

Introduction to *Daily Paragraph Editing*

Why *Daily Paragraph Editing*?

Daily Paragraph Editing is designed to help students master and retain grade-level skills in language mechanics and expression through focused, daily practice. Instead of practicing skills in a series of random, decontextualized exercises, *Daily Paragraph Editing* embeds language skills in paragraphs that represent the types of text that students encounter in their daily reading and writing activities across the curriculum. A weekly writing activity allows students to apply the skills they have been practicing throughout the week in their own short compositions.

What's in *Daily Paragraph Editing*?

Daily Paragraph Editing contains lessons for 36 weeks, with a separate lesson for each day.

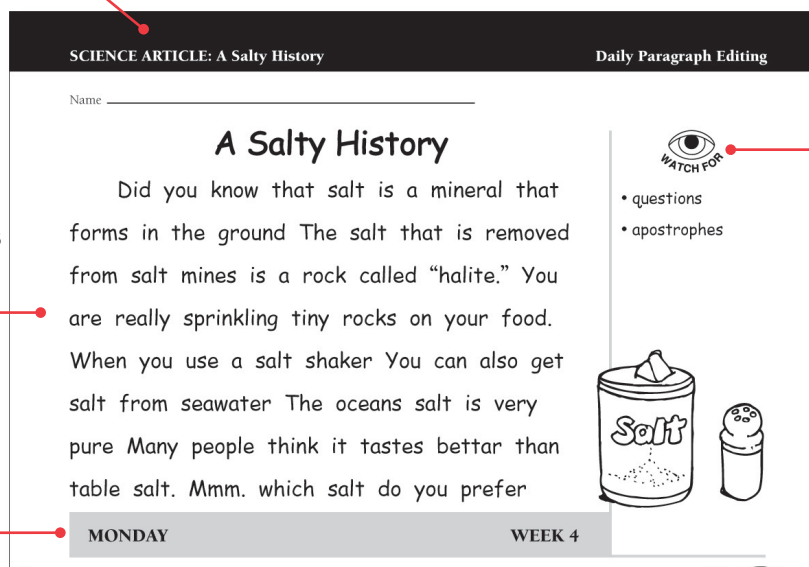
Each week's lessons for Monday through Thursday consist of individual reproducible paragraphs that contain errors in the following skills:

- capitalization
- punctuation
- spelling
- language usage, and more

Student's daily lesson pages for Monday through Thursday include:

- a label indicating the type of writing modeled in the weekly lesson

- a paragraph with errors for students to correct; along with the other 3 paragraphs for the week, this forms a complete composition
- daily and weekly lesson identifiers



- as needed, the "Watch For" logo alerts students to more challenging skills to address in the paragraph

Students correct the errors in each daily paragraph by marking directly on the page. A reproducible sheet of Proofreading Marks (see page 10) helps familiarize students with the standard form for marking corrections on written text. Full-page Editing Keys show corrections for all errors in the daily paragraphs. Error Summaries help teachers identify the targeted skills in each week's lessons, and therefore help teachers plan to review or introduce the specific skills needed by their students.

Teacher's full-sized annotated Editing Key pages include:

- a label indicating the type of writing modeled in the weekly lesson
- the original student text with corrections marked in red (using the proofreading marks presented on page 10)
- daily and weekly lesson identifiers

EDITING KEY: Science Article **Daily Paragraph Editing**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

A Salty History

Did you know that salt is a mineral that forms in the ground? The salt that is removed from salt mines is a rock called "halite." You are really sprinkling tiny rocks on your food! When you use a salt shaker, you can also get salt from seawater. The ocean's salt is very pure. Many people think it tastes better than table salt. Mmm, which salt do you prefer?

Error Summary	
Capitalization	2
Punctuation:	
Apostrophe	1
Period	4
Other	2
Spelling	1

MONDAY **WEEK 4**

- a summary of the errors in each paragraph to use in identifying unfamiliar skills to teach or review with students prior to assigning the paragraph. Some students may be more successful if you share the Error Summary with them before they read and edit the paragraph.

When corrected and read together, the four paragraphs for one week's lesson form a cohesive composition that also serves as a writing model for students. The weekly four-paragraph compositions cover a broad range of expository and narrative writing forms from across the curriculum, including the following:

- nonfiction texts on grade-level topics in social studies and science
- biographies, book reviews, editorials, instructions, interviews, journal entries, and letters
- fables, fantasy and science fiction, historical fiction, personal narratives, and realistic fiction

Each Friday lesson consists of a writing prompt that directs students to write in response to the week's four-paragraph composition. This gives students the opportunity to apply the skills they have practiced during the week in their own writing. Students gain experience writing in a wide variety of forms, always with the support of familiar models.

Friday writing prompts include:

- a prompt to write a composition in the same form as modeled in the weekly lesson

- sample topic sentences to support reluctant writers
- a weekly lesson identifier

The diagram shows a sample Friday writing prompt card. It is divided into two sections by a dashed line. The top section is titled "FRIDAY - WEEK 4" and "Science Article: A Salty History". It contains a writing prompt about salt and three sample topic sentences. The bottom section contains a writing prompt about barcodes and two sample topic sentences. Red lines with dots at the end point from the callout text to specific parts of the card: the top prompt, the sample topic sentences, the weekly lesson identifier, and the bottom prompt.

Write what you know about salt. Tell where it comes from and how it is used. Explain why people need salt. Tell some interesting or unusual things about salt. Use one of these topic sentences, or write your own:

- Salt is an important mineral.
- For ages, people all over the world have used salt.
- Did you know that salt has been used instead of money?

FRIDAY - WEEK 4 Science Article: A Salty History

Write what you know about barcodes. Be sure to tell what they look like, how they are read, and where they are used. Begin with one of these topic sentences, or write your own:

- Barcodes are a helpful invention.
- Barcodes are used in many ways.

- hints to help students address skills that are specific to the writing form
- a label indicating the type of writing modeled in the weekly lesson

An Editing Checklist for students (see page 11) helps them revise their own writing or critique their peers' efforts. An Assessment Rubric (see page 9) is provided to help you assess student writing.

A reproducible student Language Handbook (pages 168–176) outlines the usage and mechanics rules for students to follow in editing the daily paragraphs. The Handbook includes examples to help familiarize students with how the conventions of language and mechanics are applied in authentic writing.

How to Use *Daily Paragraph Editing*

You may use *Daily Paragraph Editing* in several ways, depending on your instructional objectives and your students' needs. Over time, you will probably want to introduce each of the presentation strategies outlined below so you can identify the approach that works best for you and your students.

The four paragraphs that comprise each week's editing lessons include a set of errors that are repeated throughout all four paragraphs. We recommend that you provide a folder for students to keep their *Daily Paragraph Editing* reference materials and weekly lessons. It will work best to reproduce and distribute all four daily paragraphs for a given week on Monday. That way, students can use the previous days' lessons for reference as the week progresses.

Directed Group Lessons

Daily Paragraph Editing activities will be most successful if you first introduce them as a group activity. You might also have students edit individual copies of the day's lesson as you work through the paragraph with the group. Continue presenting the Monday through Thursday lessons to the entire class until you are confident that students are familiar with the editing process. Try any of the following methods to direct group lessons:

Option 1

1. Create and display an overhead transparency of the day's paragraph.
2. Read the paragraph aloud just as it is written, including all the errors.
3. Read the paragraph a second time, using phrasing and intonation that would be appropriate if all end punctuation were correct. (You may find it helpful to read from the Editing Key.) Read all other errors as they appear in the text.
4. Guide students in correcting all end punctuation and initial capitals in the paragraph; mark corrections in erasable pen on the overhead transparency.
5. After the paragraph is correctly divided into sentences, review it one sentence at a time. Have volunteers point out errors as you come to them, and identify the necessary corrections. Encourage students to explain the reason for each correction; explain or clarify any rules that are unfamiliar.

Option 2

Follow Steps 1–4 on page 4, and then work with students to focus on one type of error at a time, correcting all errors of the same type (i.e., capitalization, commas, subject/verb agreement, spelling, etc.) in the paragraph before moving on to another type. Refer to the Error Summary in the Editing Key to help you identify the various types of errors.

Option 3

Use directed group lesson time to conduct a minilesson on one or more of the skills emphasized in that day's lesson. This is especially appropriate for new or unfamiliar skills, or for skills that are especially challenging or confusing for students. After introducing a specific skill, use the approach outlined in Option 2 to focus on that skill in one or more of the week's daily paragraphs. To provide additional practice, refer to the Skills Scope & Sequence to find other paragraphs that include the same target skill.

Individual Practice

Once students are familiar with the process for editing the daily paragraphs, they may work on their own or with a partner to make corrections. Be sure students have their Proofreading Marks available to help them mark their corrections. Remind students to refer to the student Language Handbook as needed for guidance in the rules of mechanics and usage. Some students may find it helpful to know at the outset the number and types of errors they are seeking. Provide this information by referring to the Error Summary on the annotated Editing Key pages. You may wish to use a transparency on the overhead to check work with the group. Occasionally, you may wish to assess students' acquisition of skills by collecting and reviewing their work before they check it.

Customizing Instruction

Some of the skills covered in *Daily Paragraph Editing* may not be part of the grade-level expectancies in the language program you use. Some skills may even be taught differently in your program from the way they are modeled in *Daily Paragraph Editing*. In such cases, follow the approach used in your program. Simply revise the paragraph text as needed by covering it with correction fluid or by writing in changes before you reproduce copies for students.

Comma usage is an area where discrepancies are most likely to arise. *Daily Paragraph Editing* uses the "closed" style, where commas are included after short introductory phrases. Except for commas used in salutations, closings, dates, and between city and state in letters, journals, or news articles, all commas that appear in the daily paragraphs have been correctly placed according to the closed style. All other skills related to the use of commas are practiced by requiring students to insert missing commas, rather than moving or deleting extraneous commas.

Occasionally, you or your students may make a correction that differs from that shown in the Editing Key. The decision to use an exclamation mark instead of a period, or a period instead of a semicolon, is often a subjective decision made by individual writers. When discrepancies of this sort arise, capitalize on the “teachable moment” to let students know that there are gray areas in English usage and mechanics, and discuss how each of the possible correct choices can affect the meaning or tone of the writing.

You may wish to have your students mark corrections on the daily paragraphs in a manner that differs from the common proofreading marks on page 10. If so, model the marking style you wish students to follow as you conduct group lessons on an overhead, and point out any differences between the standard proofing marks and those to be used by your students.

Using the Writing Prompts

Have students keep their daily paragraphs in a folder so they can review the week’s four corrected paragraphs on Friday. Identify the type of writing modeled in the four-paragraph composition and any of its special features (e.g., dialog in a fictional narrative; salutation, closing, and paragraph style in a letter; opinion statements and supporting arguments in an editorial; etc.).

Present the Friday writing prompt on an overhead transparency, write it on the board, or distribute individual copies to students. Take a few minutes to brainstorm ideas with the group and to focus on language skills that students will need to address in their writing.

After students complete their writing, encourage them to use the Editing Checklist (see page 11) to review or revise their work. You may also wish to have partners review each other’s writing. To conduct a more formal assessment of students’ writing, use the Assessment Rubric on page 9.

If you assign paragraph writing for homework, be sure students have the week’s four corrected paragraphs available as a reference. You may wish to set aside some time for volunteers to read their completed writing to the class, or display compositions on a weekly writing bulletin board for students to enjoy.

Skills Scope and Sequence

		Week No.																																					
Capitalization		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
Beginning of Sentences, Quotations, Salutations/Closings		•	•				•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•
Days & Months			•	•			•	•			•	•	•				•	•	•		•	•		•				•	•	•	•					•	•	•	•
Holidays												•																										•	
Incorrect Use of Capitals		•		•					•	•									•			•			•			•				•		•		•	•	•	
Names & Titles of People, incl. Languages, Nationalities		•	•	•			•		•	•	•	•	•	•			•	•	•			•	•		•	•	•	•	•	•	•		•	•	•	•	•	•	
Names of Places, Historic Events			•			•	•			•			•	•			•				•				•		•				•						•	•	
Nouns Used as Names (Aunt, Grandpa, etc.)									•						•																								
Titles of Books, Magazines, Poems, Stories			•						•	•		•					•	•	•			•						•								•	•	•	
Titles of Movies, TV Shows, Songs												•								•																			
Word /			•												•			•																					
Language Usage		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
Correct Use of Singular & Plural Forms						•						•				•				•						•		•				•							
Correct Use of Verb Tenses		•														•										•													
Use of Correct Adjective & Adverbial Forms																					•												•				•		
Use of Correct Pronouns																													•										
Punctuation: Apostrophes		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
In Contractions								•	•	•					•				•	•	•	•	•	•		•	•		•	•	•	•	•		•	•	•		
In Possessives		•				•			•					•			•	•			•		•				•					•	•	•	•				
Improperly Placed					•									•			•		•																		•		
Punctuation: Commas		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
After Introductory Dependent Phrase or Clause																																							
After Introductory Interjection or Expression							•		•																														
After Salutation & Closing in a Letter				•				•																	•				•										
Between City & State & City & Country Names			•				•		•											•					•														
Between Equally Modifying Adjectives						•									•		•								•				•								•		
Between Items in a Series				•		•		•	•												•		•			•	•	•											
In a Date			•	•			•	•	•			•											•							•									
To Separate Parts of Compound Sentences		•							•					•							•	•										•		•	•	•	•		
To Set Off Appositives			•						•				•					•												•									
To Set Off Quotations								•										•	•																				
With Name Used in Direct Address																	•	•																			•		

Skills Scope and Sequence (continued)

Week No.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Assessment Rubric for Evaluating Friday Paragraph Writing

The Friday writing prompts give students the opportunity to use the capitalization, punctuation, and other usage and mechanics skills that have been practiced during the week's editing tasks. They also require students to write in a variety of different forms and genres.

