

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 “**The Lunchroom Discoveries**”

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.”

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Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

“ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?”

I CAN I can notice the specific noun 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 most specific noun?

"His research gave doctors and scientists information they did not have before."

A. research B. doctors C. scientists

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.”

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Show what the word does.

What does the underlined word help the reader understand?

“His research gave doctors and scientists information they did not have before.”

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 general noun with a specific noun.

Plain sentence: A person helped fix a problem with stuff.

Replace the word stuff 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 answers instead of things?

“Curious people ask questions and search for answers.”

Why answers and not things?

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

Louis Pasteur. Louis Pasteur names the exact scientist instead of a vague word like someone or a person.

CHOOSE

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

SHOW

Doctors names the exact type of professionals who used Pasteur's research, not just people.

OWN

Answers vary. One strong revision: A scientist helped fix a problem with germs in milk.

DEFEND

Answers names exactly what curious people work to find. The plain word things is too vague because it could mean supplies, toys, or anything else.

YOUR TURN

Answers vary. One example: “The students leave the cafeteria thinking about Louis Pasteur, scientific discoveries, and how one person’s ideas can continue helping people many years later.” The word.

READ THIS PASSAGE EXCERPT.

MR. REYES: Absolutely. Every generation faces new questions and new challenges.

What does the word ‘generation’ help the reader understand?

- A** Only scientists from long ago made discoveries.
- B** Students in the cafeteria are too young to learn.
- C** Discoveries happen only at school.
- D** Each new group of people has its own questions to solve.

The answer is D.

- A** **Only scientists from long ago made discoveries.**
The excerpt says every generation faces new questions, meaning people today can also discover things.
- B** **Students in the cafeteria are too young to learn.**
The excerpt says someone sitting there might make a discovery, showing students are not too young.
- C** **Discoveries happen only at school.**
Generation refers to a group of people born around the same time, not a specific location.
- D** **Each new group of people has its own questions to solve.**
Correct. Generation names a group of people living at the same time, showing every age group can face new problems.