# Vocabulary on the Reef

Use context clues to build general, academic, and science vocabulary.

**7.L.V.1.a** "Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline three science words and circle two academic words used across subjects. Number the context clues that help you figure out each marked word.

### Rebuilding a Coral Reef

(1) On a reef near Florida, scientists are restoring coral colonies damaged by warming water and disease. Coral may look like a colorful rock, but it is made of tiny animals called polyps. Each polyp builds a hard skeleton, and many skeletons form a colony. When a colony grows, it creates shelter for fish, crabs, and other organisms. Researchers first survey, or carefully examine, the reef to identify areas where surviving coral can support new growth.

(2) To restore a reef, teams collect small fragments from healthy colonies without harming the original coral. They fasten the fragments to underwater frames in a nursery, a protected place where young coral can grow. After several months, divers transplant, or move, the larger pieces onto bare sections of reef. The team monitors survival by counting living pieces over time. This data helps scientists evaluate whether a method works and compare results from locations with different water temperatures.

(3) Coral restoration cannot solve every problem facing reefs. Coral depends on a symbiosis, a close relationship between different living things, with algae that live inside its tissues. The algae provide food through photosynthesis, while the coral offers protection and nutrients. If water stays too warm, this relationship can break down, causing bleaching and leaving coral pale. Restoration projects are most effective when communities also reduce pollution and protect fish populations. Those actions address the conditions that make a reef resilient, or better able to recover after damage.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what does survey mean? What words in the paragraph help you understand it?

2. In paragraph 2, what does transplant mean in coral restoration? Is it a general, academic, or disciplinary word?

3. What does evaluate mean in paragraph 2? Why is it an academic word?

4. What does resilient mean in paragraph 3? Which phrase gives its meaning?

## 3 YOUR TURN

Your own words

Choose a school or science topic you know. Write exactly three sentences, 45 to 60 words total, using one general word, one academic word, and one disciplinary word. Put brackets around the three words and give a context clue for each one.

**ANSWER KEY**

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**GRADE 7 · 7.L.V.1.a**

## PART 1 · READ AND MARK

Underline three science words and circle two academic words used across subjects. Number the context clues that help you figure out each marked word. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | In paragraph 1, what does survey mean? What words in the paragraph help you understand it? | **Survey means to carefully examine. The clue is "or carefully examine."** |
| 2 | In paragraph 2, what does transplant mean in coral restoration? Is it a general, academic, or disciplinary word? | **It means to move larger coral pieces onto bare reef sections. It is a disciplinary science word.** |
| 3 | What does evaluate mean in paragraph 2? Why is it an academic word? | **Evaluate means to judge whether a method works. It is an academic word because it is useful in many subjects when examining results or evidence.** |
| 4 | What does resilient mean in paragraph 3? Which phrase gives its meaning? | **Resilient means better able to recover after damage. The defining phrase is "better able to recover after damage."** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

During a storm, [soil], the loose earth on a hillside, can wash into a stream at the bottom of a valley. Scientists [analyze], or study closely, measurements to determine how much land moved. This process is called [erosion], the wearing away of rock or soil by water, wind, or ice.

Accept reasonable word classifications when students support them with accurate context clues. For Part 3, check that the response has exactly three sentences, 45 to 60 words, three bracketed vocabulary words, and useful clues for each word.