rattled. Rattled tells exactly the shaking, clattering sound the wheels made on the rough stone road.; CHOOSE: C. stretched. It is the action word, and it tells exactly how the action happens.; SHOW: Stretched tells exactly how the wires were pulled tight from one end of the table to the other.; OWN: Answers vary. One strong revision: The sound echoed through the building.; DEFEND: Rushed shows the warm air moving quickly toward Zaylen and her brother. The plain word came does not show speed or force.; Your Turn: Answers vary. One example: “People hurried toward their homes before the night became even darker.” The word hurried works well. Hurried tells exactly how people walked quickly because darkness was.

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

PRECISE VERBS

WEEK 23 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Edison stopped beside a table and asked a worker several questions. Then he crossed the room to check a machine.

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

- **A** studied
- **B** cleaned
- **C** traversed
- **D** organized

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Grade 5 · 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: Which word could replace 'crossed' 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 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

PRECISE VERBS

WEEK 23 of 36

Slide 10 of 10

The answer is C.

A **studied**
Studied means to look carefully. Crossed means to walk from one side to the other.

B **cleaned**
Cleaned means to remove dirt. It has nothing to do with moving across a room.

C **traversed**
Correct. Traversed means to travel across an area, which matches crossing the room.

D **organized**
Organized means to put things in order, not to walk across a space.

The Writing Academy®, LLC

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

~4 min

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

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

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

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

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

ANSWER KEY: Correct: C. A studied: Studied means to look carefully. Crossed means to walk from one side to the other.; B cleaned: Cleaned means to remove dirt. It has nothing to do with moving across a room.; C traversed: Correct. Traversed means to travel across an area, which matches crossing the room.; D organized: Organized means to put things in order, not to walk across a space.

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

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 24 of 36

Grade 5 · 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

Sensory Words

from "A Visit to the Workshop"

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 5 Module 4 · a class or student copy of "A Visit to the Workshop" · 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

"The room smelled like oil, metal, smoke, and heated wire." *(word: smoke)*

"The room filled with a steady, warm light." *(word: warm)*

"The flame moved and released a thin line of smoke." *(word: thin)*

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 24 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 room smelled like oil, metal, smoke, and heated wire."

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

Grade 5 · 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 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: smoke. Smoke reaches the sense of smell, helping the reader breathe in the thick, sharp air of the workshop.

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 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 24 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

"The room filled with a steady, warm light."

A. warm B. room C. filled

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

Grade 5 · 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 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: A. warm. It helps the reader see, hear, feel, taste, or smell the moment.

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 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 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?

"The room filled with a steady, <u>warm</u> light."

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

Grade 5 · 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: Warm reaches the sense of touch, helping the reader feel the gentle heat of the electric light.

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 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.

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 room had a bad smell.

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

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

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

~4 min

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

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

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.*

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

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

ANSWER KEY: Answers vary. One strong revision: The room had a smoky smell.

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 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 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 thin instead of small?

"The flame moved and released a thin line of smoke."

Why thin and not small?

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

Grade 5 · 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 thin instead of small?*

"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: Thin helps the reader see a narrow, delicate line of smoke drifting upward. The plain word small does not paint the same clear picture of the smoke's shape.

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 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 24 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: "A machine gave off a low humming sound." The word humming works well. Humming reaches the sense of hearing, helping the reader hear the steady, vibrating buzz of the.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may 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 24 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	smoke. Smoke reaches the sense of smell, helping the reader breathe in the thick, sharp air of the workshop.
CHOOSE	A. warm. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Warm reaches the sense of touch, helping the reader feel the gentle heat of the electric light.
OWN	Answers vary. One strong revision: The room had a smoky smell.
DEFEND	Thin helps the reader see a narrow, delicate line of smoke drifting upward. The plain word small does not paint the same clear picture of the smoke's shape.
YOUR TURN	Answers vary. One example: “A machine gave off a low humming sound.” The word humming works well. Humming reaches the sense of hearing, helping the reader hear the steady, vibrating buzz of the.

The Writing Academy®, LLC

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

~4 min

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

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

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

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

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

ANSWER KEY: NOTICE: smoke. Smoke reaches the sense of smell, helping the reader breathe in the thick, sharp air of the workshop.; CHOOSE: A. warm. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Warm reaches the sense of touch, helping the reader feel the gentle heat of the electric light.; OWN: Answers vary. One strong revision: The room had a smoky smell.; DEFEND: Thin helps the reader see a narrow, delicate line of smoke drifting upward. The plain word small does not paint the same clear picture of the smoke's shape.; Your Turn: Answers vary. One example: “A machine gave off a low humming sound.” The word humming works well. Humming reaches the sense of hearing, helping the reader hear the steady, vibrating buzz of the.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 8 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

SHOW WHAT YOU KNOW · Test-Style Question

SENSORY WORDS

WEEK 24 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Her family used oil lamps that flickered and sometimes filled the air with smoke.

The word 'flickered' helps the reader

- **A** smell the oil burning in the lamp
- **B** feel the temperature of the room
- **C** taste the smoke in the air
- **D** see the unsteady light of the lamp

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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 'flickered' helps the reader*

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

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

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 24 of 36 · Cluster 5 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The Answer, and Why

SENSORY WORDS

WEEK 24 of 36

Slide 10 of 10

The answer is D.

A **smell the oil burning in the lamp**
Flickered describes how the light moved, not how the oil smelled.

B **feel the temperature of the room**
Flickered describes movement of light, not warmth.

C **taste the smoke in the air**
Flickered is a sight word, not a taste word.

D **see the unsteady light of the lamp**
Correct. Flickered shows the light jumping and moving unsteadily, which the reader can picture.

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 smell the oil burning in the lamp: Flickered describes how the light moved, not how the oil smelled.; B feel the temperature of the room: Flickered describes movement of light, not warmth.; C taste the smoke in the air: Flickered is a sight word, not a taste word.; D see the unsteady light of the lamp: Correct. Flickered shows the light jumping and moving unsteadily, which the reader can picture.

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

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 25 of 36

Grade 5 · 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

Specific Nouns

from "A Voice in the Community"

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 1 · a class or student copy of "A Voice in the Community" · 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

"A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas." *(word: playground)*

"State governments make decisions about education, transportation, health, and other services." *(word: transportation)*

"A student may ask for more recycling bins at school." *(word: recycling bins)*

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 25 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 town might repair a playground, add a stop sign, or create a new program because community members shared their ideas."

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

Grade 5 · 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: playground. Playground names a specific place in the community instead of a vague word like area or location.

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 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?

"State governments make decisions about education, transportation, health, and other services."

A. State B. transportation C. governments

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

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 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?

"State governments make decisions about education, <u>transportation</u>, health, and other services."

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: Transportation names a specific category of public service instead of a vague word like things or needs.

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 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 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. Replace the general noun with a specific noun.

Plain sentence: The town needed to fix some stuff.

Replace the word stuff with a stronger word.

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

Grade 5 · 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 stuff.*

ANSWER KEY: Answers vary. One strong revision: The town needed to fix some sidewalks.

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 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 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 recycling bins instead of containers?

"A student may ask for more recycling bins at school."

Why recycling bins and not containers?

