

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 Lunchroom Discoveries**”

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.

“Pasteur figured out that heating liquids could kill harmful germs.”

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?

"ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness."

A. research B. spread C. illness

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?

“ALEX: It did. Pasteur’s research helped scientists learn that tiny germs could spread illness.”

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: The scientist looked at the problem.

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."

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Defend the author's choice.

Why did the author choose solve instead of fix?

"JORDAN: I never realized how many things started with someone trying to solve a problem."

Why solve and not fix?

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

figured out. Figured out tells exactly what Pasteur did. He worked through a problem until he found the answer.

CHOOSE

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

SHOW

Spread tells exactly how germs move, passing from one place to another like something spilling outward.

OWN

Answers vary. One strong revision: The scientist investigated the problem.

DEFEND

Solve tells the reader someone worked through a problem step by step to find an answer. The plain word fix just means making something better without showing that careful thinking.

YOUR TURN

Answers vary. One example: “NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.” The word protect works well. Protect tells exactly.

READ THIS PASSAGE EXCERPT.

Many scientific discoveries happen because someone asks a question and refuses to give up until they find an answer.

The word 'refuses' helps the reader understand that the scientist

- A** does not enjoy the work
- B** keeps trying until the problem is solved
- C** disagrees with other scientists
- D** already knows the answer before starting

The answer is B.

- A does not enjoy the work**
Refuses to give up shows determination, not unhappiness about the work.
- B keeps trying until the problem is solved**
Correct. Refuses to give up means the scientist works hard no matter how difficult the problem is.
- C disagrees with other scientists**
Refuses to give up describes personal effort, not a disagreement with others.
- D already knows the answer before starting**
If the scientist already knew, there would be no need to keep searching for an answer.