Words With Purpose

Choose vocabulary that fits your topic, message, and audience.

4.L.V.1.b "Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline academic words that show thinking or support an idea. Circle specialized words about water and land, then notice how these words make the message clearer.

Following Rainwater

1. On Tuesday, the Green Team inspected the schoolyard after a hard rain. Students observed puddles near the blacktop and sketched where water traveled. In their field notes, they wrote, "Runoff moved from the blacktop toward the garden." The term runoff names rainwater that moves across land. It helped readers understand the water's path more clearly.

2. Back in class, the team compared its sketches with a map of the neighborhood. They found that the school lies in a watershed, an area where water drains to the same place. The students gathered evidence by measuring puddle widths. Then they wrote a claim: More plants could slow runoff near the playground after heavy rainstorms.

3. At a meeting with the principal, Maya chose words for a different audience. She said, "Our evidence shows that runoff collects near the playground." She explained watershed by saying, "It is land that sends water to one shared spot." For the family flyer, the team used a clear action phrase: "Plant native grasses to help soak up rainwater."

2 ANSWER WITH EVIDENCE

Use the passage

1. Which specialized word in paragraph 1 names rainwater that moves across land?

2. Which academic word in paragraph 2 names the information students gathered by measuring puddle widths?

3. What claim did the students write in paragraph 2?

4. What clear action phrase did the team use for the family flyer?

3 YOUR TURN

Your own words

Write a three-sentence message for your school about a rainy-day problem or solution. Use one general water word, one academic word, and two specialized water words from the passage.

Words With Purpose

PART 1 · READ AND MARK

Underline academic words that show thinking or support an idea. Circle specialized words about water and land, then notice how these words make the message clearer. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which specialized word in paragraph 1 names rainwater that moves across land?	**runoff**
2	Which academic word in paragraph 2 names the information students gathered by measuring puddle widths?	**evidence**
3	What claim did the students write in paragraph 2?	**More plants could slow runoff near the playground after heavy rainstorms.**
4	What clear action phrase did the team use for the family flyer?	**Plant native grasses to help soak up rainwater.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Water covers the sidewalk after heavy rain. Our evidence shows that runoff from our watershed gathers near the playground. Plant native grasses so more rainwater can soak into the ground.

Accept correctly identified academic and specialized vocabulary that students mark in the passage. For Part 3, accept three sentences that fit a school audience and include a general water word, an academic word, and two specialized water words used meaningfully.