

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 “**From Tension to Revolution**”

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.

“Colonists strongly opposed this law because they had no representatives in Parliament.”

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?

“Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York.”

A. Groups B. such C. Sons of Liberty

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?

“Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York.”

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 people were angry about the new rule.

Replace the word rule 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 boycott instead of action?

“A boycott means refusing to buy or use certain products as a form of protest.”

Why boycott and not action?

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

Parliament. Parliament names the exact lawmaking body in Great Britain instead of a vague word like government.

CHOOSE

C. Sons of Liberty. It names exactly who or what, instead of a general word like thing or place.

SHOW

Sons of Liberty names the exact protest group instead of a general word like organization.

OWN

Answers vary. One strong revision: The people were angry about the new tax.

DEFEND

Boycott names the exact form of protest so the reader knows people refused to buy goods. The plain word action could mean anything.

YOUR TURN

Answers vary. One example: “Paul Revere created an engraving that showed the soldiers firing at colonists.” The word engraving works well. Engraving names the specific type of artwork Paul Revere.

READ THIS PASSAGE EXCERPT.

Some colonists dressed as Native Americans to hide their identities. They boarded British ships and threw hundreds of chests of tea into the water.

The word 'identities' helps the reader understand that the colonists wanted to hide

- A** who they really were
- B** what they had bought
- C** where they were going
- D** how many of them came

The answer is **A**.

- A** **who they really were**
Correct. They dressed as Native Americans so no one would know which colonists they were.
- B** **what they had bought**
The excerpt is about disguises, not items the colonists bought.
- C** **where they were going**
The excerpt tells where they went, the ships. They hid themselves, not their path.
- D** **how many of them came**
Dressing in costume hides who a person is, not how many people came.