

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “**The Great Chocolate Chip Cookie Mystery**”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“Jordan pointed dramatically at an empty silver tray.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“At the table, theories multiplied.”

A. table B. multiplied C. theories

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“At the table, theories multiplied.”

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 went to the front of the room.

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 shrugged instead of moved?

“Eli shrugged.”

Why shrugged and not moved?

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

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

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

CHOOSE

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

SHOW

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

OWN

Answers vary. One strong revision: The student marched to the front of the room.

DEFEND

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

YOUR TURN

Answers vary. One example: “Mrs. Delgado, their teacher, raised one eyebrow.” The word raised works well. Raised tells exactly how Mrs. Delgado moved her eyebrow to show she was curious or doubtful.

READ THIS PASSAGE EXCERPT.

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

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

A whisper

B remember

C declare

D request

The answer is C.

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

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Connotation

from “**The Great Chocolate Chip Cookie Mystery**”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

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

“Jordan looked suspicious.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

““That the most exciting version of a story isn’t always the most accurate one,” Maya said.”

A. most B. exciting C. version

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

““That the most exciting version of a story isn’t always the most accurate one,” Maya said.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The group talked about the problem.

Replace the word talked 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 oversimplified instead of short?

““It might be an oversimplified version,” Maya said.”

Why oversimplified and not short?

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

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

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Eli looked disappointed.” The word disappointed works well. Disappointed carries a sad, let-down feeling, showing Eli is upset the fun story might not be true.

READ THIS PASSAGE EXCERPT.

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

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

A retold

B ignored

C created

D doubted

The answer is **A**.

A

retold

Correct. Retold means to tell again, which matches repeated.

B

ignored

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

C

created

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

D

doubted

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

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from “**The Fifth-Grade Cookie Commission**”

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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.

“That alone made everyone suspicious.”

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?

“Eli looked genuinely confused.”

A. confused B. Eli C. looked

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Eli looked genuinely confused.”

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 meeting was nice.

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 exploded instead of reacted?

“The room exploded.”

Why exploded and not reacted?

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

suspicious. Suspicious carries a negative connotation of distrust, showing the students feel uneasy.

CHOOSE

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

SHOW

Confused carries a connotation of being lost and unable to understand, showing real bewilderment.

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Everyone groaned.” The word groaned works well. Groaned carries a strong negative connotation of frustration and displeasure.

READ THIS PASSAGE EXCERPT.

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

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

- A** He thinks oatmeal cookies are dangerous to eat.
- B** He wants the teacher to cancel the commission.
- C** He is worried the school will run out of desserts.
- D** He is exaggerating to show strong dislike.

The answer is **D**.

A

He thinks oatmeal cookies are dangerous to eat.

Nothing says the cookie is unsafe. Jordan is exaggerating his reaction.

B

He wants the teacher to cancel the commission.

Jordan does not want to end the commission. He wants to change the treat.

C

He is worried the school will run out of desserts.

There is no shortage. Jordan simply dislikes the oatmeal cookie.

D

He is exaggerating to show strong dislike.

Correct. Emergency makes his small complaint sound much bigger than it really is.

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

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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.

“Jordan looked shocked.”

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?

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

A. oatmeal B. controversy C. entirely

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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 students said their opinions.

Replace the word said with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose crisis instead of problem?

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

Why crisis and not problem?

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

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

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

CHOOSE

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

SHOW

Controversy carries a negative connotation of heated disagreement and conflict among the students.

OWN

Answers vary. One strong revision: The students debated their opinions.

DEFEND

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

YOUR TURN

Answers vary. One example: “Sofia disagreed.” The word disagreed works well. Disagreed carries a connotation of opposition, showing Sofia firmly objects to the idea.

READ THIS PASSAGE EXCERPT.

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

The word 'guessed' helps the reader understand that

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

The answer is **B**.

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

EXACT TEKS WORDING (FROM TEA)

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WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “From Tension to Revolution”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

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

Notice the specific noun.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. Groups B. such C. Sons of Liberty

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The people were angry about the new rule.

Replace the word rule with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose boycott instead of action?

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

Why boycott and not action?

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

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

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

CHOOSE

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

SHOW

Sons of Liberty names the exact protest group instead of a general word like organization.

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Paul Revere created an engraving that showed the soldiers firing at colonists.” The word engraving works well. Engraving names the specific type of artwork Paul Revere.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **A**.

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

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from “**From Tension to Revolution**”

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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.

“Great Britain eventually repealed, or canceled, the Stamp Act.”

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?

“Many colonists celebrated because they believed their protests had worked.”

A. celebrated B. Many C. colonists

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Many colonists celebrated because they believed their protests had worked.”

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

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OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The leaders got together to talk.

Replace the word got with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose fired instead of attacked?

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

Why fired and not attacked?

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

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

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

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

READ THIS PASSAGE EXCERPT.

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

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

A purchased

B requested

C described

D delivered

The answer is **D**.

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

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from “The Ocean Lesson”

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NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“Their tiny flippers pushed against the sand again and again.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. few B. slipped C. turtles

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

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The animal went across the sand.

Replace the word 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 leaned instead of moved?

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

Why leaned and not moved?

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

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

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

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

READ THIS PASSAGE EXCERPT.

Others paused for a moment, then began moving again.

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

A collapsed

B hesitated

C vanished

D retreated

The answer is **B**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from “The Ocean Lesson”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a sensory word.”

EXACT TEKS WORDING

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

Notice the sensory word.

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

“The morning air was cool, and the sky was just starting to brighten.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

“For a moment, they disappeared in the white foam.”

A. moment B. disappeared C. white foam

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“For a moment, they disappeared in the white foam.”

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 water looked nice at the beach.

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 glided instead of moved?

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

Why glided and not moved?

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

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

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

CHOOSE

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

SHOW

White foam reaches the sense of sight, helping the reader see the bubbly ocean water.

