Words at Work

See how parts of speech make a report precise.

8.L.V.2.d "Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three precise action verbs, circle three specific nouns connected to those actions, and box three modifiers, adjectives or adverbs, that add exact detail. Use your marks to notice how each part of speech sharpens the report.

Marsh Repair Report

1. At dawn, volunteers gathered beside the Willow Creek marsh with gloves, trowels, and native sedge plants. They did not simply place greenery along the bank. Instead, they pressed each young plant into damp soil and packed the roots firmly. The narrow leaves will help hold loose ground during heavy rain. Near the water, students carefully removed a thick mat of invasive water hyacinth, a floating plant that can block sunlight from reaching plants below in the mud.

2. By midmorning, the crew had cleared a small channel where rainwater had stalled. Maya recorded the work in a field notebook. Rather than writing, "We fixed the area," she wrote, "We widened the clogged channel by two meters." Her revised sentence names the action, identifies the problem, and gives a measured result. Clear verbs, specific nouns, and exact phrases help readers picture what happened without guessing about the work completed by the volunteers that morning.

3. In the afternoon, a sudden breeze carried plastic wrappers toward the restored bank. Luis quickly collected the light trash before it reached the channel. Then the group sorted reusable tools from broken supplies and stored the tools in a dry shed. Their supervisor praised the team for responding promptly, but she also noted that careful planning would reduce future litter. The project showed that a healthier marsh depends on steady work, accurate observations, and responsible choices.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what action verb tells exactly what the students did to the water hyacinth? Explain what that verb tells the reader.

2. Maya replaces the general verb "fixed" with what more precise verb? What did the crew do?

3. What specific noun phrase replaces "the area" in Maya's revised sentence? Why is it clearer?

4. In paragraph 3, what adverb describes how Luis collected the trash? How does that word make the action more exact?

3 YOUR TURN

Your own words

Write two sentences for a community cleanup report. Include a precise action verb, a specific noun, and an adverb that tells how the action happened. Underline the verb, circle the noun, and box the adverb.

Words at Work

PART 1 · READ AND MARK

Underline three precise action verbs, circle three specific nouns connected to those actions, and box three modifiers, adjectives or adverbs, that add exact detail. Use your marks to notice how each part of speech sharpens the report. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what action verb tells exactly what the students did to the water hyacinth? Explain what that verb tells the reader.	**removed; it tells the reader that the students took the invasive plant away.**
2	Maya replaces the general verb “fixed” with what more precise verb? What did the crew do?	**widened; the crew made the channel wider.**
3	What specific noun phrase replaces “the area” in Maya’s revised sentence? Why is it clearer?	**the clogged channel; it identifies the exact place and problem the crew addressed.**
4	In paragraph 3, what adverb describes how Luis collected the trash? How does that word make the action more exact?	**quickly; it shows that Luis collected the trash with speed before it reached the channel.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Volunteers [carefully] _sorted_ (aluminum cans) into labeled bins. The crew _loaded_ the (recycling truck) [efficiently].

Accept equivalent explanations that connect a precise word or phrase to clearer meaning. For the passage marking, accept any accurate three action verbs, connected specific nouns, and modifiers from the text.