

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 “**MLK: A Dream Can Grow**”

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.

“With Mama’s hand wrapped tight in mine, I saw a different dream begin to shine.”

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 crowd grew quiet, row by row, As one strong voice began to flow. Across the steps and shining pool, Its steady rhythm stayed strong and cool.”

A. strong B. cool C. steady

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 crowd grew quiet, row by row, As one strong voice began to flow. Across the steps and shining pool, Its steady rhythm stayed strong and cool."

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 day was nice at the event.

Replace the word nice 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 summer sun instead of weather?

“Yet still I feel the summer sun, And hear the words when day is done.”

Why summer sun and not weather?

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

tight. Tight appeals to the sense of touch. The reader can feel the strong, secure grip of Mama holding the speaker's hand.

CHOOSE

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

SHOW

Cool appeals to the sense of touch. The reader can feel the calm, refreshing quality of the voice as it reaches the crowd.

OWN

Answers vary. One strong revision: The day was bright and warm at the event.

DEFEND

Summer sun appeals to touch and sight, letting the reader feel the warm heat on their skin and see the bright light overhead. The plain word weather does not paint any sensory picture.

YOUR TURN

Answers vary. One example: "I hear the crowd grow calm once more, I see the water near the shore." The word calm works well. Calm appeals to hearing. The reader can hear the crowd growing quiet.

READ THIS PASSAGE EXCERPT.

A dream can be a lantern bright, That helps us find our way at night. But someone's hands must hold it high, And guard its flame beneath the sky.

The word 'flame' helps the reader

- A** see a glowing light that must be protected
- B** understand that the dream is dangerous
- C** hear the sound of the crowd clapping
- D** know the speaker is talking about a real lantern

The answer is A.

- A see a glowing light that must be protected**
Correct. Flame appeals to sight, letting the reader picture a bright, flickering light that needs careful guarding.
- B understand that the dream is dangerous**
The flame represents something hopeful that needs protection, not something dangerous.
- C hear the sound of the crowd clapping**
Flame is a visual word, not a sound word. It does not relate to clapping.
- D know the speaker is talking about a real lantern**
The poem compares a dream to a lantern. The flame is part of that comparison, not a real fire.