

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “Dream”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

"I can notice a precise verb."

EXACT TEKS WORDING

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

Notice the precise verb.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. finished B. erupted C. celebration

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The students went to the playground.

Replace the word went with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose tugged instead of pulled?

“I tugged gently on Mama’s hand.”

Why tugged and not pulled?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Erupted shows the applause bursting out suddenly and powerfully, like a volcano.

OWN

Answers vary. One strong revision: The students rushed to the playground.

DEFEND

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

YOUR TURN

Answers vary. One example: “Mama wrapped her arms around me so tightly that I started laughing.” The word wrapped works well. Wrapped shows Mama folding her arms completely around the narrator in a.

READ THIS PASSAGE EXCERPT.

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

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

- A** The messages were written in bright colors.
- B** The messages told people where to stand.
- C** The messages expected good things ahead.
- D** The messages were written by famous leaders.

The answer is C.

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

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Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “Dream”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a word with a strong feeling.”

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

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

A. important B. unforgettable C. exciting

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

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

Replace the word said with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose exhausted instead of tired?

“My feet still hurt, and I was exhausted from the long afternoon, but I did not complain.”

Why exhausted and not tired?

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

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.

Answers, across the five thinking levels.

NOTICE

powerful. Powerful has a positive feeling of great strength and importance, showing respect for Dr. King.

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “I pictured a classroom where every student felt welcome and appreciated.” The word appreciated works well. Appreciated carries a warm positive feeling of being truly.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **A**.

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

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THIS WEEK'S FOCUS

Specific Nouns

from “Serve”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

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

Notice the specific noun.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. opened B. notebook C. clicked

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

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

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

Replace the word thing with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose communities instead of places?

“A country is made up of people, families, neighborhoods, schools, towns, and communities.”

Why communities and not places?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “There was a new student in my class who sometimes sat alone at lunch. There was a small garden near the playground that needed weeding.” The word garden works well. Garden.

READ THIS PASSAGE EXCERPT.

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

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

A tourists

B soldiers

C reporters

D helpers

The answer is **D**.

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

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

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

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

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from “Serve”

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TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“I underlined that sentence in my notebook.”

A. underlined B. sentence C. notebook

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“I underlined that sentence in my notebook.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The teacher did something on the board.

Replace the word did something with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose pointed instead of looked?

“Grandpa pointed at me.”

Why pointed and not looked?

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

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.

Answers, across the five thinking levels.

NOTICE

folded. Folded tells exactly how Grandpa placed his hands, pressing them neatly together.

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “I tapped my pencil against my notebook.” The word tapped works well. Tapped shows a light, repeated hitting motion, revealing that the narrator is thinking.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **B**.

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

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “A Promise Written Long Ago”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

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

Notice the specific noun.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. wealthy B. barons C. landowners

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

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?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The leader signed a thing at the meeting.

Replace the word thing with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose Bill of Rights instead of paper?

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

Why Bill of Rights and not paper?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Barons names the specific group of powerful landowners, not just people or leaders.

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “King John met the barons at Runnymede, a grassy meadow beside the River Thames.” The word meadow works well. Meadow names an open field of grass, painting a clearer.

READ THIS PASSAGE EXCERPT.

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

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

A improve

B decrease

C remain

D return

The answer is **B**.

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

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TODAY'S THINKING JOB

NOTICE

“I can notice a word with a strong feeling.”

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

“At that time, kings held tremendous power.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

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

A. ordinary B. groundbreaking C. seem

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

“I can revise with a stronger word.”

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The new rule was a good idea.

Replace the word good with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose frustration instead of unhappiness?

“As frustration grew, trust in the king began to decline.”

Why frustration and not unhappiness?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Groundbreaking carries a strong positive feeling of something so new it changes everything.

OWN

Answers vary. One strong revision: The new rule was a revolutionary idea.

DEFEND

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

YOUR TURN

Answers vary. One example: “As centuries passed, the Magna Carta became more than just an agreement between a king and a group of barons. It became a symbol of freedom, fairness, and accountability.”.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is A.

A

did not achieve what the king hoped for

Correct. Unsuccessfully means without success, so the wars did not bring the results the king wanted.

B

lasted only a short time

The word describes the outcome, not how long the campaigns lasted.

C

were fought against powerful armies

The excerpt does not describe the strength of the opposing armies.

