

## 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 “**Sam Walton: Visionary of Retail**”

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 5 Module 3 • a class or student copy of “Sam Walton: Visionary of Retail” • the student tracking sheet • pencils

TEKS 11(C) • Word Choice • Week 23 of 36 • Cluster 5 • Module 3 • slide 1 of 10

## WORD CHOICE IN THE READING

“He opened a small store in Rogers, Arkansas called Walmart.” (*word: Rogers, Arkansas*)

“Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.” (*word: newspapers*)

“They could buy clothing, household supplies, toys, and other products without spending as much as they might at other stores.” (*word: toys*)

## 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.

**"He opened a small store in Rogers, Arkansas called Walmart."**

**I CAN** I can notice the specific noun an author chooses.

Grade 3 · Cluster 5 · 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:** Rogers, Arkansas. Rogers, Arkansas names the exact city and state where the first store opened instead of just saying a town.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · 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 &amp; 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?

**"Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money."****A. delivering   B. newspapers   C. milking****I CAN** I can choose the specific noun and explain how I know.

Grade 3 · Cluster 5 · 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. newspapers. It names exactly who or what, instead of a general word like thing or place.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · 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?

**"Money was often tight, and young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money."**

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

Grade 3 · Cluster 5 · 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:** Newspapers names the specific item Sam delivered instead of a vague word like things or stuff.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · 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 &amp; 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: Sam sold stuff at his place.**

**Replace the word stuff with a stronger word.**

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

Grade 3 · Cluster 5 · 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: Sam sold groceries at his store.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · 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 &amp; 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 toys instead of items?

**"They could buy clothing, household supplies, toys, and other products without spending as much as they might at other stores."****Why toys and not items?****I CAN** I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 5 · 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 toys instead of items?

**"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:** Toys names a specific type of product that families could buy at lower prices. The plain word items does not help the reader picture what was on the shelves.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · 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: “Workers were needed to stock shelves, help customers, manage inventory, and operate registers.” The word registers works well. Registers names the specific machines.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · 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

Rogers, Arkansas. Rogers, Arkansas names the exact city and state where the first store opened instead of just saying a town.

### CHOOSE

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

### SHOW

Newspapers names the specific item Sam delivered instead of a vague word like things or stuff.

### OWN

Answers vary. One strong revision: Sam sold groceries at his store.

### DEFEND

Toys names a specific type of product that families could buy at lower prices. The plain word items does not help the reader picture what was on the shelves.

### YOUR TURN

Answers vary. One example: "Workers were needed to stock shelves, help customers, manage inventory, and operate registers." The word registers works well. Registers names the specific machines.

## 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: Rogers, Arkansas. Rogers, Arkansas names the exact city and state where the first store opened instead of just saying a town.; CHOOSE: B. newspapers. It names exactly who or what, instead of a general word like thing or place.; SHOW: Newspapers names the specific item Sam delivered instead of a vague word like things or stuff.; OWN: Answers vary. One strong revision: Sam sold groceries at his store.; DEFEND: Toys names a specific type of product that families could buy at lower prices. The plain word items does not help the reader picture what was on the shelves.; Your Turn: Answers vary. One example: "Workers were needed to stock shelves, help customers, manage inventory, and operate registers." The word registers works well. Registers names the specific machines.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · 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.

**He was born in 1918, and as a child he watched his family work hard during the Great Depression.**

**Why does the author use the words ‘Great Depression’ instead of a general phrase like hard times?**

- A** It makes the passage sound more dramatic.
- B** It shows that Sam's family was the only one struggling.
- C** It names the exact period when many families struggled.
- D** It proves that Sam's family was very poor.

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Grade 3 · Cluster 5 · 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: Why does the author use the words ‘Great Depression’ instead of a general phrase like hard times?*

**“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 23 of 36 · Cluster 5 · Module 3 · 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 It makes the passage sound more dramatic.**  
The author uses this term to name a real historical period, not to add drama.
- B It shows that Sam's family was the only one struggling.**  
The Great Depression affected many people across the country, not just Sam's family.
- C It names the exact period when many families struggled.**  
Correct. Great Depression names a specific time in history, helping the reader understand the widespread challenges.
- D It proves that Sam's family was very poor.**  
The term names a historical period, not the exact level of Sam's family income.

### 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 It makes the passage sound more dramatic.: The author uses this term to name a real historical period, not to add drama.; B It shows that Sam's family was the only one struggling.: The Great Depression affected many people across the country, not just Sam's family.; C It names the exact period when many families struggled.: Correct. Great Depression names a specific time in history, helping the reader understand the widespread challenges.; D It proves that Sam's family was very poor.: The term names a historical period, not the exact level of Sam's family income.

TEKS 11(C) · Word Choice · Week 23 of 36 · Cluster 5 · Module 3 · 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.