

## 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 “**Laura Ingalls Wilder**”

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.

“She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin.”

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

## TODAY'S THINKING JOB

**CHOOSE**

"I can choose the strongest word."

## EXACT TEKS WORDING

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

**Choose the strongest word.**

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

**"Families often rode in covered wagons pulled by horses or oxen."**

**A. rode   B. oxen   C. wagons**

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

## TODAY'S THINKING JOB

**SHOW**

“I can explain what a word shows.”

## EXACT TEKS WORDING

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

**Show what the word does.**

What does the underlined word help the reader understand?

“Families often rode in covered wagons pulled by horses or oxen.”

**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 family used an animal to pull their 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 corn instead of food?

“Families planted crops such as corn, wheat, and vegetables.”

Why corn and not food?

**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**

log cabin. Log cabin names the exact type of home Laura was born in instead of a vague word like house or building.

**CHOOSE**

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

**SHOW**

Oxen names the specific animal that pulled wagons instead of a vague word like animals.

**OWN**

Answers vary. One strong revision: The family used a horse to pull their wagon.

**DEFEND**

Corn names the exact crop the family planted. The plain word food is too vague because it could mean bread, meat, or anything else, so the reader cannot picture the farm fields.

**YOUR TURN**

Answers vary. One example: “Laura loved listening to Pa play his fiddle.” The word fiddle works well. Fiddle names the specific instrument Pa played instead of a vague word like instrument or music.

READ THIS PASSAGE EXCERPT.

**They grew food, sewed clothing, built furniture, and repaired tools. Every family member had responsibilities.**

**Why does the author use the word ‘furniture’ instead of a general word like things?**

- A** It shows the family was wealthy enough to buy nice items.
- B** It tells the reader the family spent all their time indoors.
- C** It names what the family built so the reader can see it.
- D** It proves the family had a lot of extra time for hobbies.

## The answer is C.

- A** **It shows the family was wealthy enough to buy nice items.**  
The passage says they built furniture themselves, not that they bought it.
- B** **It tells the reader the family spent all their time indoors.**  
Building furniture does not mean all their work was indoors. They also grew food outside.
- C** **It names what the family built so the reader can see it.**  
Correct. Furniture names a specific product, helping the reader picture tables and chairs.
- D** **It proves the family had a lot of extra time for hobbies.**  
Building furniture was a necessity, not a hobby. The passage describes hard daily work.