Words That Fit

Gather and check precise words for what you observe.

9-10.L.6.a "Demonstrate independence in gathering a broad and precise vocabulary."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline four terms the writer gathers to name features or processes, circle the term the writer nearly uses without enough evidence, and number the two sources the writer compares to check meanings.

After the Rain

1 After a thunderstorm, water raced along the curb outside our school, but the planted hollow by the library held a shallow pool. I was writing a caption for a student report about the site, and "the ground took the water" sounded careless. I wrote down *runoff* for water moving across pavement and *infiltrate* for water entering soil. Those words named two different paths the same rain could take. I also noted *berm* beside the low ridge of soil around the planting. I could see its shape, but I wanted to check its function before using the term.

2 At home, I read a county stormwater guide and compared its descriptions with a university extension glossary. The guide explained that a berm can slow water and guide it toward a planted area, while the glossary distinguished *infiltration* from *evaporation*, the change of liquid water into water vapor. I added both terms, along with the source and a plain-language note, to my word list. When one article called the garden a "sponge," I kept the image as a comparison, not a scientific label. Looking across sources helped me notice when a vivid phrase was less exact than a technical term.

3 On my next visit, the pool was gone, though the soil still felt damp. I nearly described it as *saturated*, then checked my notes: in saturated soil, the spaces between soil particles are filled with water. Damp alone did not prove that condition, so I wrote *moist* instead. My final caption said, "The berm directs runoff into the planted hollow, where water can infiltrate the soil." I saved *evaporation* for a different sentence because I had not measured how much water entered the air. A useful word list, I realized, grows through observation, comparison, and restraint.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which word names water traveling across pavement, and which word names water entering soil?

2. Which source helps the writer check *berm*, and what does the writer learn from it?

3. Why does *moist* fit the soil better than *saturated* on the second visit?

4. Which two terms name possible ways water can move from the planted hollow into the soil and into the air? Explain each term.

3 YOUR TURN

Your own words

Choose a process unrelated to the passage. Write three sentences that name and explain two precise terms, identify a reliable source you would use to check each term, and use both terms in an accurate description of the process.

ANSWER KEY

Words That Fit

HIGH SCHOOL · 9-10.L.6.a

PART 1 · READ AND MARK

Underline four terms the writer gathers to name features or processes, circle the term the writer nearly uses without enough evidence, and number the two sources the writer compares to check meanings. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which word names water traveling across pavement, and which word names water entering soil?	**Runoff names water traveling across pavement; infiltrate names water entering soil.**
2	Which source helps the writer check *berm*, and what does the writer learn from it?	**The county stormwater guide explains that a berm can slow water and guide it toward a planted area.**
3	Why does *moist* fit the soil better than *saturated* on the second visit?	**The soil felt damp, but the writer had no evidence that the spaces between its particles were filled with water.**
4	Which two terms name possible ways water can move from the planted hollow into the soil and into the air? Explain each term.	**Infiltration is water entering the soil. Evaporation is liquid water changing into water vapor and entering the air.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For bicycle maintenance, I would add *tread*, the outer layer of a tire that contacts the road, and *valve*, the part that lets air enter the inner tube. I could check tread in a tire maker's maintenance guide and valve in a bicycle repair manual. Before riding, I would inspect the tread for wear and check the valve for leaks after inflating the tire.

Accept any four relevant terms for the underlining task; the circled term should be saturated, and the numbered sources should be the county stormwater guide and university extension glossary. For Your Turn, accept accurate terms from any process unrelated to the passage if both sources are credible and the response meets the three-sentence requirement.