D

were popular with the people of England

The excerpt says the king lost territory, not that people supported the wars.

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

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THIS WEEK'S FOCUS

Sensory Words

from “**Morning in the Village**”

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a sensory word.”

EXACT TEKS WORDING

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

Notice the sensory word.

Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

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

A. trees B. called C. river

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The village had nice weather.

Replace the word nice with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose sweat instead of moisture?

“By midday, the weather had become warmer. Tayanita wiped sweat from her forehead and took a short break.”

Why sweat and not moisture?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

Answers vary. One strong revision: The village had cool, breezy weather.

DEFEND

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

YOUR TURN

Answers vary. One example: “The glow of evening fires spread across the village.” The word glow works well. Glow reaches the sense of sight, showing warm, soft firelight spreading in the darkness.

READ THIS PASSAGE EXCERPT.

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

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

A celebrations

B games

C lessons

D tasks

The answer is **D**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “**Morning in the Village**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“Homes stood in neat groups.”

A. Homes B. neat C. groups

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Homes stood in neat groups.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The trees near the village were good.

Replace the word good with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose endless instead of big?

“Tayanita thought the forest looked endless.”

Why endless and not big?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

Answers vary. One strong revision: The trees near the village were towering.

DEFEND

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

YOUR TURN

Answers vary. One example: “The sounds of conversation mixed with the gentle sounds of nature surrounding the community.” The word gentle works well. Gentle paints a picture of soft, quiet sounds.

READ THIS PASSAGE EXCERPT.

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

The word 'admired' helps the reader understand that Tayanita

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

The answer is **B**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “The Energy We Use Everyday”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

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

Notice the specific noun.

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Wind turbines use moving air to generate power."

A. Wind turbines B. moving C. power

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

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?

“Wind turbines use moving air to generate power.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The workers put up things on the building.

Replace the word things with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose Coal instead of stuff?

“Coal has been used for many years to generate electricity.”

Why Coal and not stuff?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Wind turbines names the specific tall machines with spinning blades, not just equipment.

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Natural gas is commonly used for heating homes, cooking food, and producing electricity.” The word Natural gas works well. Natural gas names the exact fuel found.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **D**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “**The Energy We Use Everyday**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. Solar panels B. generate C. electricity

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Solar panels and wind turbines generate electricity without burning fuel.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The machine made power for the town.

Replace the word made with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose flowing instead of going?

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

Why flowing and not going?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Land may be disturbed when coal is mined, and oil spills can harm plants and animals.” The word disturbed works well. Disturbed tells exactly what happens to the land: it.

READ THIS PASSAGE EXCERPT.

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

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

A increase

B ignore

C lower

D create

The answer is C.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “Columbus’s Arrival”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

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

Notice the specific noun.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“One of the first groups Columbus encountered was the Taino.”

A. first B. Taino C. encountered

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“One of the first groups Columbus encountered was the Taino.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

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

Replace the word thing with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose King Ferdinand instead of leader?

“King Ferdinand and Queen Isabella of Spain agreed to help.”

Why King Ferdinand and not leader?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Taino names the specific Native American group Columbus met, not just people or natives.

OWN

Answers vary. One strong revision: The explorer used a caravel to cross the water.

DEFEND

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

YOUR TURN

Answers vary. One example: “Foods that originated in the Americas, such as corn, potatoes, tomatoes, and cacao, became important in Europe and other parts of the world.” The word cacao works well..

READ THIS PASSAGE EXCERPT.

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

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

A limited

B collected

C tasted

D replaced

The answer is **A**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “Columbus’s Arrival”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a word with a strong feeling.”

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

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

A. farmed B. thriving C. communities

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The trip across the ocean was long.

Replace the word long with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose worried instead of thought?

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

Why worried and not thought?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “As more explorers and settlers arrived, disagreements began to develop. Land, resources, and power became sources of conflict.” The word conflict works well. Conflict.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **B**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “A Lone Star Choice”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

“Some were hopeful, while others felt hopeless.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“But its effects were strong and vast.”

A. strong B. vast C. effects

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“But its effects were strong and vast.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The land looked nice under the sky.

Replace the word nice with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose unsure instead of lost?

“Now standing alone, unsure where to go.”

Why unsure and not lost?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Vast paints a picture of something so large it is hard to measure, showing the war's huge impact.

OWN

Answers vary. One strong revision: The land looked endless under the sky.