OWN

Answers vary. One strong revision: The water sparkled at the beach.

DEFEND

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

YOUR TURN

Answers vary. One example: “In some places it was soft, and the turtles sank down a little as they crawled.” The word soft works well. Soft reaches the sense of touch, helping the reader feel the.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is C.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “Spanish Rule in Early Texas”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

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

Notice the specific noun.

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. El Camino Real B. One C. important

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

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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 built a thing near the river.

Replace the word thing with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose cattle instead of animals?

"Spanish settlers developed ways of raising cattle on open land."

Why cattle and not animals?

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

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

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

CHOOSE

A. El Camino Real. It names exactly who or what, instead of a general word like thing or place.

SHOW

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

OWN

Answers vary. One strong revision: The workers built a fort near the river.

DEFEND

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

YOUR TURN

Answers vary. One example: “The presidios had to stand their ground when protecting nearby settlements.” The word settlements works well. Settlements names the specific type of community the soldiers.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **A**.

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

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

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

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “Spanish Rule in Early Texas”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

“Some areas had droughts, floods, storms, or extreme heat.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“Long distances made travel slow and dangerous.”

A. Long B. dangerous C. distances

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Long distances made travel slow and dangerous.”

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 weather in Texas was bad.

Replace the word bad with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose dry instead of empty?

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

Why dry and not empty?

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

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

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

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

READ THIS PASSAGE EXCERPT.

These changes caused stress and conflict.

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

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

The answer is **D**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “A Harvest to Remember”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

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

Notice the specific noun.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. man B. named C. Squanto

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: They grew things in the ground.

Replace the word 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 streams instead of waterways?

“Rivers and streams could provide water and fish.”

Why streams and not waterways?

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

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

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

CHOOSE

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

SHOW

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

OWN

Answers vary. One strong revision: They grew squash in the ground.

DEFEND

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

YOUR TURN

Answers vary. One example: “The Wampanoag people had lived in the region for a long time.” The word Wampanoag works well. Wampanoag names the exact Native American tribe instead of a general term.

READ THIS PASSAGE EXCERPT.

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

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

- A** To show that the Pilgrims knew how to cook modern meals
- B** To prove that squash was the most important crop
- C** To give an example of local foods at the celebration
- D** To explain why the Pilgrims preferred vegetables to meat

The answer is C.

A

To show that the Pilgrims knew how to cook modern meals

The excerpt describes simple local foods, not modern cooking.

B

To prove that squash was the most important crop

Squash is listed along with many other foods. It is not called the most important.

C

To give an example of local foods at the celebration

Correct. Squash is a concrete detail that helps the reader picture the 1621 meal.

D

To explain why the Pilgrims preferred vegetables to meat

Wild birds are also listed. The excerpt does not say the Pilgrims preferred vegetables.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “A Harvest to Remember”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

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

A. productive B. this C. help

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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 weather outside felt bad.

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 hunger instead of need?

“Some people became weak from hunger, and others became ill.”

Why hunger and not need?

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

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

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “The long winter made many Pilgrims feel worried about the future.” The word worried works well. Worried carries a connotation of fear and uncertainty about what might.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **B**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “Our Rights, Our Voices”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

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

“They wrote down rights to make things fair,”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

“So people's freedoms would be there.”

A. people's B. freedoms C. would

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“So people's freedoms would be there.”

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 leaders made a paper about rules.

Replace the word rules with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose liberty instead of rights?

“To help protect each person's liberty.”

Why liberty and not rights?

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

fair. Fair carries a positive connotation of equal treatment and justice for all people.

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Not too harsh or hard to bear,” The word harsh works well. Harsh carries a negative connotation of cruelty and extreme treatment.

READ THIS PASSAGE EXCERPT.

They help keep fairness shining bright.

The word 'shining' suggests that fairness is something that

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

The answer is **D**.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “Our Rights, Our Voices”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

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

“They wanted justice to guide the land,”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

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

A. Constitution B. incomplete C. complete

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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 rules were made to be good for people.

Replace the word good with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose equal instead of same?

"With equal laws that would always stand."

Why equal and not same?

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

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

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

CHOOSE

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

SHOW

Incomplete carries a negative connotation of something missing, showing people felt the document was not good enough yet.

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “The Eighth says punishments must be fair,” The word punishments works well. Punishments carries a heavy, negative connotation of suffering and consequences.

READ THIS PASSAGE EXCERPT.

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

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

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

The answer is **A**.

A

has proven itself over many years

Correct. Stood the test means it has lasted and continued to work through time.

B

was written too quickly to be useful

Stood the test means it succeeded, not that it was rushed.

C

only applies to people in certain states

Stood the test means it endured, not that it is limited.

D

was replaced by a different document

Stood the test means it lasted, not that it was replaced.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “A Voice of Their Own”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Long shadows stretch across the street."

A. stretch B. Long C. shadows

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Long shadows stretch across the street.”

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 road looked nice in the evening.

Replace the word nice with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose discussed instead of mentioned?

“Families discussed the news around the dinner table.”

Why discussed and not mentioned?

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

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

pulls. Pulls tells exactly how the horse drags the wagon forward with effort.

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Merchants spoke with customers.” The word spoke works well. Spoke tells exactly that merchants used words to share ideas in person.

READ THIS PASSAGE EXCERPT.

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

The word 'respect' helps the reader understand that colonists

- A** were afraid of the king and wanted to hide
- B** wanted the king to visit the colonies
- C** still honored the king while wanting change
- D** had decided to break all ties with England

The answer is C.

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “A Voice of Their Own”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“Thomas dusts the shelves while Mr. Harris organizes the day’s sales.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

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

A. traveled B. realized C. concerns

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

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

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 said they wanted change.

Replace the word said with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose sink instead of go?

