

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

Specific Nouns

from “**Looking Back to Move Forward**”

A specific noun names exactly which person, place, thing, or idea, instead of a general word like thing or place.

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 specific noun.”

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Notice the specific noun.

Read this sentence from the passage. Find the specific noun the author chose.

“It was called The School of Athens by Raphael.”

I CAN I can notice the specific noun 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 most specific noun?

“Raphael used these ideas in The School of Athens.”

A. Raphael B. The School of Athens C. ideas

I CAN I can choose the specific noun 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?

“Raphael used these ideas in The School of Athens.”

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 general noun with a specific noun.

Plain sentence: The artist made something from the old place.

Replace the word something 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 Renaissance instead of time period?

“During the Renaissance, some people studied ideas from Greece and Rome.”

Why Renaissance and not time period?

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

Find a specific noun on your own.

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

Go back to the reading.

Find one more specific noun.

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

I CAN I can find a specific noun and explain the author's choice.

Answers, across the five thinking levels.

NOTICE

Raphael. Raphael names the specific Renaissance artist who painted the work, not just a painter or artist.

CHOOSE

B. The School of Athens. It names exactly who or what, instead of a general word like thing or place.

SHOW

The School of Athens names the exact painting, not just a picture or artwork.

OWN

Answers vary. One strong revision: The artist painted a mural from the ancient city.

DEFEND

Renaissance names the exact historical period when interest in learning and art was reborn. The plain phrase time period would not tell the reader what made that era special.

YOUR TURN

Answers vary. One example: "'They are thinkers from ancient Greece and Rome," her teacher said.'" The word Greece works well. Greece names the exact ancient country where many famous thinkers lived.

READ THIS PASSAGE EXCERPT.

Ava liked that word. Curiosity was what made people ask why. It was what made them look again when something seemed simple at first.

What does the word 'curiosity' help the reader understand about the Renaissance?

- A** People were confused by the paintings.
- B** People wanted to understand the world.
- C** People copied everything from the past.
- D** People were afraid to study new ideas.

The answer is **B**.

- A** **People were confused by the paintings.**
Curiosity means a desire to learn, not confusion.
- B** **People wanted to understand the world.**
Correct. Curiosity means the desire to learn and understand, which drove Renaissance thinking.
- C** **People copied everything from the past.**
The excerpt says people looked deeper, not that they simply copied.
- D** **People were afraid to study new ideas.**
Curiosity means eagerness to learn, the opposite of fear.