DEFEND

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

YOUR TURN

Answers vary. One example: “The future seemed unclear to many,” The word unclear works well. Unclear paints a picture of a future that is foggy and impossible to predict, showing the people's.

READ THIS PASSAGE EXCERPT.

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

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

A struggle

B travel

C argue

D succeed

The answer is **D**.

A

struggle

Struggle means to have difficulty. Prosper means to do well and succeed.

B

travel

Travel means to move from place to place, not to grow successfully.

C

argue

Argue means to disagree. Prosper means to succeed and thrive.

D

succeed

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “A Lone Star Choice”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a word with a strong feeling.”

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

“Others worried what might come,”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

“Trying to choose with care and pride.”

A. care B. pride C. choose

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Trying to choose with care and pride.”

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

TODAY'S THINKING JOB

OWN

“I can revise with a stronger word.”

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The people felt bad about the future.

Replace the word bad with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose hopeless instead of unsure?

"Some were hopeful, while others felt hopeless."

Why hopeless and not unsure?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Pride carries a positive feeling of self-respect and confidence in their decision.

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Though opinions did not agree, People spoke respectfully.” The word respectfully works well. Respectfully carries a positive feeling of treating others with courtesy even.

READ THIS PASSAGE EXCERPT.

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

The word 'concerns' suggests that people felt

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

The answer is C.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “**Making it Happen**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“Aaliyah raises her hand.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. started B. selling C. lots

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

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The girl got money from making crafts.

Replace the word got with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose serve instead of help?

“I bought shelves, products, and supplies. Then I worked hard to serve my customers.”

Why serve and not help?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas.” The word wonders works well. Wonders shows Aaliyah.

READ THIS PASSAGE EXCERPT.

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

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

- A** People who keep trying even after failing may eventually succeed.
- B** People should always finish tasks as quickly as possible.
- C** People should wait for help before starting something new.
- D** People need money before they can begin a project.

The answer is **A**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “**Making it Happen**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

“So wealthy people, called patrons, would help them.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. Very B. nervous C. Starting

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

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

Replace the word good with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose successful instead of ordinary?

“She realizes that every successful business, invention, or work of art began with a simple idea.”

Why successful and not ordinary?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

Answers vary. One strong revision: The store was a convenient place to shop.

DEFEND

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

YOUR TURN

Answers vary. One example: “I noticed that people in our neighborhood wanted a convenient place to shop.” The word convenient works well. Convenient paints a picture of a shop that is easy to reach.

READ THIS PASSAGE EXCERPT.

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

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

A requirements

B payments

C problems

D chances

The answer is **D**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from “**The Wealth of Mansa Musa**”

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

"I can notice a sensory word."

EXACT TEKS WORDING

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

Notice the sensory word.

Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

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

A. filled B. colorful C. goods

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The market was a nice place.

Replace the word nice with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose hot instead of warm?

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

Why hot and not warm?

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

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.

Answers, across the five thinking levels.

NOTICE

sounds. Sounds reaches the sense of hearing, helping the reader hear the busy noise of the marketplace.

CHOOSE

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

SHOW

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

OWN

Answers vary. One strong revision: The market was a noisy, bustling place.

DEFEND

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

YOUR TURN

Answers vary. One example: “Even with good planning, strong winds, blowing sand, and extreme temperatures could make every trip challenging.” The word blowing works well. Blowing reaches the sense of.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is C.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “**The Wealth of Mansa Musa**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. Soldiers B. guarded C. routes

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The traders went across the desert.

Replace the word went with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose recorded instead of wrote?

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

Why recorded and not wrote?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Mansa Musa gave away large amounts of gold to people in need.” The word gave away works well. Gave away tells exactly what Mansa Musa did: freely handing gold to people.

READ THIS PASSAGE EXCERPT.

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

The word 'protected' helps the reader understand that families

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

The answer is **B**.

A

hid the books so no one could read them

Protected means kept safe, not hidden from readers. The passage says books were studied.

B

kept the books safe because they were important

Correct. Protected means the families guarded the books carefully because the knowledge inside mattered.

C

sold the books to earn money for their families

The excerpt says families believed knowledge was valuable, not that they sold the books.

D

decorated the books with gold and jewels

Protected means kept safe, not decorated.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from “**Four Regions, One Big Adventure**”

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a sensory word.”

EXACT TEKS WORDING

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

Notice the sensory word.

Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

“The air felt dry, and the wind carried dust across the rocky ground.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

“It was humid, and Xavier could feel the warm, moist air.”

A. humid B. moist C. warm

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“It was humid, and Xavier could feel the warm, moist air.”

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

TODAY'S THINKING JOB

OWN

“I can revise with a stronger word.”

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The air outside felt different.

Replace the word different with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose sang instead of made noise?

“Birds sang from the branches while butterflies floated from flower to flower.”

Why sang and not made noise?

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

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.

Answers, across the five thinking levels.

NOTICE

dry. Dry reaches the sense of touch, helping the reader feel the parched, moisture-free desert air.

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Waves rolled onto the shore while children played in the sand.” The word rolled works well. Rolled reaches the senses of sight and hearing, showing waves curling forward.

READ THIS PASSAGE EXCERPT.

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

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

A landscape

B weather

C traffic

D highway

The answer is **A**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “**Four Regions, One Big Adventure**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. more B. gentle C. hills

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The mountains were big.

Replace the word big with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose wide-open instead of big?

“The wide-open spaces seemed to go on forever.”

Why wide-open and not big?

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

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.

Answers, across the five thinking levels.

NOTICE

bright. Bright paints a vivid picture of a sky that is intensely, clearly blue with strong sunlight.

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Later they drove through thick forests where tall trees shaded the highway.” The word thick works well. Thick paints a picture of trees growing very close together.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is C.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “**Looking Back to Move Forward**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. zoomed B. part C. painting

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Mrs. Lopez zoomed in on one part of the painting.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The student looked at the picture.

Replace the word looked with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose tapped instead of hit?

“Ava tapped her pencil against her notebook.”

Why tapped and not hit?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “She imagined soft footsteps on stone floors. She imagined pages turning.” The word imagined works well. Imagined tells exactly what Ava did: creating a picture in her mind.

READ THIS PASSAGE EXCERPT.

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

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

- A** The figures in the painting were afraid of making mistakes.
- B** The figures did not want to be overheard by others.
- C** The figures were pretending to listen even though they were bored.
- D** The figures were paying very close attention to what was being said.

The answer is **D**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “**Looking Back to Move Forward**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

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

Notice the specific noun.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“Raphael used these ideas in The School of Athens.”

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

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Raphael used these ideas in The School of Athens.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The artist made something from the old place.

Replace the word something with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose Renaissance instead of time period?

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

Why Renaissance and not time period?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

The School of Athens names the exact painting, not just a picture or artwork.

OWN

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

DEFEND

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

YOUR TURN

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

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **B**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “Voices That Shaped Texas”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a word with a strong feeling.”

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

“Her songs were not important because they were complicated. They were important because they were honest.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

“She helped people feel seen and respected.”

A. feel B. respected C. seen

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“She helped people feel seen and respected.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The singer's music was good.

Replace the word good with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose closed instead of not available?

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

Why closed and not not available?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Respected carries a warm, positive feeling of being valued and treated with dignity.

OWN

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

DEFEND

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

YOUR TURN

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

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is C.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “Voices That Shaped Texas”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. songs B. emotional C. listeners

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The music was a nice sound.

Replace the word nice with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose hopeful instead of good?

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

Why hopeful and not good?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Emotional shows the songs stirred strong feelings in people who heard them.

OWN

Answers vary. One strong revision: The music was a stirring sound.

DEFEND

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

YOUR TURN

Answers vary. One example: “Mendoza’s music also helped keep traditions alive.” The word alive works well. Alive paints a vivid picture of traditions that are still breathing and active, not.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **A**.

The artists performed even when it was difficult and unfair.

A Correct. Courage means bravery in the face of difficulty, and the excerpt says many artists had to work hard to be heard.

The artists were always confident and never felt afraid.

B Courage does not mean never being afraid. It means performing despite difficulties.

The artists traveled long distances to find audiences.

C The excerpt does not say they traveled far. Courage refers to performing despite barriers.

The artists copied songs from other musicians.

D The excerpt says the artists shared their own stories and traditions.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from “A Day That Changed”

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

"I can notice a sensory word."

EXACT TEKS WORDING

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

Notice the sensory word.

Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

“The sun was already warming the air, and the morning felt calm and peaceful.”

A. sun B. warming C. morning

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“The sun was already warming the air, and the morning felt calm and peaceful.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The weather outside felt different.

