

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

Precise Verbs

from “**The Energy We Use Everyday**”

A precise verb tells exactly how an action happens, so the reader can picture it.

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 precise verb.”

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Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

“Heat and pressure slowly transformed these materials into the fuels people use today.”

I CAN I can notice the precise verb 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 author's precise verb?

“Solar panels and wind turbines generate electricity without burning fuel.”

A. Solar panels B. generate C. electricity

I CAN I can choose the precise verb 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?

“Solar panels and wind turbines generate electricity without burning fuel.”

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 vague verb with a precise verb.

Plain sentence: The machine made power for the town.

Replace the word made 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 flowing instead of going?

“Water flowing through dams can also be used to produce electricity.”

Why flowing and not going?

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

Find a precise verb on your own.

Go back to the passage. Find one more precise verb. Copy the words and explain what they show.

Go back to the reading.

Find one more precise verb.

**Copy the exact words. Then explain what the word shows
and why the author chose it.**

I CAN I can find a precise verb and explain the author's choice.

Answers, across the five thinking levels.

NOTICE

transformed. Transformed tells exactly what happened: the materials completely changed form over millions of years.

CHOOSE

B. generate. It is the action word, and it tells exactly how the action happens.

SHOW

Generate tells exactly what the panels and turbines do: producing electricity from natural forces.

OWN

Answers vary. One strong revision: The machine generated power for the town.

DEFEND

Flowing shows water moving in a smooth, steady stream through the dam. The plain word going would not show the specific way water moves to create energy.

YOUR TURN

Answers vary. One example: “Land may be disturbed when coal is mined, and oil spills can harm plants and animals.” The word disturbed works well. Disturbed tells exactly what happens to the land: it.

READ THIS PASSAGE EXCERPT.

Turning off lights when leaving a room, using less water, recycling materials, and choosing energy-efficient products can reduce the demand for energy.

Which word could replace 'reduce' and keep almost the same meaning?

A increase

B ignore

C lower

D create

The answer is C.

- A increase**
Increase means make more, the opposite of reduce.
- B ignore**
Ignore means pay no attention to. Reduce means lower the amount.
- C lower**
Correct. Reduce means to make smaller or less, which is the same as lower.
- D create**
Create means make something new, not make something less.