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

Grade 5 · 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 recycling bins instead of containers?*

"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: Recycling bins tells the reader exactly what the student wants at school. The plain word containers could mean any kind of box or holder.

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 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 25 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

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

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

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

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Grade 5 · 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 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: "In an election, citizens choose leaders or decide questions placed on a ballot." The word ballot works well. Ballot names the specific document used in voting instead of a.

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 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 25 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	playground. Playground names a specific place in the community instead of a vague word like area or location.
CHOOSE	B. transportation. It names exactly who or what, instead of a general word like thing or place.
SHOW	Transportation names a specific category of public service instead of a vague word like things or needs.
OWN	Answers vary. One strong revision: The town needed to fix some sidewalks.
DEFEND	Recycling bins tells the reader exactly what the student wants at school. The plain word containers could mean any kind of box or holder.
YOUR TURN	Answers vary. One example: “In an election, citizens choose leaders or decide questions placed on a ballot.” The word ballot works well. Ballot names the specific document used in voting instead of a.

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: playground. Playground names a specific place in the community instead of a vague word like area or location.; CHOOSE: B. transportation. It names exactly who or what, instead of a general word like thing or place.; SHOW: Transportation names a specific category of public service instead of a vague word like things or needs.; OWN: Answers vary. One strong revision: The town needed to fix some sidewalks.; DEFEND: Recycling bins tells the reader exactly what the student wants at school. The plain word containers could mean any kind of box or holder.; Your Turn: Answers vary. One example: “In an election, citizens choose leaders or decide questions placed on a ballot.” The word ballot works well. Ballot names the specific document used in voting instead of a.

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

SPECIFIC NOUNS

WEEK 25 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Some people serve on local boards, help with campaigns, or volunteer for community organizations.

The word 'campaigns' helps the reader understand that some people help with

- **A** parties held after all the votes are counted
- **B** efforts to win votes for a person or idea
- **C** classes that teach students about new laws
- **D** trips that people take to visit other towns

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Grade 5 · 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: The word 'campaigns' helps the reader understand that some people help with*

"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 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

SPECIFIC NOUNS

WEEK 25 of 36

Slide 10 of 10

The answer is B.

A **parties held after all the votes are counted**
A campaign happens before a vote, to win support. It is not a party afterward.

B **efforts to win votes for a person or idea**
Correct. Campaigns are organized efforts to win support, and the excerpt lists them with civic work.

C **classes that teach students about new laws**
The excerpt lists ways to serve the community, not classes about laws.

D **trips that people take to visit other towns**
Nothing in the excerpt says the people travel to other towns.

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 parties held after all the votes are counted: A campaign happens before a vote, to win support. It is not a party afterward.; B efforts to win votes for a person or idea: Correct. Campaigns are organized efforts to win support, and the excerpt lists them with civic work.; C classes that teach students about new laws: The excerpt lists ways to serve the community, not classes about laws.; D trips that people take to visit other towns: Nothing in the excerpt says the people travel to other towns.

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 5 · 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 Voice in the Community"

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 Voice in the Community" · 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

"A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas." *(word: repair)*

"People can question an idea without attacking the person who supports it." *(word: question)*

"Careful reading helps people make choices based on what is known rather than what is guessed." *(word: guessed)*

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.

"A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas."

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

Grade 5 · 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: repair. Repair names the exact action of fixing something broken, instead of a plain verb like change.

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?

"People can question an idea without attacking the person who supports it."

A. question B. attacking C. person

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

Grade 5 · 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. question. 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.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"People can <u>question</u> an idea without attacking the person who supports it."

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: Question tells exactly how people challenge and examine an idea by asking about it carefully.

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 people looked at the information.

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

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

Grade 5 · 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 people examined the information.

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 guessed instead of thought?

"Careful reading helps people make choices based on what is known rather than what is <u>guessed</u>."

Why guessed and not thought?

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

Grade 5 · 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 guessed 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: Guessed shows people choosing without evidence. The plain word thought does not show that the idea was never checked against facts.

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 5 · 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: "A problem may not be solved after one meeting, one vote, or one letter." The word solved works well. Solved tells exactly the action of finding an answer and fixing a.

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	repair. Repair names the exact action of fixing something broken, instead of a plain verb like change.
CHOOSE	A. question. It is the action word, and it tells exactly how the action happens.
SHOW	Question tells exactly how people challenge and examine an idea by asking about it carefully.
OWN	Answers vary. One strong revision: The people examined the information.
DEFEND	Guessed shows people choosing without evidence. The plain word thought does not show that the idea was never checked against facts.
YOUR TURN	Answers vary. One example: “A problem may not be solved after one meeting, one vote, or one letter.” The word solved works well. Solved tells exactly the action of finding an answer and fixing 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: repair. Repair names the exact action of fixing something broken, instead of a plain verb like change.; CHOOSE: A. question. It is the action word, and it tells exactly how the action happens.; SHOW: Question tells exactly how people challenge and examine an idea by asking about it carefully.; OWN: Answers vary. One strong revision: The people examined the information.; DEFEND: Guessed shows people choosing without evidence. The plain word thought does not show that the idea was never checked against facts.; Your Turn: Answers vary. One example: “A problem may not be solved after one meeting, one vote, or one letter.” The word solved works well. Solved tells exactly the action of finding an answer and fixing a.

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.

Rumors and incomplete stories can make issues confusing. Before sharing a claim, people can check where the information came from and whether other trusted sources support it.

The word 'trusted' helps the reader understand that sources should be

- **A** reliable and known to provide accurate information
- **B** the first ones found during a search
- **C** the ones that agree with a person's own opinion
- **D** the most exciting or interesting to read

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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 'trusted' helps the reader understand that sources should be*

"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 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 A.

A **reliable and known to provide accurate information**
Correct. Trusted means the source has a good record of being truthful and accurate.

B **the first ones found during a search**
Trusted does not mean first. It means dependable and proven accurate.

C **the ones that agree with a person's own opinion**
Trusted means reliable, not that it matches someone's existing belief.

D **the most exciting or interesting to read**
Trusted means accurate and dependable, not entertaining.

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 reliable and known to provide accurate information: Correct. Trusted means the source has a good record of being truthful and accurate.; B the first ones found during a search: Trusted does not mean first. It means dependable and proven accurate.; C the ones that agree with a person's own opinion: Trusted means reliable, not that it matches someone's existing belief.; D the most exciting or interesting to read: Trusted means accurate and dependable, not entertaining.

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

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 27 of 36

Grade 5 · 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

Precise Verbs

from "A Gift that Welcomed Millions"

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 3 · a class or student copy of "A Gift that Welcomed Millions" · 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

"Rosa leaned against the cold metal rail and tried to take in every detail." *(word: leaned)*

"Two boys waved their caps over their heads." *(word: waved)*

"An elderly man removed his hat and pressed it against his chest." *(word: pressed)*

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.

"Rosa leaned against the cold metal rail and tried to take in every detail."

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 Rosa pressed her body against the railing to steady herself while looking.

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 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 27 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Two boys waved their caps over their heads."

A. waved B. Two C. boys

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

Grade 5 · 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. waved. It is the action word, and it tells exactly how the action happens.

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 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 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?

"Two boys <u>waved</u> their caps over their heads."

