

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 Garden That Wouldn't 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.

“When she stepped into the garden, her shoes sank slightly into the soft ground.”

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 tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden.”

A. fresh scent B. tomato C. plants

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 tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden."

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 garden smelled good in the morning.

Replace the word good 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 pale instead of light?

"Their leaves were pale instead of a healthy green, and several stems were beginning to droop."

Why pale and not light?

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

soft. Soft reaches the sense of touch, helping the reader feel the wet, yielding ground under Kendrix's feet.

CHOOSE

A. fresh scent. It helps the reader see, hear, feel, taste, or smell the moment.

SHOW

Fresh scent reaches the sense of smell, helping the reader breathe in the herbs in the garden.

OWN

Answers vary. One strong revision: The garden smelled earthy in the morning.

DEFEND

Pale lets the reader see the washed out, faded color of the leaves. The plain word light does not show that the plants looked sick.

YOUR TURN

Answers vary. One example: "Some leaves curled at the edges, and several stems leaned farther toward the ground." The word curled works well. Curled reaches the sense of sight, helping the reader see.

READ THIS PASSAGE EXCERPT.

The pepper plants developed shiny peppers in several colors, and the herbs spread across their rows with thick, healthy leaves.

The word 'shiny' helps the reader

- A** hear the peppers growing on the plants
- B** smell the peppers in the garden rows
- C** feel the smooth skin of the peppers
- D** see the glossy, bright look of the peppers

The answer is **D**.

A

hear the peppers growing on the plants

Shiny describes how the peppers look, not a sound.

B

smell the peppers in the garden rows

Shiny is a sight word, not a smell word.

C

feel the smooth skin of the peppers

Shiny describes a visual quality, not a texture.

D

see the glossy, bright look of the peppers

Correct. Shiny helps the reader picture the smooth, reflective surface of the peppers.