

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.

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 specific nouns.”

▶ 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 specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place. 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 3 Module 4 • a class or student copy of “The Lunchroom Discoveries” • the student tracking sheet • pencils

TEKS 11(C) • Word Choice • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

WORD CHOICE IN THE READING

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

“His research gave doctors and scientists information they did not have before.” (*word: doctors*)

“Curious people ask questions and search for answers.” (*word: answers*)

CHECK FOR UNDERSTANDING

Ask a student to name one specific noun 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 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.

"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.

Grade 3 • Cluster 3 • 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 specific noun."

▶ Read the I can statement aloud, then the task on the slide: Notice the specific noun. Read this sentence from the passage. Find the specific noun the author chose.

"Listen as I read the sentence. I am looking for the specific noun, 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: Louis Pasteur. Louis Pasteur names the exact scientist instead of a vague word like someone or a person.

TEKS 11(C) • Word Choice • Week 16 of 36 • Cluster 3 • Module 4 • 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 pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

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 specific noun. 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 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.

Grade 3 · Cluster 3 · 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 most specific noun?

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

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · 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 pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

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?

"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.

Grade 3 · Cluster 3 · 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: Doctors names the exact type of professionals who used Pasteur's research, not just people.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · 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 pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

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 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.

Grade 3 · Cluster 3 · 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 general noun with a specific noun.

"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 stuff.

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

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · 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 pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

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 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.

Grade 3 · Cluster 3 · 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 answers instead of things?

"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: 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.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · 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 pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

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 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.

**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 specific noun on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more specific noun. 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: “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.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may pick any noun. A specific noun names exactly who or what, not a general word like stuff or people.

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

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.

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Grade 3 · Cluster 3 · 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: 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.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · 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.

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.

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Grade 3 · Cluster 3 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~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: What does the word ‘generation’ help the reader understand?

“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 D.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · 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 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.

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 D. 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: 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.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · 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.