Word Power Garden

Notice words that show how often and how much.

4.11.D.v "adverbs that convey frequency and adverbs that convey degree;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each adverb that tells how often an action happens. Circle each adverb that tells how strong, complete, or close to an amount or condition is.

Mia's Greenhouse Notes

1. At the city greenhouse, Mia checks the young tomato plants daily before school. She usually looks under the leaves for tiny insects and always adds water when the soil feels dry. Today, the plants are very tall, but a few leaves are slightly curled. Mia writes her observations in a notebook so the garden team can compare changes over time.

2. The class visits the greenhouse during science time. The students often measure the plants and record their heights on a chart. The compost pile is quite warm because tiny organisms break down old leaves and food scraps. Students rarely touch the compost with bare hands, since it can hold germs. Then, they use tools and wash their hands.

3. By late spring, the tomato plants may produce yellow flowers, followed by green tomatoes. Mia sometimes sees bees move pollen between the flowers. A tomato can be nearly ripe when it has changed color, but it should feel firm, not mushy. Mia never picks every tomato at once. She leaves some fruit on the vine until it is fully ready for the class salad.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which three adverbs in paragraph 1 tell how often Mia does something?

2. Which two adverbs in paragraph 2 tell how often students do actions?

3. In paragraph 1, which degree adverb describes how tall the plants are, and which degree adverb describes how curled the leaves are?

4. In paragraph 3, which degree adverb shows that a tomato is close to ripe, and which one shows that fruit is completely ready?

3 YOUR TURN

Your own words

Write exactly two sentences about a plant or animal you know or imagine. Use two adverbs of frequency and two adverbs of degree. Then check your draft: do both frequency adverbs fit how often the action happens, and do both degree adverbs correctly modify a describing word or condition? Keep or correct them as needed and explain one decision. Write your checking note after the draft.

ANSWER KEY

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GRADE 4 · TEKS 4.11.D.v

PART 1 · READ AND MARK

Underline each adverb that tells how often an action happens. Circle each adverb that tells how strong, complete, or close to an amount or condition is. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which three adverbs in paragraph 1 tell how often Mia does something?	**daily, usually, always**
2	Which two adverbs in paragraph 2 tell how often students do actions?	**often, rarely**
3	In paragraph 1, which degree adverb describes how tall the plants are, and which degree adverb describes how curled the leaves are?	**very; slightly**
4	In paragraph 3, which degree adverb shows that a tomato is close to ripe, and which one shows that fruit is completely ready?	**nearly; fully**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I usually watch the robin near my window, and it sometimes hops across the grass. Its red chest looks very bright, and its nest is almost hidden in the bush.

Draft check: Keep usually and sometimes because they correctly tell how often the actions happen. Keep very before bright and almost before hidden because they correctly show degree.

Accept correct markings of daily, usually, always, often, rarely, sometimes, and never as frequency adverbs. Accept very, slightly, quite, nearly, and fully as degree adverbs, plus student sentences with two appropriate adverbs of each type. Assess the actual draft check separately from the sentence-count requirement. Accept supported retention of correct usage as well as necessary corrections; do not require an error or a full rewrite. Check the learner's reason against the selected convention.