Words That Work

Trace precise language, transitions, and punctuation in a formal model.

11.W.3.C "Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline action verbs that make the restoration process specific, circle transition words or phrases, and box each semicolon. Notice how these choices create a clear, formal explanation.

Where Pavement Meets Marsh

1 At a restored wetland beside a city river, volunteers and engineers reshaped a former industrial lot. They removed contaminated soil, graded gentle channels, and planted native marsh grasses. At high tide, river water enters the site. As the water recedes, the marsh slows sediment and provides shelter for fish. The project did not erase every problem in the watershed. Instead, it created a working edge between pavement and river, where nearby residents can observe how wetlands filter runoff, absorb floodwater, and support wildlife during storms.

2 Before construction, rain swept across asphalt and carried oil, grit, and loose trash toward the river. The restored marsh changes that path. Dense stems interrupt fast-moving water, while wetland soils trap some particles before they reach the channel. Moreover, the plants' roots hold soil in place, reducing erosion along the bank. These functions matter because urban runoff can carry pollutants into waterways. A wetland is not a substitute for preventing pollution at its source; however, it can reduce harm when storms overwhelm streets and drains.

3 City planners must also consider who can use a restored shoreline. A path with clear signs, shaded benches, and accessible entrances invites more people to visit, study, and report changes they notice. For example, students might record bird sightings, photograph seasonal water levels, or compare plant growth after heavy rain. Their observations cannot replace professional monitoring; nevertheless, they can reveal patterns that deserve further investigation. By combining scientific maintenance with public access, a restoration project becomes both an ecological resource and a valuable civic space.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is “Moreover” an effective transition before the sentence about plant roots in paragraph 2?

2. Copy any three precise action verbs from paragraph 1 that describe how the site was restored.

3. How does the semicolon in the final sentence of paragraph 2 help the reader understand the sentence?

4. Copy the three-part parallel series in paragraph 3 that describes what students might do.

3 YOUR TURN

Your own words

Write exactly three formal sentences, 60 to 80 words, proposing an improvement to your school or community. Use a precise active verb, a transition that shows contrast or addition, a semicolon, and a parallel series. Then check your actual draft for formal audience language, parallel structure and the semicolon: it must connect two complete related clauses, with correct punctuation around any transition. Identify one sentence, write “retain” or “correct,” and explain your judgment. If correction is needed, copy the corrected sentence; if it is already correct, point to the clauses or parallel forms that justify retaining it. Put this editing record below or on another sheet; it is separate from the three-sentence 60–80-word proposal.

ANSWER KEY

Words That Work

GRADE 11 · 11.W.3.C

PART 1 · READ AND MARK

Underline action verbs that make the restoration process specific, circle transition words or phrases, and box each semicolon. Notice how these choices create a clear, formal explanation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is “Moreover” an effective transition before the sentence about plant roots in paragraph 2?	**It adds another function of the wetland, showing that roots also reduce erosion.**
2	Copy any three precise action verbs from paragraph 1 that describe how the site was restored.	**Answers may include “reshaped,” “removed,” “graded,” and “planted.”**
3	How does the semicolon in the final sentence of paragraph 2 help the reader understand the sentence?	**It joins two closely related complete clauses, while “however” signals a contrast between limits and benefits.**
4	Copy the three-part parallel series in paragraph 3 that describes what students might do.	**“record bird sightings, photograph seasonal water levels, or compare plant growth after heavy rain”**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our school should install covered bicycle racks near the main entrance to protect bicycles from rain and encourage students to ride. Moreover, the facilities team could survey students, map the most crowded parking areas, and select a well-lit location; these steps would support a practical, evidence-based decision. The project would reduce clutter, expand transportation choices, and make the campus more accessible to cyclists.

Editing record—retain sentence 2: "the facilities team could survey students, map the most crowded parking areas, and select a well-lit location" is a complete clause with parallel verbs; "these steps would support a practical, evidence-based decision" is another complete related clause. The semicolon connects them correctly, and "Moreover," introduces an additional reason in a formal tone. No correction is necessary.

Accept other accurately identified action verbs and transitions when students explain their effect correctly. For Part 3, accept responses that meet the sentence count and word range and use formal tone, precise language, a logical transition, a correct semicolon, and parallel structure. Inspect the learner's actual draft check and a justified retain-or-correct decision, not only teacher checking. Correct drafts may be retained; do not require an error. Check any changed wording for conventions, formal style and meaning. Keep editing comments outside the proposal word/sentence count; model proposal is 63 whitespace words and three sentences.