

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

Sensory Words

from “Crash”

Sensory words help the reader see, hear, feel, taste, or smell what the author describes.

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 sensory word.”

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Notice the sensory word.

Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

“The jar hit the floor and shattered.”

I CAN I can notice the sensory word 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 appeals to the senses?

"The loud sound echoed throughout the room."

A. loud B. echoed C. throughout

I CAN I can choose the sensory word 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?

"The loud sound echoed throughout the room."

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. Add a sensory word so the reader can see, hear, or feel it.

Plain sentence: The jar fell on the floor.

Replace the word fell 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 spilled instead of fell?

"The plant lay on the floor beside pieces of broken glass. Soil had spilled across the tile, creating a messy pile beneath the window."

Why spilled and not fell?

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

Find a sensory word on your own.

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

Go back to the reading.

Find one more sensory word.

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

I CAN I can find a sensory word and explain the author's choice.

Answers, across the five thinking levels.

NOTICE

shattered. Shattered appeals to hearing and sight. The reader can hear the glass breaking into pieces and see the fragments fly.

CHOOSE

B. echoed. It helps the reader see, hear, feel, taste, or smell the moment.

SHOW

Echoed appeals to hearing. The reader can hear the crash bouncing off the walls and spreading through the room.

OWN

Answers vary. One strong revision: The jar crashed onto the floor with a sharp crack.

DEFEND

Spilled appeals to sight because the reader can picture dark soil pouring outward across the clean tile. The plain word fell only tells direction and does not paint that spreading image.

YOUR TURN

Answers vary. One example: “The classroom was peaceful. The only sounds were pencils moving across paper, pages turning, and the occasional whisper between students.” The word whisper works well..

READ THIS PASSAGE EXCERPT.

Amina felt a knot form in her stomach. She lowered her eyes and thought carefully.

The word ‘knot’ helps the reader understand that Amina feels

- A** a tight, uncomfortable feeling of worry
- B** excited about what will happen next in class
- C** hungry because she missed lunch that day
- D** confused about what the teacher said

The answer is A.

- A a tight, uncomfortable feeling of worry**
Correct. Knot appeals to touch, helping the reader feel the twisting worry in Amina's stomach.
- B excited about what will happen next in class**
A knot in the stomach is an uncomfortable feeling, not an excited one.
- C hungry because she missed lunch that day**
The passage is about Amina worrying after the accident, not about missing a meal.
- D confused about what the teacher said**
The knot shows worry, not confusion. Amina knows what happened and is deciding what to do.