Replace the word different with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose damp instead of wet?

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

Why damp and not wet?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “The wind grew stronger, and Jayden noticed the movement of gray clouds across the sky.” The word gray works well. Gray reaches the sense of sight, helping the reader.

READ THIS PASSAGE EXCERPT.

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

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

A color

B speed

C shape

D path

The answer is **D**.

A

color

Color describes appearance, not which way the clouds moved.

B

speed

Speed tells how fast something moves, not which way.

C

shape

Shape describes form, not the path the clouds traveled.

D

path

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “A Day That Changed”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. drew B. chart C. board

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

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The boy looked at the sky.

Replace the word looked with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose peeked instead of came out?

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

Why peeked and not came out?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

Answers vary. One strong revision: The boy scanned the sky.

DEFEND

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

YOUR TURN

Answers vary. One example: “Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.” The word realized works well. Realized.

READ THIS PASSAGE EXCERPT.

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

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

A crashing

B disappearing

C floating

D forming

The answer is C.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “Understanding the Texas Regions”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

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

Notice the specific noun.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. Palo Duro Canyon B. located C. region

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

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

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

Replace the word place with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose Big Bend National Park instead of place?

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

Why Big Bend National Park and not place?

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

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.

Answers, across the five thinking levels.

NOTICE

Houston. Houston names the exact city, not just a big city or an important place.

CHOOSE

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

SHOW

Palo Duro Canyon names the exact landform, not just a canyon or a place.

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “A prairie is a large area of grassland.” The word prairie works well. Prairie names the specific type of flat, grassy landform instead of just saying land or area.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **A**.

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

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

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

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “Understanding the Texas Regions”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

“The North Central Plains has rolling hills, grasslands, and more trees than western Texas.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“The Mountains and Basins region is the driest region in Texas.”

A. Mountains B. driest C. region

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“The Mountains and Basins region is the driest region in Texas.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The land in the west was rough.

Replace the word rough with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose drier instead of dry?

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

Why drier and not dry?

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

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.

Answers, across the five thinking levels.

NOTICE

rolling. Rolling paints a picture of hills that rise and fall gently like waves, showing soft, curving land.

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “The mountains make the region beautiful, but they can also make travel more difficult.” The word beautiful works well. Beautiful paints a picture of mountains that are.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **B**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “**The Roads Between Us**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a word with a strong feeling.”

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

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

A. riches B. harm C. power

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The travelers went through a hard place.

Replace the word hard with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose silenced instead of stopped?

“Connections sometimes brought new choice; At other times, they silenced voice.”

Why silenced and not stopped?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

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

READ THIS PASSAGE EXCERPT.

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

The word 'pieces' suggests that roads carry

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

The answer is **D**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “**The Roads Between Us**”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“A river bends, a pathway turns,”

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. journeys B. joined C. societies

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Their journeys joined societies Once separated by the seas.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The goods went from one town to another.

Replace the word went with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose returned instead of went back?

"A student listened, read, and learned, Then carried knowledge when returned."

Why returned and not went back?

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

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.

Answers, across the five thinking levels.

NOTICE

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

CHOOSE

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

SHOW

Joined tells exactly what the voyages did: bringing separate communities together for the first time.

OWN

Answers vary. One strong revision: The goods traveled from one town to another.

DEFEND

Returned tells exactly that the student went back home after studying. The plain phrase went back would not carry the same feeling of completing a journey of learning.

YOUR TURN

Answers vary. One example: “Technology has changed the speed, But people still connect through need.” The word connect works well. Connect tells exactly what people do: forming links and.

READ THIS PASSAGE EXCERPT.

A scholar came with thoughts to share; A merchant brought news from elsewhere.

The word 'elsewhere' helps the reader understand that the news came from

- A** the same village where the student lived
- B** a distant or different location
- C** a book the merchant had been reading
- D** the future, not the present time

The answer is **B**.

- A** **the same village where the student lived**
Elsewhere means a different place, not the same village.
- B** **a distant or different location**
Correct. Elsewhere means from another place, showing the merchant traveled far.
- C** **a book the merchant had been reading**
The excerpt says the merchant brought news, not read it from a book.
- D** **the future, not the present time**
Elsewhere refers to a different place, not a different time.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “What We Carry Forward”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a word with a strong feeling.”

