

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 “**The Wealth of Mansa Musa**”

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 sounds of conversations, animals, and trading filled the air throughout the day."

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?

“Merchants filled the marketplaces with colorful goods from many different places.”

A. filled B. colorful C. goods

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?

“Merchants filled the marketplaces with colorful goods from many different places.”

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 market was a nice place.

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 hot instead of warm?

"The desert was hot during the day and cold at night, so the journey was not easy."

Why hot and not warm?

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

sounds. Sounds reaches the sense of hearing, helping the reader hear the busy noise of the marketplace.

CHOOSE

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

SHOW

Colorful reaches the sense of sight, helping the reader see bright, vivid items on display.

OWN

Answers vary. One strong revision: The market was a noisy, bustling place.

DEFEND

Hot lets the reader feel the burning, intense heat of the desert sun. The plain word warm does not show how extreme and dangerous the desert temperature was.

YOUR TURN

Answers vary. One example: “Even with good planning, strong winds, blowing sand, and extreme temperatures could make every trip challenging.” The word blowing works well. Blowing reaches the sense of.

READ THIS PASSAGE EXCERPT.

Since printing presses had not yet been invented in the area, books were carefully copied by hand. These books were treated with great care because they contained valuable knowledge.

Why does the author most likely use the word 'valuable' to describe the knowledge?

- A** The books were decorated with gold and jewels.
- B** The books were easy for students to understand.
- C** The knowledge was worth protecting for the future.
- D** The books were sold for high prices at the market.

The answer is C.

- A The books were decorated with gold and jewels.**
Valuable here describes the knowledge inside, not the appearance of the books.
- B The books were easy for students to understand.**
The excerpt does not say the knowledge was easy. It says the knowledge was worth protecting.
- C The knowledge was worth protecting for the future.**
Correct. Valuable means the knowledge was important and worth keeping safe because it could help people learn.
- D The books were sold for high prices at the market.**
The excerpt does not mention selling the books. Valuable refers to how much the knowledge mattered.