"The afternoon sun begins to sink lower in the sky."

Why sink and not go?

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

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

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

CHOOSE

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

SHOW

Realized tells exactly the moment when people understood something they had not seen before.

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “(Thomas sweeps quietly for a moment before speaking again.)” The word sweeps works well. Sweeps tells exactly the back-and-forth motion of moving a broom across the ground.

READ THIS PASSAGE EXCERPT.

That sounds better than having no say at all.

In this sentence, the word 'say' means

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

The answer is **B**.

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

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

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

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

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “**The Garden That Wouldn't Grow**”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

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

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“She slowly poured water around every stem until the soil became dark and soaked.”

A. slowly B. water C. poured

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“She slowly poured water around every stem until the soil became dark and soaked.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: She put water on the plants.

Replace the word put 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 dug instead of made?

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

Why dug and not made?

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

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

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

CHOOSE

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

SHOW

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

OWN

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

DEFEND

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

YOUR TURN

Answers vary. One example: “Her grandmother reminded her that plants do need water, but she encouraged Kendrix to look carefully before deciding what to do.” The word encouraged works well..

READ THIS PASSAGE EXCERPT.

Small puddles remained around several plants long after Kendrix had finished watering.

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

A lingered

B vanished

C expanded

D appeared

The answer is **A**.

- A** **lingered**
Correct. Lingered means the puddles stayed for a long time, just as remained does.
- B** **vanished**
Vanished means to disappear, which is the opposite of what the puddles did.
- C** **expanded**
Expanded means to grow larger. The excerpt says puddles stayed, not that they grew.
- D** **appeared**
Appeared means to show up for the first time. The puddles were already there.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from “**The Garden That Wouldn't Grow**”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a sensory word.”

EXACT TEKS WORDING

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

Notice the sensory word.

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

“When she stepped into the garden, her shoes sank slightly into the soft ground.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

“The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden.”

A. fresh scent B. tomato C. plants

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

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden."

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 garden smelled good in the morning.

Replace the word good with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose pale instead of light?

"Their leaves were pale instead of a healthy green, and several stems were beginning to droop."

Why pale and not light?

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

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

soft. Soft reaches the sense of touch, helping the reader feel the wet, yielding ground under Kendrix's feet.

CHOOSE

A. fresh scent. It helps the reader see, hear, feel, taste, or smell the moment.

SHOW

Fresh scent reaches the sense of smell, helping the reader breathe in the herbs in the garden.

OWN

Answers vary. One strong revision: The garden smelled earthy in the morning.

DEFEND

Pale lets the reader see the washed out, faded color of the leaves. The plain word light does not show that the plants looked sick.

YOUR TURN

Answers vary. One example: "Some leaves curled at the edges, and several stems leaned farther toward the ground." The word curled works well. Curled reaches the sense of sight, helping the reader see.

READ THIS PASSAGE EXCERPT.

The pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves.

The word 'shiny' helps the reader

- A** hear the peppers growing on the plants
- B** smell the peppers in the garden rows
- C** feel the smooth skin of the peppers
- D** see the glossy, bright look of the peppers

The answer is **D**.

- A** **hear the peppers growing on the plants**
Shiny describes how the peppers look, not a sound.
- B** **smell the peppers in the garden rows**
Shiny is a sight word, not a smell word.
- C** **feel the smooth skin of the peppers**
Shiny describes a visual quality, not a texture.
- D** **see the glossy, bright look of the peppers**
Correct. Shiny helps the reader picture the smooth, reflective surface of the peppers.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “Words That Changed a Nation”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

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

Notice the specific noun.

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

“Thomas Jefferson wrote most of the document, although other committee members suggested changes before it was presented to Congress.”

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Abolitionists used its language to argue against slavery."

A. used B. Abolitionists C. language

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

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?

“Abolitionists used its language to argue against slavery.”

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 leaders wanted to protect the people's stuff.

Replace the word stuff with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose property instead of things?

“He argued that governments should protect life, liberty, and property.”

Why property and not things?

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

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

Congress. Congress names the exact governing body where the document was presented, not just leaders or officials.

CHOOSE

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

SHOW

Abolitionists names the specific group of people who fought to end slavery, not just supporters or people.

OWN

Answers vary. One strong revision: The leaders wanted to protect the people's liberty.

DEFEND

Property names the specific right of ownership that governments should protect. The plain word things could mean anything and does not carry the same legal meaning.

YOUR TURN

Answers vary. One example: “To protest, members of the Sons of Liberty disguised themselves and boarded ships in Boston Harbor.” The word Boston Harbor works well. Boston Harbor names the exact place.

READ THIS PASSAGE EXCERPT.

One major turning point came after the French and Indian War, which ended in 1763.

The phrase 'turning point' helps the reader understand that the war

- A** was the last conflict between the colonies and France
- B** made colonists want to move back to Britain
- C** caused a major shift between Britain and the colonies
- D** was quickly forgotten by colonists after it ended

The answer is C.

- A** **was the last conflict between the colonies and France**
Turning point means a big change, not that the war was the final conflict.
- B** **made colonists want to move back to Britain**
Nothing suggests colonists wanted to return. A turning point means a shift in direction.
- C** **caused a major shift between Britain and the colonies**
Correct. A turning point means the moment when things shifted in a new and important direction.
- D** **was quickly forgotten by colonists after it ended**
A turning point is a significant moment, not one that is forgotten.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “Words That Changed a Nation”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

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

“They had grown frustrated with British rule and believed it was time to form their own nation.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

“Signing the document required tremendous courage.”

A. Signing B. document C. courage

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Signing the document required tremendous courage.”

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 leaders felt something about the decision.

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 unfair instead of wrong?

"Many colonists believed these taxes were unfair."

Why unfair and not wrong?

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

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

frustrated. Frustrated carries a strong negative connotation of deep annoyance and impatience after repeated disappointments.