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

“Some laws excluded; some caused pain.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

“Lydia Mendoza sang with pride,”

A. sang B. pride C. Mendoza

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Lydia Mendoza sang with pride,”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The old customs were still there.

Replace the word there with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose unfair instead of difficult?

“And Bledsoe stepped upon a stage While unfair barriers marked his age.”

Why unfair and not difficult?

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

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.

Answers, across the five thinking levels.

NOTICE

excluded. Excluded carries a harsh negative feeling of being deliberately left out and denied belonging.

CHOOSE

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

SHOW

Pride carries a strong positive feeling. It shows Mendoza honored her language and culture when she sang.

OWN

Answers vary. One strong revision: The old customs were still thriving.

DEFEND

Unfair carries a strong feeling of injustice, showing the barriers were morally wrong. The plain word difficult would only describe the challenge, not the wrongness behind it.

YOUR TURN

Answers vary. One example: “Some laws excluded; some caused pain. Some voices fought to make things change.” The word fought works well. Fought carries a feeling of strength and determination.

READ THIS PASSAGE EXCERPT.

A song can cross a crowded room And make forgotten stories bloom.

The word 'bloom' suggests that the stories

- A** come alive again after being forgotten for a long time
- B** are about flowers and nature in the countryside
- C** were never important to anyone who heard them
- D** were written down in books and never changed

The answer is A.

- A** **come alive again after being forgotten for a long time**
Correct. Bloom means to open up and grow, like a flower, showing the stories become alive again through music.
- B** **are about flowers and nature in the countryside**
Bloom is used as a comparison. The stories are not literally about flowers.
- C** **were never important to anyone who heard them**
Bloom means the stories become alive and important again, not unimportant.
- D** **were written down in books and never changed**
The poem says the stories were forgotten and then brought to life by a song, not kept in books.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “What We Carry Forward”

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

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

“A song can cross a crowded room And make forgotten stories bloom.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“A speech becomes a living thing When choices give the message wings.”

A. speech B. living C. thing

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“A speech becomes a living thing When choices give the message wings.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The idea was a good one.

Replace the word good with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose forgotten instead of old?

“Thinkers looked toward Greece and Rome And brought forgotten questions home.”

Why forgotten and not old?

I CAN I can explain why an author's word choice is better than a plain word.

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.

Answers, across the five thinking levels.

NOTICE

crowded. Crowded paints a picture of a room packed full of people standing close together.

CHOOSE

B. living. It describes a noun with exact detail the reader can picture.

SHOW

Living paints a picture of a speech that breathes and grows as if it were alive, not just words on paper.

OWN

Answers vary. One strong revision: The idea was a lasting one.

DEFEND

Forgotten paints a picture of questions that were lost and ignored for many years. The plain word old would not show that the questions had been abandoned and needed to be brought back.

YOUR TURN

Answers vary. One example: “Chelo Silva's powerful sound Helped Tejano music travel around.” The word powerful works well. Powerful paints a picture of a voice so strong and commanding that it.

READ THIS PASSAGE EXCERPT.

A speech becomes a living thing When choices give the message wings.

The word 'wings' suggests that the message

- A** was written about birds and flying animals
- B** was too complicated for people to understand
- C** can spread far when people act on it
- D** was delivered by a person standing on a stage

The answer is C.

- A** **was written about birds and flying animals**
Wings is a comparison. The poem is about ideas spreading, not birds.
- B** **was too complicated for people to understand**
Wings suggests the message travels far, not that it is hard to understand.
- C** **can spread far when people act on it**
Correct. Wings means the message travels far, like something that can fly, when people take action.
- D** **was delivered by a person standing on a stage**
Wings describes how far the message goes, not where it was delivered.

EXACT TEKS WORDING (FROM TEA)

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “What Shapes a Society? Place, Resources, and Connection”

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

“A natural resource is something found in nature that people can use.”

I CAN I can notice the specific noun an author chooses.

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

“Merchants traveled in caravans, often using camels to carry goods across the desert.”

A. traveled B. caravans C. desert

I CAN I can choose the specific noun and explain how I know.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Show what the word does.

What does the underlined word help the reader understand?

"Merchants traveled in caravans, often using camels to carry goods across the desert."

I CAN I can explain what the author's word helps the reader picture or feel.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: The group used animals to move stuff.

Replace the word stuff with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Defend the author's choice.

Why did the author choose Caddo instead of people?

“The Caddo traded with other communities.”