In evaluating students' Friday paragraphs, you may wish to focus exclusively on their mastery of the aspects of mechanics and usage targeted that week. However, if you wish to conduct a more global assessment of student writing, the following rubric offers broad guidelines for evaluating the composition as a whole.

Characteristics of Student Writing

	EXCELLENT	GOOD	FAIR	WEAK
Clarity and Focus	Writing is exceptionally clear, focused, and interesting.	Writing is generally clear, focused, and interesting.	Writing is loosely focused on the topic.	Writing is unclear and unfocused.
Development of Main Ideas	Main ideas are clear, specific, and well-developed.	Main ideas are identifiable, but may be somewhat general.	Main ideas are overly broad or simplistic.	Main ideas are unclear or not expressed.
Organization	Organization is clear (beginning, middle, and end) and fits the topic and writing form.	Organization is clear, but may be predictable or formulaic.	Organization is attempted, but is often unclear.	Organization is not coherent.
Use of Details	Details are relevant, specific, and well-placed.	Details are relevant, but may be overly general.	Details may be off-topic, predictable, or not specific enough.	Details are absent or insufficient to support main ideas.
Vocabulary	Vocabulary is exceptionally rich, varied, and well-chosen.	Vocabulary is colorful and generally avoids clichés.	Vocabulary is ordinary and may rely on clichés.	Vocabulary is limited, general, or vague.
Mechanics and Usage	Demonstrates exceptionally strong command of conventions of punctuation, capitalization, spelling, and usage.	Demonstrates control of conventions of punctuation, capitalization, spelling, and usage.	Errors in use of conventions of mechanics and usage distract, but do not impede, the reader.	Limited ability to control conventions of mechanics and usage impairs readability of the composition.

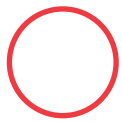
Proofreading Marks

Use these marks to show corrections.

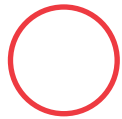
Mark	Meaning	Example
	Take this out (delete).	I love to to read.
	Add a period.	It was late.
	Make this a capital letter.	First prize went to maria.
	Make this a lowercase letter.	We saw a Black Cat .
	Fix the spelling.	This is our house ^{house} .
	Add a comma.	Goodnight, Mom.
	Add an apostrophe.	Its mine.
	Add quotation marks.	"Come in," he said.
	Add an exclamation point or a question mark.	Help! Can you help me?
	Add a hyphen.	I've read three-fourths of the book.
	Close the space.	Football is fun.
	Add a word.	The red pen is mine.
	Underline the words.	We read <u>Old Yeller</u> .
	Add a colon.	Alex arrived at 4:00.

Editing Checklist

Use this checklist to review and revise your writing:



Does each sentence begin with a capital letter?



Do names of people and places begin with a capital letter?



Does each sentence end with a period, a question mark, or an exclamation point?



Did I use apostrophes to show possession (*Ana's desk*) and in contractions (*isn't*)?



Did I choose the correct word (*to, too, two*)?



Did I check for spelling errors?



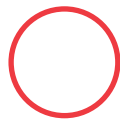
Did I place commas where they are needed?



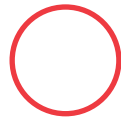
Are my sentences clear and complete?

Editing Checklist

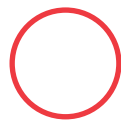
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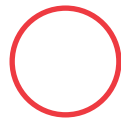
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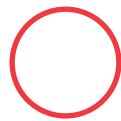
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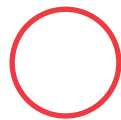
Does each sentence end with a period, a question mark, or an exclamation point?



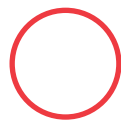
Did I use apostrophes to show possession (*Ana's desk*) and in contractions (*isn't*)?



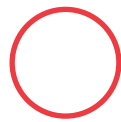
Did I choose the correct word (*to, too, two*)?



Did I check for spelling errors?



Did I place commas where they are needed?



Are my sentences clear and complete?

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Walt Disney's Cartoon Magic

Walt Disney lived on a farm when he was a young boy. From an early age, walt liked to draw animals. He watched the farm animals carefully. he made lifelike drawings of them. Walt's family had no money for paper, but Walt was clever. he ~~drawed~~ ^{drew} a pig on the wall of his house. Walt's parents were not happy! Then Walt's aunt gave him drawing paper.

Error Summary

Capitalization	3
Language Usage	1
Punctuation:	
Apostrophe	2
Comma	1
Period	2

MONDAY

WEEK 1

When walt grew up, he got a job drawing ~~animals~~ ^{animuls} for animated cartoons. creative ideas filled Walt's head. the other cartoons were silent, so Walt made a cartoon with music and talking characters. This cartoon was called Steamboat Willie. The star was mickey Mouse. Mickey talked and ~~singed~~ ^{sang}, people loved him.

Error Summary

Capitalization	5
Language Usage	1
Punctuation:	
Apostrophe	1
Comma	1
Period	2
Spelling	1

TUESDAY

WEEK 1

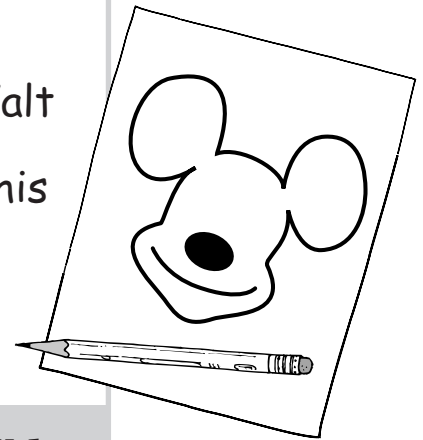
Name _____

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- apostrophes



MONDAY

WEEK 1

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- apostrophes

TUESDAY

WEEK 1

Walt liked to try new things. most cartoons were only a few minutes long. Walt wanted to make a two-hour animated film. some ~~people~~ ~~peopil~~ said it was a bad idea, but Walt believed in himself. He made Snow White and the Seven Dwarfs. The Audience cheered at the end. as they ~~left~~ ~~leave~~ the theater, they hummed "Whistle While You Work."

Error Summary

Capitalization	4
Language Usage	1
Punctuation:	
Comma	1
Period	1
Quotation Mark	1
Other	1
Spelling	1

WEDNESDAY

WEEK 1

Disney's new ideas changed animated films forever. He was full of energy and over the years ~~made~~ ~~makel~~ many popular cartoon films. People have been watching Peter Pan, Bambi, and other disney films for years. people will watch them for years to come. they'll keep singing songs like "When You Wish Upon a Star."

Error Summary

Capitalization	3
Language Usage	1
Punctuation:	
Period	1
Quotation Mark	2
Other	2
Spelling	1

THURSDAY

WEEK 1

Name _____

Walt liked to try new things. most cartoons were only a few minutes long. Walt wanted to make a two-hour animated film. some people said it was a bad idea but Walt believed in himself. He made Snow White and the Seven Dwarfs. The Audience cheered at the end. as they leaved the theater, they hummed "Whistle While You Work."



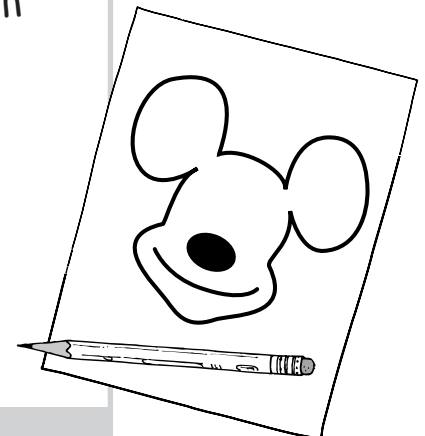
- titles of movies and songs

WEDNESDAY**WEEK 1**

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- titles of movies and songs

**THURSDAY****WEEK 1**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The Search for Planets

Planets are large objects in space. They travel around the sun. In earlier times, people thought there were six planets. They knew about Earth, mars, and venus. They knew about mercury, jupiter, and saturn. Was anything else out there? Early telescopes were too weak to spot other planets.

Error Summary

Capitalization	6
Punctuation:	
Period	3
Other	1

MONDAY

WEEK 2

march 13, 1781, was an important day. F. william herschel and caroline L. herschel discovered a seventh planet. They called it uranus. They wondered if there were still more planets out in space. Some people thought so. They kept looking because they were curious.

Error Summary

Capitalization	7
Punctuation:	
Comma	1
Period	5

TUESDAY

WEEK 2

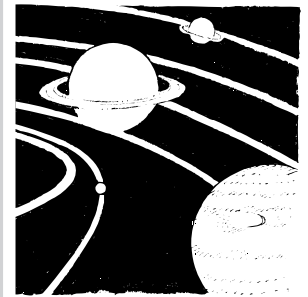
Name _____

The Search for Planets

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- names of planets
- questions

**MONDAY****WEEK 2**

march 13 1781, was an important day. F. william herschel and caroline L herschel discovered a seventh planet they called it uranus They wondered if there were still more planets out in space Some people thought so. They kept looking because they were curious



- names of people and planets

TUESDAY**WEEK 2**

jean J. Le Verrier thought he knew where another planet was. he asked johanne G. galle and heinrich L. d'Arrest to look for it. That very night, they thought they saw something. What was it? By the next night, they ~~new~~ knew that it was a ~~planet~~ planet. Thanks to their work, neptune became the eighth known planet on september 24, 1846.

Error Summary

Capitalization	7
Punctuation:	
Comma	1
Period	4
Other	1
Spelling	2

WEDNESDAY

WEEK 2

What was beyond neptune? Dr. clyde W. tombaugh found out. He discovered pluto on february 18, 1930. It became the ninth known planet. If all ~~gose~~ goes well, a spacecraft will fly past pluto in 2016. It will take pictures. the pictures should tell us a lot. Are there more planets beyond pluto? What do you think?

Error Summary

Capitalization	8
Punctuation:	
Comma	1
Period	2
Other	3
Spelling	1

THURSDAY

WEEK 2

Name _____

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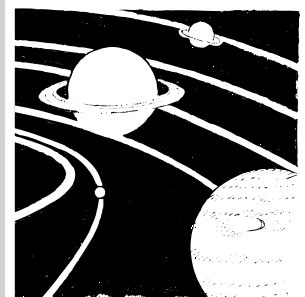
- names of people and planets
- questions

WEDNESDAY**WEEK 2**

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- names of people and planets
- questions

**THURSDAY****WEEK 2**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Letters to an Author

604 W tabb lakes Dr
yorktown VA 23693
february 24⁹ 2004

Dear Mrs faith ringgold

My name is sara, and I am in the third
grade. Our teacher, ms. brock read Tar Beach
to us. i ~~likied~~ liked it a lot.

Error Summary

Capitalization	10
Punctuation:	
Comma	4
Period	5
Other	1
Spelling	1

MONDAY

WEEK 3

Ms. brock said that your drawings are
story quilts that you painted. I like the way
they look in tar beach. i read Cassie's Word
Quilt to my little sister, erma. I can't wait
to read the rest of your books.

Sincerely

sara T. sanchez

Error Summary

Capitalization	7
Punctuation:	
Comma	1
Period	4
Other	2

TUESDAY

WEEK 3

Name _____

Letters to an Author

604 W tabb lakes Dr

yorktown VA 23693

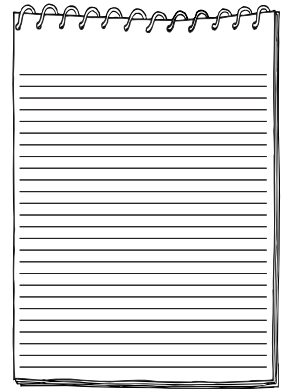
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MONDAY**WEEK 3**

- address
- commas
- book titles



Ms: brock said that your drawings are story quilts that you painted. I like the way they look in tar beach i read Cassie's Word Quilt to my little sister, erma. I can't wait to read the rest of your books

Sincerely

sara T sanchez

TUESDAY**WEEK 3**

- commas
- book titles

813 E cactus St
 portland TX 78374
 may 7 2004

Dear Mrs. faith ringgold,
 i found your song, "Anyone Can Fly," on
 your Web site. My teacher, Mr. cohen, let me
~~teach~~ teach it to the class.

Error Summary

Capitalization	7
Punctuation:	
Comma	4
Period	6
Quotation Mark	1
Spelling	1

WEDNESDAY

WEEK 3

Everyone in the class liked "anyone can fly."
 i hope you write more songs. mr. cohen is now
 reading The Invisible Princess to us. The story
 quilt drawings are ~~wonderful~~ wonderful. Next, i am going
 to read bonjour, lonnie.
 Your fan,
 lakeesha R. wilson

Error Summary

Capitalization	12
Punctuation:	
Comma	1
Period	3
Other	2
Spelling	1

THURSDAY

WEEK 3

Name _____

813 E cactus St
portland TX 78374
may 7: 2004



- address
- commas
- song titles

Dear Mrs faith ringgold;
i found your song, "Anyone Can Fly, on
your Web site My teacher Mr cohen, let me
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WEDNESDAY

WEEK 3

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reading The Invisible Princess to us. The story
quilt drawings are wunderful. Next, i am going
to read bonjour, lonnie

Your fan

lakeesha R wilson



- commas
- book and song titles



THURSDAY

WEEK 3

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

A Salty History

Did you know that salt is a mineral that forms in the ground? The salt that is removed from salt mines is a rock called “halite.” You are really sprinkling tiny rocks on your food. When you use a salt shaker, you can also get salt from seawater. The ocean’s salt is very pure. Many people think it tastes better than table salt. Mmm. which salt do you prefer?