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

Grade 5 · 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: Waved tells exactly the motion of swinging the caps through the air with excitement.

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 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 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 vague verb with a precise verb.

Plain sentence: The family went to the new country.

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

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

Grade 5 · 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 went.*

ANSWER KEY: Answers vary. One strong revision: The family sailed to the new country.

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 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 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 pressed instead of held?

"An elderly man removed his hat and <u>pressed</u> it against his chest."

Why pressed and not held?

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

Grade 5 · 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 pressed instead of held?*

"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: Pressed shows the man pushing his hat tightly against his chest with deep feeling. The plain word held does not capture that emotional force.

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 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 27 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: "Her father explained that the torch stood for hope and freedom." The word explained works well. Explained tells exactly how her father put the idea into words for Rosa to.

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 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 27 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	leaned. Leaned tells exactly how Rosa pressed her body against the railing to steady herself while looking.
CHOOSE	A. waved. It is the action word, and it tells exactly how the action happens.
SHOW	Waved tells exactly the motion of swinging the caps through the air with excitement.
OWN	Answers vary. One strong revision: The family sailed to the new country.
DEFEND	Pressed shows the man pushing his hat tightly against his chest with deep feeling. The plain word held does not capture that emotional force.
YOUR TURN	Answers vary. One example: “Her father explained that the torch stood for hope and freedom.” The word explained works well. Explained tells exactly how her father put the idea into words for Rosa to.

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 Rosa pressed her body against the railing to steady herself while looking.; CHOOSE: A. waved. It is the action word, and it tells exactly how the action happens.; SHOW: Waved tells exactly the motion of swinging the caps through the air with excitement.; OWN: Answers vary. One strong revision: The family sailed to the new country.; DEFEND: Pressed shows the man pushing his hat tightly against his chest with deep feeling. The plain word held does not capture that emotional force.; Your Turn: Answers vary. One example: “Her father explained that the torch stood for hope and freedom.” The word explained works well. Explained tells exactly how her father put the idea into words for Rosa to.

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

PRECISE VERBS

WEEK 27 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

The morning mist curled around its base, while sunlight touched the crown on its head.

The word 'curled' helps the reader

- **A** hear the wind blowing near the harbor
- **B** see the mist wrapping around the statue
- **C** taste the salty air near the water
- **D** feel the temperature of the morning air

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Grade 5 · 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: The word 'curled' helps the reader*

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

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

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 27 of 36 · Cluster 6 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The Answer, and Why

PRECISE VERBS

WEEK 27 of 36

Slide 10 of 10

The answer is B.

A **hear the wind blowing near the harbor**
Curled describes how the mist moved, not a sound.

B **see the mist wrapping around the statue**
Correct. Curled helps the reader picture the mist bending and wrapping softly around the base.

C **taste the salty air near the water**
Curled is about movement, not taste.

D **feel the temperature of the morning air**
Curled describes the shape of the mist, not the temperature.

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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 hear the wind blowing near the harbor: Curled describes how the mist moved, not a sound.; B see the mist wrapping around the statue: Correct. Curled helps the reader picture the mist bending and wrapping softly around the base.; C taste the salty air near the water: Curled is about movement, not taste.; D feel the temperature of the morning air: Curled describes the shape of the mist, not the temperature.

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 5 · 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 "A Gift that Welcomed Millions"

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 "A Gift that Welcomed Millions" · 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

"Day after day, gray waves had rolled past the ship." *(word: gray)*

"At night, her family slept in a crowded room below deck." *(word: crowded)*

"Rosa's feet ached, and Marco complained that he was hungry." *(word: hungry)*

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.

"Day after day, gray waves had rolled past the ship."

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

Grade 5 · 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: gray. Gray paints a picture of dull, cold ocean waves that look heavy and gloomy during the long voyage.

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.

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?

"At night, her family slept in a crowded room below deck."

A. night B. crowded C. family

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

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

~4 min

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

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

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

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

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

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

TEKS 11(C) · Word Choice · Week 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?

"At night, her family slept in a <u>crowded</u> room below deck."

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

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

~4 min

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

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

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

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

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

ANSWER KEY: Crowded paints a picture of too many people packed tightly together in a small space.

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 trip on the ship was hard.

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

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

Grade 5 · 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 hard.*

ANSWER KEY: Answers vary. One strong revision: The trip on the ship was exhausting.

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 hungry instead of upset?

"Rosa's feet ached, and Marco complained that he was hungry."

Why hungry and not upset?

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

Grade 5 · 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 hungry instead of upset?*

"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: Hungry paints a clear physical picture of Marco's empty stomach and need for food. The plain word upset could mean sad, angry, or worried and does not name the specific problem.

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 5 · 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: "Life was not easy. The family worked long hours, and money was often scarce." The word scarce works well. Scarce paints a picture of something rare and hard to find.

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	gray. Gray paints a picture of dull, cold ocean waves that look heavy and gloomy during the long voyage.
CHOOSE	B. crowded. It describes a noun with exact detail the reader can picture.
SHOW	Crowded paints a picture of too many people packed tightly together in a small space.
OWN	Answers vary. One strong revision: The trip on the ship was exhausting.
DEFEND	Hungry paints a clear physical picture of Marco's empty stomach and need for food. The plain word upset could mean sad, angry, or worried and does not name the specific problem.
YOUR TURN	Answers vary. One example: “Life was not easy. The family worked long hours, and money was often scarce.” The word scarce works well. Scarce paints a picture of something rare and hard to find.

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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: gray. Gray paints a picture of dull, cold ocean waves that look heavy and gloomy during the long voyage.; CHOOSE: B. crowded. It describes a noun with exact detail the reader can picture.; SHOW: Crowded paints a picture of too many people packed tightly together in a small space.; OWN: Answers vary. One strong revision: The trip on the ship was exhausting.; DEFEND: Hungry paints a clear physical picture of Marco's empty stomach and need for food. The plain word upset could mean sad, angry, or worried and does not name the specific problem.; Your Turn: Answers vary. One example: “Life was not easy. The family worked long hours, and money was often scarce.” The word scarce works well. Scarce paints a picture of something rare and hard to find.

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.

She wanted to remember the way it looked in the morning light. The statue seemed to stand watch over the harbor, greeting every ship that passed.

The word 'greeting' suggests that the statue seemed

- **A** angry at the arriving ships
- **B** too small to notice from the ship
- **C** welcoming and friendly to arrivals
- **D** tired of watching the same harbor

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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 'greeting' suggests that the statue seemed*

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

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

ANSWER KEY: The answer is C.

TEKS 11(C) · Word Choice · Week 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The Answer, and Why

VIVID ADJECTIVES

WEEK 28 of 36

Slide 10 of 10

The answer is C.

A **angry at the arriving ships**
Greeting is a friendly word. It does not suggest anger.

B **too small to notice from the ship**
The excerpt says Rosa could see the statue clearly. Greeting does not suggest smallness.

C **welcoming and friendly to arrivals**
Correct. Greeting makes the statue seem like a warm, welcoming figure to each new ship.

D **tired of watching the same harbor**
Greeting is an active, positive word. It does not suggest tiredness.