CHOOSE

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

SHOW

Courage carries a heroic, positive connotation of bravery in the face of real danger.

OWN

Answers vary. One strong revision: The leaders felt dread about the decision.

DEFEND

Unfair reaches the reader's sense of injustice, making them feel the colonists' frustration. Wrong is more general and does not stir the same strong feeling.

YOUR TURN

Answers vary. One example: "They risked losing their property, their freedom, and even their lives." The word risked works well. Risked carries a connotation of danger and gambling, showing the.

READ THIS PASSAGE EXCERPT.

They risked losing their property, their freedom, and even their lives.

The word 'risked' helps the reader understand that the signers

- A** were certain they would lose everything
- B** did not care about the consequences
- C** had already lost their homes before signing
- D** knew they could lose everything but signed anyway

The answer is **D**.

- A** **were certain they would lose everything**
Risky means they faced possible loss, not that it was certain.
- B** **did not care about the consequences**
Risky shows they knew the danger but chose to act anyway, not that they were careless.
- C** **had already lost their homes before signing**
Risky means they faced future danger, not that the loss had already happened.
- D** **knew they could lose everything but signed anyway**
Correct. Risky means they understood the danger and still chose to act.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “A Difficult Compromise”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“Voices were raised, and some delegates worried the meeting might fall apart.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“Northern states pushed back.”

A. pushed back B. Northern C. states

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Northern states pushed back.”

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 group talked about the problem for a long time.

Replace the word talked 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 escaped instead of left?

"Some escaped through networks that became known as the Underground Railroad."

Why escaped and not left?

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

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

raised. Raised tells exactly how the delegates lifted their voices louder during the heated argument.

CHOOSE

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

SHOW

Pushed back tells exactly how the northern states argued against the idea with strong resistance.

OWN

Answers vary. One strong revision: The group debated the problem for a long time.

DEFEND

Escaped shows people breaking free from danger by getting away in secret. The plain word left makes it sound easy and safe, not risky.

YOUR TURN

Answers vary. One example: “Finally, a compromise was suggested.” The word suggested works well. Suggested tells exactly how someone offered the idea carefully, not forcing it on others.

READ THIS PASSAGE EXCERPT.

Some delegates agreed because they wanted the convention to succeed. Others were uncomfortable with the decision but felt there was no easy answer.

The word 'uncomfortable' helps the reader understand that some delegates

- A** were fully satisfied with the compromise
- B** felt uneasy about the agreement but accepted it
- C** wanted to leave the convention immediately
- D** were confused about what the compromise meant

The answer is **B**.

- A** **were fully satisfied with the compromise**
Uncomfortable means the opposite of satisfied. They were uneasy.
- B** **felt uneasy about the agreement but accepted it**
Correct. Uncomfortable shows the delegates did not fully support the decision but went along with it.
- C** **wanted to leave the convention immediately**
The excerpt says they agreed, not that they wanted to leave.
- D** **were confused about what the compromise meant**
Uncomfortable shows uneasiness, not confusion about the meaning.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “A Difficult Compromise”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

“The war lasted four years and caused enormous loss of life.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“Many Southern landowners operated farms and plantations.”

A. Many B. Southern C. landowners

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Many Southern landowners operated farms and plantations.”

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 problem between the states was bad.

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 deeper instead of bigger?

“That deeper problem was slavery.”

Why deeper and not bigger?

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

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

enormous. Enormous paints a picture of staggering, almost unimaginable loss.

CHOOSE

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

SHOW

Southern paints a geographic picture, placing these farms in a specific warm, agricultural region.

OWN

Answers vary. One strong revision: The problem between the states was devastating.

DEFEND

Deeper shows the problem was rooted far below the surface and harder to fix. The plain word bigger only tells size, not how hard the problem was to solve.

YOUR TURN

Answers vary. One example: “The nation became increasingly divided.” The word divided works well. Divided paints a vivid picture of a nation torn into opposing sides, as if the country itself has.

READ THIS PASSAGE EXCERPT.

The delegates in Philadelphia were trying to hold the states together, but their solution came at a heavy cost.

The word 'heavy' helps the reader understand that the cost of the compromise was

- A** very serious and caused great harm
- B** measured in large amounts of money
- C** not important enough to worry about
- D** quickly forgotten after the convention ended

The answer is **A**.

- A** **very serious and caused great harm**
Correct. Heavy describes a cost that weighed deeply on the nation, meaning it caused great suffering.
- B** **measured in large amounts of money**
Heavy here means serious and harmful, not a dollar amount.
- C** **not important enough to worry about**
Heavy means the opposite. The cost was very significant.
- D** **quickly forgotten after the convention ended**
Heavy suggests something burdensome and lasting, not something quickly forgotten.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “A Visit to the Workshop”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“A wagon rolled past them, and its wheels rattled against the stones.”

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Wires stretched across tables, and glass bulbs sat in rows."

A. Wires B. across C. stretched

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Wires stretched across tables, and glass bulbs sat in rows.”

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 sound went through the building.

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 rushed instead of came?

"Her brother opened the door, and warm air rushed toward them."

Why rushed and not came?

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

rattled. Rattled tells exactly the shaking, clattering sound the wheels made on the rough stone road.

CHOOSE

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

SHOW

Stretched tells exactly how the wires were pulled tight from one end of the table to the other.

OWN

Answers vary. One strong revision: The sound echoed through the building.

DEFEND

Rushed shows the warm air moving quickly toward Zaylen and her brother. The plain word came does not show speed or force.

YOUR TURN

Answers vary. One example: “People hurried toward their homes before the night became even darker.” The word hurried works well. Hurried tells exactly how people walked quickly because darkness was.

READ THIS PASSAGE EXCERPT.

Edison stopped beside a table and asked a worker several questions. Then he crossed the room to check a machine.