Error Summary

Capitalization	2
Punctuation:	
Apostrophe	1
Period	4
Other	2
Spelling	1

MONDAY

WEEK 4

Do we need salt? Yes, we do. Our cells need salt to stay alive. As a matter of fact, salt makes up nearly one percent of our body’s blood and cells. Salt is used to preserve foods because it kills germs. salt is also used to make glass, soap, and other items. one kind of salt is used in popular ice-cream machines.

Error Summary

Capitalization	2
Punctuation:	
Apostrophe	1
Comma	1
Period	1
Other	1
Spelling	1

TUESDAY

WEEK 4

Name _____

A Salty History

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- questions
- apostrophes



MONDAY

WEEK 4

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- questions
- apostrophes

TUESDAY

WEEK 4

Poland's famous salt mines are very ~~inusual~~ ^{unusual}.
 For hundreds of years, miners have dug salt
 from deep beneath the Earth's surface. They
 have carved elegant rooms and beautiful statues
 from the solid salt. Curious tourists visit to see
 the miners' statues. Wow! Would you like to see
 them?

Error Summary

Capitalization	3
Punctuation:	
Apostrophe	3
Period	1
Other	2
Spelling	1

WEDNESDAY**WEEK 4**

Across the ages and ~~around~~ ^{around} the world, salt
 has been valued very highly. It was important
 and hard to obtain. The ancient Roman soldiers'
 wages were paid in salt. Their word for "salt"
 was "sal." That is where our word "salary"
 comes from. Gee, would you like to get paid
 in salt? In many places, salt is still a symbol of
 friendship.

Error Summary

Capitalization	1
Punctuation:	
Period	4
Other	1
Spelling	2

THURSDAY**WEEK 4**

Name _____

Polands famous salt mines are very inusual. For hundreds of years, miners have dug salt from deep beneath the Earths' surface. They have carved elegant rooms and beautiful statues from the solid salt curious tourists visit to see the miners statues. wow would you like to see them



- questions
- apostrophes

WEDNESDAY

WEEK 4

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- questions
- apostrophes



THURSDAY

WEEK 4

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Barcodes

What is a barcode? Look on the bottom of a cereal box. Do you see a group of black bars and spaces? That's a barcode. A barcode identifies a product. The thin bars, thick bars, and white spaces are used in a different way for each product.

Error Summary

Punctuation:

Comma 2

Period 2

Other 2

Spelling 1

MONDAY

WEEK 5

Where are barcodes used? The first barcodes were used in supermarkets. Clothing, toy, book, and other stores also use them now. the barcodes help stores keep track of what they sell. Each item in a library has a barcode. The post office uses barcodes to track mail.

Error Summary

Capitalization 1

Punctuation:

Comma 3

Period 1

Other 1

Spelling 1

TUESDAY

WEEK 5

Name _____

Barcodes

What is a barcode Look on the bottom of a cereal box. Do you see a group of black bars and spaces That's a barcode A barcode identifies a product. The thin bars thick bars and white spaces are used in a different way for each product



- questions
- commas

**MONDAY****WEEK 5**

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- questions
- commas

TUESDAY**WEEK 5**

How is a barcode read? A barcode reader reads the code. A laser beam in the reader reads the pattern of thin lines, thick lines, and spaces. It translates the pattern into numbers. The numbers are sent to a computer. The computer stores the information.

Error Summary

Punctuation:

Comma	2
Period	2
Other	1
Spelling	1

WEDNESDAY

WEEK 5

Can barcodes be used with people or animals? Yes. Barcodes are used in hospitals, blood banks, and offices. Hospital barcodes have facts about the patients. Blood banks use barcodes to label the blood. Some companies use barcode ID cards for their workers. Researchers put barcodes on animals.

Error Summary

Punctuation:

Comma	2
Period	1
Other	1
Spelling	1

THURSDAY

WEEK 5

Name _____

How is a barcode read A barcode reader reads the code A laser beam in the reader reads the pattern of thin lines thick lines and spaces. It translates the pattern into numbers. The numbers are sent to a computer. The computer stores the information



- questions
- commas

WEDNESDAY**WEEK 5**

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- questions
- commas

**THURSDAY****WEEK 5**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The Grand Canyon

The Grand Canyon is a long deep cut in the land. it is about 448 kilometers (278 mi) long. It goes across northern arizona. stand along the wide flat rim. Look down into a vast rugged wilderness. see rocks that are millions of years old. the layers of rock look like colorful striped pancakes.

Error Summary

Capitalization	5
Punctuation:	
Comma	4
Period	5
Spelling	1

MONDAY

WEEK 6

some parts of the grand canyon have steep rocky slopes. There are no trees or plants. Other parts have short stubby bushes. columns of rock up to a mile (5,280 ft) high reach up from the canyon floor. The Vulcan's Throne is a volcano cone. it rises 172 meters (567 f.t) from a rock shelf.

Error Summary

Capitalization	5
Punctuation:	
Comma	2
Period	5
Spelling	1

TUESDAY

WEEK 6

Name _____

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- commas
- abbreviations

**MONDAY****WEEK 6**

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- commas
- abbreviations

TUESDAY**WEEK 6**

The northern rim is the coolest, wettest part of the Grand canyon. it has harsh, freezing winters. The coldest month is january. There may be up to 130 inches (11 f.t.) of snow on the ground. the hottest month is july. less than 15 centimeters (6 in) of rain fall during the hot, dry summer.

Error Summary

Capitalization	6
Punctuation:	
Comma	4
Period	6
Spelling	1

WEDNESDAY

WEEK 6

The colorado river flows along the bottom of the Grand canyon. it looks like a slick, winding ribbon! most of the river is about 15 meters (50 ft.) deep. After a rain, the river is a muddy, reddish-brown color. the river has about 40 kilometers (25 m.i.) of swift, foaming rapids. The rest of the river flows at a calm, slow pace.

Error Summary

Capitalization	6
Punctuation:	
Comma	4
Period	5
Spelling	1

THURSDAY

WEEK 6

Name _____

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- abbreviations

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- commas
- abbreviations

**THURSDAY****WEEK 6**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

News on the Wing

Butterflies Return to Mexico

February 21, 2003

There's a forest near Mexico City, Mexico.

Why are the trees black and orange? It's

the wings of 500 million monarch butterflies.

Scientists, tourists, and locals are thrilled. Mrs.

Elva M. Cruz said, "Oh, they're so pretty! They

come in October and leave in March."

Error Summary

Capitalization 11

Punctuation:

Apostrophe 3

Comma 6

Period 2

Quotation Mark 1

Spelling 2

MONDAY

WEEK 7

January 2002 was a tough month in Mexico.

There was hard rain, frost, and very cold

weather. Sadly, three-fourths of the butterflies

died. Dr. Juan R. Campa said, "Some of them lived.

We didn't know what would happen to them.

Luckily, they flew to Texas, Florida, and other

states. Their offspring have now come back."

Error Summary

Capitalization 8

Punctuation:

Apostrophe 1

Comma 4

Period 2

Quotation Mark 1

Spelling 1

TUESDAY

WEEK 7

Name _____

News on the Wing

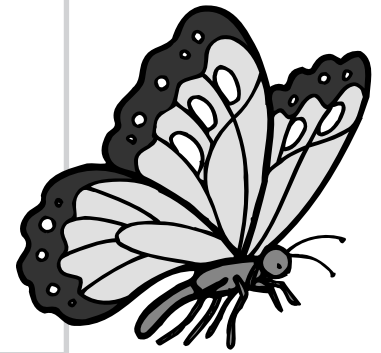
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MONDAY**WEEK 7**

- names of people and places
- commas
- dialog



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- names of people and places
- commas
- dialog

TUESDAY**WEEK 7**

Robins Flock to virginia

february 23, 2003

Usually, virginia has some robins. This february, there are millions more. dr. greg k. Hill said, "Many of these birds are from states like georgia. They go to new jersey, new york, and other northern states for the summer. They'll stop in virginia, and then fly on."

Error Summary

Capitalization	13
Punctuation:	
Apostrophe	1
Comma	4
Period	2
Quotation Mark	2
Spelling	1

WEDNESDAY

WEEK 7

dr. hill also said that december, january, and february were very cold. The ground in the Northeast is still frozen. The birds can't find worms, insects, or any other food there. They're staying in virginia instead of flying north. Folks in richmond, yorktown, and norfolk are happy. mrs. b. k. marks said, "Wow! I love their singing."

Error Summary

Capitalization	13
Punctuation:	
Apostrophe	2
Comma	7
Period	4
Quotation Mark	2
Other	1
Spelling	1

THURSDAY

WEEK 7

Name _____

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- names of people and places
- commas
- dialog

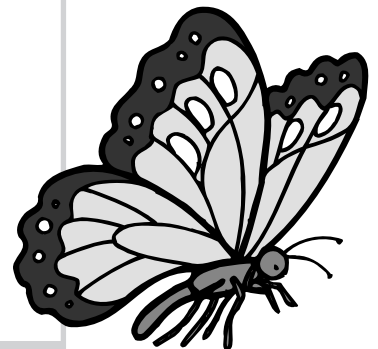
WEDNESDAY

WEEK 7

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- names of people and places
- commas
- dialog



THURSDAY

WEEK 7

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Rosie's Diary

wednesday, june 9, 2004

dear diary,

On tuesday night, dad came home from work at 7:15 p.m. He walked in, sat down, and kicked off his shoes. He said, "I need a vacation. Let's go to aunt Mimi's house at the beach." I want to leave at 1:00 p.m. on friday." mom said, "great! I'll call Aunt mimi now."

MONDAY

WEEK 8

Error Summary

Capitalization	11
Punctuation:	
Apostrophe	2
Comma	6
Period	1
Quotation Mark	3
Other	2
Spelling	1

friday, june 11, 2004

dear diary,

what a terrible day! I got up at 6:58 a.m. We ate breakfast, packed the car, and waited. The pet sitters bike had a flat. We didn't leave until 9:42 a.m.

every ten minutes, pete said, "are we there yet, dad?" We finally arrived at 5:26 p.m.

TUESDAY

WEEK 8

Error Summary

Capitalization	9
Punctuation:	
Apostrophe	1
Comma	6
Quotation Mark	2
Other	4
Spelling	1

Name _____

Rosie's Diary

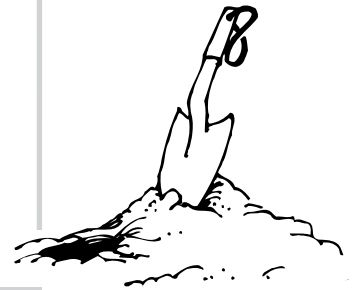
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- colons in time
- dialog
- exclamations

**MONDAY****WEEK 8**

friday june 11- 2004

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- colons in time
- dialog
- exclamations

TUESDAY**WEEK 8**

saturday june 12 2004

dear diary,

this morning at 9:14 a.m. I rode
my cousin Mike's bike to the beach. It was
beautiful. I swam, collected shells and read.
soon, the rest of the family joined me.

I asked, auntie, can we watch the sunset
tonight?

aunt mimi said, "sure. We'll come back at 7:30."

WEDNESDAY

WEEK 8

Error Summary

Capitalization 10

Punctuation:

Apostrophe 1

Comma 7

Period 1

Quotation Mark 3

Other 2

monday june 14 2004

dear diary,

we went out in my aunt's boat. at
11:13 a.m., I saw four dolphins. Wow! We
took pictures, sang and chatted. I told aunt
mimi that i didn't want to ~~leev~~ ^{leave}.

She said, "you can stay here until july 1st."

mom and dad nodded. I yelled, "hooray!"

THURSDAY

WEEK 8

Error Summary

Capitalization 14

Punctuation:

Apostrophe 1

Comma 7

Period 1

Quotation Mark 2

Other 2

Spelling 1

Name _____

saturday june 12 2004

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this morning at 9¹⁴ a.m. I rode
my cousin Mikes bike to the beach. It was
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- colons in time
- dialog

WEDNESDAY

WEEK 8

monday june 14 2004

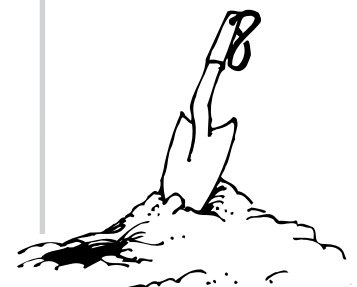
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She said "you can stay here until july 1st.
mom and dad nodded I yelled "hooray!



- colons in time
- dialog



THURSDAY

WEEK 8

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Recommended Reading

have you ever dreamed about being a hero? Well, the kids in Defenders of the universe a book by D.V. Kelleher make that dream come true. Each kid has a secret identity, a costume, and a talent. For example, Packrat carries a lot of things in her ~~backpac~~ ^{backpack}. the names are clever and the costumes are great.

Error Summary

Capitalization	3
Punctuation:	
Comma	6
Period	4
Other	2
Spelling	1

MONDAY

WEEK 9

The friends are just playing at first, but then they see a ~~womann~~ ^{woman} get hit by a car. The driver doesn't stop. The kids use their talents and they help the police find the driver. How? Read the book to find out. It has suspense, humor, and mystery. The kids sound like real kids. honestly, you'll like Defenders of the Universe.

Error Summary

Capitalization	1
Punctuation:	
Apostrophe	1
Comma	4
Period	2
Other	1
Spelling	1

TUESDAY

WEEK 9

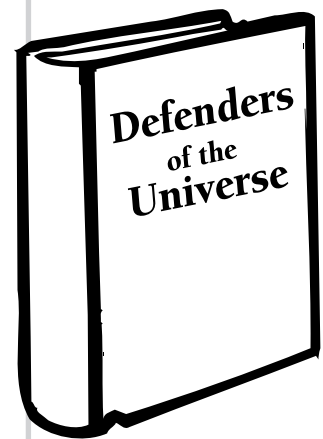
Name _____

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- titles of books
- commas



MONDAY

WEEK 9

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- titles of books
- commas

TUESDAY

WEEK 9

do you like riddles? Do homonyms like
 “cents,” “sense” and “scents” confuse you?
 If so, the book called Eight ate: A feast of
homonym riddles by M^oterban is for you. The
 riddles are clever and the pictures are ^{funny}funnie.
 Also, the answers explain the meanings of the
 homonyms. You^ll think, laugh and learn when you
 read this book.