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Grade 5 · 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 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 at the arriving ships: Greeting is a friendly word. It does not suggest anger.; B too small to notice from the ship: The excerpt says Rosa could see the statue clearly. Greeting does not suggest smallness.; C welcoming and friendly to arrivals: Correct. Greeting makes the statue seem like a warm, welcoming figure to each new ship.; D tired of watching the same harbor: Greeting is an active, positive word. It does not suggest tiredness.

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)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 29 of 36

Grade 5 · 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 "One Voice Can Start a Wave"

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 "One Voice Can Start a Wave" · 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

"A question grows and conquers fears." *(word: conquers)*

"Some feared their rights were wearing down." *(word: wearing down)*

"One voice can start a lasting wave." *(word: lasting)*

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.

"A question grows and conquers fears."

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: conquers. Conquers carries a powerful, heroic connotation, suggesting questions can defeat fear like a warrior wins a battle.

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?

"Some feared their rights were wearing down."

A. Some B. feared C. wearing down

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

Grade 5 · 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: C. wearing down. 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.

WEDNESDAY • INDEPENDENT

CONNOTATION

WEEK 29 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?

"Some feared their rights were <u>wearing down</u>."

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

Grade 5 · 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: Wearing down carries a negative connotation of slow, steady loss, like something being ground away over time.

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.

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 idea went from town to town.

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

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

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

~4 min

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

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

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.*

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

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

ANSWER KEY: Answers vary. One strong revision: The idea spread from town to town.

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 lasting instead of long?

"One voice can start a <u>lasting</u> wave."

Why lasting and not long?

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

Grade 5 · 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 lasting instead of long?*

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

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

ANSWER KEY: Lasting suggests a wave of change that endures and matters. The plain word long only describes how many years, not the significance of the movement.

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 5 · 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: "The Boston Massacre brought fear;" The word fear works well. Fear carries a strong negative connotation of dread and panic that shook the colonists deeply.

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	conquers. Conquers carries a powerful, heroic connotation, suggesting questions can defeat fear like a warrior wins a battle.
CHOOSE	C. wearing down. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Wearing down carries a negative connotation of slow, steady loss, like something being ground away over time.
OWN	Answers vary. One strong revision: The idea spread from town to town.
DEFEND	Lasting suggests a wave of change that endures and matters. The plain word long only describes how many years, not the significance of the movement.
YOUR TURN	Answers vary. One example: “The Boston Massacre brought fear;” The word fear works well. Fear carries a strong negative connotation of dread and panic that shook the colonists deeply.

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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: conquers. Conquers carries a powerful, heroic connotation, suggesting questions can defeat fear like a warrior wins a battle.; CHOOSE: C. wearing down. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Wearing down carries a negative connotation of slow, steady loss, like something being ground away over time.; OWN: Answers vary. One strong revision: The idea spread from town to town.; DEFEND: Lasting suggests a wave of change that endures and matters. The plain word long only describes how many years, not the significance of the movement.; Your Turn: Answers vary. One example: “The Boston Massacre brought fear;” The word fear works well. Fear carries a strong negative connotation of dread and panic that shook the colonists deeply.

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.

Their shared concerns became a fire.

The word 'fire' suggests that the colonists' shared concerns were

- **A** weak and easy to ignore
- **B** confusing and hard to explain
- **C** calm and carefully planned
- **D** intense, powerful, and spreading

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Grade 5 · Cluster 7 · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: The word 'fire' suggests that the colonists' shared concerns were*

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

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

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 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 **weak and easy to ignore**
Fire suggests intensity and heat, not weakness.

B **confusing and hard to explain**
Fire suggests strength and energy, not confusion.

C **calm and carefully planned**
Fire suggests something burning with passion, not calm planning.

D **intense, powerful, and spreading**
Correct. Fire suggests the concerns burned with energy and grew rapidly, like flames spreading.

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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 weak and easy to ignore: Fire suggests intensity and heat, not weakness.; B confusing and hard to explain: Fire suggests strength and energy, not confusion.; C calm and carefully planned: Fire suggests something burning with passion, not calm planning.; D intense, powerful, and spreading: Correct. Fire suggests the concerns burned with energy and grew rapidly, like flames spreading.

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

VIVID ADJECTIVES • STANDARDS SWEEP TEACHING DECK

WEEK 30 of 36

Grade 5 · 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

Vivid Adjectives

from "One Voice Can Start a Wave"

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 2 · a class or student copy of "One Voice Can Start a Wave" · 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

"Some praised the bold and risky way." *(word: bold)*

"Some praised the bold and risky way." *(word: risky)*

"The Intolerable Acts were meant" *(word: Intolerable)*

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 30 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 praised the bold and risky way."

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

Grade 5 · 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 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: bold. Bold paints a vivid picture of a daring, fearless action that took real courage.

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 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 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 vivid adjective?

"Some praised the bold and risky way."

A. bold B. risky C. praised

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

Grade 5 · 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 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. risky. It describes a noun with exact detail the reader can picture.

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 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 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?

"Some praised the bold and <u>risky</u> way."

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

Grade 5 · 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: Risky paints a picture of danger and uncertainty, showing the action could have gone wrong at any moment.

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 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 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 weak describing word with a vivid adjective.

Plain sentence: The rules were bad for the people.

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

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

Grade 5 · 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 bad.*

ANSWER KEY: Answers vary. One strong revision: The rules were unfair for the people.

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 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 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 Intolerable instead of strict?

"The Intolerable Acts were meant"

Why Intolerable and not strict?

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

Grade 5 · 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 Intolerable instead of strict?*

"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: Intolerable paints a picture of something so unbearable that people cannot accept it. The plain word strict means firm but does not show the same depth of suffering.

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 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 30 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 5 · 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: "The nation's promise, broad and bright," The word bright works well. Bright makes the nation's promise shine with hope, as if it lights the way forward.

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 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 30 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	bold. Bold paints a vivid picture of a daring, fearless action that took real courage.
CHOOSE	B. risky. It describes a noun with exact detail the reader can picture.
SHOW	Risky paints a picture of danger and uncertainty, showing the action could have gone wrong at any moment.
OWN	Answers vary. One strong revision: The rules were unfair for the people.
DEFEND	Intolerable paints a picture of something so unbearable that people cannot accept it. The plain word strict means firm but does not show the same depth of suffering.
YOUR TURN	Answers vary. One example: “The nation's promise, broad and bright,” The word bright works well. Bright makes the nation's promise shine with hope, as if it lights the way 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: bold. Bold paints a vivid picture of a daring, fearless action that took real courage.; CHOOSE: B. risky. It describes a noun with exact detail the reader can picture.; SHOW: Risky paints a picture of danger and uncertainty, showing the action could have gone wrong at any moment.; OWN: Answers vary. One strong revision: The rules were unfair for the people.; DEFEND: Intolerable paints a picture of something so unbearable that people cannot accept it. The plain word strict means firm but does not show the same depth of suffering.; Your Turn: Answers vary. One example: “The nation's promise, broad and bright,” The word bright works well. Bright makes the nation's promise shine with hope, as if it lights the way forward.

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

VIVID ADJECTIVES

WEEK 30 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

An informed voice should stop and check: What source is this? What comes next?