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

A studied

B cleaned

C traversed

D organized

The answer is C.

- A studied**
Studied means to look carefully. Crossed means to walk from one side to the other.
- B cleaned**
Cleaned means to remove dirt. It has nothing to do with moving across a room.
- C traversed**
Correct. Traversed means to travel across an area, which matches crossing the room.
- D organized**
Organized means to put things in order, not to walk across a space.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from “A Visit to the Workshop”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a sensory word.”

EXACT TEKS WORDING

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

Notice the sensory word.

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

“The room smelled like oil, metal, smoke, and heated wire.”

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

"The room filled with a steady, warm light."

A. warm B. room C. filled

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“The room filled with a steady, warm light.”

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 room had a bad smell.

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 thin instead of small?

"The flame moved and released a thin line of smoke."

Why thin and not small?

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

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

smoke. Smoke reaches the sense of smell, helping the reader breathe in the thick, sharp air of the workshop.

CHOOSE

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

SHOW

Warm reaches the sense of touch, helping the reader feel the gentle heat of the electric light.

OWN

Answers vary. One strong revision: The room had a smoky smell.

DEFEND

Thin helps the reader see a narrow, delicate line of smoke drifting upward. The plain word small does not paint the same clear picture of the smoke's shape.

YOUR TURN

Answers vary. One example: “A machine gave off a low humming sound.” The word humming works well. Humming reaches the sense of hearing, helping the reader hear the steady, vibrating buzz of the.

READ THIS PASSAGE EXCERPT.

Her family used oil lamps that flickered and sometimes filled the air with smoke.

The word 'flickered' helps the reader

- A** smell the oil burning in the lamp
- B** feel the temperature of the room
- C** taste the smoke in the air
- D** see the unsteady light of the lamp

The answer is **D**.

A

smell the oil burning in the lamp

Flickered describes how the light moved, not how the oil smelled.

B

feel the temperature of the room

Flickered describes movement of light, not warmth.

C

taste the smoke in the air

Flickered is a sight word, not a taste word.

D

see the unsteady light of the lamp

Correct. Flickered shows the light jumping and moving unsteadily, which the reader can picture.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Specific Nouns

from “A Voice in the Community”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

"I can notice a specific noun."

EXACT TEKS WORDING

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

Notice the specific noun.

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

"A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas."

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“State governments make decisions about education, transportation, health, and other services.”

A. State B. transportation C. governments

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“State governments make decisions about education, transportation, health, and other services.”

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 town needed to fix some stuff.

Replace the word stuff with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose recycling bins instead of containers?

“A student may ask for more recycling bins at school.”

Why recycling bins and not containers?

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

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

playground. Playground names a specific place in the community instead of a vague word like area or location.

CHOOSE

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

SHOW

Transportation names a specific category of public service instead of a vague word like things or needs.

OWN

Answers vary. One strong revision: The town needed to fix some sidewalks.

DEFEND

Recycling bins tells the reader exactly what the student wants at school. The plain word containers could mean any kind of box or holder.

YOUR TURN

Answers vary. One example: “In an election, citizens choose leaders or decide questions placed on a ballot.” The word ballot works well. Ballot names the specific document used in voting instead of a.

READ THIS PASSAGE EXCERPT.

Some people serve on local boards, help with campaigns, or volunteer for community organizations.

The word 'campaigns' helps the reader understand that some people help with

- A** parties held after all the votes are counted
- B** efforts to win votes for a person or idea
- C** classes that teach students about new laws
- D** trips that people take to visit other towns

The answer is **B**.

- A parties held after all the votes are counted**
A campaign happens before a vote, to win support. It is not a party afterward.
- B efforts to win votes for a person or idea**
Correct. Campaigns are organized efforts to win support, and the excerpt lists them with civic work.
- C classes that teach students about new laws**
The excerpt lists ways to serve the community, not classes about laws.
- D trips that people take to visit other towns**
Nothing in the excerpt says the people travel to other towns.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “A Voice in the Community”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“A town might repair a playground, add a stop sign, or create a new program because community members shared their ideas.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“People can question an idea without attacking the person who supports it.”

A. question B. attacking C. person

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“People can question an idea without attacking the person who supports it.”

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The people looked at the information.

Replace the word 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 guessed instead of thought?

“Careful reading helps people make choices based on what is known rather than what is guessed.”

Why guessed and not thought?

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

repair. Repair names the exact action of fixing something broken, instead of a plain verb like change.

CHOOSE

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

SHOW

Question tells exactly how people challenge and examine an idea by asking about it carefully.

OWN

Answers vary. One strong revision: The people examined the information.

DEFEND

Guessed shows people choosing without evidence. The plain word thought does not show that the idea was never checked against facts.

YOUR TURN

Answers vary. One example: “A problem may not be solved after one meeting, one vote, or one letter.” The word solved works well. Solved tells exactly the action of finding an answer and fixing a.

READ THIS PASSAGE EXCERPT.

Rumors and incomplete stories can make issues confusing. Before sharing a claim, people can check where the information came from and whether other trusted sources support it.

The word 'trusted' helps the reader understand that sources should be

- A** reliable and known to provide accurate information
- B** the first ones found during a search
- C** the ones that agree with a person's own opinion
- D** the most exciting or interesting to read

The answer is **A**.

A **reliable and known to provide accurate information**
Correct. Trusted means the source has a good record of being truthful and accurate.

B **the first ones found during a search**
Trusted does not mean first. It means dependable and proven accurate.

C **the ones that agree with a person's own opinion**
Trusted means reliable, not that it matches someone's existing belief.

D **the most exciting or interesting to read**
Trusted means accurate and dependable, not entertaining.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “A Gift that Welcomed Millions”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“Rosa leaned against the cold metal rail and tried to take in every detail.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“Two boys waved their caps over their heads.”

A. waved B. Two C. boys

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Two boys waved their caps over their heads.”

