Words That Work

Use context clues to understand and choose precise vocabulary.

6.L.6 "Acquire and use grade-appropriate general academic and domain-specific words and phrases. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Apply knowledge of vocabulary to reading..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline any three words or phrases that help explain how the rain garden works or how the club checks it, then circle nearby words that help you understand one of your choices.

The Garden After the Storm

1 After a hard rain, water raced across the blacktop behind Maya's school. This runoff carried bits of soil and litter toward a storm drain. The sixth-grade garden club wondered whether they could slow the flow before it reached the street. With help from a city gardener, they made a shallow rain garden beside the blacktop. A narrow channel led water from the pavement into the garden. The club planted flowers that tolerate both soggy soil and dry days. Their plan had a purpose: give rainwater time to soak into the ground.

2 A rain garden needs permeable ground, which lets water pass through instead of trapping it at the surface. The club mixed compost into the soil to help create spaces between small particles. They spread mulch over the top to protect the soil from heavy drops of rain. When the next storm came, water pooled in the garden for a while. That was expected. Water can pause above the soil before it seeps downward, and the plants' roots help hold the soil in place.

3 The club decided to monitor the garden after each storm rather than trust one quick glance. They recorded how long water stayed on the surface and checked whether the drain still received a strong rush. After three days of steady rain, the ground became saturated: its spaces were full of water, so another puddle lasted longer. The students noticed that a rain garden has limits. They wrote a short report comparing what happened after light rain and heavy rain. Their evidence could help the school decide whether the garden needed a wider channel.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does runoff mean in paragraph 1? Give a clue from the passage that helped you.

2. Explain permeable in your own words. Which detail in paragraph 2 supports your meaning?

3. What does monitor mean here, and what did the students record?

4. Why is saturated more exact than wet for the ground after three days of rain? Use a detail from the passage.

3 YOUR TURN

Your own words

Write three sentences proposing a plan to reduce muddy puddles near a playground. Use monitor and one of these words correctly: runoff, permeable, or saturated. Include details that make both words' meanings clear.

ANSWER KEY

Words That Work

GRADE 6 · 6.L.6

PART 1 · READ AND MARK

Underline any three words or phrases that help explain how the rain garden works or how the club checks it, then circle nearby words that help you understand one of your choices. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does runoff mean in paragraph 1? Give a clue from the passage that helped you.	**Runoff is water flowing over the ground. The passage says water raced across the blacktop toward a storm drain.**
2	Explain permeable in your own words. Which detail in paragraph 2 supports your meaning?	**Permeable means allowing water to pass through. The passage says water seeps downward through the soil.**
3	What does monitor mean here, and what did the students record?	**Monitor means to check something over time. The students recorded how long water stayed on the surface.**
4	Why is saturated more exact than wet for the ground after three days of rain? Use a detail from the passage.	**Saturated means the spaces in the ground were full of water, not just that the ground was wet. Another puddle lasted longer.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Rain leaves muddy puddles near the playground gate, so our class will place permeable gravel along the path to let water soak through. We will monitor the path after each storm and record how long puddles remain. If puddles still block the gate, we will ask the school to make the gravel strip wider.

Accept any three marked words or phrases that relate to how the garden works or how the club checks it, with a relevant context clue circled for one choice. For the open task, accept different workable plans if both required vocabulary words are used accurately.