The word 'informed' helps the reader understand that a strong voice must be

- **A** backed by knowledge and reliable facts
- **B** the loudest voice in the room
- **C** willing to agree with every opinion
- **D** able to speak without interruption

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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 'informed' helps the reader understand that a strong voice must be*

"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 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

VIVID ADJECTIVES

WEEK 30 of 36

Slide 10 of 10

The answer is A.

A **backed by knowledge and reliable facts**
Correct. Informed means having knowledge and understanding before speaking.

B **the loudest voice in the room**
Informed means knowledgeable, not loud. The poem says louder does not equal right.

C **willing to agree with every opinion**
Informed means well-educated on the topic, not that a person must agree with everyone.

D **able to speak without interruption**
Informed describes the quality of knowledge, not the ability to speak freely.

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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 backed by knowledge and reliable facts: Correct. Informed means having knowledge and understanding before speaking.; B the loudest voice in the room: Informed means knowledgeable, not loud. The poem says louder does not equal right.; C willing to agree with every opinion: Informed means well-educated on the topic, not that a person must agree with everyone.; D able to speak without interruption: Informed describes the quality of knowledge, not the ability to speak freely.

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) WORD CHOICE

SENSORY WORDS • STANDARDS SWEEP TEACHING DECK

WEEK 31 of 36

Grade 5 · 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

Sensory Words

from "Try, Learn, Change"

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

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

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

~5 min

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

"This week we are studying word choice. Our focus is sensory words."

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

"Sensory words help the reader see, hear, feel, taste, or smell what the author describes. Good writers pick the word that says exactly what they mean."

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 7 Module 3 · a class or student copy of "Try, Learn, Change" · 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

"In Kendrix's garden, leaves grew pale;" *(word: pale)*

"A wire broke, a bulb went black;" *(word: black)*

"She added water, sure and fast, But muddy soil appeared at last." *(word: muddy)*

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 31 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.

"In Kendrix's garden, leaves grew pale;"

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

Grade 5 · Cluster 7 · Word Choice · Monday

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

~4 min

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

"Today's thinking job is NOTICE. I can notice a sensory word."

▸ *Read the I can statement aloud, then the task on the slide: Notice the sensory word. Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.*

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

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

ANSWER KEY: pale. Pale reaches the sense of sight, helping the reader see the light, faded color of unhealthy leaves.

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 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 31 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?

"A wire broke, a bulb went black;"

A. wire B. black C. broke

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

Grade 5 · 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 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. black. It helps the reader see, hear, feel, taste, or smell the moment.

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 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 31 of 36

TEKS 11(C) · Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"A wire broke, a bulb went <u>black</u>;"

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

Grade 5 · 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: Black reaches the sense of sight, helping the reader see the sudden darkness when the light goes out.

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

Plain sentence: The ground looked bad after the rain.

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

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

Grade 5 · Cluster 7 · Word Choice · Thursday

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

~4 min

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

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

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.*

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

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

ANSWER KEY: Answers vary. One strong revision: The ground looked soggy after the rain.

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 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 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 muddy instead of wet?

"She added water, sure and fast, But <u>muddy</u> soil appeared at last."

Why muddy and not wet?

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

Grade 5 · 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 muddy 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: Muddy helps the reader see thick, brown, wet soil and almost feel its heavy texture. The plain word wet does not paint the same detailed picture.

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 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 31 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: "She touched the soil and watched each leaf," The word touched works well. Touched reaches the sense of touch, helping the reader feel Kendrix pressing her fingers into the.

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 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 31 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	pale. Pale reaches the sense of sight, helping the reader see the light, faded color of unhealthy leaves.
CHOOSE	B. black. It helps the reader see, hear, feel, taste, or smell the moment.
SHOW	Black reaches the sense of sight, helping the reader see the sudden darkness when the light goes out.
OWN	Answers vary. One strong revision: The ground looked soggy after the rain.
DEFEND	Muddy helps the reader see thick, brown, wet soil and almost feel its heavy texture. The plain word wet does not paint the same detailed picture.
YOUR TURN	Answers vary. One example: “She touched the soil and watched each leaf,” The word touched works well. Touched reaches the sense of touch, helping the reader feel Kendrix pressing her fingers into the.

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

~4 min

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

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

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

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

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

ANSWER KEY: NOTICE: pale. Pale reaches the sense of sight, helping the reader see the light, faded color of unhealthy leaves.; CHOOSE: B. black. It helps the reader see, hear, feel, taste, or smell the moment.; SHOW: Black reaches the sense of sight, helping the reader see the sudden darkness when the light goes out.; OWN: Answers vary. One strong revision: The ground looked soggy after the rain.; DEFEND: Muddy helps the reader see thick, brown, wet soil and almost feel its heavy texture. The plain word wet does not paint the same detailed picture.; Your Turn: Answers vary. One example: “She touched the soil and watched each leaf,” The word touched works well. Touched reaches the sense of touch, helping the reader feel Kendrix pressing her fingers into the.

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

SENSORY WORDS

WEEK 31 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

The evidence refused to fit The answer she had chosen first.

The word 'refused' suggests that the evidence

- **A** was too confusing for Kendrix to understand
- **B** clearly did not support her original answer
- **C** was hidden and could not be found
- **D** proved that her first answer was correct

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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 'refused' suggests that the evidence*

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

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

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The Answer, and Why

SENSORY WORDS

WEEK 31 of 36

Slide 10 of 10

The answer is B.

A **was too confusing for Kendrix to understand**
Refused means the evidence would not match, not that it was confusing.

B **clearly did not support her original answer**
Correct. Refused means the facts would not fit her first idea, so she needed to change it.

C **was hidden and could not be found**
The evidence was available. Refused means it would not match, not that it was missing.

D **proved that her first answer was correct**
Refused means the opposite. The evidence did not support her original answer.

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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 was too confusing for Kendrix to understand: Refused means the evidence would not match, not that it was confusing.; B clearly did not support her original answer: Correct. Refused means the facts would not fit her first idea, so she needed to change it.; C was hidden and could not be found: The evidence was available. Refused means it would not match, not that it was missing.; D proved that her first answer was correct: Refused means the opposite. The evidence did not support her original answer.

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)

CONNOTATION • STANDARDS SWEEP TEACHING DECK

WORD CHOICE

WEEK 32 of 36

Grade 5 · 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

Connotation

from "Try, Learn, Change"

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 4 · a class or student copy of "Try, Learn, Change" · 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

"This isn't weakness; this is growth." *(word: weakness)*

"A challenge tells us something's new," *(word: challenge)*

"Good thinking values facts and truth." *(word: truth)*

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.

"This isn't weakness; this is growth."

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: weakness. Weakness carries a negative connotation of being flawed and fragile, which the poem rejects by showing that changing your mind is actually strength.

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 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 32 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"A challenge tells us something's new,"

A. tells B. something's C. challenge

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

Grade 5 · 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: C. challenge. It carries a clear positive or negative feeling, not just a plain meaning.

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 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?

"A <u>challenge</u> tells us something's new,"

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: Challenge carries a connotation of difficulty and testing, showing the situation demands effort.

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 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 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 neutral word with a word that carries a clear feeling.

Plain sentence: The problem was big for the team.

Replace the word big with a stronger word.

