

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 “What Will You Give?”

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.

TODAY'S THINKING JOB

NOTICE

“I can notice a word with a strong feeling.”

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Notice the word with a strong feeling.

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

“Yet powerful questions sometimes stay.”

I CAN I can notice the word with a strong feeling 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 carries the strongest feeling?

“For service should not proudly say, “I know what’s best; now step away.””

A. service B. proudly C. say

I CAN I can choose the word with a strong feeling 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?

“For service should not proudly say, “I know what’s best; now step away.””

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 neutral word with a word that carries a clear feeling.

Plain sentence: The man told his story.

Replace the word told 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 tiny instead of young?

"A child seems tiny next to all, One little voice can feel so small."

Why tiny and not young?

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

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.

Answers, across the five thinking levels.

NOTICE

powerful. Powerful carries a strong positive feeling, showing these questions have deep importance that lasts through time.

CHOOSE

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

SHOW

Proudly carries a negative, arrogant feeling here, showing service done with a bossy attitude instead of humility.

OWN

Answers vary. One strong revision: The man shared his story proudly.

DEFEND

Tiny carries a vulnerable, overlooked feeling that makes the speaker seem fragile. The plain word young only tells age and does not show that feeling of being small in a large world.

YOUR TURN

Answers vary. One example: “Find one worthwhile and helpful thing to do.” The word worthwhile works well. Worthwhile carries a strong positive feeling, showing the action has real value and deserves.

READ THIS PASSAGE EXCERPT.

These are not hands the world would know; No cameras follow where they go. They're ordinary, young and small, And sometimes drop my bouncing ball.

The word 'ordinary' suggests that the speaker's hands are

- A** unable to do anything helpful for anyone
- B** normal but still able to make a difference
- C** too small to lift or carry anything useful
- D** only useful for playing games at school

The answer is B.

- A** **unable to do anything helpful for anyone**
The poem later says ordinary hands can help in many ways, so they are not unable.
- B** **normal but still able to make a difference**
Correct. Ordinary shows the hands are not famous but can still do helpful work.
- C** **too small to lift or carry anything useful**
The poem says the hands can lift boxes, books, and chairs, so size is not a problem.
- D** **only useful for playing games at school**
The poem lists many helpful actions beyond playing, like gathering, planting, and cleaning.