

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 “**Morning in the Village**”

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.

“Smoke drifted from cooking fires, and the smell of food filled the air.”

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?

“Birds called from the trees, and the river moved quietly nearby.”

A. trees B. called C. river

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?

“Birds called from the trees, and the river moved quietly nearby.”

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 village had nice weather.

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 sweat instead of moisture?

“By midday, the weather had become warmer. Tayanita wiped sweat from her forehead and took a short break.”

Why sweat and not moisture?

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

smell. Smell reaches the sense of smell, helping the reader imagine the scent of food cooking over fires.

CHOOSE

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

SHOW

Called reaches the sense of hearing, letting the reader hear the bird sounds in the morning village.

OWN

Answers vary. One strong revision: The village had cool, breezy weather.

DEFEND

Sweat lets the reader feel the sticky wetness of hard work in the heat. The plain word moisture would not show that Tayanita was hot and working hard.

YOUR TURN

Answers vary. One example: “The glow of evening fires spread across the village.” The word glow works well. Glow reaches the sense of sight, showing warm, soft firelight spreading in the darkness.

READ THIS PASSAGE EXCERPT.

She could hear people talking as they began their daily chores.

Which word could replace 'chores' and keep almost the same meaning?

A celebrations

B games

C lessons

D tasks

The answer is **D**.

- A** **celebrations**
Celebrations are joyful events, not everyday work that needs to be done.
- B** **games**
Games are for fun. Chores are regular duties people must complete.
- C** **lessons**
Lessons involve learning, but chores are about doing needed work.
- D** **tasks**
Correct. Tasks are jobs that need to be completed, just like chores.