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

Grade 5 · 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 big.*

ANSWER KEY: Answers vary. One strong revision: The problem was complex for the team.

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 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 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 truth instead of answers?

"Good thinking values facts and truth."

Why truth and not answers?

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

Grade 5 · 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 truth instead of answers?*

"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: Truth carries a strong positive feeling of what is real and right. The plain word answers could mean any reply, even a wrong one.

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 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 32 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 5 · 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: "Wisdom sometimes means we say," The word Wisdom works well. Wisdom carries a deep, positive connotation of experience and good judgment beyond just knowing facts.

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 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 32 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	weakness. Weakness carries a negative connotation of being flawed and fragile, which the poem rejects by showing that changing your mind is actually strength.
CHOOSE	C. challenge. It carries a clear positive or negative feeling, not just a plain meaning.
SHOW	Challenge carries a connotation of difficulty and testing, showing the situation demands effort.
OWN	Answers vary. One strong revision: The problem was complex for the team.
DEFEND	Truth carries a strong positive feeling of what is real and right. The plain word answers could mean any reply, even a wrong one.
YOUR TURN	Answers vary. One example: “Wisdom sometimes means we say,” The word Wisdom works well. Wisdom carries a deep, positive connotation of experience and good judgment beyond just knowing facts.

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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: weakness. Weakness carries a negative connotation of being flawed and fragile, which the poem rejects by showing that changing your mind is actually strength.; CHOOSE: C. challenge. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Challenge carries a connotation of difficulty and testing, showing the situation demands effort.; OWN: Answers vary. One strong revision: The problem was complex for the team.; DEFEND: Truth carries a strong positive feeling of what is real and right. The plain word answers could mean any reply, even a wrong one.; Your Turn: Answers vary. One example: “Wisdom sometimes means we say,” The word Wisdom works well. Wisdom carries a deep, positive connotation of experience and good judgment beyond just knowing facts.

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

CONNOTATION

WEEK 32 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

A challenge tells us something's new, But not exactly what to do.

The word 'challenge' helps the reader understand that a problem

- **A** always has an easy solution
- **B** should be avoided whenever possible
- **C** signals something unfamiliar appeared
- **D** means the same thing as a mistake

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Grade 5 · Cluster 7 · Word Choice

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

~4 min

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

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

▸ *Read the excerpt and the question aloud: The word 'challenge' helps the reader understand that a problem*

"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

CONNOTATION

WEEK 32 of 36

Slide 10 of 10

The answer is C.

A **always has an easy solution**
A challenge is something difficult, not easy.

B **should be avoided whenever possible**
The poem says challenges teach us. They should not be avoided.

C **signals something unfamiliar appeared**
Correct. A challenge tells us something new has appeared that requires thinking and action.

D **means the same thing as a mistake**
A challenge is a new problem, not an error someone made.

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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 always has an easy solution: A challenge is something difficult, not easy.; B should be avoided whenever possible: The poem says challenges teach us. They should not be avoided.; C signals something unfamiliar appeared: Correct. A challenge tells us something new has appeared that requires thinking and action.; D means the same thing as a mistake: A challenge is a new problem, not an error someone made.

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

PRECISE VERBS • STANDARDS SWEEP TEACHING DECK

WEEK 33 of 36

Grade 5 · 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

Precise Verbs

from "From Protest to Participation: How a Nation Changes"

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 1 · a class or student copy of "From Protest to Participation: How a Nation Changes" · 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

"Laws can be written, challenged, or replaced." *(word: challenged)*

"Merchants participated in boycotts by refusing to purchase certain British goods." *(word: refusing)*

"Families produced more goods at home rather than buying imported products." *(word: produced)*

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 33 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.

"Laws can be written, challenged, or replaced."

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

Grade 5 · 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: challenged. Challenged tells exactly how people questioned and pushed against laws, not simply that they disagreed.

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 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 33 of 36

TEKS 11(C) · Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Merchants participated in boycotts by refusing to purchase certain British goods."

A. refusing B. Merchants C. participated

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

Grade 5 · 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: A. refusing. It is the action word, and it tells exactly how the action happens.

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 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 33 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 participated in boycotts by <u>refusing</u> to purchase certain British goods."

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

Grade 5 · 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: Refusing tells exactly how merchants actively said no to buying, showing a deliberate choice.

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 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 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 vague verb with a precise verb.

Plain sentence: The citizens did something about the unfair law.

Replace the word did with a stronger word.

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

Grade 5 · Cluster 8 · Word Choice · Thursday

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

~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. One strong revision: The citizens protested the unfair law.

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 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 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 produced instead of made?

"Families <u>produced</u> more goods at home rather than buying imported products."

Why produced and not made?

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

Grade 5 · 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 produced instead of made?*

"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: Produced shows families creating goods on purpose to replace British products. The plain word made sounds small and does not show the planned effort.

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 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 33 of 36

TEKS 11(C) · Slide 7 of 10

Find a precise verb on your own.

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

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

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

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

~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: "They traded with Britain, followed British laws, and depended on British military protection." The word traded works well. Traded shows the colonists exchanging goods with.

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 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 33 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	challenged. Challenged tells exactly how people questioned and pushed against laws, not simply that they disagreed.
CHOOSE	A. refusing. It is the action word, and it tells exactly how the action happens.
SHOW	Refusing tells exactly how merchants actively said no to buying, showing a deliberate choice.
OWN	Answers vary. One strong revision: The citizens protested the unfair law.
DEFEND	Produced shows families creating goods on purpose to replace British products. The plain word made sounds small and does not show the planned effort.
YOUR TURN	Answers vary. One example: “They traded with Britain, followed British laws, and depended on British military protection.” The word traded works well. Traded shows the colonists exchanging goods with.

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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: challenged. Challenged tells exactly how people questioned and pushed against laws, not simply that they disagreed.; CHOOSE: A. refusing. It is the action word, and it tells exactly how the action happens.; SHOW: Refusing tells exactly how merchants actively said no to buying, showing a deliberate choice.; OWN: Answers vary. One strong revision: The citizens protested the unfair law.; DEFEND: Produced shows families creating goods on purpose to replace British products. The plain word made sounds small and does not show the planned effort.; Your Turn: Answers vary. One example: “They traded with Britain, followed British laws, and depended on British military protection.” The word traded works well. Traded shows the colonists exchanging goods with.

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

PRECISE VERBS

WEEK 33 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

A nation can change in many ways. Borders can move. New inventions can transform daily life.

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

- **A** describe
- **B** interrupt
- **C** measure
- **D** reshape

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Grade 5 · 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 'transform' 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 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

PRECISE VERBS

WEEK 33 of 36

Slide 10 of 10

The answer is D.

A **describe**
Describe means to tell about something. Transform means to completely change it.

B **interrupt**
Interrupt means to stop briefly. Transform means to change something entirely.

C **measure**
Measure means to find the size of something. It does not mean to change it.

D **reshape**
Correct. Reshape means to change the form of something, which matches how inventions change daily life.

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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 describe: Describe means to tell about something. Transform means to completely change it.; B interrupt: Interrupt means to stop briefly. Transform means to change something entirely.; C measure: Measure means to find the size of something. It does not mean to change it.; D reshape: Correct. Reshape means to change the form of something, which matches how inventions change daily life.