Error Summary

Capitalization	6
Punctuation:	
Apostrophe	1
Comma	3
Period	3
Other	1
Spelling	1

WEDNESDAY

WEEK 9

are you too old for an alphabet book?
 No, you^re not. “the icky bug alphabet book”
 by J^opallotta has interesting facts, humor
 and realistic pictures. Some of the bugs in
 this book include a ladybug, a horsefly and a
 tarantula. You^ll learn a lot and have fun, too.
 Really, you won^tt want to Miss this icky book.

Error Summary

Capitalization	8
Punctuation:	
Apostrophe	3
Comma	5
Period	3
Other	2

THURSDAY

WEEK 9

Name _____

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- titles of books
- commas

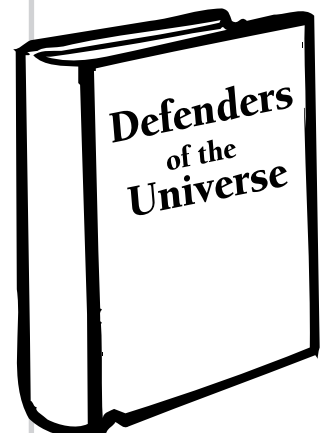
WEDNESDAY

WEEK 9

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- titles of books
- commas



THURSDAY

WEEK 9

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Historic United States Capitals

Dover, Delaware, is the capital of the first state in the United States. The second-oldest state house is there. Dover was named for Dover, England. Mr. Eldridge Johnson was born in Dover. Did you know that he invented one of the first record players? In May, Dover celebrates its history with a big fair called Old Dover Days.

Error Summary

Capitalization	9
Punctuation:	
Comma	2
Period	1
Other	1

MONDAY

WEEK 10

President Abraham Lincoln was born in Kentucky. When he was a young boy, he moved with his family to Indiana. He later settled in Springfield, Illinois. Mr. Lincoln, Mrs. Lincoln, and three of their children are buried there. Many tourists come to see Lincoln's home and grave. In February, there's a Lincoln birthday weekend. There is a big parade. Doesn't that sound like fun? The state fair is held in August.

Error Summary

Capitalization	9
Punctuation:	
Apostrophe	2
Comma	1
Period	2
Other	1

TUESDAY

WEEK 10

Name _____

Historic United States Capitals

Dover delaware, is the capital of the first state in the United states. The second-oldest state house is there. Dover was named for dover england. Mr eldridge johnson was born in dover. Did you know that he invented one of the first record players! In may, Dover celebrates its history with a big fair called Old dover Days.



- names of places and people
- questions

**MONDAY****WEEK 10**

President abe lincoln was born in kentucky. When he was a young boy, he moved with his family to indiana. He later settled in springfield illinois. Mr lincoln, Mrs Lincoln, and three of their children are buried there. Many tourists come to see Lincoln's home and grave. In february, theres' a Lincoln birthday weekend. There is a big parade. Doesnt that sound like fun The state fair is held in august.



- names of places and people
- questions

TUESDAY**WEEK 10**

Would you like to see Juneau, Alaska? You'll have to go by boat, airplane, or dog sled! Juneau doesn't have any roads. It's the only U.S. capital like that. The city was started in 1888. It was named for Mr. Joseph Juneau. He and others found over \$158 million worth of gold there. Do you like folk festivals? Juneau has a great one in April.

Error Summary

Capitalization	7
Punctuation:	
Apostrophe	2
Comma	1
Period	2
Other	2

WEDNESDAY**WEEK 10**

Honolulu, Hawaii, is the capital of the newest state. It has the oldest wooden house on the islands. The only palace in the U.S. is there. Two rooms in the capitol building look like volcano cones. There's a museum for the battleship USS Arizona. It sank in nearby Pearl Harbor. Wouldn't you like to surf in the Pacific Ocean off Hawaii?

Error Summary

Capitalization	6
Punctuation:	
Apostrophe	1
Comma	1
Other	2

THURSDAY**WEEK 10**

Name _____

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- names of people and places
- questions

WEDNESDAY**WEEK 10**

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- names of places and ships

**THURSDAY****WEEK 10**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Kids on the Go

Wanda Know ^{writes} ~~rights~~ for the magazine ^{interviews} ~~interview~~ kids today. here, she ~~interview~~ Bea Gone of the organization Travel Kids.

WK: Where did you celebrate presidents' day?

BG: That was february 17, 2003. We toured George Washington's home at mount vernon, virginia. We sang yankee doodle dandy and ate cherry pie.

MONDAY

WEEK 11

Error Summary

Capitalization	12
Language Usage	1
Punctuation:	
Comma	2
Period	1
Quotation Mark	2
Other	2
Spelling	1

WK: Where did you go for independence day?

BG: We went to philadelphia, pennsylvania, on july 4, 2003. We watched a parade and sang the star spangled banner. We saw a movie called 1776. We took a tour of the USS Olympia. It's a historic ship and museum. During the fireworks, we sang "it's a grand old flag."

TUESDAY

WEEK 11

Error Summary

Capitalization	13
Punctuation:	
Apostrophe	1
Comma	2
Period	1
Quotation Mark	3
Other	3

Name _____

Kids on the Go

Wanda Know rights for the magazine kids today. here, she interview Bea Gone of the organization Travel Kids

WK: Where did you celebrate presidents' day

BG: That was february 17 2003. We toured George Washington's home at mount vernon virginia. We sang yankee doodle dandy and ate cherry pie.

MONDAY

WEEK 11



- questions
- titles of magazines and songs
- holidays



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- questions
- titles of movies and songs
- holidays
- names of ships

TUESDAY

WEEK 11

WK: Where did you go for Earth Day on

april 22, 2004?

BG: We went to san francisco, california. We

read "the Earth book" to school kids. We sang every living thing.

WK: Wasn't that written for Earth day's founder?

BG: Yes. We heard more about John McConnell while we toured the bay aboard the Golden Gate Cruiser.

Error Summary

Capitalization	10
Punctuation:	
Comma	2
Quotation Mark	2
Other	4
Spelling	1

WEDNESDAY

WEEK 11

WK: Did you go to lincoln, nebraska, for arbor day?

BG: Yes. arbor day began in nebraska. We went there on april 25, 2004. We planted trees in a new park.

WK: Did you read poems like trees and "Evergreen?"

BG: Yes, and we saw a movie called all about arbor day.

WK: Thanks for the interview. I'll talk to you again soon?

Error Summary

Capitalization	13
Punctuation:	
Comma	2
Period	1
Quotation Mark	3
Other	3
Spelling	1

THURSDAY

WEEK 11

Name _____

WK: Where did you go for Earth Day on april 22 2004

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- questions
- titles of books and songs
- holidays
- names of ships

WEDNESDAY**WEEK 11**

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WK: Thanks for the interview. I'll talk to you again soon?



- questions
- titles of poems and movies
- holidays

**THURSDAY****WEEK 11**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

John Glenn, Space Hero

John glenn was the first American to orbit Earth in a spacecraft. The Friendship 7 was launched from Cape Canaveral, florida, on february 20, 1962. It went around earth three ~~times~~ times. Then it splashed down in the atlantic Ocean. The United States Navy ship Noa picked john up. He was safe! John glenn became a hero.

Error Summary

Capitalization	7
Punctuation:	
Comma	1
Other	2
Spelling	1

MONDAY

WEEK 12

John was born on july 18, 1921, in cambridge, Ohio. He ~~wint~~ went to college. john then became a Marine Corps pilot. He fought in two wars. he got many medals for his service. on april 9, 1959, John became one of the first astronauts. At first, he was a backup pilot. He provided backup for astronauts virgil Grissom and Alan shephard.

Error Summary

Capitalization	8
Punctuation:	
Comma	2
Spelling	1

TUESDAY

WEEK 12

Name _____

John Glenn, Space Hero

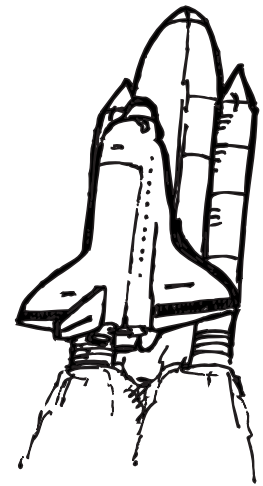
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MONDAY

WEEK 12



- names of places, spacecraft, and ships
- dates



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TUESDAY

WEEK 12

- names of places
- dates

John did other work for the space program. He helped design cockpits for the Apollo spacecraft. John retired from the space program on January 16, 1964. He retired from the Marine Corps on January 1, 1965. In 1974, John became a United States senator for the state of Ohio. He served in the Senate for twenty-five years.

Error Summary

Capitalization	4
Punctuation:	
Comma	2
Period	1
Spelling	1

WEDNESDAY**WEEK 12**

On October 29, 1998, John became the oldest person to fly in space. He was a crew member on the Discovery, a space shuttle. He wanted to see how space affected older people. Vice President Al Gore watched the launch at a school named for Glenn. The shuttle landed in Florida on November 7, 1998. At 77, John was a hero again.

Error Summary

Capitalization	5
Punctuation:	
Comma	3
Other	1
Spelling	1

THURSDAY**WEEK 12**

Name _____

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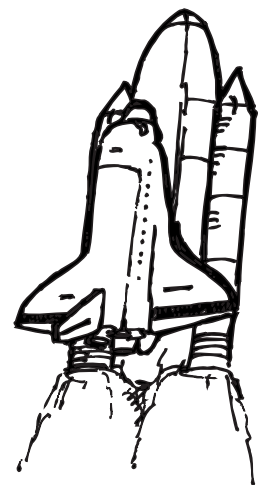
- names of places
- dates

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- names of places and spacecraft
- dates

**THURSDAY****WEEK 12**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Chief Seattle and the Settlers

Seattle saw his first white man ^{when}~~when~~ he was a young boy. A ship called the HMS Discovery sailed into Puget Sound. Seattle lived there with his tribe. Seattle's father, chief schweabe, took him on board the ship. captain George vancouver gave Seattle a treat. seattle decided that some white people were nice.

Error Summary

Capitalization	5
Punctuation:	
Apostrophe	1
Comma	1
Other	1
Spelling	1

MONDAY

WEEK 13

At 21, Seattle became the tribes' chief. By that time, many settlers were moving to the Pacific Northwest. They liked the Puget sound area. Seattle invited Isaac N. Ebey and B. F. Shaw to live there. He ^{taught}~~taught~~ the settlers to fish for salmon, and he helped them build houses. In the winter, he gave them food.

Error Summary

Capitalization	1
Punctuation:	
Apostrophe	1
Comma	1
Period	1
Spelling	2

TUESDAY

WEEK 13

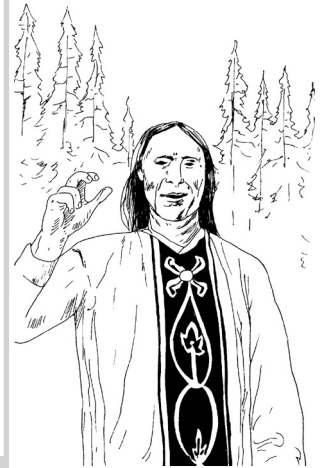
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- names of ships and people
- commas

**MONDAY****WEEK 13**

At 21, Seattle became the tribe's chief. By that time, many settlers were moving to the Pacific Northwest. They liked the Puget Sound area. Seattle invited Isaac N. Ebey and B. F. Shaw to live there. He taught the settlers to fish for salmon and he helped them build houses. In the winter, he gave them food.



- people's names and initials
- commas

TUESDAY**WEEK 13**

chief Seattle started a fishery with Mr. Charles Fay. He was from San Francisco. Seattle and Mr. David S. Maynard then opened a fishery. It was near the shore of Elliott bay. Many settlers moved there. They liked the helpful chief, so they named their town after him. Seattle is now the biggest city in Washington state.

Error Summary

Capitalization	9
Punctuation:	
Comma	1
Period	1
Spelling	1

WEDNESDAY**WEEK 13**

Soon, the United States wanted to buy his tribe's land. Chief Seattle met with Territorial Governor Isaac Stevens at Point Elliott. They signed a treaty, and Seattle sold over two million acres of land. The land became the white settlers' land. Until his death, chief Seattle kept his friendship with the settlers.

Error Summary

Capitalization	4
Punctuation:	
Apostrophe	2
Comma	1
Spelling	2

THURSDAY**WEEK 13**

Name _____

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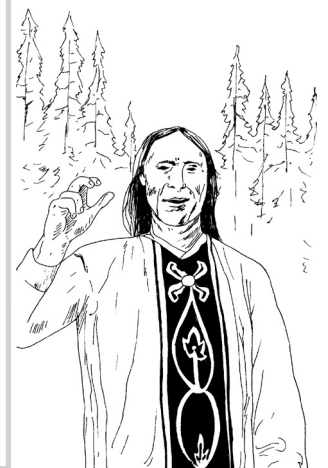
- people's names, initials, and titles
- commas

WEDNESDAY**WEEK 13**

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- people's names and titles
- commas

**THURSDAY****WEEK 13**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Shea and the Leprechaun

"happy St. Patrick's Day, mom! i am going to ~~catch~~ a leprechaun!" shouted Shea.

"good luck, it's tricky!" said her mother. Shea got her dog, Jigs. They ran to the field of wild damp grass.

