

## 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

## Connotation

from “Crash”

Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative.

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 connotation.”**

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

**“Connotation is the feeling a word carries. Two words can mean almost the same thing but feel positive or negative. 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 6 Module 2 • a class or student copy of “Crash” • the student tracking sheet • pencils

TEKS 11(C) • Word Choice • Week 26 of 36 • Cluster 6 • Module 2 • slide 1 of 10

## WORD CHOICE IN THE READING

“She felt embarrassed.” (*word: embarrassed*)

“Amina immediately felt relieved.” (*word: relieved*)

“Deep down, Amina knew that staying silent would not be honest.” (*word: honest*)

## CHECK FOR UNDERSTANDING

Ask a student to name one word with a strong feeling 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 word with a strong feeling."

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 word with a strong feeling.

Read this sentence from the passage. Find the word that carries a strong feeling.

**"She felt embarrassed."**

**I CAN** I can notice the word with a strong feeling an author chooses.

Grade 3 • Cluster 6 • 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 word with a strong feeling."**

▶ Read the I can statement aloud, then the task on the slide: Notice the word with a strong feeling. Read this sentence from the passage. Find the word that carries a strong feeling.

**"Listen as I read the sentence. I am looking for the word with a strong feeling, 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:** embarrassed. Embarrassed carries a strong negative feeling of shame and wanting to hide after doing something in front of others.

TEKS 11(C) • Word Choice • Week 26 of 36 • Cluster 6 • 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 think words that mean almost the same thing feel the same. Compare the feeling each word gives.

#### 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 word with a strong feeling. 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 carries the strongest feeling?

**"Amina immediately felt relieved."****A. immediately   B. relieved   C. felt****I CAN** I can choose the word with a strong feeling and explain how I know.

Grade 3 · Cluster 6 · 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 carries the strongest feeling?

**"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. relieved. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · 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 think words that mean almost the same thing feel the same. Compare the feeling each word gives.

**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?

"Amina immediately felt relieved."

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

Grade 3 • Cluster 6 • 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:** Relieved carries a warm positive feeling of stress going away, showing Amina felt much better after telling the truth.

TEKS 11(C) • Word Choice • Week 26 of 36 • Cluster 6 • 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 think words that mean almost the same thing feel the same. Compare the feeling each word gives.

## 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 neutral word with a word that carries a clear feeling.

**Plain sentence: Amina felt bad about the accident.**

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

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

Grade 3 · Cluster 6 · 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 neutral word with a word that carries a clear feeling.

**"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 bad.

**ANSWER KEY:** Answers vary. One strong revision: Amina felt guilty about the accident.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · 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 think words that mean almost the same thing feel the same. Compare the feeling each word gives.

**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 honest instead of right?

**"Deep down, Amina knew that staying silent would not be honest."****Why honest and not right?****I CAN** I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 6 · 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 honest instead of right?

**"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:** Honest carries a strong positive feeling of being truthful and trustworthy. The plain word right is too vague and does not capture the moral courage it took for Amina to speak up.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · 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 think words that mean almost the same thing feel the same. Compare the feeling each word gives.

**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 word with a strong feeling on your own.**

Go back to the passage. Find one more word with a strong feeling. Copy the words and explain what they show.

**Go back to the reading.**  
**Find one more word with a strong feeling.**  
**Copy the exact words. Then explain what the word shows**  
**and why the author chose it.**

**I CAN** I can find a word with a strong feeling 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 word with a strong feeling on your own.”**

▶ *Read the Your Turn task: Go back to the passage. Find one more word with a strong feeling. 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, she seemed proud that Amina had admitted what happened.” The word proud works well. Proud carries a warm positive feeling, showing Mrs. Ramirez admires Amina’s.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · 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 think words that mean almost the same thing feel the same. Compare the feeling each word gives.

**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

embarrassed. Embarrassed carries a strong negative feeling of shame and wanting to hide after doing something in front of others.

### CHOOSE

B. relieved. It carries a clear positive or negative feeling, not just a plain meaning.

### SHOW

Relieved carries a warm positive feeling of stress going away, showing Amina felt much better after telling the truth.

### OWN

Answers vary. One strong revision: Amina felt guilty about the accident.

### DEFEND

Honest carries a strong positive feeling of being truthful and trustworthy. The plain word right is too vague and does not capture the moral courage it took for Amina to speak up.

### YOUR TURN

Answers vary. One example: "Instead, she seemed proud that Amina had admitted what happened." The word proud works well. Proud carries a warm positive feeling, showing Mrs. Ramirez admires Amina's.

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Grade 3 · Cluster 6 · 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: embarrassed. Embarrassed carries a strong negative feeling of shame and wanting to hide after doing something in front of others.; CHOOSE: B. relieved. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Relieved carries a warm positive feeling of stress going away, showing Amina felt much better after telling the truth.; OWN: Answers vary. One strong revision: Amina felt guilty about the accident.; DEFEND: Honest carries a strong positive feeling of being truthful and trustworthy. The plain word right is too vague and does not capture the moral courage it took for Amina to speak up.; Your Turn: Answers vary. One example: "Instead, she seemed proud that Amina had admitted what happened." The word proud works well. Proud carries a warm positive feeling, showing Mrs. Ramirez admires Amina's.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · 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.

Taking a deep breath, she slowly raised her hand. “I’m sorry, Mrs. Ramirez,” she said. “I bumped the table and knocked it over. I didn’t mean to.”

The word ‘sorry’ helps the reader understand that Amina

- A is angry at her classmates for watching her
- B thinks the accident was not important at all
- C wants the teacher to blame someone else instead
- D feels regret and wants to take responsibility

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Grade 3 · Cluster 6 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

⌚ ~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: The word ‘sorry’ helps the reader understand that Amina

**“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 26 of 36 · Cluster 6 · 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 D.

- A is angry at her classmates for watching her**  
Sorry shows regret, not anger. Amina is apologizing, not blaming others.
- B thinks the accident was not important at all**  
If Amina thought it was not important, she would not feel sorry or raise her hand to confess.
- C wants the teacher to blame someone else instead**  
Sorry means Amina takes responsibility. She does not try to shift blame.
- D feels regret and wants to take responsibility**  
Correct. Sorry shows Amina genuinely feels bad and is choosing to admit what she did.

### 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 is angry at her classmates for watching her: Sorry shows regret, not anger. Amina is apologizing, not blaming others.; B thinks the accident was not important at all: If Amina thought it was not important, she would not feel sorry or raise her hand to confess.; C wants the teacher to blame someone else instead: Sorry means Amina takes responsibility. She does not try to shift blame.; D feels regret and wants to take responsibility: Correct. Sorry shows Amina genuinely feels bad and is choosing to admit what she did.

TEKS 11(C) · Word Choice · Week 26 of 36 · Cluster 6 · 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.