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

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 34 of 36

Grade 5 · 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

Specific Nouns

from "From Protest to Participation: How a Nation Changes"

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 2 · a class or student copy of "From Protest to Participation: How a Nation Changes" · 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 Stamp Act placed taxes on printed materials. Other taxes followed." *(word: Stamp Act)*

"The first ten amendments became known as the Bill of Rights." *(word: Bill of Rights)*

"In 1787, delegates met at the Constitutional Convention." *(word: Constitutional Convention)*

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 34 of 36

TEKS 11(C) · Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

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

Notice the specific noun.

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

"The Stamp Act placed taxes on printed materials. Other taxes followed."

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

Grade 5 · 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: Stamp Act. Stamp Act names the exact law instead of a vague phrase like one of the laws or a tax.

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 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 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 most specific noun?

"The first ten amendments became known as the Bill of Rights."

A. first B. Bill of Rights C. ten

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

Grade 5 · Cluster 8 · Word Choice · Tuesday

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

~4 min

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

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

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

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

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

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

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 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 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 first ten amendments became known as the <u>Bill of Rights</u>."

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

Grade 5 · 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: Bill of Rights names the exact document instead of a general term like the laws or the rules.

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 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 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 general noun with a specific noun.

Plain sentence: The leaders wrote an important thing.

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

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

Grade 5 · 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 thing.*

ANSWER KEY: Answers vary. One strong revision: The leaders wrote an important amendment.

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 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 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 Constitutional Convention instead of meeting?

"In 1787, delegates met at the Constitutional Convention."

Why Constitutional Convention and not meeting?

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

Grade 5 · 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 Constitutional Convention instead of meeting?*

"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: Constitutional Convention names the exact 1787 meeting where the Constitution was written. The plain word meeting could mean any gathering.

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 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 34 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

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

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

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

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Grade 5 · 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 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: "Some signed petitions." The word petitions works well. Petitions names the specific type of written request instead of a general word like papers or documents.

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 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 34 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	Stamp Act. Stamp Act names the exact law instead of a vague phrase like one of the laws or a tax.
CHOOSE	B. Bill of Rights. It names exactly who or what, instead of a general word like thing or place.
SHOW	Bill of Rights names the exact document instead of a general term like the laws or the rules.
OWN	Answers vary. One strong revision: The leaders wrote an important amendment.
DEFEND	Constitutional Convention names the exact 1787 meeting where the Constitution was written. The plain word meeting could mean any gathering.
YOUR TURN	Answers vary. One example: “Some signed petitions.” The word petitions works well. Petitions names the specific type of written request instead of a general word like papers or documents.

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: Stamp Act. Stamp Act names the exact law instead of a vague phrase like one of the laws or a tax.; CHOOSE: B. Bill of Rights. It names exactly who or what, instead of a general word like thing or place.; SHOW: Bill of Rights names the exact document instead of a general term like the laws or the rules.; OWN: Answers vary. One strong revision: The leaders wrote an important amendment.; DEFEND: Constitutional Convention names the exact 1787 meeting where the Constitution was written. The plain word meeting could mean any gathering.; Your Turn: Answers vary. One example: “Some signed petitions.” The word petitions works well. Petitions names the specific type of written request instead of a general word like papers or documents.

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

SPECIFIC NOUNS

WEEK 34 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

Why does the author most likely use the word 'pursuit'?

A To show that happiness was already guaranteed to everyone

B To show that people may work toward happiness

C To explain that only wealthy people could be happy in 1776

D To describe a specific law that Congress passed in 1776

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Grade 5 · 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: Why does the author most likely use the word 'pursuit'?*

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

▸ *Give think time. Students choose privately and bubble their letter on the tracking sheet.*

ANSWER KEY: The answer is B.

TEKS 11(C) · Word Choice · Week 34 of 36 · Cluster 8 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The Answer, and Why

SPECIFIC NOUNS

WEEK 34 of 36

Slide 10 of 10

The answer is B.

A **To show that happiness was already guaranteed to everyone**
Pursuit means the act of trying to reach something, not that it is already given.

B **To show that people may work toward happiness**
Correct. Pursuit means actively chasing or working toward something, not having it handed to you.

C **To explain that only wealthy people could be happy in 1776**
The excerpt does not say happiness was limited to wealthy people.

D **To describe a specific law that Congress passed in 1776**
Pursuit is a word in the Declaration, not a separate law passed by Congress.

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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 To show that happiness was already guaranteed to everyone: Pursuit means the act of trying to reach something, not that it is already given.; B To show that people may work toward happiness: Correct. Pursuit means actively chasing or working toward something, not having it handed to you.; C To explain that only wealthy people could be happy in 1776: The excerpt does not say happiness was limited to wealthy people.; D To describe a specific law that Congress passed in 1776: Pursuit is a word in the Declaration, not a separate law passed by Congress.

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

SPECIFIC NOUNS • STANDARDS SWEEP TEACHING DECK

WEEK 35 of 36

Grade 5 · 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

Specific Nouns

from "From Protest to Participation: How a Nation Changes"

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 3 · a class or student copy of "From Protest to Participation: How a Nation Changes" · 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

"Their complaint became known as taxation without representation." *(word: taxation)*

"Citizens can preserve principles they believe remain valuable." *(word: principles)*

"The Tea Act led to the Boston Tea Party." *(word: Boston Tea Party)*

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 35 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.

"Their complaint became known as taxation without representation."

I CAN I can notice the specific noun an author chooses.

Grade 5 · 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: taxation. Taxation names the specific government action of collecting money, not just a general word like payment.

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 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 35 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?

"Citizens can preserve principles they believe remain valuable."

A. Citizens B. preserve C. principles

I CAN I can choose the specific noun and explain how I know.

Grade 5 · Cluster 8 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: C. principles. It names exactly who or what, instead of a general word like thing or place.

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 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 35 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?

"Citizens can preserve <u>principles</u> they believe remain valuable."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 5 · 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: Principles names specific foundational beliefs, not just a general word like ideas.

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 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 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 general noun with a specific noun.

Plain sentence: The people wanted to fix the problems.

Replace the word problems with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 5 · 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 problems.*

ANSWER KEY: Answers vary. One strong revision: The people wanted to fix the injustice.

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 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 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 Boston Tea Party instead of protest?

"The Tea Act led to the Boston Tea Party."

Why Boston Tea Party and not protest?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 5 · 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 Boston Tea Party instead of protest?*

"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: Boston Tea Party names the exact protest the colonists held. The plain word protest could mean any event, so the reader would not know which one.

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 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 35 of 36

TEKS 11(C) · Slide 7 of 10

Find a specific noun on your own.

Go back to the passage. Find one more specific noun. Copy the words and explain what they show.

Go back to the reading.
Find one more specific noun.
Copy the exact words. Then explain what the word shows and why the author chose it.

I CAN I can find a specific noun and explain the author's choice.

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Grade 5 · 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 specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "The Declaration established ideals." The word ideals works well. Ideals names the specific type of high principles, not just a general word like ideas or beliefs.

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 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 35 of 36

TEKS 11(C) · Slide 8 of 10

Answers, across the five thinking levels.