"once granny said she almost caught a leprechaun here," Shea told Jigs. "Let's find him. i want his gold."

MONDAY

WEEK 14

Error Summary

Capitalization	8
Punctuation:	
Apostrophe	2
Comma	1
Period	1
Spelling	1

Suddenly, Shea heard a low quiet laugh coming from behind a tall broad tree. "that may be the leprechaun granny saw," she said to Jigs. "Don't bark while i look."

Shea peeked around the tree she saw a tiny knee-high man in green clothes she ran from behind the tree and ~~grabbed~~ him. Shea said, "leprechaun! i want your gold!"

TUESDAY

WEEK 14

Error Summary

Capitalization	7
Punctuation:	
Apostrophe	1
Comma	3
Period	2
Spelling	1

Name _____

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MONDAY**WEEK 14**

- dialog
- commas



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TUESDAY**WEEK 14**

- dialog
- commas

"you caught me! You're much quicker than granny," said the leprechaun. "let go of me and I will tell you where to find a full heavy bag of gold."

Shea ~~lett~~^{let} go. "go to the smooth round rock in the center of the buttercup patch. That's ~~where~~^{where} the gold is," he told her. "now it's all yours. You'll be very, very rich."

Error Summary

Capitalization	5
Punctuation:	
Apostrophe	4
Comma	2
Spelling	2

WEDNESDAY**WEEK 14**

Shea and Jigs ~~serched~~^{ssearched} all around. They didn't find gold. All they saw was a field of silky fluttering flowers. Shea ran ~~backe~~^{back} to the tree, but the leprechaun wasn't there.

"next time, I won't be fooled!" she yelled into the air. "now it's time to go home," she said to Jigs. "We'll tell mom, dad, and granny. They'll have ideas for next year."

Error Summary

Capitalization	5
Punctuation:	
Apostrophe	6
Comma	1
Spelling	2

THURSDAY**WEEK 14**

Name _____

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WEDNESDAY

WEEK 14



- dialog
- commas

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THURSDAY

WEEK 14



- dialog
- commas



Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Undercover Bugs

A patch of ^{berries}~~berrys~~ gleams in the sun. you ^{love}~~loves~~ to taste a ripe berry. You stop to look for the best one. Then a branch on the bush ^{seems}~~seeming~~ to move. ^{surprise!} The branch is not really moving. ^{it} is an insect! You have just met a walking stick. Can you guess why it ^{has}~~have~~ that name?

Error Summary

Capitalization	3
Language Usage	3
Punctuation:	
Period	1
Other	1
Spelling	1

MONDAY

WEEK 15

^{walking} sticks are insects that look like twigs or ^{tiny}~~tiny~~ branches. They ^{have}~~has~~ six legs. some walking sticks can fold up their legs to look even more like a twig. Did you know that they eat only leaves? Some like berry leaves. others ^{eat}~~eats~~ cherry leaves. Some people keep walking sticks as pets. some of these pets eat lettuce leaves.

Error Summary

Capitalization	4
Language Usage	2
Punctuation:	
Period	2
Other	1
Spelling	1

TUESDAY

WEEK 15

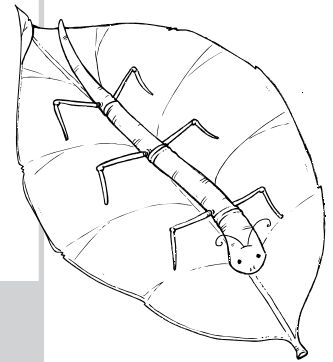
Name _____

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- questions

**MONDAY****WEEK 15**

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- questions

TUESDAY**WEEK 15**

The longest insect in the world ^{is} ~~are~~ a walking stick. ^{inches} ~~inches~~ it's about 13 ~~inches~~ long. Walking sticks that are kept as pets are not usually that big. Pet walking sticks may grow to be about 6 inches long. When they first ^{come} ~~comes~~ out of their hard eggshells, they can be as small as half an inch. ^{seen} ~~saw~~ have you ever ~~saw~~ anything that small?

Error Summary

Capitalization	2
Language Usage	3
Punctuation:	
Period	1
Other	1
Spelling	1

WEDNESDAY

WEEK 15

As insects grow, they ^{shed} ~~sheds~~ their hard outer covering. ^{as} ~~as~~ the walking stick becomes too small for its growing body, a new, bigger covering ^{takes} ~~taking~~ the place of the old one. ^a ~~a~~ walking stick may shed its covering up to five times before it becomes an adult. Some ^{teachers} ~~teachers~~ keep walking sticks as class pets. ^{do} ~~do~~ you think you would like one in your class?

Error Summary

Capitalization	3
Language Usage	2
Punctuation:	
Period	1
Other	1
Spelling	1

THURSDAY

WEEK 15

Name _____

The longest insect in the world are a walking stick. it's about 13 inches long. Walking sticks that are kept as pets are not usually that big. Pet walking sticks may grow to be about 6 inches long. When they first come out of their hard eggshells, they can be as small as half an inch. have you ever saw anything that small



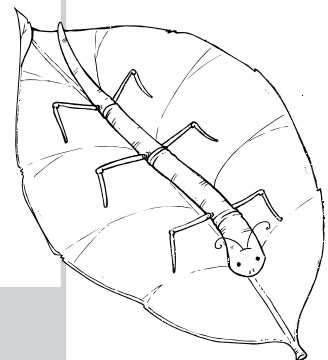
- questions

WEDNESDAY**WEEK 15**

As insects grow, they shed their hard outer covering. as the walking stick becomes too small for its growing body, a new, bigger covering taking the place of the old one. a walking stick may shed its covering up to five times before it becomes an adult. Some teachers keep walking sticks as class pets do you think you would like one in your class



- questions

**THURSDAY****WEEK 15**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Short Tall Tales

“Babes Disappearing River” by Mr. S. P. Royce

One hot dry June, Babe and Paul were in Oregon. Babe had gone for six and two-thirds days without water. He saw a clean sparkling river. Babe drank for one and one-half hours. He drank nine-tenths of the water. That river is now ~~only~~ ^{only} two and three-fourths feet deep.

Error Summary

Capitalization	5
Punctuation:	
Apostrophe	1
Comma	2
Period	2
Other	3
Spelling	2

MONDAY

WEEK 16

“Babe goes dancing by Ms. R. M. Brown”

Babe was in Minnesota in July. Paul Bunyan was playing the fiddle. Babe liked Paul's cheerful lively ~~music~~ ^{music}. He danced for five and one-half days. His dancing heavy feet made 10,000 holes in the ground. Then it rained for four-fifths of a month. The holes became lake's.

Error Summary

Capitalization	9
Punctuation:	
Apostrophe	1
Comma	2
Period	3
Quotation Mark	2
Other	2
Spelling	2

TUESDAY

WEEK 16

Name _____

Short Tall Tales

“Babes Disappearing River” by mr. S P royce

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- story titles
- commas
- hyphens

**MONDAY****WEEK 16**

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- story titles
- commas
- hyphens

TUESDAY**WEEK 16**

“paul and babe in Hollywood” by ms. J. A. mills
 Paul and babe went to hollywood in may.
 They were on amazing people and pets the TV
 show. There was a strong scary earthquake.
 Five-sixths of california fell into the pacific
 ocean. Paul and babe put it back. They then
 starred in a movie called california’s heroes.

Error Summary

Capitalization	16
Punctuation:	
Comma	2
Period	2
Quotation Mark	1
Other	3

WEDNESDAY**WEEK 16**

Babe helps johnny inkslinger” by Mr. J. D. post
 Johnnys fountain pen broke in march. babe
 went to the Everglades in florida. He brought
 back some stalks of dry hollow grass. Each one
 was about three-fifths of a mile long. johnny
 filled one with nine hundred and two-thirds
 gallons of ink. He wrote and sang “Babes ballad.”

Error Summary

Capitalization	9
Punctuation:	
Apostrophe	2
Comma	1
Period	3
Quotation Mark	2
Other	2

THURSDAY**WEEK 16**

Name _____

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- story titles
- titles of TV shows
- commas
- hyphens

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- story and song titles
- commas
- hyphens

**THURSDAY****WEEK 16**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Hand-Me-Downs

On monday, an enormous carton arrived for ginny. It was from peggy and tina her cousins. The ~~carton~~ ^{carton} was full of their used clothes.

ginny said, mom, do i have to keep these clothes? I don't like Peggys old sweaters. I don't want to wear Tinas jeans.

Error Summary

Capitalization 7

Punctuation:

Apostrophe 2

Comma 3

Quotation Mark 2

Other 1

Spelling 1

MONDAY

WEEK 17

mom said, "ginny, won't you please wear them? Your cousins' clothes are like new, and they're the ~~write~~ ^{right} size.

ginny said, "okay mom. I would just like to have something new, too.

"mom said, would you like to go shopping on saturday? We can find something to go with the clothes."

Error Summary

Capitalization 8

Punctuation:

Apostrophe 1

Comma 3

Quotation Mark 4

Other 2

Spelling 1

TUESDAY

WEEK 17

Name _____

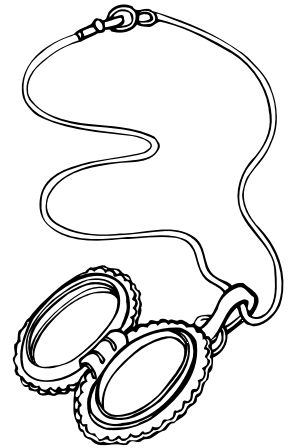
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MONDAY**WEEK 17**

- commas
- dialog
- questions



mom said “ginny won’t you please wear them! Your cousins clothes are like new, and they’re the write size.

ginny said, “okay mom. I would just like to have something new, too.

“mom said, would you like to go shopping on saturday. We can find something to go with the clothes.”

TUESDAY**WEEK 17**

- commas
- dialog
- questions

ginny said, "can we really? Thanks mom."

On saturday, they went shopping. ginny held up a ~~pear~~ pair of suspenders and a T-shirt. She said "mom I think these would look super with Tinas jeans."

mom said marvelous! How do you like this skirt? It matches one of Peggys' sweaters. Let's buy everything.

Error Summary

Capitalization	8
Punctuation:	
Apostrophe	2
Comma	4
Quotation Mark	7
Other	2
Spelling	1

WEDNESDAY

WEEK 17

On sunday, mom said "ginny this is another hand-me-down. She showed ginny a silver locket. mom said, this was Nanas and then Grandmothers. grandmother gave it to me. It will be yours someday."

ginny said thanks Mom. Your familys' locket is special. Now I understand a hand-me-dow'ns importance.

Error Summary

Capitalization	9
Punctuation:	
Apostrophe	4
Comma	4
Quotation Mark	5

THURSDAY

WEEK 17

Name _____

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On saturday, they went shopping. ginny held up a pear of suspenders and a T-shirt. She said “mom I think these would look super with Tinas jeans.

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- commas
- dialog
- questions

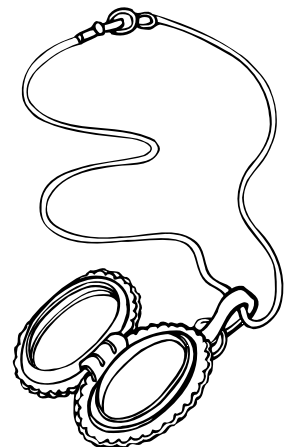
WEDNESDAY**WEEK 17**

On sunday, mom said “ginny this is another hand-me-down. She showed ginny a silver locket. mom said, this was Nanas and then Grandmothers. grandmother gave it to me. It will be yours someday.

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- commas
- dialog

**THURSDAY****WEEK 17**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

How to Skate Safely

how do you buy skates? First, wear your skating socks when you try on skates. Second, kick your feet into the backs of the boots. After that, buckle the boots and stand up! Next, make sure your toes aren't squashed. last, make sure your heel doesn't slide up and down. From Safe skating magazine by Mike Hulon.

Error Summary

Capitalization	4
Punctuation:	
Apostrophe	2
Period	2
Other	1

MONDAY

WEEK 18

What kind of safety equipment should you buy? buy wrist guards with plastic plates for wrist protection. Get elbow and knee guards in case of falls. The most important thing is a padded helmet! make sure it's snug. you don't want a head injury. Now you're ~~reddy~~ to roll! From skate equipment today by Tracy Hill

Error Summary

Capitalization	6
Punctuation:	
Apostrophe	3
Period	1
Other	3
Spelling	1

TUESDAY

WEEK 18

Name _____

How to Skate Safely

how do you buy skates First, wear your skating socks when you try on skates. Second, kick your feet into the backs of the boots After that, buckle the boots and stand up! Next, make sure your toes arent squashed. last, make sure your heel doesnt slide up and down. From Safe skating magazine by Mike Hulon



- questions
- apostrophes
- magazine titles



MONDAY

WEEK 18

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- questions
- apostrophes
- magazine titles

TUESDAY

WEEK 18

how can you skate for fitness? For your safety, go to a flat, paved area! Don't go near traffic. Don't go down hills if you can't stop. do five minutes of slow ~~skateing~~ ^{skating} as a warm-up. Next, skate rapidly for twenty minutes. skate slowly for five ~~minnets~~ ^{minutes} to cool down. You'll feel super?!

From fitness skating magazine By Kim scott

Error Summary

Capitalization	8
Punctuation:	
Apostrophe	4
Period	2
Other	3
Spelling	2

WEDNESDAY

WEEK 18

How do you fall harmlessly? first, bend forward at the waist. Second, bend your knees. Third, touch your knee guards. Next, slide forward onto your protective gear. keep your ~~head~~ ^{head} up to avoid facial scrapes. at the same time, let your body slide flat on the ground. You're safe!

