Words at Work

Notice how precise words tell a story and explain a topic.

3.LF.40 "Use grade-level and domain-appropriate vocabulary in writing. a. Use specific vocabulary to develop a story. b. Use specific vocabulary to explain or inform on a topic."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two action words that help you picture the story, and circle two science words that help explain life in the tide pool.

Maya's Tide Pool

1. At low tide, Maya stepped onto the rocky beach with her grandfather. A thin film of water made the stones slick, so she tiptoed toward a shallow tide pool. In it, a tiny crab scuttled beneath a clump of seaweed. Maya crouched for a closer look. "It moves like a little shadow," she whispered as the crab vanished.

2. Grandpa pointed to a green anemone fastened to a rock. Its soft tentacles waved in the water. "Those tentacles catch tiny bits of food," he explained. When the sea pulls back, water stays in hollows between the rocks. These small pools give sea animals a wet place to wait until the tide comes in again. Maya watched a snail slide across a shell.

3. A wave splashed over the rocks, and Maya jumped back. She felt a cold spray on her cheeks, but the crab stayed hidden. Grandpa said that a strong wave can refill a tide pool. Maya chose not to pick up the animals. Instead, she drew the anemone and crab in her notebook, using labels so she could explain her discovery later.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which word shows how Maya moved on the slick stones? What does it help you picture?

2. Which word tells how the crab moved? What does it help you picture?

3. Which word names the anemone's food-catching parts? What does that word help explain?

4. Why does the word *hollows* explain where water stays better than the word *places*?

3 YOUR TURN

Your own words

Write four sentences about making a simple snack. Use at least two specific action words to tell the story and two food or tool words to explain how you make the snack. Underline the action words and circle the food or tool words.

ANSWER KEY

Words at Work

GRADE 3 · 3.LF.40

PART 1 · READ AND MARK

Underline two action words that help you picture the story, and circle two science words that help explain life in the tide pool. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which word shows how Maya moved on the slick stones? What does it help you picture?	**Tiptoed helps the reader picture Maya taking careful steps.**
2	Which word tells how the crab moved? What does it help you picture?	**Scuttled helps the reader picture the crab moving quickly with short steps.**
3	Which word names the anemone's food-catching parts? What does that word help explain?	**Tentacles names the parts that catch tiny bits of food.**
4	Why does the word *hollows* explain where water stays better than the word *places*?	**Hollows tells the reader that water stays in low spots between rocks.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I hurried into the kitchen when my stomach rumbled. I put a banana on a cutting board and sliced it with a butter knife. I spread peanut butter on a slice of bread, then laid the banana pieces on top. The sticky peanut butter held the banana in place when I folded the bread.

For the passage markings, accept action words such as tiptoed, scuttled, or splashed and science words such as anemone, tentacles, or tide. In the sample response, cutting board and butter knife are two tool terms students could circle.