

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 Founding Fathers”

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.

“In 1776, some of these leaders helped write an important document called the Declaration of Independence.”

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?

"George Washington became the commander of the Continental Army."

A. commander B. Continental Army C. Washington

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?

“George Washington became the commander of the Continental Army.”

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: The leaders wrote a paper about the country.

Replace the word paper 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 Constitution instead of document?

“The Constitution established three branches of government.”

Why Constitution and not document?

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

Declaration of Independence. Declaration of Independence names the exact document instead of a vague word like paper or writing.

CHOOSE

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

SHOW

Continental Army names the specific army Washington led instead of a vague phrase like the soldiers.

OWN

Answers vary. One strong revision: The leaders wrote the Constitution for the country.

DEFEND

Constitution names the specific plan that explains how the United States government works. The plain word document is too vague because it could be any piece of writing.

YOUR TURN

Answers vary. One example: “Thomas Jefferson was respected for his writing and ideas about freedom.” The word Thomas Jefferson works well. Thomas Jefferson names the exact leader who was known for.

READ THIS PASSAGE EXCERPT.

They listened to different viewpoints and debated important issues. They understood that creating change would require careful planning and cooperation.

What does the word ‘cooperation’ help the reader understand about the Founding Fathers?

- A** They worked alone without help from anyone else.
- B** They needed to work together to reach their goals.
- C** They always agreed on every decision.
- D** They let one person make all the choices.

The answer is B.

- A** **They worked alone without help from anyone else.**
Cooperation means working together, which is the opposite of working alone.
- B** **They needed to work together to reach their goals.**
Correct. Cooperation means people working as a team, showing the leaders could not succeed without helping one another.
- C** **They always agreed on every decision.**
The excerpt says they debated issues, meaning they disagreed sometimes even while cooperating.
- D** **They let one person make all the choices.**
Cooperation means sharing the work, not giving power to just one person.