

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

Vivid Adjectives

from “A Lone Star Choice”

A vivid adjective describes a noun with exact detail so the reader can picture it clearly.

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 vivid adjective.”

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Notice the vivid adjective.

Read this sentence from the passage. Find the vivid describing word the author chose.

“Some were hopeful, while others felt hopeless.”

I CAN I can notice the vivid adjective 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 vivid adjective?

“But its effects were strong and vast.”

A. strong B. vast C. effects

I CAN I can choose the vivid adjective 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?

“But its effects were strong and vast.”

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 weak describing word with a vivid adjective.

Plain sentence: The land looked nice under the sky.

Replace the word nice 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 unsure instead of lost?

“Now standing alone, unsure where to go.”

Why unsure and not lost?

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

Find a vivid adjective on your own.

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

Go back to the reading.

Find one more vivid adjective.

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

I CAN I can find a vivid adjective and explain the author's choice.

Answers, across the five thinking levels.

NOTICE

hopeless. Hopeless paints a dark picture of people who believe nothing good can come from the decision.

CHOOSE

B. vast. It describes a noun with exact detail the reader can picture.

SHOW

Vast paints a picture of something so large it is hard to measure, showing the war's huge impact.

OWN

Answers vary. One strong revision: The land looked endless under the sky.

DEFEND

Unsure shows that Texas truly did not know which future to choose. The plain word lost is less exact because Texas knew where it was, just not where to go next.

YOUR TURN

Answers vary. One example: “The future seemed unclear to many,” The word unclear works well. Unclear paints a picture of a future that is foggy and impossible to predict, showing the people's.

READ THIS PASSAGE EXCERPT.

Some believed the nation would grow, With stronger trade and room to show That Texas could become a place To prosper, learn, and keep its pace.

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

A struggle

B travel

C argue

D succeed

The answer is **D**.

A

struggle

Struggle means to have difficulty. Prosper means to do well and succeed.

B

travel

Travel means to move from place to place, not to grow successfully.

C

argue

Argue means to disagree. Prosper means to succeed and thrive.

D

succeed

Correct. Prosper means to grow, do well, and become successful, just like succeed.