

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.

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 7 Module 3 • a class or student copy of “Try, Learn, Change” • the student tracking sheet • pencils

TEKS 11(C) • Word Choice • Week 31 of 36 • Cluster 7 • Module 3 • slide 1 of 10

WORD CHOICE IN THE READING

“In Kendrix's garden, leaves grew pale;” (word: *pale*)

“A wire broke, a bulb went black;” (word: *black*)

“She added water, sure and fast, But muddy soil appeared at last.” (word: *muddy*)

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.

"In Kendrix's garden, leaves grew pale;"

I CAN I can notice the sensory word an author chooses.

Grade 5 · Cluster 7 · 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: pale. Pale reaches the sense of sight, helping the reader see the light, faded color of unhealthy leaves.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · 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?

"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.

Grade 5 · Cluster 7 · 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: B. black. It helps the reader see, hear, feel, taste, or smell the moment.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · 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?

"A wire broke, a bulb went black;"

I CAN I can explain what the author's word helps the reader picture or feel.

Grade 5 • Cluster 7 • 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: Black reaches the sense of sight, helping the reader see the sudden darkness when the light goes out.

TEKS 11(C) • Word Choice • Week 31 of 36 • Cluster 7 • Module 3 • 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 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.

Grade 5 · Cluster 7 · 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 bad.

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

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · 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 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.

Grade 5 · Cluster 7 · 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 muddy instead of wet?

"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: 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.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · 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: “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.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · 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 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.

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Grade 5 · Cluster 7 · 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: 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.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · 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 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 Writing Academy®, LLC

Grade 5 · Cluster 7 · Word Choice

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show
What You Know

⌚ ~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 'refused' suggests that the evidence***“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 B.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · 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 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.

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 B. 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: 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.

TEKS 11(C) · Word Choice · Week 31 of 36 · Cluster 7 · Module 3 · 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.