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 family went to the new country.

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 pressed instead of held?

"An elderly man removed his hat and pressed it against his chest."

Why pressed and not held?

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

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 Rosa pressed her body against the railing to steady herself while looking.

CHOOSE

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

SHOW

Waved tells exactly the motion of swinging the caps through the air with excitement.

OWN

Answers vary. One strong revision: The family sailed to the new country.

DEFEND

Pressed shows the man pushing his hat tightly against his chest with deep feeling. The plain word held does not capture that emotional force.

YOUR TURN

Answers vary. One example: “Her father explained that the torch stood for hope and freedom.” The word explained works well. Explained tells exactly how her father put the idea into words for Rosa to.

READ THIS PASSAGE EXCERPT.

The morning mist curled around its base, while sunlight touched the crown on its head.

The word 'curled' helps the reader

- A** hear the wind blowing near the harbor
- B** see the mist wrapping around the statue
- C** taste the salty air near the water
- D** feel the temperature of the morning air

The answer is **B**.

A

hear the wind blowing near the harbor

Curled describes how the mist moved, not a sound.

B

see the mist wrapping around the statue

Correct. Curled helps the reader picture the mist bending and wrapping softly around the base.

C

taste the salty air near the water

Curled is about movement, not taste.

D

feel the temperature of the morning air

Curled describes the shape of the mist, not the temperature.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “A Gift that Welcomed Millions”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

“Day after day, gray waves had rolled past the ship.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“At night, her family slept in a crowded room below deck.”

A. night B. crowded C. family

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

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"At night, her family slept in a crowded room below deck."

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 trip on the ship was hard.

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 hungry instead of upset?

“Rosa's feet ached, and Marco complained that he was hungry.”

Why hungry and not upset?

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

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

gray. Gray paints a picture of dull, cold ocean waves that look heavy and gloomy during the long voyage.

CHOOSE

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

SHOW

Crowded paints a picture of too many people packed tightly together in a small space.

OWN

Answers vary. One strong revision: The trip on the ship was exhausting.

DEFEND

Hungry paints a clear physical picture of Marco's empty stomach and need for food. The plain word upset could mean sad, angry, or worried and does not name the specific problem.

YOUR TURN

Answers vary. One example: "Life was not easy. The family worked long hours, and money was often scarce." The word scarce works well. Scarce paints a picture of something rare and hard to find.

READ THIS PASSAGE EXCERPT.

She wanted to remember the way it looked in the morning light. The statue seemed to stand watch over the harbor, greeting every ship that passed.

The word 'greeting' suggests that the statue seemed

- A** angry at the arriving ships
- B** too small to notice from the ship
- C** welcoming and friendly to arrivals
- D** tired of watching the same harbor

The answer is C.

- A** **angry at the arriving ships**
Greeting is a friendly word. It does not suggest anger.
- B** **too small to notice from the ship**
The excerpt says Rosa could see the statue clearly. Greeting does not suggest smallness.
- C** **welcoming and friendly to arrivals**
Correct. Greeting makes the statue seem like a warm, welcoming figure to each new ship.
- D** **tired of watching the same harbor**
Greeting is an active, positive word. It does not suggest tiredness.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “One Voice Can Start a Wave”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

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

“A question grows and conquers fears.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

“Some feared their rights were wearing down.”

A. Some B. feared C. wearing down

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Some feared their rights were wearing down.”

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 idea went from town to town.

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 lasting instead of long?

"One voice can start a lasting wave."

Why lasting and not long?

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

conquers. Conquers carries a powerful, heroic connotation, suggesting questions can defeat fear like a warrior wins a battle.

CHOOSE

C. wearing down. It carries a clear positive or negative feeling, not just a plain meaning.

SHOW

Wearing down carries a negative connotation of slow, steady loss, like something being ground away over time.

OWN

Answers vary. One strong revision: The idea spread from town to town.

DEFEND

Lasting suggests a wave of change that endures and matters. The plain word long only describes how many years, not the significance of the movement.

YOUR TURN

Answers vary. One example: “The Boston Massacre brought fear;” The word fear works well. Fear carries a strong negative connotation of dread and panic that shook the colonists deeply.

READ THIS PASSAGE EXCERPT.

Their shared concerns became a fire.

The word 'fire' suggests that the colonists' shared concerns were

- A** weak and easy to ignore
- B** confusing and hard to explain
- C** calm and carefully planned
- D** intense, powerful, and spreading

The answer is **D**.

- A weak and easy to ignore**
Fire suggests intensity and heat, not weakness.
- B confusing and hard to explain**
Fire suggests strength and energy, not confusion.
- C calm and carefully planned**
Fire suggests something burning with passion, not calm planning.
- D intense, powerful, and spreading**
Correct. Fire suggests the concerns burned with energy and grew rapidly, like flames spreading.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Vivid Adjectives

from “One Voice Can Start a Wave”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a vivid adjective.”

EXACT TEKS WORDING

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

Notice the vivid adjective.

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

“Some praised the bold and risky way.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“Some praised the bold and risky way.”

A. bold B. risky C. praised

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Some praised the bold and risky way.”

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 rules were bad for the people.

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 Intolerable instead of strict?

“The Intolerable Acts were meant”

Why Intolerable and not strict?

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

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

bold. Bold paints a vivid picture of a daring, fearless action that took real courage.

CHOOSE

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

SHOW

Risky paints a picture of danger and uncertainty, showing the action could have gone wrong at any moment.

OWN

Answers vary. One strong revision: The rules were unfair for the people.

DEFEND

Intolerable paints a picture of something so unbearable that people cannot accept it. The plain word strict means firm but does not show the same depth of suffering.

YOUR TURN

Answers vary. One example: “The nation's promise, broad and bright,” The word bright works well. Bright makes the nation's promise shine with hope, as if it lights the way forward.

