

## 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 “MLK: A Dream Can Grow”

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 7 Module 2 • a class or student copy of “MLK: A Dream Can Grow” • the student tracking sheet • pencils

TEKS 11(C) • Word Choice • Week 30 of 36 • Cluster 7 • Module 2 • slide 1 of 10

**WORD CHOICE IN THE READING**

“Each person with a hopeful face.” (*word: hopeful*)

“But I understood the word called hope, A steady thread, a shining rope.” (*word: shining*)

“It entered classrooms, homes, and streets, And lived wherever kindness meets.” (*word: kindness*)

**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.

"Each person with a hopeful face."

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

Grade 3 · Cluster 7 · 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:** hopeful. Hopeful carries a warm positive feeling, showing the crowd believes something better is coming.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · 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 &amp; 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?

**"But I understood the word called hope, A steady thread, a shining rope."**

**A. hope   B. shining   C. rope**

**I CAN** I can choose the word with a strong feeling and explain how I know.

Grade 3 · Cluster 7 · 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. shining. It carries a clear positive or negative feeling, not just a plain meaning.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · 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 &amp; 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?

"But I understood the word called hope, A steady thread, a shining rope."

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

Grade 3 • Cluster 7 • 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:** Shining carries a bright, positive feeling of hope that lights up the darkness and guides the way forward.

TEKS 11(C) • Word Choice • Week 30 of 36 • Cluster 7 • 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: People wanted things to be different.**

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

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

Grade 3 · Cluster 7 · 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 different.

**ANSWER KEY:** Answers vary. One strong revision: People wanted things to be better.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · 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 kindness instead of help?

"It entered classrooms, homes, and streets, And lived wherever kindness meets."

Why kindness and not help?

**I CAN** I can explain why an author's word choice is better than a plain word.

Grade 3 · Cluster 7 · 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 kindness instead of help?

**"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:** Kindness carries a gentle, warm positive feeling of caring deeply about others. The plain word help only describes an action and does not show the tender emotion behind it.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · 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 &amp; 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: “A dream can be a lantern bright, That helps us find our way at night.” The word bright works well. Bright carries a positive, glowing feeling of hope and clarity, showing.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · 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** hopeful. Hopeful carries a warm positive feeling, showing the crowd believes something better is coming.

**CHOOSE** B. shining. It carries a clear positive or negative feeling, not just a plain meaning.

**SHOW** Shining carries a bright, positive feeling of hope that lights up the darkness and guides the way forward.

**OWN** Answers vary. One strong revision: People wanted things to be better.

**DEFEND** Kindness carries a gentle, warm positive feeling of caring deeply about others. The plain word help only describes an action and does not show the tender emotion behind it.

**YOUR TURN** Answers vary. One example: "A dream can be a lantern bright, That helps us find our way at night." The word bright works well. Bright carries a positive, glowing feeling of hope and clarity, showing.

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Grade 3 · Cluster 7 · 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: hopeful. Hopeful carries a warm positive feeling, showing the crowd believes something better is coming.; CHOOSE: B. shining. It carries a clear positive or negative feeling, not just a plain meaning.; SHOW: Shining carries a bright, positive feeling of hope that lights up the darkness and guides the way forward.; OWN: Answers vary. One strong revision: People wanted things to be better.; DEFEND: Kindness carries a gentle, warm positive feeling of caring deeply about others. The plain word help only describes an action and does not show the tender emotion behind it.; Your Turn: Answers vary. One example: "A dream can be a lantern bright, That helps us find our way at night." The word bright works well. Bright carries a positive, glowing feeling of hope and clarity, showing.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · 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.

**It travels when we make some room For someone waiting near the room. It travels when we choose to hear A softer voice that others fear.**

**The word ‘fear’ helps the reader understand that some people**

- A** enjoy listening to quiet voices around them
- B** do not notice the quiet voices around them
- C** are afraid to listen to different voices
- D** believe louder voices are always wrong

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Grade 3 · Cluster 7 · 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 ‘fear’ helps the reader understand that some people*

**“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 30 of 36 · Cluster 7 · 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 enjoy listening to quiet voices around them**  
Fear is a negative feeling. It does not mean people enjoy listening to softer voices.
- B do not notice the quiet voices around them**  
Fear means being afraid, not failing to notice. The poem says others fear, not others miss.
- C are afraid to listen to different voices**  
Correct. Fear means being scared, showing that listening to a different voice takes courage.
- D believe louder voices are always wrong**  
The poem does not say loud voices are wrong. It says some people fear softer voices.

### 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 enjoy listening to quiet voices around them: Fear is a negative feeling. It does not mean people enjoy listening to softer voices.; B do not notice the quiet voices around them: Fear means being afraid, not failing to notice. The poem says others fear, not others miss.; C are afraid to listen to different voices: Correct. Fear means being scared, showing that listening to a different voice takes courage.; D believe louder voices are always wrong: The poem does not say loud voices are wrong. It says some people fear softer voices.

TEKS 11(C) · Word Choice · Week 30 of 36 · Cluster 7 · 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.