

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 Recess Question”

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.”

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Notice the precise verb.

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

““Recess!” Beth shouted.”

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

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Choose the strongest word.

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

"Sneakers hurried across the floor."

A. Sneakers B. hurried C. floor

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.”

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Show what the word does.

What does the underlined word help the reader understand?

“Sneakers hurried across the floor.”

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."

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Own it. Revise a sentence.

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

Plain sentence: Beth had a good time at recess.

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.”

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Defend the author's choice.

Why did the author choose grinned instead of smiled?

“Max grinned.”

Why grinned and not smiled?

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

shouted. Shouted shows Beth calls out loudly and excitedly, not in a normal voice.

CHOOSE

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

SHOW

Hurried shows the students moving fast and eagerly toward recess.

OWN

Answers vary. One strong revision: Beth had a wonderful time at recess.

DEFEND

Grinned shows a big, playful smile that hints Max is about to joke. The plain word smiled does not show that playful feeling.

YOUR TURN

Answers vary. One example: “Beth nodded.” The word nodded works well. Nodded shows Beth agrees without saying a word.

READ THIS PASSAGE EXCERPT.

Lily looked surprised. “Really?” “Really,” Beth said.

The word ‘surprised’ helps the reader understand that Lily

- A** felt confused about the game rules
- B** wanted to play by herself instead
- C** already knew Beth would ask her
- D** did not expect Beth to invite her

The answer is D.

- A** **felt confused about the game rules**
Confused means not understanding. Nothing suggests Lily does not understand the game.
- B** **wanted to play by herself instead**
The passage shows Lily accepts the invitation, so she does not want to be alone.
- C** **already knew Beth would ask her**
If Lily already knew, she would not look surprised by the invitation.
- D** **did not expect Beth to invite her**
Correct. Surprised shows Lily did not think Beth would ask her to play, making the invitation feel special.