From athletic safeguards by Matt todd

Error Summary

Capitalization	6
Punctuation:	
Apostrophe	1
Period	1
Other	3
Spelling	1

THURSDAY

WEEK 18

Name _____

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- questions
- apostrophes
- magazine titles

WEDNESDAY

WEEK 18

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From athletic safeguards by Matt todd



- questions
- apostrophes
- magazine titles



THURSDAY

WEEK 18

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Meg's Prize

At 400 p.m. one day in 1955, Meg Burns walked into the house and yelled "mom you wont believe this. I won a television set! We have the ~~first~~ TV on the block!

Doris Burns said my how lucky good for you Meg.

Meg said now we can watch the mighty mouse playhouse and I Love Lucy right here at home.

MONDAY

WEEK 19

Error Summary

Capitalization	7
Punctuation:	
Apostrophe	1
Comma	6
Period	3
Quotation Mark	5
Other	4
Spelling	1

Meg called out dad come look at this! Rich come here!

It was 4:30 P.M. and american bandstand was just starting. They heard voices singing "bandstand boogie. Dick Clark appeared on the tiny screen and said hello heres our show for today. Meet our teenage dancers.

Meg said Im going to dance along with them.

TUESDAY

WEEK 19

Error Summary

Capitalization	9
Punctuation:	
Apostrophe	2
Comma	5
Period	1
Quotation Mark	7
Other	3

Name _____

Meg's Prize

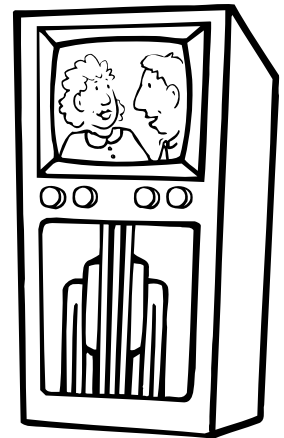
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MONDAY**WEEK 19**

- dialog
- colons in time
- titles of TV shows



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Meg said I'm going to dance along with them.

TUESDAY**WEEK 19**

- dialog
- colons in time
- titles of TV shows

At 530, Rich wanted to watch The howdy
doody show. They all sang along to Its howdy
doody time.

Rich said wow! Howdy Doody is a funny
puppet. They watched city newsreel from 6:00
until 700 p.m. "the milton berle show" was on
next. They laughed at the funny actors until
800 P.m.

Error Summary

Capitalization 15

Punctuation:

Apostrophe 1

Comma 1

Period 3

Quotation Mark 6

Other 8

WEDNESDAY

WEEK 19

The family watched Roy Rogers and Dale
Evans ride their horses during The roy rogers
Show. At the end of the show, they sang
happy trails to you.

At 900 pm, Meg said mom we haven't had
dinner yet."

we'll have to learn to use this TV wisely,"
said Mrs. Burns. otherwise, we'll never get
anything done.

Error Summary

Capitalization 8

Punctuation:

Apostrophe 2

Comma 3

Period 2

Quotation Mark 7

Other 3

THURSDAY

WEEK 19

Name _____

At 530, Rich wanted to watch The howdy doody show. They all sang along to Its howdy doody time.

Rich said wow Howdy Doody is a funny puppet. They watched city newsreel from 6,00 until 700 pM: "the milton berle show" was on next. They laughed at the funny actors until 800 P.m



- dialog
- colons in time
- titles of TV shows

WEDNESDAY

WEEK 19

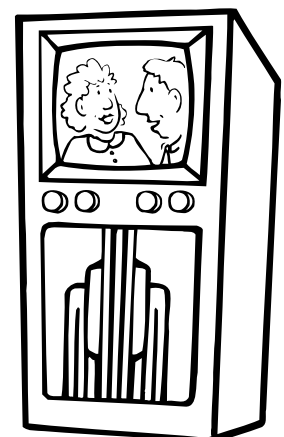
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At 900 pm, Meg said mom we havent had dinner yet."

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- dialog
- colons in time
- titles of TV shows



THURSDAY

WEEK 19

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The Blizzard of 2003

Washington, D.C.

February 16, 2003

Residents of the nation's capital woke up to a winter wonderland this morning. A huge storm system came through West Virginia into the Washington, D.C. area on Saturday. By Sunday afternoon, about 60 centimeters (2 ft) of snow covered the ground. Cars were stuck on New York Avenue and other streets.

Error Summary

Capitalization	6
Punctuation:	
Apostrophe	1
Comma	2
Period	3
Spelling	2

MONDAY

WEEK 20

Bob T. Stone was in Mt. Vernon square. He was making a snowman and singing Frosty the snowman. He said, "It's great my snowman is 182 centimeters (6 ft) high!"

Ms. Meg F. Moore and her dog were walking on K Street to a friend's house. Her dog was catching snowflakes and she was singing "Let it snow."

Error Summary

Capitalization	15
Punctuation:	
Apostrophe	2
Comma	1
Period	7
Quotation Mark	6
Other	1
Spelling	2

TUESDAY

WEEK 20

Name _____

The Blizzard of 2003

Washington, D.C.

February 16, 2003



- names of places
- abbreviations

Residents of the nations capital woke up to a winter wonderland this morening. A huge storm system came through West virginia into the washington DC area on saturday. By sunday afternoon, about 60 centimeters (2 ft) of snow cuvvered the ground. Cars were stuck on new york Avenue and other streets.

**MONDAY****WEEK 20**

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- dialog
- names of places
- abbreviations

ms meg f moore and her dog were walking on K St to a friends house. Her dog was catching snowflakes and she was singging let it snow.

TUESDAY**WEEK 20**

jeff a hanks said my cars' roof has
 71 centimeters (28 in) of snow on it. I've
 never ~~scene~~^{seen} anything like this! I'm from
 monterey california. mr hanks was to fly home
 today but baltimore-washington international
 airport is closed. He may not get out until
 tuesday.

Error Summary

Capitalization	13
Punctuation:	
Apostrophe	3
Comma	3
Period	3
Quotation Mark	2
Other	1
Spelling	1

WEDNESDAY

WEEK 20

dr ann T green said Four-wheel-drive cars
 are needed. If drivers can help we're looking
 for people to give hospital workers rides. We
~~needs~~^{need} the public's help.

Error Summary

Capitalization	8
Language Usage	1
Punctuation:	
Comma	5
Period	4
Quotation Mark	3
Spelling	1

Weather forecaster dave R coons said The
 storm is moving north and dover delaware, may
 get 60 centimeters (2 ft.) of snow by monday.
 Stay inside and keep ~~saif~~^{safe}.

THURSDAY

WEEK 20

Name _____

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- dialog
- names of places
- abbreviations

WEDNESDAY**WEEK 20**

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- dialog
- names of places
- abbreviations

**THURSDAY****WEEK 20**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

How to Make a Sand Sundae

What's a sand sundae? It's a cool way to display a photo. Here's how to make one. First, get the supplies. You'll need several clear plastic glasses, or you can use glass jars. They should be from 10-15 centimeters (4-6 in) tall. Also, get about 155 grams (5 oz) of colored sand and 124 grams (4 oz) of white candle wax for each sundae.

Error Summary

Punctuation:

Apostrophe	4
Comma	1
Period	3
Spelling	1

MONDAY

WEEK 21

Second, get some 4 by 6 centimeter (1½ in by 2½ in) photos. Place a photo against the inside of the glass, but make sure it faces the outside of the glass. Use a little bit of clear tape on the sides of the photo and it'll stay in place. Use more than one photo if they'll fit.

Error Summary

Punctuation:

Apostrophe	2
Comma	2
Period	2
Spelling	1

TUESDAY

WEEK 21

Name _____

How to Make a Sand Sundae

Whats a sand sundae? Its a cool way to display a photo. Heres how to make one. First, get the supplies. Youll need several clear plastic glasses or you can use glass jars. They should be from 10-15 centimeters (4-6 in) tall. Also, get about 155 grams (5 oz) of colored sand and 124 grams (4 oz) of white candle wax for each sundae.

MONDAY**WEEK 21**

- abbreviations
- commas



- abbreviations
- commas

Second, get some 4 by 6 centimeter ($1\frac{1}{2}$ in by $2\frac{1}{2}$ in) photos. Place a foto against the inside of the glass but make sure it faces the outside of the glass. Use a little bit of clear tape on the sides of the photo and itll stay in place. Use more than one photo if theyll fit.

TUESDAY**WEEK 21**

Third, add the sand. ^{use} ~~use~~ different colors to make a design. Use about 31 grams (1 oz) each of 4 or 5 colors. To start, put ^{one} ~~one~~ color into the glass. Next, add a layer of another color. After that, put in the next color. ^{Finally} ~~Finally~~, add the last color. Tilt the glass to make curves ^{or} use a toothpick. ~~To~~ push one color into another.

Error Summary

Capitalization	2
Punctuation:	
Comma	1
Period	3
Spelling	2

WEDNESDAY**WEEK 21**

^{Fourth} ~~Fourth~~, make the topping ^{but} get help from an adult. To start, melt the candle wax in a pot. Next, ^{beat} ~~beat~~ it with ^{an} ~~a~~ eggbeater until its foamy. After that, spoon the wax onto the top of the sand. Let it drip over a bit ^{and} it'll look like real whipped cream. Finally, give your "sand sundae" to someone you like ^{or} keep it for yourself!

Error Summary

Language Usage	1
Punctuation:	
Apostrophe	2
Comma	3
Spelling	2

THURSDAY**WEEK 21**

Name _____

Third, add the sand use different colors to make a design. Use about 31 grams (1 oz) each of 4 or 5 colors. To start, put won color into the glass. Next, add a layer of another color. After that, put in the next color Finaly, add the last color. Tilt the glass to make curves or use a toothpick. To push one color into another.



- abbreviations
- commas

WEDNESDAY**WEEK 21**

Forth, make the topping but get help from an adult. To start, melt the candle wax in a pot. Next, beet it with a eggbeater until its foamy. After that, spoon the wax onto the top of the sand. Let it drip over a bit and itll look like real whipped cream. Finally, give your “sand sundae” to someone you like or keep it for yourself!



- commas

**THURSDAY****WEEK 21**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Poetry Book Reviews

where the sidewalk ends by S. Silverstein
has 127 poems about food, people, animals, and
other things. Mr. Silverstein's rhymes are clever
and his drawings are funny. "the Crocodiles
toothache" has a surprise ending. The unicorn
was made into a song. Here's a book to share
with your family, friends, and teachers.

Error Summary

Capitalization 7

Punctuation:

Apostrophe 2

Comma 6

Period 2

Quotation Mark 2

Other 1

MONDAY

WEEK 22

grandmother's nursery rhymes by N. P.
Jaramillo has rhymes, riddles, and lullabies. You
can read them in English, or you can read them
in Spanish. "Grandfather's Poem" is gentle. The
spider" is a riddle about nature. You'll enjoy
reading Ms. Jaramillo's rhymes, and you'll be
delighted by Ms. Savadier's colorful drawings.

Error Summary

Capitalization 7

Punctuation:

Apostrophe 3

Comma 4

Period 5

Quotation Mark 1

Other 1

Spelling 1

TUESDAY

WEEK 22

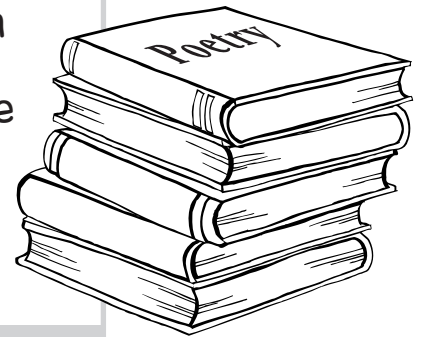
Name _____

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- titles of books and poems
- commas

**MONDAY****WEEK 22**

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- titles of books and poems
- commas

TUESDAY**WEEK 22**

The funny poems in A Poem for a Pickle by E. Merriam will make you giggle, laugh, and chuckle. The poems have a great beat, and you'll want to dance while you read them. The poem "urban rainbow" describes colors in the city. The book Can a can has words with more than one meaning. You'd better read this great book.

Error Summary

Capitalization	3
Punctuation:	
Apostrophe	2
Comma	3
Period	3
Quotation Mark	1
Other	2

WEDNESDAY

WEEK 22

The book The dragons are singing tonight by J. Prelutsky has 17 poems for dragon fans. Mr. Prelutsky's poems rhyme, and they are fun to say aloud. There's an upset dragon in the poem "A Dragon's Lament." The dragon in "I'm an amiable dragon" is friendly. You should get this book, and then you should read it to your favorite dragon.

Error Summary

Capitalization	9
Punctuation:	
Apostrophe	3
Comma	2
Period	3
Quotation Mark	2
Other	1
Spelling	1

THURSDAY

WEEK 22

Name _____

The funny poems in *A Poem for a Pickle* by E Merriam will make you giggle laugh and chuckle. The poems have a great beat and you'll want to dance while you read them. The poem "urban rainbow describes colors in the city. The book *Can a can* has words with more than one meaning You'd better read this great book



- titles of books and poems
- commas

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- titles of books and poems
- commas

**THURSDAY****WEEK 22**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The Boston Tea Party

in 1773, the king of england put a tax on the paper, paint, lead, glass, and tea sent to the colonies in america.

"we cant vote for or against the tax, so we shouldn't have to pay it," the colonists in boston said to each other. they refused to buy the taxed goods. after a while, the British took away all but the tax on tea.

Error Summary

Capitalization 7

Punctuation:

Apostrophe 2

Comma 5

Period 1

Quotation Mark 1

MONDAY

WEEK 23

the colonists wouldn't buy the tea or pay the tax. One evening, angry people gathered in the meeting house. A man yelled, "the hated tea is now on ships in our harbor!"

someone shouted, "lets show King George how we feel!"

"boston harbor will be a teapot tonight," cried the crowd.

