

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.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduce the Week

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying word choice. Our focus is sensory words.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the *What does this mean to me* box in your own warm voice.

“Sensory words help the reader see, hear, feel, taste, or smell what the author describes. Good writers pick the word that says exactly what they mean.”

▶ Point to the five thinking levels. Preview the week: we **NOTICE** strong words in the reading, **CHOOSE** the strongest word, **SHOW** what a word does, **OWN** it by revising a sentence, then **DEFEND** the author's choice.

PREP & MATERIALS: the Word Choice slide deck for Cluster 4 Module 2 • a class or student copy of “The Garden That Wouldn't Grow” • the student tracking sheet • pencils

TEKS 11(C) • Word Choice • Week 18 of 36 • Cluster 4 • Module 2 • slide 1 of 10

WORD CHOICE IN THE READING

“When she stepped into the garden, her shoes sank slightly into the soft ground.” (*word: soft*)

“The tomato plants stretched upward, and the herbs began giving off a fresh scent whenever the wind blew across the garden.” (*word: fresh scent*)

“Their leaves were pale instead of a healthy green, and several stems were beginning to droop.” (*word: pale*)

CHECK FOR UNDERSTANDING

Ask a student to name one sensory word from the reading and tell what it shows.

RAISE THE THINKING

Ask a student how one sentence would change if the author used a plain word instead.

TODAY'S THINKING JOB

NOTICE

"I can notice a sensory word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

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.

Grade 5 • Cluster 4 • Word Choice • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • NOTICE • Foundational

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a sensory word."

▶ Read the I can statement aloud, then the task on the slide: Notice the sensory word. Read this sentence from the passage. Find the word that helps you see, hear, feel, taste, or smell.

"Listen as I read the sentence. I am looking for the sensory word, the word that does the most work."

▶ Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.

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

TEKS 11(C) • Word Choice • Week 18 of 36 • Cluster 4 • Module 2 • slide 2 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about recognizing a sensory word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

CHOOSE**"I can choose the strongest word."**

EXACT TEKS WORDING

*"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"***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.

Grade 5 · Cluster 4 · Word Choice · Tuesday

**TEACHER SAYS & DOES · SLIDE 3 OF 10 ·
Tuesday · CHOOSE · Developing**

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose the strongest word."

▶ Read the I can statement aloud, then the task on the slide: Choose the strongest word. Read the sentence. Which word appeals to the senses?

"Read the sentence and all three choices. Only one is the strongest word for this focus."

▶ Have students choose privately, then share with a partner before you reveal the answer on slide 8.

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

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the strongest word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

SHOW

"I can explain what a word shows."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

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.

Grade 5 · Cluster 4 · Word Choice · Wednesday

TEACHER SAYS & DOES · SLIDE 4 OF 10 ·
Wednesday · SHOW · Independent

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can explain what a word shows."

▶ Read the I can statement aloud, then the task on the slide: Show what the word does. What does the underlined word help the reader understand?

"Look at the underlined word. Close your eyes. What do you picture or feel because of this word?"

▶ Take two or three answers. Push students to connect their answer to details in the sentence.

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

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining what a word shows. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

OWN

"I can revise with a stronger word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

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.

Grade 5 · Cluster 4 · Word Choice · Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 ·
Thursday · OWN · Advanced

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can revise with a stronger word."

▶ Read the I can statement aloud, then the task on the slide: Own it. Revise a sentence. Revise the plain sentence. Add a sensory word so the reader can see, hear, or feel it.

"A plain word is not wrong, but it does not say enough. Let's make this sentence say exactly what we mean."

▶ Model one revision aloud, then have students write their own on the OWN row. Accept any word that is more exact than good.

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

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 5 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about revising with a stronger word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

TODAY'S THINKING JOB

DEFEND

"I can explain why the author chose a word."

EXACT TEKS WORDING

"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity"

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.

Grade 5 · Cluster 4 · Word Choice · Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 ·
Friday · DEFEND · Reflective

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can explain why the author chose a word."

▶ Read the I can statement aloud, then the task on the slide: Defend the author's choice. Why did the author choose pale instead of light?

"Authors choose words on purpose. Your job is to prove why this word is better than the plain one."

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

ANSWER KEY: 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.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 6 of 10

CHECK FOR UNDERSTANDING

Ask a student to explain the answer in their own words and point to the word in the sentence.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Is a longer word always better? No. The best word is the one that says exactly what the writer means in this sentence.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about justifying the author's choice. Keep the demand at this level.

RAISE THE THINKING

Ask a student to name a weaker word the author could have used, and what would be lost.

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.

**TEACHER SAYS & DOES · SLIDE 7 OF 10 ·
Independent Practice · YOUR TURN**

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it is your turn. Go back to the reading and find one more sensory word on your own.”

▶ *Read the Your Turn task: Go back to the passage. Find one more sensory word. Copy the words and explain what they show. Students work on the tracking sheet.*

“Copy the exact words from the passage. Then tell what the word shows and why the author chose it.”

▶ *Circulate. Note who can find a strong word and explain it without help.*

ANSWER KEY: 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.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 7 of 10

CHECK FOR UNDERSTANDING

Scan for students who copy the exact words and explain the choice.

COMMON MISCONCEPTION

Students may call any description sensory. Ask which sense the word reaches: sight, sound, touch, taste, or smell.

POSSIBLE STUDENT QUESTION

Can I pick a word we already used? Find a new one so you practice searching on your own.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the skill.

RAISE THE THINKING

Ask an early finisher to find a plain word in their own writing and revise it.

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.

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Grade 5 · Cluster 4 · Word Choice

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Review the Answers

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ *Reveal the answers one row at a time. Students check their own tracking sheets.*

"If you missed one, that is where your learning is. Go back to the sentence and read the word again."

▶ *Celebrate explanations of why a word works, not only naming the word.*

ANSWER KEY: 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.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 8 of 10

CHECK FOR UNDERSTANDING

Students can explain what the word shows, not only name it.

COMMON MISCONCEPTION

Naming a word without explaining it. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not use the simple word? Because the exact word gives the reader a clearer picture or feeling.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for reasons.

RAISE THE THINKING

Ask how the author's words connect to the mood or message of the whole passage.

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 Writing Academy®, LLC

Grade 5 · Cluster 4 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is a test-style question, the kind you see on the state assessment."

▶ Read the excerpt and the question aloud: The word 'shiny' helps the reader

"Read all four choices before you decide. The best word is the one that fits exactly what the sentence means."

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is D.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Students choose by meaning in context, not by which word sounds fanciest.

COMMON MISCONCEPTION

Choosing a word that is close in meaning but has the wrong feeling. Check the whole sentence.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Put each word into the sentence and ask which says exactly what the author means.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · The Answer, and Why

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“The correct answer is D. The most important part is understanding why.”

▶ *Reveal each choice's reason. Spend the most time on the wrong answers, which is where the learning lives.*

“Each wrong choice is a real word, but it does not fit what this sentence means.”

▶ *Have students write one sentence on the tracking sheet explaining why the correct answer is right.*

ANSWER KEY: Correct: 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.

TEKS 11(C) · Word Choice · Week 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the sentence.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is that one wrong if it is a real word? A word can be real and still say the wrong thing for this sentence.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence where one of the wrong choices would be the right word.