NOTICE	taxation. Taxation names the specific government action of collecting money, not just a general word like payment.
CHOOSE	C. principles. It names exactly who or what, instead of a general word like thing or place.
SHOW	Principles names specific foundational beliefs, not just a general word like ideas.
OWN	Answers vary. One strong revision: The people wanted to fix the injustice.
DEFEND	Boston Tea Party names the exact protest the colonists held. The plain word protest could mean any event, so the reader would not know which one.
YOUR TURN	Answers vary. One example: “The Declaration established ideals.” The word ideals works well. Ideals names the specific type of high principles, not just a general word like ideas or beliefs.

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: taxation. Taxation names the specific government action of collecting money, not just a general word like payment.; CHOOSE: C. principles. It names exactly who or what, instead of a general word like thing or place.; SHOW: Principles names specific foundational beliefs, not just a general word like ideas.; OWN: Answers vary. One strong revision: The people wanted to fix the injustice.; DEFEND: Boston Tea Party names the exact protest the colonists held. The plain word protest could mean any event, so the reader would not know which one.; Your Turn: Answers vary. One example: “The Declaration established ideals.” The word ideals works well. Ideals names the specific type of high principles, not just a general word like ideas or beliefs.

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

SPECIFIC NOUNS

WEEK 35 of 36

Slide 9 of 10

READ THIS PASSAGE EXCERPT.

Respectful disagreement allows people to continue working together even when they prefer different solutions.

The word 'disagreement' helps the reader understand that people in a democracy

- **A** should never express different opinions
- **B** will always reach the same conclusion
- **C** can have different views and still cooperate
- **D** must stop working when they cannot agree

The Writing Academy®, LLC

Grade 5 · Cluster 8 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▸ *Read the excerpt and the question aloud: The word 'disagreement' helps the reader understand that people in a democracy*

"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 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

SPECIFIC NOUNS

WEEK 35 of 36

Slide 10 of 10

The answer is C.

A **should never express different opinions**
The excerpt says disagreement is allowed, not that it should be avoided.

B **will always reach the same conclusion**
Disagreement means people have different views, not that they always agree.

C **can have different views and still cooperate**
Correct. The excerpt says respectful disagreement lets people work together despite differences.

D **must stop working when they cannot agree**
The excerpt says disagreement allows people to continue working, not to stop.

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 should never express different opinions: The excerpt says disagreement is allowed, not that it should be avoided.; B will always reach the same conclusion: Disagreement means people have different views, not that they always agree.; C can have different views and still cooperate: Correct. The excerpt says respectful disagreement lets people work together despite differences.; D must stop working when they cannot agree: The excerpt says disagreement allows people to continue working, not to stop.

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 5 · 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 "From Protest to Participation: How a Nation Changes"

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 "From Protest to Participation: How a Nation Changes" · 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

"Women could not participate equally in political life." *(word: political life)*

"Its torch suggests light and liberty." *(word: torch)*

"Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty." *(word: discrimination)*

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.

"Women could not participate equally in political life."

I CAN I can notice the specific noun an author chooses.

Grade 5 · 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: political life. Political life names the specific area of public government activity, not just life or daily activities.

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.

TUESDAY • DEVELOPING

SPECIFIC NOUNS

WEEK 36 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?

"Its torch suggests light and liberty."

A. torch B. suggests C. light

I CAN I can choose the specific noun and explain how I know.

Grade 5 · Cluster 8 · Word Choice · Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Developing

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▸ *Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the most specific noun?*

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▸ *Have students choose privately, then share with a partner before you reveal the answer on slide 8.*

ANSWER KEY: A. torch. 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?

"Its <u>torch</u> suggests light and liberty."

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 5 · 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: Torch names the exact object the Statue of Liberty holds, not a general word like item or part.

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 new families had many things to deal with.

Replace the word <u>things</u> with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

Grade 5 · Cluster 8 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · OWN · Advanced

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▸ *Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the general noun with a specific noun.*

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▸ *Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than things.*

ANSWER KEY: Answers vary. One strong revision: The new families had many hardships to deal with.

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 discrimination instead of problems?

"Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty."

Why discrimination and not problems?

I CAN I can explain why an author's word choice is better than a plain word.

Grade 5 · 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 discrimination instead of problems?*

"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: Discrimination names the exact type of unfairness people faced because of who they were. The plain word problems could refer to anything and does not show the specific injustice.

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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Grade 5 · 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 specific noun on your own."

▸ *Read the Your Turn task: Go back to the passage. Find one more specific noun. Copy the words and explain what they show. Students work on the tracking sheet.*

"Copy the exact words from the passage. Then tell what the word shows and why the author chose it."

▸ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: Answers vary. One example: "The Constitution created a government." The word Constitution works well. Constitution names the exact founding document instead of a vague word like paper or plan.

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	political life. Political life names the specific area of public government activity, not just life or daily activities.
CHOOSE	A. torch. It names exactly who or what, instead of a general word like thing or place.
SHOW	Torch names the exact object the Statue of Liberty holds, not a general word like item or part.
OWN	Answers vary. One strong revision: The new families had many hardships to deal with.
DEFEND	Discrimination names the exact type of unfairness people faced because of who they were. The plain word problems could refer to anything and does not show the specific injustice.
YOUR TURN	Answers vary. One example: “The Constitution created a government.” The word Constitution works well. Constitution names the exact founding document instead of a vague word like paper or plan.

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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: political life. Political life names the specific area of public government activity, not just life or daily activities.; CHOOSE: A. torch. It names exactly who or what, instead of a general word like thing or place.; SHOW: Torch names the exact object the Statue of Liberty holds, not a general word like item or part.; OWN: Answers vary. One strong revision: The new families had many hardships to deal with.; DEFEND: Discrimination names the exact type of unfairness people faced because of who they were. The plain word problems could refer to anything and does not show the specific injustice.; Your Turn: Answers vary. One example: “The Constitution created a government.” The word Constitution works well. Constitution names the exact founding document instead of a vague word like paper or plan.

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.

Does what we are doing match what we say we believe?

The word 'match' helps the reader understand that citizens should check whether their

- **A** actions are consistent with their stated beliefs
- **B** leaders are speaking more loudly than others
- **C** laws are exactly the same as laws in other countries
- **D** traditions should never change over 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 'match' helps the reader understand that citizens should check whether their*

"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 **actions are consistent with their stated beliefs**
Correct. Match means to compare actions to beliefs and see if they line up.

B **leaders are speaking more loudly than others**
Match is about consistency between actions and beliefs, not about volume.

C **laws are exactly the same as laws in other countries**
Match here compares a nation's actions to its own beliefs, not to other countries.

D **traditions should never change over time**
Match asks whether actions fit beliefs. It does not say traditions cannot change.

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 actions are consistent with their stated beliefs: Correct. Match means to compare actions to beliefs and see if they line up.; B leaders are speaking more loudly than others: Match is about consistency between actions and beliefs, not about volume.; C laws are exactly the same as laws in other countries: Match here compares a nation's actions to its own beliefs, not to other countries.; D traditions should never change over time: Match asks whether actions fit beliefs. It does not say traditions cannot change.

TEKS 11(C) · Word Choice · Week 36 of 36 · Cluster 8 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.