Error Summary

Capitalization 6

Punctuation:

Apostrophe 2

Comma 2

Period 1

Quotation Mark 3

Other 3

TUESDAY

WEEK 23

Name _____

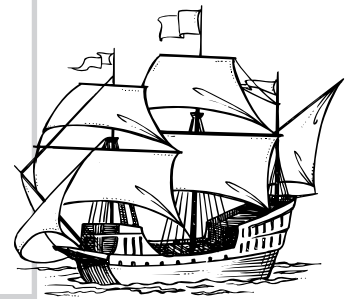
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- dialog
- commas

**MONDAY****WEEK 23**

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someone shouted lets show King George how we feel.”

“boston harbor will be a teapot tonight cried the crowd.



- dialog
- exclamations

TUESDAY**WEEK 23**

A ^{group}~~groupe~~ of men dressed up like Indians. They wore face paint[,] blankets[,] and feathers. They got on the ships[,] they picked up the tea chests. They used hammers[,] knives[,] and shovels to smash the chests. ⁼they then dumped the tea into the water. ⁼as they left, they chanted[,] ⁼tell ⁼king ⁼george ⁼we'll pay no taxes on his tea!"⁼

Error Summary

Capitalization	6
Punctuation:	
Apostrophe	1
Comma	5
Period	1
Quotation Mark	1
Other	1
Spelling	1

WEDNESDAY**WEEK 23**

King George was ^{angry}~~angrie~~ about the tea. ⁼he closed the harbor[,] outlawed meetings[,] and put soldiers in the city. He thought the colonists would give in.

⁼this means war!"⁼ shouted the colonists. ⁼We will rule ourselves from now on!"⁼ the colonists won the war. There wouldn't be a king[,] they would vote for laws and taxes.

Error Summary

Capitalization	4
Punctuation:	
Apostrophe	1
Comma	2
Period	1
Quotation Mark	3
Other	2
Spelling	1

THURSDAY**WEEK 23**

Name _____

A groope of men dressed up like Indians. They wore face paint blankets and feathers. They got on the ships they picked up the tea chests. They used hammers knives and shovels to smash the chests. they then dumped the tea into the water. as they left, they chanted tell king george wel'l pay no taxes on his tea."



- dialog
- commas
- exclamations

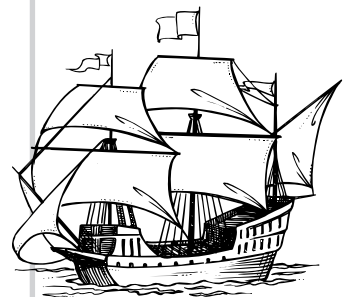
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- dialog
- commas
- exclamations

**THURSDAY****WEEK 23**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Letters Home

Dear tilly,

I got to new york city new york, one-half month ago. It was a tiring lonely ride over on the ship, the SS Ford. I was seasick for about one-third of the voyage. For the first week, I stayed at 64 E ninth St. I miss you but I like this friendly exciting country. You will join me soon.

Error Summary

Capitalization 7

Punctuation:

Comma 5

Period 3

Other 2

MONDAY

WEEK 24

I met a man named nick in new york. Thanks to him, I got a job at a steel mill in pittsburgh pennsylvania. It took one-half of my money for the train ticket but I got there. I stayed at 112 N oak Ave with nick.

Your loving Husband,

anders

Error Summary

Capitalization 9

Punctuation:

Comma 3

Period 4

Other 1

TUESDAY

WEEK 24

Name _____

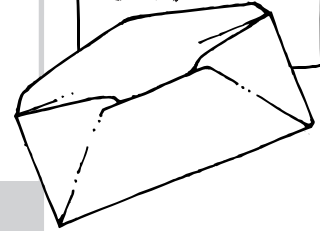
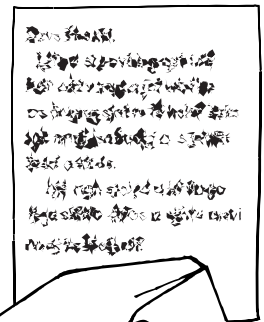
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- names of places and ships
- hyphens



MONDAY

WEEK 24

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Your loving Husband
anders



- names of places
- hyphens

TUESDAY

WEEK 24

Dear tilly ^

I have a new job on a large ship. It is
 named the USS Traveler. I shovel ~~cole~~ ^
~~coal~~ ^ and I
 keep the ship's powerful ^ hungry engines running. ^
 It was a busy ^ hard trip from new york to
san francisco ^ california. I ~~work~~ ^
~~work~~ ^ for two-thirds
 of each day. ^ After work, I ride cable cars on
hyde St ^ and powell St ^

Error Summary

Capitalization	8
Punctuation:	
Comma	5
Period	5
Other	1
Spelling	2

WEDNESDAY

WEEK 24

I will send for you in three-fourths of a
 year. You can take the ship, the SS Hanson ^
 to new york ^ city. The "USS Traveler" ^
 there ^ and we will take it to portland ^ oregon. I
 bought a farm there on maple Rd ^ for us. ^

Error Summary

Capitalization	8
Punctuation:	
Comma	4
Period	2
Quotation Mark	2
Other	3

Your ^ Loving husband ^
anders ^

THURSDAY

WEEK 24

Name _____

Dear tilly

I have a new job on a large ship It is
 named the USS Traveler. I shovel cole and I
 keep the ship's powerful hungry engines running
 It was a busy hard trip from new york to
 san francisco california. I worrk for two thirds
 of each day After work, I ride cable cars on
 hyde St and powell St



- names of places and ships
- hyphens

WEDNESDAY

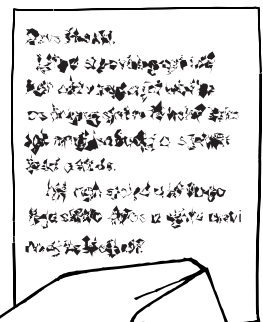
WEEK 24

I will send for you in three fourths of a
 year. You can take the ship, the SS Hanson
 to new york city. The "USS Traveler" will be
 there and we will take it to portland oregon. I
 bought a farm there on maple Rd for us

Your Loving husband
 anders



- names of places and ships
- hyphens



THURSDAY

WEEK 24

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The Boy Who Cried Wolf

Long ^{ago} ~~ago~~, there was a young shepherd boy. He ^{took} ~~took~~ care of the sheep. He made ^{sure} ~~sure~~ they ^{were} ~~were~~ safe and didn't wander off alone. The job was boring, so the boy played a trick on the village people. He stood on a tree stump and yelled, "Wolf! Wolf! A wolf is after the sheep!"

Error Summary

Language Usage	2
Punctuation:	
Apostrophe	1
Comma	1
Quotation Mark	1
Other	1
Spelling	2

MONDAY

WEEK 25

The villagers ^{grabbed} ~~grabbed~~ rakes and sticks. They ran to the hillside. The boy laughed at them and said, "Silly villagers! There ^{is} ~~are~~ no wolf. It's a joke I made up."

The villagers didn't think it was funny. "Don't play tricks on us!" one man said. The villagers then went back to their work.

Error Summary

Language Usage	1
Punctuation:	
Apostrophe	3
Period	1
Quotation Mark	2
Other	2
Spelling	1

TUESDAY

WEEK 25

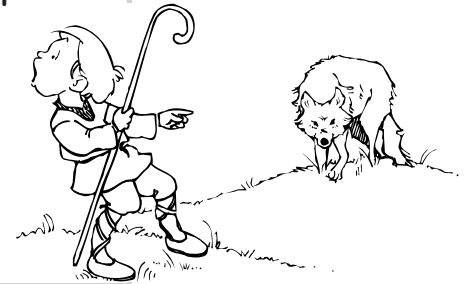
Name _____

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- dialog
- exclamations

**MONDAY****WEEK 25**

The villagers grabbed rakes and sticks. They ran to the hillside. The boy laughed at them and said, "Silly villagers! There are no wolves. It's a joke I made up."



- dialog
- exclamations

The villagers didn't think it was funny. "Don't play tricks on us," one man said. The villagers then went back to their work.

TUESDAY**WEEK 25**

A few days later, the boy ~~were~~^{was} bored again. He wondered if his trick would work ~~wonce~~^{once} more. The boy ~~standed~~^{stood} on the stump and cried, “Wolf! Wolf! I need help!”

Again the ~~villagers~~^{villagers} ran to help the boy. “Ha, ha! I fooled you!” laughed the shepherd boy.

“We[’]re angry about your mean tricks,” they told him.

Error Summary

Language Usage 2

Punctuation:

Apostrophe 1

Comma 1

Quotation Mark 2

Other 2

Spelling 2

WEDNESDAY**WEEK 25**

The next day ~~begane~~^{began} peacefully. Then a wolf really did attack the ~~sheep~~^{sheep}. The boy jumped onto the stump and yelled, “A wolf ~~are~~^{is} killing the sheep? I mean it!”

“I won’t be fooled again,” said one villager.

Neither will we,” said the others. They all went back ~~two~~^{to} work. The poor shepherd boy watched the wolf ~~eats~~^{eat} his sheep.

Error Summary

Language Usage 2

Punctuation:

Apostrophe 1

Comma 1

Period 1

Quotation Mark 3

Other 2

Spelling 3

THURSDAY**WEEK 25**

Name _____

A few days later, the boy were bored again. He wondered if his trick would work wonce more. The boy standed on the stump and cried "Wolf Wolf! I need help!

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- dialog
- exclamations

WEDNESDAY**WEEK 25**

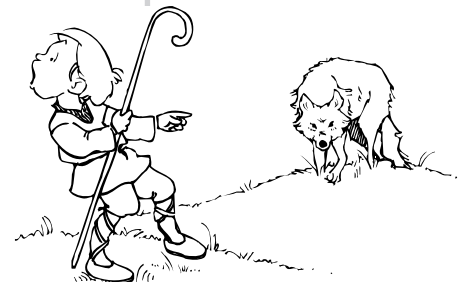
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- dialog
- exclamations

**THURSDAY****WEEK 25**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Welcome to the Arctic Tundra

The ^{driest} ~~dryest~~ biome [%] ~~I~~ ^t ~~s~~ around the north pole. There are also tundra areas in europe asia and North america. There ^s ~~s~~ about one-half foot of rain there each year. The growing season is one ^s ~~s~~ ^x ~~s~~ ^x sixth of a year long. The temperature is ~~below~~ ^{below} 32 degrees for about ten ^s ~~s~~ ^x ~~s~~ ^x twelfths of the year.

Error Summary

Capitalization	6
Punctuation:	
Apostrophe	2
Comma	2
Period	3
Other	2
Spelling	2

MONDAY

WEEK 26

About 1,700 kinds of plants grow in the tundra. One ^s ~~s~~ ^x ~~s~~ ^x fourth of the plants have flowers. The other three ^s ~~s~~ ^x ~~s~~ ^x fourths of the plants are shrubs mosses sedges and grasses. Their roots can't go very deep. A layer of permafrost is one ^s ~~s~~ ^x ~~s~~ ^x half foot below the surface. The frozen ground won't let water get into the soil below it.

Error Summary

Punctuation:	
Apostrophe	2
Comma	3
Period	4
Other	3

TUESDAY

WEEK 26

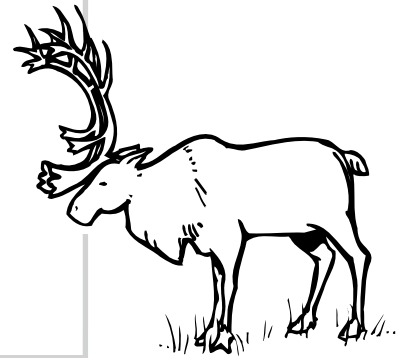
Name _____

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- names of places
- commas
- hyphens

**MONDAY****WEEK 26**

About 1,700 kinds of plants grow in the tundra One fourth of the plants have flowers The other three fourths of the plants are shrubs mosses sedges and grasses. Their roots cant go very deep A layer of permafrost is one half foot below the surface. The frozen ground wont let water get into the soil below it



- commas
- hyphens

TUESDAY**WEEK 26**

Plant-^{eating}~~eating~~ animals such as caribou[^] hares[^] and squirrels live in the tundra. The foxes[^] wolves[^] and polar bears eat meat. Arctic animals have short bodies[^] extra fat[^] and thick fur. They don't[^] get too cold. Most of the animals sleep all winter. The caribou live in canada[^] greenland[^] and alaska[^].

Error Summary

Capitalization	3
Punctuation:	
Apostrophe	1
Comma	8
Period	3
Spelling	1

WEDNESDAY**WEEK 26**

Ravens[^] falcons[^] loons[^] and snowbirds live in the tundra. These birds don't[^] always stay there. They fly south for the winter. Some fly to canada. The snowy owls fly all the way to virginia. There aren't[^] many snakes[^] lizards[^] or frogs. The ^{weather}~~wether~~ isn't warm enough for them. Cod[^] trout[^] salmon[^] and other fish live in the cold waters.

Error Summary

Capitalization	2
Punctuation:	
Apostrophe	3
Comma	8
Period	4
Spelling	1

THURSDAY**WEEK 26**

Name _____

Plant-eating animals such as caribou hares and squirrels live in the tundra. The foxes, wolves, and polar bears eat meat. Arctic animals have short bodies, extra fat, and thick fur. They don't get too cold. Most of the animals sleep all winter. The caribou live in Canada, Greenland, and Alaska.



