

## 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.**

## TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“This week we are studying word choice. Our focus is precise verbs.”**

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

**“A precise verb tells exactly how an action happens, so the reader can picture it. Good writers pick the word that says exactly what they mean.”**

▶ Point to the five thinking levels. Preview the week: we **NOTICE** strong words in the reading, **CHOOSE** the strongest word, **SHOW** what a word does, **OWN** it by revising a sentence, then **DEFEND** the author's choice.

**PREP & MATERIALS:** the Word Choice slide deck for Cluster 3 Module 4 • a class or student copy of “A Voice of Their Own” • the student tracking sheet • pencils

TEKS 11(C) • Word Choice • Week 16 of 36 • Cluster 3 • Module 4 • slide 1 of 10

## WORD CHOICE IN THE READING

“Thomas dusts the shelves while Mr. Harris organizes the day's sales.” (*word: dusts*)

“As news traveled from colony to colony, people realized they shared many of the same concerns.” (*word: realized*)

“The afternoon sun begins to sink lower in the sky.” (*word: sink*)

## CHECK FOR UNDERSTANDING

Ask a student to name one precise verb from the reading and tell what it shows.

## RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

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.

Grade 5 • Cluster 3 • Word Choice • Monday

### TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is NOTICE. I can notice a precise verb."**

▶ Read the I can statement aloud, then the task on the slide: Notice the precise verb. Read this sentence from the passage. Find the precise verb the author chose.

**"Listen as I read the sentence. I am looking for the precise verb, the word that does the most work."**

▶ Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.

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

TEKS 11(C) • Word Choice • Week 16 of 36 • Cluster 3 • Module 4 • slide 2 of 10

#### CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

#### COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

#### POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

#### RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a precise verb. Keep the demand at this level.

#### RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

## 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.

Grade 5 · Cluster 3 · Word Choice · Tuesday

**TEACHER SAYS & DOES · SLIDE 3 OF 10 ·  
Tuesday · CHOOSE · Developing**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is CHOOSE. I can choose the strongest word."**

▶ Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word is the author's precise verb?

**"Read the sentence and all three choices. Only one is the strongest word for this focus."**

▶ Have students choose privately, then share with a partner before you reveal the answer on slide 8.

**ANSWER KEY:** B. realized. It is the action word, and it tells exactly how the action happens.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 3 of 10

**CHECK FOR UNDERSTANDING**

Ask a student to explain the answer in their own words and point to the word in the sentence.

**COMMON MISCONCEPTION**

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

**POSSIBLE STUDENT QUESTION**

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

**RPLD EVIDENCE & ADVICE**

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

**RAISE THE THINKING**

Ask a student to name a weaker word the author could have used, and what would be lost.

## 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.

Grade 5 • Cluster 3 • Word Choice • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 •  
Wednesday • SHOW • Independent

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Today's thinking job is SHOW. I can explain what a word shows."**

▶ Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?

**"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"**

▶ Take two or three answers. Push students to connect their answer to details in the sentence.

**ANSWER KEY:** Realized tells exactly the moment when people understood something they had not seen before.

TEKS 11(C) • Word Choice • Week 16 of 36 • Cluster 3 • Module 4 • slide 4 of 10

## CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

## COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

## POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

## RPLD EVIDENCE &amp; ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

## RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

## 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.

Grade 5 · Cluster 3 · Word Choice · Thursday

**TEACHER SAYS & DOES · SLIDE 5 OF 10 ·**  
**Thursday · OWN · Advanced**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is OWN. I can revise with a stronger word."**

▶ Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Replace the vague verb with a precise verb.

**"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."**

▶ Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than said.

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

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 5 of 10

**CHECK FOR UNDERSTANDING**

Ask a student to explain the answer in their own words and point to the word in the sentence.

**COMMON MISCONCEPTION**

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

**POSSIBLE STUDENT QUESTION**

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

**RPLD EVIDENCE & ADVICE**

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

**RAISE THE THINKING**

Ask a student to name a weaker word the author could have used, and what would be lost.

## 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.

Grade 5 · Cluster 3 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·  
Friday · DEFEND · Reflective

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**"Today's thinking job is DEFEND. I can explain why the author chose a word."**

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose sink instead of go?

**"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."**

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

**ANSWER KEY:** 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.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 6 of 10

## CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

## COMMON MISCONCEPTION

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

## POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

## RPLD EVIDENCE &amp; ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

## RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

**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.

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·  
Independent Practice · YOUR TURN**

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Now it is your turn. Go back to the reading and find one more precise verb on your own.”**

▶ *Read the Your Turn task: Go back to the passage. Find one more precise verb. Copy the words and explain what they show. Students work on the tracking sheet.*

**“Copy the exact words from the passage. Then tell what the word shows and why the author chose it.”**

▶ *Circulate. Note who can find a strong word and explain it without help.*

**ANSWER KEY:** 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.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 7 of 10

**CHECK FOR UNDERSTANDING**

Scan for students who copy the exact words and explain the choice.

**COMMON MISCONCEPTION**

Students may pick any action word. A precise verb shows HOW something happens, not only that it happened.

**POSSIBLE STUDENT QUESTION**

Can I pick a word we already used? Find a new one so you practice searching on your own.

**RPLD EVIDENCE & ADVICE**

Independent practice shows who owns the skill.

**RAISE THE THINKING**

Ask an early finisher to find a plain word in their own writing and revise it.

## 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.

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Grade 5 · Cluster 3 · Word Choice

## TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

### "Let's check our work across the five thinking levels."

▶ Reveal the answers one row at a time. Students check their own tracking sheets.

### "If you missed one, that is where your learning is. Go back to the sentence and read the word again."

▶ Celebrate explanations of why a word works, not only naming the word.

**ANSWER KEY:** 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.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 8 of 10

### CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

### COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

### POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

### RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

### RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

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 Writing Academy®, LLC

Grade 5 · Cluster 3 · Word Choice

**TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**“Here is a test-style question, the kind you see on the state assessment.”**▶ *Read the excerpt and the question aloud: In this sentence, the word 'say' means***“Read all four choices before you decide. The best word is the one that fits exactly what the sentence means.”**▶ *Give think time. Students choose privately and bubble their letter on the tracking sheet.***ANSWER KEY:** The answer is B.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 9 of 10

**CHECK FOR UNDERSTANDING**

Students choose by meaning in context, not by which word sounds fanciest.

**COMMON MISCONCEPTION**

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

**POSSIBLE STUDENT QUESTION**

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

**RPLD EVIDENCE & ADVICE**

A clean test item is DEFEND in action under assessment conditions.

**RAISE THE THINKING**

Ask why each wrong choice is wrong, which leads into the next slide.

## 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.

### TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

**“The correct answer is B. The most important part is understanding why.”**

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

**“Each wrong choice is a real word, but it does not fit what this sentence means.”**

▶ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

**ANSWER KEY:** Correct: 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.

TEKS 11(C) · Word Choice · Week 16 of 36 · Cluster 3 · Module 4 · slide 10 of 10

#### CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

#### COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

#### POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

#### RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

#### RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.