Words That Fit

Choose language that helps an audience picture what happened.

7.L.6.b "Apply knowledge of vocabulary to reading, writing, speaking, and listening."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB In the first two paragraphs, circle Maya's rejected choices, filthy and one-time, and underline her replacements, littered and steady. Notice how each replacement changes what a listener might imagine.

The Creek Announcement

1 At the creek cleanup, Maya found a bottle caught between two rocks. Nearby, wrappers snagged on reeds, but the water still ran clear. For a school announcement, she first wrote, "The creek is filthy." Her partner Leo asked, "Does that describe what we actually saw?" Maya changed filthy to littered. Filthy could suggest that the water itself was dirty, while littered pointed to the trash along the banks. She wanted listeners to picture the problem accurately, not imagine a creek coated in mud.

2 Maya also needed a word for the volunteers' work. One Saturday, they filled six bags, but new wrappers appeared the next week. Her draft praised a "one-time effort." Leo read that phrase aloud and paused. It made the cleanup sound finished, though the group returned every Saturday. Maya replaced one-time with steady. When she practiced the announcement, she stressed steady so the audience would hear that the work continued. Leo nodded because the word matched the pattern he had seen.

3 Before recording, Maya checked one more line: "Our team saved the creek." She could not know whether the creek was safe for fish or people, so she wrote, "Our team removed litter from the creek banks." The new sentence named an action she could verify. At the assembly, classmates heard her announcement and asked where to sign up for the next cleanup. Maya had not made the work sound bigger than it was. Her careful words helped her audience understand both the problem and the plan.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does littered describe Maya's observation more accurately than filthy?

2. What might listeners think if Maya called the volunteers' work a "one-time effort"? What detail makes steady a better choice?

3. Why did Maya replace "saved the creek" with "removed litter from the creek banks"?

4. A listener says Maya described the creek's water as dirty. Which words in the passage would you use to correct that description?

3 YOUR TURN

Your own words

Write a two- or three-sentence announcement for a school event you invent. Use one precise word to help listeners understand what will happen, then name a vaguer word you rejected and explain why your choice fits better.

ANSWER KEY

Words That Fit

GRADE 7 · 7.L.6.b

PART 1 · READ AND MARK

In the first two paragraphs, circle Maya's rejected choices, filthy and one-time, and underline her replacements, littered and steady. Notice how each replacement changes what a listener might imagine. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does littered describe Maya's observation more accurately than filthy?	**Maya saw trash along the banks, but the water still ran clear. Filthy could wrongly suggest that the water was dirty.**
2	What might listeners think if Maya called the volunteers' work a "one-time effort"? What detail makes steady a better choice?	**Listeners might think the cleanup was finished. The volunteers returned every Saturday, so steady fits their repeated work.**
3	Why did Maya replace "saved the creek" with "removed litter from the creek banks"?	**She could verify that the team removed litter, but she could not know whether the creek was safe for fish or people.**
4	A listener says Maya described the creek's water as dirty. Which words in the passage would you use to correct that description?	**The passage says the water "still ran clear." The litter was along the banks.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On Thursday, our library will host a book swap where students trade books they have finished. I chose trade instead of share because each student gives a book and takes another. Bring a book you are ready to pass along.

Accept explanations that connect a word choice to a specific passage detail. For Part 3, the invented event should make the student's precise word and explanation fit together.