Why Caddo and not people?

I CAN I can explain why an author's word choice is better than a plain word.

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.

Answers, across the five thinking levels.

NOTICE

natural resource. Natural resource names the exact category of useful things from nature, not just stuff or things.

CHOOSE

B. caravans. It names exactly who or what, instead of a general word like thing or place.

SHOW

Caravans names the specific groups of travelers and pack animals, not just groups or teams.

OWN

Answers vary. One strong revision: The group used camels to move supplies.

DEFEND

Caddo names the exact Native American group that lived in East Texas. The plain word people would not tell the reader which specific group or where they lived.

YOUR TURN

Answers vary. One example: “Salt was valuable because people needed it and because it could help preserve food.” The word salt works well. Salt names the exact mineral that was traded, instead of.

READ THIS PASSAGE EXCERPT.

Scarcity occurs when people have limited amounts of resources compared with what they want or need.

What does the word 'scarcity' help the reader understand?

- A** People always have more than enough resources.
- B** Resources are easy to find in every region.
- C** People never need to share or trade with others.
- D** There are not enough resources for all wants and needs.

The answer is **D**.

- A** **People always have more than enough resources.**
Scarcity means the opposite: people do not have enough of what they want or need.
- B** **Resources are easy to find in every region.**
Scarcity means resources are limited, not easy to find everywhere.
- C** **People never need to share or trade with others.**
Scarcity is actually a reason people trade, not a reason they avoid trading.
- D** **There are not enough resources for all wants and needs.**
Correct. Scarcity means people have limited resources compared to what they want, so they must make choices.

EXACT TEKS WORDING (FROM TEA)

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “What Shapes a Society? Place, Resources, and Connection”

A precise verb tells exactly how an action happens, so the reader can picture it.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

“The communities can exchange goods.”

I CAN I can notice the precise verb an author chooses.

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

"The Caddo traded with other communities."

A. Caddo B. traded C. communities

I CAN I can choose the precise verb and explain how I know.

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Show what the word does.

What does the underlined word help the reader understand?

“The Caddo traded with other communities.”

I CAN I can explain what the author's word helps the reader picture or feel.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: The people did things with the land.

Replace the word did things with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose experienced instead of had?

"European colonization led to conflict over land and resources. Native peoples experienced disease, displacement, violence, and major changes to their communities."

Why experienced and not had?

I CAN I can explain why an author's word choice is better than a plain word.

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.

Answers, across the five thinking levels.

NOTICE

exchange. Exchange tells exactly what communities do: giving something they have and receiving something they need in return.

CHOOSE

B. traded. It is the action word, and it tells exactly how the action happens.

SHOW

Traded tells exactly what the Caddo did: swapping goods with other groups to get resources they needed.

OWN

Answers vary. One strong revision: The people cultivated the land.

DEFEND

Experienced shows that Native peoples lived through and suffered real consequences. The plain word had would not show the depth of what they went through.

YOUR TURN

Answers vary. One example: “Merchants in Mali used caravans to cross the Sahara.” The word cross works well. Cross tells exactly what the merchants did: traveling all the way from one side of the.

READ THIS PASSAGE EXCERPT.

An idea may travel without weighing anything. A new farming method may spread from one community to another.

Which word could replace 'spread' and keep almost the same meaning?

A vanish

B remain

C pass

D shrink

The answer is C.

- A vanish**
Vanish means to disappear, but the method moves on to new communities.
- B remain**
Remain means stay in one place. Spread means moving to new communities.
- C pass**
Correct. The method moves from one community to another, so pass keeps the meaning.
- D shrink**
Shrink means get smaller, the opposite of spread.

EXACT TEKS WORDING (FROM TEA)

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “What Shapes a Society? Place, Resources, and Connection”

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a word with a strong feeling.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Notice the word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

“European colonization led to conflict over land and resources.”

I CAN I can notice the word with a strong feeling an author chooses.

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

“Mali’s location near important trade routes helped the kingdom become wealthy and powerful.”

A. location B. wealthy C. kingdom

I CAN I can choose the word with a strong feeling and explain how I know.

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Show what the word does.

What does the underlined word help the reader understand?

“Mali’s location near important trade routes helped the kingdom become wealthy and powerful.”

I CAN I can explain what the author's word helps the reader picture or feel.

TODAY'S THINKING JOB

OWN

“I can revise with a stronger word.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Own it. Revise a sentence.