READ THIS PASSAGE EXCERPT.

An informed voice should stop and check: What source is this? What comes next?

The word 'informed' helps the reader understand that a strong voice must be

- A** backed by knowledge and reliable facts
- B** the loudest voice in the room
- C** willing to agree with every opinion
- D** able to speak without interruption

The answer is **A**.

A

backed by knowledge and reliable facts

Correct. Informed means having knowledge and understanding before speaking.

B

the loudest voice in the room

Informed means knowledgeable, not loud. The poem says louder does not equal right.

C

willing to agree with every opinion

Informed means well-educated on the topic, not that a person must agree with everyone.

D

able to speak without interruption

Informed describes the quality of knowledge, not the ability to speak freely.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Sensory Words

from “Try, Learn, Change”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a sensory word.”

EXACT TEKS WORDING

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

Notice the sensory word.

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

“In Kendrix's garden, leaves grew pale;”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word appeals to the senses?

“A wire broke, a bulb went black;”

A. wire B. black C. broke

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“A wire broke, a bulb went black;”

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 ground looked bad after the rain.

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 muddy instead of wet?

"She added water, sure and fast, But muddy soil appeared at last."

Why muddy and not wet?

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

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

pale. Pale reaches the sense of sight, helping the reader see the light, faded color of unhealthy leaves.

CHOOSE

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

SHOW

Black reaches the sense of sight, helping the reader see the sudden darkness when the light goes out.

OWN

Answers vary. One strong revision: The ground looked soggy after the rain.

DEFEND

Muddy helps the reader see thick, brown, wet soil and almost feel its heavy texture. The plain word wet does not paint the same detailed picture.

YOUR TURN

Answers vary. One example: “She touched the soil and watched each leaf,” The word touched works well. Touched reaches the sense of touch, helping the reader feel Kendrix pressing her fingers into the.

READ THIS PASSAGE EXCERPT.

The evidence refused to fit The answer she had chosen first.

The word 'refused' suggests that the evidence

- A** was too confusing for Kendrix to understand
- B** clearly did not support her original answer
- C** was hidden and could not be found
- D** proved that her first answer was correct

The answer is **B**.

- A** **was too confusing for Kendrix to understand**
Refused means the evidence would not match, not that it was confusing.
- B** **clearly did not support her original answer**
Correct. Refused means the facts would not fit her first idea, so she needed to change it.
- C** **was hidden and could not be found**
The evidence was available. Refused means it would not match, not that it was missing.
- D** **proved that her first answer was correct**
Refused means the opposite. The evidence did not support her original answer.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Connotation

from “Try, Learn, Change”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

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

EXACT TEKS WORDING

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

Notice the word with a strong feeling.

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

“This isn’t weakness; this is growth.”

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

Read the sentence. Which word carries the strongest feeling?

"A challenge tells us something's new,"

A. tells B. something's C. challenge

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

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 challenge tells us something's new,”

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 problem was big for the team.

Replace the word big with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose truth instead of answers?

"Good thinking values facts and truth."

Why truth and not answers?

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

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

weakness. Weakness carries a negative connotation of being flawed and fragile, which the poem rejects by showing that changing your mind is actually strength.

CHOOSE

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

SHOW

Challenge carries a connotation of difficulty and testing, showing the situation demands effort.

OWN

Answers vary. One strong revision: The problem was complex for the team.

DEFEND

Truth carries a strong positive feeling of what is real and right. The plain word answers could mean any reply, even a wrong one.

YOUR TURN

Answers vary. One example: “Wisdom sometimes means we say,” The word Wisdom works well. Wisdom carries a deep, positive connotation of experience and good judgment beyond just knowing facts.

READ THIS PASSAGE EXCERPT.

A challenge tells us something's new, But not exactly what to do.

The word 'challenge' helps the reader understand that a problem

- A** always has an easy solution
- B** should be avoided whenever possible
- C** signals something unfamiliar appeared
- D** means the same thing as a mistake

The answer is C.

- A** **always has an easy solution**
A challenge is something difficult, not easy.
- B** **should be avoided whenever possible**
The poem says challenges teach us. They should not be avoided.
- C** **signals something unfamiliar appeared**
Correct. A challenge tells us something new has appeared that requires thinking and action.
- D** **means the same thing as a mistake**
A challenge is a new problem, not an error someone made.

EXACT TEKS WORDING (FROM TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

THIS WEEK'S FOCUS

Precise Verbs

from “**From Protest to Participation: How a Nation Changes**”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a precise verb.”

EXACT TEKS WORDING

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

Notice the precise verb.

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

“Laws can be written, challenged, or replaced.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“Merchants participated in boycotts by refusing to purchase certain British goods.”

A. refusing B. Merchants C. participated

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Merchants participated in boycotts by refusing to purchase certain British 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 citizens did something about the unfair law.

Replace the word did with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose produced instead of made?

"Families produced more goods at home rather than buying imported products."

Why produced and not made?

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

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

challenged. Challenged tells exactly how people questioned and pushed against laws, not simply that they disagreed.

CHOOSE

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

SHOW

Refusing tells exactly how merchants actively said no to buying, showing a deliberate choice.

OWN

Answers vary. One strong revision: The citizens protested the unfair law.

DEFEND

Produced shows families creating goods on purpose to replace British products. The plain word made sounds small and does not show the planned effort.

YOUR TURN

Answers vary. One example: “They traded with Britain, followed British laws, and depended on British military protection.” The word traded works well. Traded shows the colonists exchanging goods with.

READ THIS PASSAGE EXCERPT.

A nation can change in many ways. Borders can move. New inventions can transform daily life.

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

A describe

B interrupt

C measure

D reshape

The answer is **D**.

A

describe

Describe means to tell about something. Transform means to completely change it.

B

interrupt

Interrupt means to stop briefly. Transform means to change something entirely.

