

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 “Try, Learn, Change”

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.

“In Kendrix's garden, leaves grew pale;”

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?

“A wire broke, a bulb went black;”

A. wire B. black C. broke

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?

“A wire broke, a bulb went black;

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 ground looked bad after the rain.

Replace the word bad 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 muddy instead of wet?

"She added water, sure and fast, But muddy soil appeared at last."

Why muddy and not wet?

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

pale. Pale reaches the sense of sight, helping the reader see the light, faded color of unhealthy leaves.

CHOOSE

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

SHOW

Black reaches the sense of sight, helping the reader see the sudden darkness when the light goes out.

OWN

Answers vary. One strong revision: The ground looked soggy after the rain.

DEFEND

Muddy helps the reader see thick, brown, wet soil and almost feel its heavy texture. The plain word wet does not paint the same detailed picture.

YOUR TURN

Answers vary. One example: “She touched the soil and watched each leaf,” The word touched works well. Touched reaches the sense of touch, helping the reader feel Kendrix pressing her fingers into the.

READ THIS PASSAGE EXCERPT.

The evidence refused to fit The answer she had chosen first.

The word 'refused' suggests that the evidence

- A** was too confusing for Kendrix to understand
- B** clearly did not support her original answer
- C** was hidden and could not be found
- D** proved that her first answer was correct

The answer is **B**.

- A** **was too confusing for Kendrix to understand**
Refused means the evidence would not match, not that it was confusing.
- B** **clearly did not support her original answer**
Correct. Refused means the facts would not fit her first idea, so she needed to change it.
- C** **was hidden and could not be found**
The evidence was available. Refused means it would not match, not that it was missing.
- D** **proved that her first answer was correct**
Refused means the opposite. The evidence did not support her original answer.