Revise the plain sentence. Replace the neutral word with a word that carries a clear feeling.

Plain sentence: The changes were bad for the community.

Replace the word bad with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Defend the author's choice.

Why did the author choose displacement instead of moving?

“Native peoples experienced disease, displacement, violence, and major changes to their communities.”

Why displacement and not moving?

I CAN I can explain why an author's word choice is better than a plain word.

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.

Answers, across the five thinking levels.

NOTICE

conflict. Conflict carries a serious negative feeling of fighting and struggle, showing the contact was not peaceful.

CHOOSE

B. wealthy. It carries a clear positive or negative feeling, not just a plain meaning.

SHOW

Wealthy carries a strong positive feeling of great riches and abundance.

OWN

Answers vary. One strong revision: The changes were devastating for the community.

DEFEND

Displacement carries a harsh feeling of being forced from home. The plain word moving would not show the cruelty and unfairness of being pushed out of one's own land.

YOUR TURN

Answers vary. One example: “One group may see opportunity while another experiences loss.” The word loss works well. Loss carries a heavy negative feeling of something valuable being taken away and.

READ THIS PASSAGE EXCERPT.

Places create possibilities. Resources create opportunities and limits. Connections create change. People decide what to do next.

The word 'limits' helps the reader understand that resources

- A** are always available in unlimited amounts
- B** can run out, which affects what people can do
- C** are only found in one region of Texas
- D** do not affect how people live or work

The answer is **B**.

- A** **are always available in unlimited amounts**
Limits means there are boundaries to what is available, the opposite of unlimited.
- B** **can run out, which affects what people can do**
Correct. Limits means resources have boundaries, so people cannot use as much as they want.
- C** **are only found in one region of Texas**
The passage describes resources in many regions, not just one.
- D** **do not affect how people live or work**
The passage explains that resources directly affect what people can do.

EXACT TEKS WORDING (FROM TEA)

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

WHAT DOES THIS MEAN TO ME?

Authors choose each word on purpose to say exactly what they mean.

When I notice a strong word, I ask what it shows and why the author chose it.

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “What Shapes a Society? Place, Resources, and Connection”

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

This deck teaches **word choice** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

“Forests can provide timber.”

I CAN I can notice the specific noun an author chooses.

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Choose the strongest word.

Read the sentence. Which word is the most specific noun?

“Families grew crops such as corn, beans, and squash.”

A. Families B. crops C. squash

I CAN I can choose the specific noun and explain how I know.

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Show what the word does.

What does the underlined word help the reader understand?

“Families grew crops such as corn, beans, and squash.”

I CAN I can explain what the author's word helps the reader picture or feel.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the general noun with a specific noun.

Plain sentence: The river gave people stuff they needed.

Replace the word stuff with a stronger word.

I CAN I can revise a plain sentence by choosing a stronger word.

TODAY'S THINKING JOB

DEFEND

“I can explain why the author chose a word.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Defend the author's choice.

Why did the author choose East Texas instead of a place?

“Many Caddo communities developed in what is now East Texas, where rivers, forests, and fertile land supported daily life.”

Why East Texas and not a place?

I CAN I can explain why an author's word choice is better than a plain word.

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.

Answers, across the five thinking levels.

NOTICE

timber. Timber names the exact kind of wood cut from forests for building, instead of a general word like stuff.

CHOOSE

C. squash. It names exactly who or what, instead of a general word like thing or place.

SHOW

Squash names one exact crop the families grew, so the reader knows just what was in the fields.

OWN

Answers vary. One strong revision: The river gave people water and fish they needed.

DEFEND

East Texas tells the reader exactly where the Caddo lived. The plain phrase a place would leave the reader guessing where the story happens.

YOUR TURN

Answers vary. One example: “Coastal areas can provide fish and places for ships to travel.” The word fish works well. Fish names the exact food the coast provides, instead of a general word like food.

READ THIS PASSAGE EXCERPT.

People cannot control every part of climate, but they can study it and make decisions based on what they learn.

Which word could replace 'decisions' and keep almost the same meaning?

A choices

B problems

C questions

D patterns

The answer is **A**.

A

choices

Correct. Decisions means choices people make after thinking carefully.

B

problems

Problems are difficulties, not thoughtful selections.

C

questions

Questions ask for information. Decisions are final selections.

D

patterns

Patterns are repeated trends, not acts of choosing.