

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 “Spanish Rule in Early Texas”

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 areas had droughts, floods, storms, or extreme heat.”

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?

“Long distances made travel slow and dangerous.”

A. Long B. dangerous C. distances

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?

"Long distances made travel slow and dangerous."

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 weather in Texas was bad.

Replace the word bad 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 dry instead of empty?

“Texas had forests, rivers, plains, grasslands, coastlines, and dry western areas.”

Why dry and not empty?

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

extreme. Extreme paints a picture of heat so intense it is far beyond normal, almost unbearable.

CHOOSE

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

SHOW

Dangerous paints a picture of real threats to life and safety during travel across rough land.

OWN

Answers vary. One strong revision: The weather in Texas was harsh.

DEFEND

Dry paints a picture of dusty land with little rain or water. The plain word empty does not tell the reader what the western areas were like.

YOUR TURN

Answers vary. One example: “A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water.” The word rough works well. Rough paints a picture of uneven, rocky.

READ THIS PASSAGE EXCERPT.

These changes caused stress and conflict.

The word 'stress' helps the reader understand that the changes made people feel

- A** excited and hopeful
- B** confused but calm
- C** lonely and forgotten
- D** pressured and upset

The answer is **D**.

- A** **excited and hopeful**
Stress suggests pressure and worry, not excitement or hope.
- B** **confused but calm**
Stress does not suggest calmness. It shows people felt pressured.
- C** **lonely and forgotten**
Stress does not specifically suggest loneliness. It means tension and worry.
- D** **pressured and upset**
Correct. Stress shows the changes created tension and unhappiness for the people.