

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 “Benjamin Franklin and Electricity”

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.

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 precise verbs.”

▶ 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 precise verb tells exactly how an action happens, so the reader can picture it. 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 4 Module 2 • a class or student copy of “Benjamin Franklin and Electricity” • the student tracking sheet • pencils

TEKS 11(C) • Word Choice • Week 18 of 36 • Cluster 4 • Module 2 • slide 1 of 10

WORD CHOICE IN THE READING

“Franklin began studying electricity through careful observation and experiments.” (*word: studying*)

“He talked with other thinkers and scientists and compared ideas.” (*word: compared*)

“He demonstrated that careful observation and experimentation could lead to practical solutions.” (*word: demonstrated*)

CHECK FOR UNDERSTANDING

Ask a student to name one precise verb 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 precise verb."

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 precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

"Franklin began studying electricity through careful observation and experiments."

I CAN I can notice the precise verb an author chooses.

Grade 3 • Cluster 4 • 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 precise verb."

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

"Listen as I read the sentence. I am looking for the precise verb, 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: studying. Studying tells exactly what Franklin did. He spent time learning about electricity on purpose, not just glancing at it.

TEKS 11(C) • Word Choice • Week 18 of 36 • Cluster 4 • Module 2 • 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 action word. A precise verb shows HOW something happens, not only that it happened.

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 precise verb. 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 precise verb?

"He talked with other thinkers and scientists and compared ideas."**A. talked B. compared C. ideas****I CAN** I can choose the precise verb and explain how I know.

Grade 3 · Cluster 4 · 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 precise verb?

"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. compared. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · 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 action word. A precise verb shows HOW something happens, not only that it happened.

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?

"He talked with other thinkers and scientists and compared ideas."

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

Grade 3 • Cluster 4 • 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: Compared tells that Franklin placed ideas side by side to see which ones were stronger or different.

TEKS 11(C) • Word Choice • Week 18 of 36 • Cluster 4 • Module 2 • 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 action word. A precise verb shows HOW something happens, not only that it happened.

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 vague verb with a precise verb.

Plain sentence: Franklin did things to learn about electricity.

Replace the word did with a stronger word.

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

Grade 3 · Cluster 4 · 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 vague verb with a precise verb.

"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 did.

ANSWER KEY: Answers vary. One strong revision: Franklin conducted experiments to learn about electricity.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · 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 action word. A precise verb shows HOW something happens, not only that it happened.

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 demonstrated instead of showed?

"He demonstrated that careful observation and experimentation could lead to practical solutions."**Why demonstrated and not showed?****I CAN** I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 4 · 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 demonstrated instead of showed?

"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: Demonstrated means Franklin proved his ideas by presenting real evidence and results. The plain word showed could just mean he pointed at something without offering proof.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · 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 action word. A precise verb shows HOW something happens, not only that it happened.

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 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.

**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 precise verb on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more precise verb. 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: “Instead of making guesses, Franklin believed in collecting evidence.” The word collecting works well. Collecting tells exactly what Franklin did with evidence. He gathered.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · 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 action word. A precise verb shows HOW something happens, not only that it happened.

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**

studying. Studying tells exactly what Franklin did. He spent time learning about electricity on purpose, not just glancing at it.

CHOOSE

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

SHOW

Compared tells that Franklin placed ideas side by side to see which ones were stronger or different.

OWN

Answers vary. One strong revision: Franklin conducted experiments to learn about electricity.

DEFEND

Demonstrated means Franklin proved his ideas by presenting real evidence and results. The plain word showed could just mean he pointed at something without offering proof.

YOUR TURN

Answers vary. One example: "Instead of making guesses, Franklin believed in collecting evidence." The word collecting works well. Collecting tells exactly what Franklin did with evidence. He gathered.

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Grade 3 · Cluster 4 · 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: studying. Studying tells exactly what Franklin did. He spent time learning about electricity on purpose, not just glancing at it.; CHOOSE: B. compared. It is the action word, and it tells exactly how the action happens.; SHOW: Compared tells that Franklin placed ideas side by side to see which ones were stronger or different.; OWN: Answers vary. One strong revision: Franklin conducted experiments to learn about electricity.; DEFEND: Demonstrated means Franklin proved his ideas by presenting real evidence and results. The plain word showed could just mean he pointed at something without offering proof.; Your Turn: Answers vary. One example: "Instead of making guesses, Franklin believed in collecting evidence." The word collecting works well. Collecting tells exactly what Franklin did with evidence. He gathered.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · 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.

The lightning rod reduced the chance that a building would catch fire after being struck by lightning. Instead of damaging the structure, the electricity could travel through the rod and wire.

Which word could replace 'reduced' and keep almost the same meaning?

- A ignored
- B increased
- C lowered
- D replaced

The Writing Academy®, LLC

Grade 3 · Cluster 4 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~4 min

What You Know

" " = 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: Which word could replace 'reduced' and keep almost the same meaning?

"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 C.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · 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 C.

- A ignored**
Ignored means paying no attention. The lightning rod did not ignore the problem; it solved it.
- B increased**
Increased means to make larger. That is the opposite of reduced.
- C lowered**
Correct. Lowered means to make smaller, which keeps almost the same meaning as reduced in the excerpt.
- D replaced**
Replaced means to put something new in place of something old. The rod lowered the risk, not replaced it.

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 C. 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: C. A ignored: Ignored means paying no attention. The lightning rod did not ignore the problem; it solved it.; B increased: Increased means to make larger. That is the opposite of reduced.; C lowered: Correct. Lowered means to make smaller, which keeps almost the same meaning as reduced in the excerpt.; D replaced: Replaced means to put something new in place of something old. The rod lowered the risk, not replaced it.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · 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.