

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 “Laura Ingalls Wilder”

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

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

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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

⌚ ~5 min

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

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

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

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

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

PREP & MATERIALS: the Word Choice slide deck for Cluster 2 Module 1 • a class or student copy of “Laura Ingalls Wilder” • the student tracking sheet • pencils

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

WORD CHOICE IN THE READING

“Roads were rough, and some areas had no roads at all.”
(word: rough)

“Laura described endless grasslands filled with wildflowers and wildlife.” (word: endless)

“Laura later wrote about a series of severe winter storms that became known as the Long Winter.” (word: severe)

CHECK FOR UNDERSTANDING

Ask a student to name one vivid adjective from the reading and tell what it shows.

RAISE THE THINKING

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

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.

"Roads were rough, and some areas had no roads at all."

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

Grade 3 • Cluster 2 • Word Choice • Monday

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

⌚ ~4 min

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

"Today's thinking job is NOTICE. I can notice a vivid adjective."

▶ Read the I can statement aloud, then the task on the slide: Notice the vivid adjective. Read this sentence from the passage. Find the vivid describing word the author chose.

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

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

ANSWER KEY: rough. Rough paints a picture of bumpy, uneven roads that made travel difficult and uncomfortable.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a vivid adjective. Keep the demand at this level.

RAISE THE THINKING

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

TODAY'S THINKING JOB

CHOOSE

"I can choose the strongest word."

EXACT TEKS WORDING

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

Choose the strongest word.

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

"Laura described endless grasslands filled with wildflowers and wildlife."

A. described B. endless C. grasslands

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

Grade 3 • Cluster 2 • Word Choice • Tuesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: B. endless. It describes a noun with exact detail the reader can picture.

TEKS 11(C) • Word Choice • Week 9 of 36 • Cluster 2 • Module 1
 • slide 3 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

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

Show what the word does.

What does the underlined word help the reader understand?

"Laura described endless grasslands filled with wildflowers and wildlife."

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

Grade 3 • Cluster 2 • Word Choice • Wednesday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Endless paints a picture of grasslands stretching so far the eye cannot find where they stop.

TEKS 11(C) • Word Choice • Week 9 of 36 • Cluster 2 • Module 1
• slide 4 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

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

Own it. Revise a sentence.

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

Plain sentence: The prairie had nice weather.

Replace the word nice with a stronger word.

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

Grade 3 • Cluster 2 • Word Choice • Thursday

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

⌚ ~4 min

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

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

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

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

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

ANSWER KEY: Answers vary. One strong revision: The prairie had warm, sunny weather.

TEKS 11(C) • Word Choice • Week 9 of 36 • Cluster 2 • Module 1
 • slide 5 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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 severe instead of bad?

"Laura later wrote about a series of severe winter storms that became known as the Long Winter."**Why severe and not bad?****I CAN** I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 2 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·
Friday · DEFEND · Reflective

⌚ ~4 min

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

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose severe instead of bad?

"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: Severe paints a picture of storms so extreme they trapped an entire town for months. The plain word bad could mean a light rain or a cloudy day and does not show how serious the winter was.TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1
· slide 6 of 10**CHECK FOR UNDERSTANDING**

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

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.

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

⌚ ~5 min

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

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

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

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

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

ANSWER KEY: Answers vary. One example: “At the same time, prairie fires, blizzards, and other natural events could create dangerous situations.” The word dangerous works well. Dangerous paints a picture of.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1
· slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

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

Answers, across the five thinking levels.

NOTICE rough. Rough paints a picture of bumpy, uneven roads that made travel difficult and uncomfortable.

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

SHOW Endless paints a picture of grasslands stretching so far the eye cannot find where they stop.

OWN Answers vary. One strong revision: The prairie had warm, sunny weather.

DEFEND Severe paints a picture of storms so extreme they trapped an entire town for months. The plain word bad could mean a light rain or a cloudy day and does not show how serious the winter was.

YOUR TURN Answers vary. One example: "At the same time, prairie fires, blizzards, and other natural events could create dangerous situations." The word dangerous works well. Dangerous paints a picture of.

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Grade 3 · Cluster 2 · 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: rough. Rough paints a picture of bumpy, uneven roads that made travel difficult and uncomfortable.; CHOOSE: B. endless. It describes a noun with exact detail the reader can picture.; SHOW: Endless paints a picture of grasslands stretching so far the eye cannot find where they stop.; OWN: Answers vary. One strong revision: The prairie had warm, sunny weather.; DEFEND: Severe paints a picture of storms so extreme they trapped an entire town for months. The plain word bad could mean a light rain or a cloudy day and does not show how serious the winter was.; Your Turn: Answers vary. One example: "At the same time, prairie fires, blizzards, and other natural events could create dangerous situations." The word dangerous works well. Dangerous paints a picture of.

TEKS 11(C) · Word Choice · Week 9 of 36 · Cluster 2 · Module 1
· slide 8 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

READ THIS PASSAGE EXCERPT.

Laura described endless grasslands filled with wildflowers and wildlife. She enjoyed watching animals and exploring nature.

The word ‘endless’ helps the reader understand that the grasslands

- A** seemed to stretch on forever in every direction
- B** were hard to walk through because of the tall grass
- C** were completely flat without any hills at all
- D** were empty with no plants growing

The Writing Academy®, LLC

Grade 3 · Cluster 2 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

~4 min

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

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

▶ *Read the excerpt and the question aloud: The word ‘endless’ helps the reader understand that the grasslands*

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

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

ANSWER KEY: The answer is A.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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

The answer is A.

- A seemed to stretch on forever in every direction**
Correct. Endless means the grasslands appeared to go so far they had no end.
- B were hard to walk through because of the tall grass**
Endless describes size, not difficulty. The excerpt does not say the grasslands were hard to walk through.
- C were completely flat without any hills at all**
Endless means they stretched far. It does not tell whether the land was flat or hilly.
- D were empty with no plants growing**
The excerpt says the grasslands were filled with wildflowers and wildlife, so they were not empty.

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

~4 min

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

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

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

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

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

ANSWER KEY: Correct: A. A seemed to stretch on forever in every direction: Correct. Endless means the grasslands appeared to go so far they had no end.; B were hard to walk through because of the tall grass: Endless describes size, not difficulty. The excerpt does not say the grasslands were hard to walk through.; C were completely flat without any hills at all: Endless means they stretched far. It does not tell whether the land was flat or hilly.; D were empty with no plants growing: The excerpt says the grasslands were filled with wildflowers and wildlife, so they were not empty.

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

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING

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