

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 “What We Carry Forward”

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.

“A song can cross a crowded room And make forgotten stories bloom.”

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?

“A speech becomes a living thing When choices give the message wings.”

A. speech B. living C. thing

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?

“A speech becomes a living thing When choices give the message wings.”

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 idea was a good one.

Replace the word good 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 forgotten instead of old?

“Thinkers looked toward Greece and Rome And brought forgotten questions home.”

Why forgotten and not old?

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

crowded. Crowded paints a picture of a room packed full of people standing close together.

CHOOSE

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

SHOW

Living paints a picture of a speech that breathes and grows as if it were alive, not just words on paper.

OWN

Answers vary. One strong revision: The idea was a lasting one.

DEFEND

Forgotten paints a picture of questions that were lost and ignored for many years. The plain word old would not show that the questions had been abandoned and needed to be brought back.

YOUR TURN

Answers vary. One example: “Chelo Silva's powerful sound Helped Tejano music travel around.” The word powerful works well. Powerful paints a picture of a voice so strong and commanding that it.

READ THIS PASSAGE EXCERPT.

A speech becomes a living thing When choices give the message wings.

The word 'wings' suggests that the message

- A** was written about birds and flying animals
- B** was too complicated for people to understand
- C** can spread far when people act on it
- D** was delivered by a person standing on a stage

The answer is C.

- A was written about birds and flying animals**
Wings is a comparison. The poem is about ideas spreading, not birds.
- B was too complicated for people to understand**
Wings suggests the message travels far, not that it is hard to understand.
- C can spread far when people act on it**
Correct. Wings means the message travels far, like something that can fly, when people take action.
- D was delivered by a person standing on a stage**
Wings describes how far the message goes, not where it was delivered.