

## EXACT TEKS WORDING (FROM TEA)

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

## WHAT DOES THIS MEAN TO ME?

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

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

Choosing precise words makes my own writing clear and interesting.

## THIS WEEK'S FOCUS

## Precise Verbs

from “The Mystery of the Traveling Shell”

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

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

**NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

## TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

**“This week we are studying word choice. Our focus is precise verbs.”**

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

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

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

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

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

## WORD CHOICE IN THE READING

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

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

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

## CHECK FOR UNDERSTANDING

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

## RAISE THE THINKING

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

## TODAY'S THINKING JOB

## NOTICE

"I can notice a precise verb."

## EXACT TEKS WORDING

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

## Notice the precise verb.

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

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

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



Grade 3 • Prepare Cluster • Word Choice • Monday

**TEACHER SAYS & DOES • SLIDE 2 OF 10 •**  
**Monday • NOTICE • Foundational**

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

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

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

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

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

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

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

## CHECK FOR UNDERSTANDING

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

## COMMON MISCONCEPTION

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

## POSSIBLE STUDENT QUESTION

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

## RPLD EVIDENCE &amp; ADVICE

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

## RAISE THE THINKING

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

## TODAY'S THINKING JOB

**CHOOSE****"I can choose the strongest word."**

## EXACT TEKS WORDING

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

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

**"Blue lines curved across the map."****A. Blue   B. curved   C. map****I CAN** I can choose the precise verb and explain how I know.

Grade 3 • Prepare Cluster • Word Choice • Tuesday

**TEACHER SAYS & DOES • SLIDE 3 OF 10 •  
Tuesday • CHOOSE • Developing**

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

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

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

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

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

**ANSWER KEY:** B. curved. It is the action word, and it tells exactly how the action happens.TEKS 11(C) • Word Choice • Week 3 of 36 • Prepare Cluster •  
Module 3 • slide 3 of 10**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

**RAISE THE THINKING**

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

## TODAY'S THINKING JOB

## SHOW

"I can explain what a word shows."

## EXACT TEKS WORDING

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

## Show what the word does.

What does the underlined word help the reader understand?

"Blue lines curved across the map."

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



Grade 3 • Prepare Cluster • Word Choice • Wednesday

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

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

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

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

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

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

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

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

## CHECK FOR UNDERSTANDING

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

## COMMON MISCONCEPTION

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

## POSSIBLE STUDENT QUESTION

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

## RPLD EVIDENCE &amp; ADVICE

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

## RAISE THE THINKING

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

## TODAY'S THINKING JOB

## OWN

"I can revise with a stronger word."

## EXACT TEKS WORDING

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

## Own it. Revise a sentence.

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

**Plain sentence: Emsy looked at the shell.**

**Replace the word looked with a stronger word.**

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

Grade 3 · Prepare Cluster · Word Choice · Thursday

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

⌚ ~4 min

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

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

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

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

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

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

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

## CHECK FOR UNDERSTANDING

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

## COMMON MISCONCEPTION

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

## POSSIBLE STUDENT QUESTION

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

## RPLD EVIDENCE &amp; ADVICE

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

## RAISE THE THINKING

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

## TODAY'S THINKING JOB

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

## EXACT TEKS WORDING

*"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"***Defend the author's choice.**Why did the author choose straighten instead of move?**"It looked ordinary at first, but the museum label made Emsy straighten immediately."****Why straighten and not move?****I CAN** I can explain why an author's word choice is better than a plain word.

Grade 3 • Prepare Cluster • Word Choice • Friday

**TEACHER SAYS & DOES • SLIDE 6 OF 10 •**  
Friday • DEFEND • Reflective

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain why the author chose a word."**▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose straighten instead of move?**"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."**

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

**ANSWER KEY:** Straighten shows exactly what Emsy's body did when she read the surprising label. The plain word move could mean any action and would not show her surprise.TEKS 11(C) • Word Choice • Week 3 of 36 • Prepare Cluster •  
Module 3 • slide 6 of 10**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

**RAISE THE THINKING**

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

**Find a precise verb on your own.**

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

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

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

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

⌚ ~5 min

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

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

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

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

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

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

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

**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the skill.

**RAISE THE THINKING**

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

## Answers, across the five thinking levels.

### NOTICE

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

### CHOOSE

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

### SHOW

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

### OWN

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

### DEFEND

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

### YOUR TURN

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

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Grade 3 · Prepare Cluster · Word Choice

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

⌚ ~4 min

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

### "Let's check our work across the five thinking levels."

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

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

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

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

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

### CHECK FOR UNDERSTANDING

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

### COMMON MISCONCEPTION

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

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

### RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

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

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

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

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Grade 3 · Prepare Cluster · Word Choice

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

⌚ ~4 min

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

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

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

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

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

**ANSWER KEY:** The answer is B.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

## The answer is B.

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

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

~4 min

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

**“The correct answer is B. The most important part is understanding why.”**

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

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

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

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

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

#### CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

#### RAISE THE THINKING

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