

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

Precise Verbs

from “A Voice of Their Own”

A precise verb tells exactly how an action happens, so the reader can picture it.

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 precise verb.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Notice the precise verb.

Read this sentence from the passage. Find the precise verb the author chose.

“Thomas dusts the shelves while Mr. Harris organizes the day’s sales.”

I CAN I can notice the precise verb an author chooses.

TODAY'S THINKING JOB

CHOOSE

“I can choose the strongest word.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Choose the strongest word.

Read the sentence. Which word is the author's precise verb?

“As news traveled from colony to colony, people realized they shared many of the same concerns.”

A. traveled B. realized C. concerns

I CAN I can choose the precise verb and explain how I know.

TODAY'S THINKING JOB

SHOW

“I can explain what a word shows.”

EXACT TEKS WORDING

“revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity”

Show what the word does.

What does the underlined word help the reader understand?

“As news traveled from colony to colony, people realized they shared many of the same concerns.”

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."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Own it. Revise a sentence.

Revise the plain sentence. Replace the vague verb with a precise verb.

Plain sentence: The people said they wanted change.

Replace the word said 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."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

Defend the author's choice.

Why did the author choose sink instead of go?

"The afternoon sun begins to sink lower in the sky."

Why sink and not go?

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

Find a precise verb on your own.

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

Go back to the reading.

Find one more precise verb.

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

I CAN I can find a precise verb and explain the author's choice.

Answers, across the five thinking levels.

NOTICE

dusts. Dusts tells exactly how Thomas wipes away dust from the shelves, naming the specific cleaning motion.

CHOOSE

B. realized. It is the action word, and it tells exactly how the action happens.

SHOW

Realized tells exactly the moment when people understood something they had not seen before.

OWN

Answers vary. One strong revision: The people demanded they wanted change.

DEFEND

Sink shows the sun slowly dropping lower, as if it were settling into the sky's edge. The plain word go does not show that slow, downward motion.

YOUR TURN

Answers vary. One example: “(Thomas sweeps quietly for a moment before speaking again.)” The word sweeps works well. Sweeps tells exactly the back-and-forth motion of moving a broom across the ground.

READ THIS PASSAGE EXCERPT.

That sounds better than having no say at all.

In this sentence, the word 'say' means

- A** a chance to speak loudly in public
- B** a part in making important decisions
- C** a written document from the king
- D** a speech given at a public meeting

The answer is **B**.

A **a chance to speak loudly in public**
Say here does not mean speaking loudly. It means having influence in decisions.

B **a part in making important decisions**
Correct. Having a say means being included when choices are made.

C **a written document from the king**
Say does not refer to a written document. It means having influence.

D **a speech given at a public meeting**
Say here means having input, not giving a formal speech.