C

measure

Measure means to find the size of something. It does not mean to change it.

D

reshape

Correct. Reshape means to change the form of something, which matches how inventions change daily life.

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?

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THIS WEEK'S FOCUS

Specific Nouns

from “**From Protest to Participation: How a Nation Changes**”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

TODAY'S THINKING JOB

NOTICE

“I can notice a specific noun.”

EXACT TEKS WORDING

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

Notice the specific noun.

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

“The Stamp Act placed taxes on printed materials. Other taxes followed.”

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

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

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

Choose the strongest word.

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

“The first ten amendments became known as the Bill of Rights.”

A. first B. Bill of Rights C. ten

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“The first ten amendments became known as the Bill of Rights.”

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 leaders wrote an important thing.

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 Constitutional Convention instead of meeting?

“In 1787, delegates met at the Constitutional Convention.”

Why Constitutional Convention and not meeting?

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

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

Stamp Act. Stamp Act names the exact law instead of a vague phrase like one of the laws or a tax.

CHOOSE

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

SHOW

Bill of Rights names the exact document instead of a general term like the laws or the rules.

OWN

Answers vary. One strong revision: The leaders wrote an important amendment.

DEFEND

Constitutional Convention names the exact 1787 meeting where the Constitution was written. The plain word meeting could mean any gathering.

YOUR TURN

Answers vary. One example: “Some signed petitions.” The word petitions works well. Petitions names the specific type of written request instead of a general word like papers or documents.

READ THIS PASSAGE EXCERPT.

The Declaration stated that people possess rights that government should protect. It identified life, liberty, and the pursuit of happiness among those rights.

Why does the author most likely use the word 'pursuit'?

- A** To show that happiness was already guaranteed to everyone
- B** To show that people may work toward happiness
- C** To explain that only wealthy people could be happy in 1776
- D** To describe a specific law that Congress passed in 1776

The answer is **B**.

A

To show that happiness was already guaranteed to everyone

Pursuit means the act of trying to reach something, not that it is already given.

B

To show that people may work toward happiness

Correct. Pursuit means actively chasing or working toward something, not having it handed to you.

C

To explain that only wealthy people could be happy in 1776

The excerpt does not say happiness was limited to wealthy people.

D

To describe a specific law that Congress passed in 1776

Pursuit is a word in the Declaration, not a separate law passed by Congress.

EXACT TEKS WORDING (FROM TEA)

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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.

“Their complaint became known as taxation without representation.”

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?

“Citizens can preserve principles they believe remain valuable.”

A. Citizens B. preserve C. principles

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Citizens can preserve principles they believe remain valuable.”

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 people wanted to fix the problems.

Replace the word problems with a stronger word.

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Defend the author's choice.

Why did the author choose Boston Tea Party instead of protest?

“The Tea Act led to the Boston Tea Party.”

Why Boston Tea Party and not protest?

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

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

taxation. Taxation names the specific government action of collecting money, not just a general word like payment.

CHOOSE

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

SHOW

Principles names specific foundational beliefs, not just a general word like ideas.

OWN

Answers vary. One strong revision: The people wanted to fix the injustice.

DEFEND

Boston Tea Party names the exact protest the colonists held. The plain word protest could mean any event, so the reader would not know which one.

YOUR TURN

Answers vary. One example: “The Declaration established ideals.” The word ideals works well. Ideals names the specific type of high principles, not just a general word like ideas or beliefs.

READ THIS PASSAGE EXCERPT.

Respectful disagreement allows people to continue working together even when they prefer different solutions.

The word 'disagreement' helps the reader understand that people in a democracy

- A** should never express different opinions
- B** will always reach the same conclusion
- C** can have different views and still cooperate
- D** must stop working when they cannot agree

The answer is C.

- A should never express different opinions**
The excerpt says disagreement is allowed, not that it should be avoided.
- B will always reach the same conclusion**
Disagreement means people have different views, not that they always agree.
- C can have different views and still cooperate**
Correct. The excerpt says respectful disagreement lets people work together despite differences.
- D must stop working when they cannot agree**
The excerpt says disagreement allows people to continue working, not to stop.

EXACT TEKS WORDING (FROM TEA)

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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.

“Women could not participate equally in political life.”

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?

“Its torch suggests light and liberty.”

A. torch B. suggests C. light

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

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

“Its torch suggests light and liberty.”

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 new families had many things to deal with.

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 discrimination instead of problems?

“Newcomers often faced language barriers, difficult working conditions, crowded housing, discrimination, and uncertainty.”

Why discrimination and not problems?

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

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

political life. Political life names the specific area of public government activity, not just life or daily activities.

CHOOSE

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

SHOW

Torch names the exact object the Statue of Liberty holds, not a general word like item or part.

OWN

Answers vary. One strong revision: The new families had many hardships to deal with.

DEFEND

Discrimination names the exact type of unfairness people faced because of who they were. The plain word problems could refer to anything and does not show the specific injustice.

YOUR TURN

Answers vary. One example: “The Constitution created a government.” The word Constitution works well. Constitution names the exact founding document instead of a vague word like paper or plan.

READ THIS PASSAGE EXCERPT.

Does what we are doing match what we say we believe?

The word 'match' helps the reader understand that citizens should check whether their

- A** actions are consistent with their stated beliefs
- B** leaders are speaking more loudly than others
- C** laws are exactly the same as laws in other countries
- D** traditions should never change over time

The answer is **A**.

A

actions are consistent with their stated beliefs

Correct. Match means to compare actions to beliefs and see if they line up.

B

leaders are speaking more loudly than others

Match is about consistency between actions and beliefs, not about volume.

C

laws are exactly the same as laws in other countries

Match here compares a nation's actions to its own beliefs, not to other countries.

D

traditions should never change over time

Match asks whether actions fit beliefs. It does not say traditions cannot change.