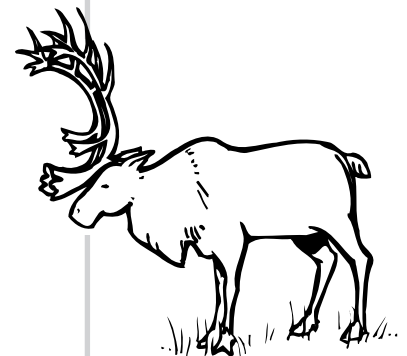
- names of places
- commas

WEDNESDAY**WEEK 26**

Ravens, falcons, loons, and snowbirds live in the tundra. These birds don't always stay there. They fly south for the winter. Some fly to Canada. The snowy owls fly all the way to Virginia. There aren't many snakes, lizards, or frogs. The weather isn't warm enough for them. Cod, trout, salmon, and other fish live in the cold waters.



- names of places
- commas

**THURSDAY****WEEK 26**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Liak, an Inuit Girl

my name is Liak. I am Inuit (IN-oo-it).

The Inuit are people who live in the cold Arctic lands in Alaska, Canada, and Greenland. I live with Mom, Dad, and my brothers. Mom's name is Noayak. Dad's name is Baral. My brothers' names are Qayak and Tuma. Our family and friends have always lived here.

Error Summary

Capitalization	14
Language Usage	1
Punctuation:	
Apostrophe	3
Comma	4
Period	2

MONDAY

WEEK 27

winter here is long, dark, and very cold. It lasts from October until March. My family and I wear our warm parkas, watertight boots, and thick gloves. I like the summer, especially July and August. We have sunshine all day and night. My friends and I play outside a lot. Mom's flower garden is beautiful.

Error Summary

Capitalization	7
Language Usage	2
Punctuation:	
Apostrophe	1
Comma	4
Period	2

TUESDAY

WEEK 27

Name _____

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The inuit are people who live in the cold arctic lands in alaska canada and greenland. I live with mom dad and my brothers. Moms name is noayak. Dads names is baral. My brothers names are qayak and tuma. our family. And friends have always lived here

MONDAY

WEEK 27



- names of people and places
- commas



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TUESDAY

WEEK 27



- commas

my ancestors' homes ^{were} ~~was~~ huts or tents. they traveled ^{foot} ~~By foots~~, dogsled or boat. They hunted whales, seals, and walruses. I have an easier life. my ~~families~~ ^{family's} house is modern. We use snowmobiles, cars, airplanes, and motorboats. mom and dad buy our food at a big store. I buy clothes, CDs, and video games there, too.

Error Summary

Capitalization	6
Language Usage	2
Punctuation:	
Apostrophe	1
Comma	8
Period	4
Spelling	1

WEDNESDAY

WEEK 27

mom and dad are ^{teachers} ~~teacher~~. my two ^{brothers} ~~brother~~ and I go to school. We learn math, reading, science, English, and our native language. qayak makes Inuit carvings. he sells them in many stores at craft fairs, and on the Internet. Tumas' ^{hobby} ~~hobbies~~ is playing the guitar. I like to teach the old Inuit ^{stories} ~~storys~~, legends, and songs to others.

Error Summary

Capitalization	6
Language Usage	3
Punctuation:	
Apostrophe	1
Comma	7
Period	3
Spelling	1

THURSDAY

WEEK 27

Name _____

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they traveled By foots, dogsled or boat. They
hunted whales seals and walruses. I have an
easier life my families house is modern We use
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- commas

WEDNESDAY**WEEK 27**

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- commas

**THURSDAY****WEEK 27**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The Dog Ate My Homework

It was a bright sunny saturday. The phone rang, and I answered. My friend, tina, was on the line.

Tina said, "can you go to the recreation center, kendra, sally, keesha, and me are going."

I moaned and said, "I cant. Im on restriction." Heres my story.

Error Summary

Capitalization	6
Language Usage	1
Punctuation:	
Apostrophe	3
Comma	3
Quotation Mark	3
Other	1
Spelling	1

MONDAY

WEEK 28

On tuesday, mr. hobson said, "Wheres your homework, kendra johnson?" Please give it to me.

I replied, "my silly hungry dog ate it."

On wednesday, Mr. hobson said, "where is your homework, Kendra?" Did you forget it?

"I said," my mean cranky brother matt tore it.

Error Summary

Capitalization	11
Language Usage	2
Punctuation:	
Apostrophe	1
Comma	6
Period	1
Quotation Mark	10
Other	2
Spelling	1

TUESDAY

WEEK 28

Name _____

The Dog Ate My Homework

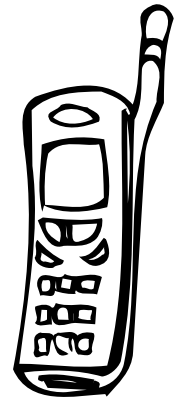
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- commas
- questions
- dialog

**MONDAY****WEEK 28**

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"I said," my mean cranky brother matt tore it.



- commas
- questions
- dialog

TUESDAY**WEEK 28**

On thursday, Mr. hobson asked, do you have your homework? did you bring it today?"

I told him, no, it went down the kitchen sink. Ms. reston, the young new plumber, couldn't get it out.

mr. Hobson asked me again on friday. I answered I was too feverish to work. I needed to relax.

Error Summary

Capitalization 8

Punctuation:

Apostrophe 1

Comma 2

Period 2

Quotation Mark 5

Other 1

WEDNESDAY**WEEK 28**

mr. hobson called my mom. He said "Mrs. johnson, kendra hasn't turned in her homework all week.

He put me on the telephone. "Mom said why didn't you do your work? that's a careless, irresponsible way to behave. you'll finish it on saturday and sunday.

I learned my lesson. I won't skip homework ever again!

Error Summary

Capitalization 9

Punctuation:

Apostrophe 5

Comma 2

Period 2

Quotation Mark 4

Other 1

THURSDAY**WEEK 28**

Name _____

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- commas
- questions
- dialog

WEDNESDAY**WEEK 28**

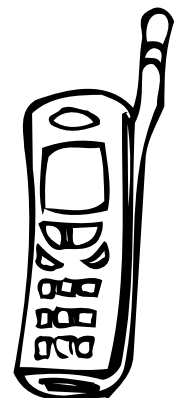
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I learned my lesson I wont skip homework ever again!



- commas
- questions
- dialog

**THURSDAY****WEEK 28**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

A Holiday Diary

december 25, 2003

dear diary,

It's christmas day. I have a new diary. I'm so excited! I can't wait to ~~right~~ ^{write} every day. I'll tell about things that happen. I will also draw some pictures. They'll go with the words. I want to be an author and illustrator when i grow up. this diary will be a good place to practice.

MONDAY

WEEK 29

Error Summary

Capitalization	7
Punctuation:	
Apostrophe	5
Comma	3
Period	5
Spelling	1

december 26, 2003

dear diary,

Hooray! today is the first day of kwanzaa. Our family celebrates it after christmas. it lasts for seven days. dad said that this holiday started in America in 1966. Each day, we talk about ways to make our lives better. we also light a candle.

TUESDAY

WEEK 29

Error Summary

Capitalization	9
Punctuation:	
Comma	2
Period	4
Other	1

Name _____

A Holiday Diary

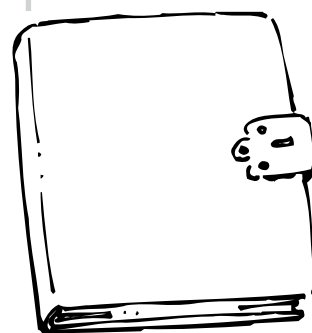
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- dates
- salutations
- holidays

**MONDAY****WEEK 29**

december 26. 2003

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- dates
- salutations
- holidays
- exclamations

TUESDAY**WEEK 29**

december 31, 2003

dear diary,

It's the sixth day of kwanzaa we spent the past ~~for~~ ^{four} days at grandma and grandpa's house. We all had a fun time. each evening, we celebrated together. We lit the candles, ate lots of good food and listened to music from Africa. I didn't have time to write in my diary.

Error Summary

Capitalization	8
Punctuation:	
Apostrophe	2
Comma	4
Period	3
Spelling	1

WEDNESDAY

WEEK 29

january 1, 2004

dear diary,

Wow! today is the last day of kwanzaa. It's a day to celebrate faith. mom says that faith is believing that good things will happen. Also, today is new year's day. I have one new year's resolution. I will write in my diary every week, that's a promise!

Error Summary

Capitalization	12
Punctuation:	
Apostrophe	2
Comma	2
Period	3
Other	2

THURSDAY

WEEK 29

Name _____

december 31 2003

dear diary.

Its the sixth day of kwanzaa we spent the past for days at grandma and grandpa's house We all had a fun time. each evening, we celebrated together. We lit the candles ate lots of good food and listened to music from Africa. I didnt have time to write in my diary

WEDNESDAY

WEEK 29



- dates
- salutations
- holidays

january 1 2004

dear diary

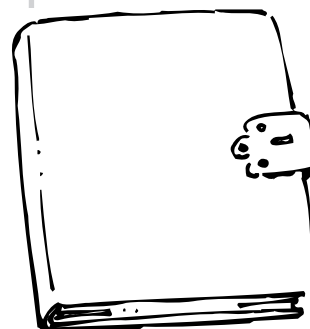
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THURSDAY

WEEK 29



- dates
- salutations
- holidays
- exclamations



Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Who Ya Gonna Call? Robot Helpers!

Who does work that people don't do?
 Robots, that's who. Robots are machines that
 have computers inside them. they can move.
 They have sensors that let them see, hear,
 and touch things. People program robots. the
 robots then do their jobs. Robots drill holes,
 spray paint, and put together cars. Wow! that's
 a lot of work!

Error Summary

Capitalization	3
Punctuation:	
Apostrophe	1
Comma	4
Period	2
Other	1
Spelling	1

MONDAY

WEEK 30

Do robots help with disasters? Yes, they
 sure do. There was an accident in a nuclear
 power plant. the building wasn't safe for people.
 A robot went in, cleaned up the mess, and came
 out safely.

Error Summary

Capitalization	1
Punctuation:	
Apostrophe	1
Comma	4
Period	3
Other	1

Have you ever seen a fallen building? Robots
 can look through the rubble, find victims, and
 signal rescuers.

TUESDAY

WEEK 30

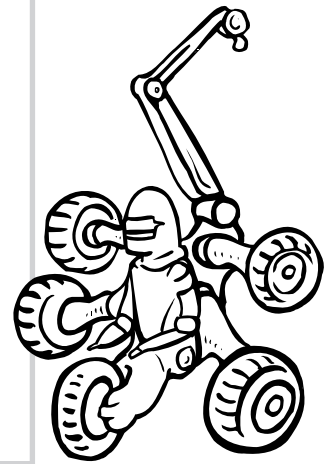
Name _____

Who Ya Gonna Call? Robot Helpers!



- commas
- exclamations

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**MONDAY****WEEK 30**

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out safely.



- commas
- questions

Have you ever seen a fallen building Robots
can look through the rubble find victims and
signal rescuers

TUESDAY**WEEK 30**

How do robots help the space program?
 Astronauts couldn't go to Mars, but a robot
 did. It collected rocks, read temperatures, and
 took pictures. A robot camera is now looking
 for life on other planets. It takes pictures,
 records information, and sends it all back to
 the scientists. Goodness! that's a big job!

Error Summary

Capitalization	1
Punctuation:	
Apostrophe	1
Comma	4
Period	2
Other	2

WEDNESDAY**WEEK 30**

What other hard tasks can robots do?
 robots go where people can't go. They crawl
 into volcanoes, take samples of gases, and
 examine the smoke. Robots dive deep in the
 oceans, look at strange creatures, and record
 temperatures. Gee! that's dangerous! Aren't you
 glad we have robots?

Error Summary

Capitalization	2
Punctuation:	
Apostrophe	3
Comma	4
Period	1
Other	3

THURSDAY**WEEK 30**

Name _____

How do robots help the space program? Astronauts couldn't go to Mars, but a robot did. It collected rocks, read temperatures and took pictures. A robot camera is now looking for life on other planets. It takes pictures, records information and sends it all back to the scientists. Goodness, that's a big job.



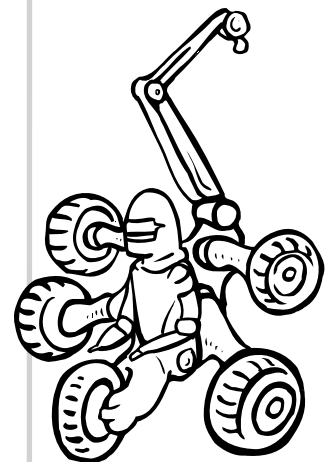
- commas
- exclamations

WEDNESDAY**WEEK 30**

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- commas
- exclamations
- questions

**THURSDAY****WEEK 30**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The History of Calendars

Long, long ago, people made the first calendars. To keep track of the seasons. These calendars divided the year by the moons cycles. There were a full moon about 12 times between one spring and the next, and there were 29 or 30 days between each full moon. The year was divided into 12 lunar months, it had 354 days.

Error Summary

Capitalization	2
Language Usage	1
Punctuation:	
Apostrophe	1
Comma	1
Period	4
Spelling	1

MONDAY

WEEK 31

The people of babylon used the lunar calendar, but they didn't know that there were really 365 days in a year. Their lunar calendar was 11 days short each year. After a few years, the seasons and months didn't match up. Every eight years, three months had to be added. The Babylonians got very mixed up!

Error Summary

Capitalization	2
Punctuation:	
Apostrophe	2
Comma	1
Period	2
Spelling	2

TUESDAY

WEEK 31

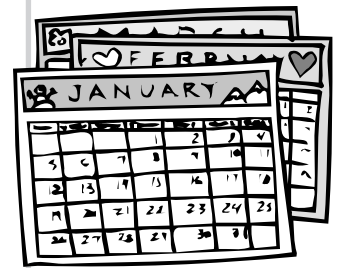
Name _____

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- commas

**MONDAY****WEEK 31**

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- commas

TUESDAY**WEEK 31**

The egyptians looked at the stars in the sky. They saw that the Dog Star rose next to the sun every 365 days. They made a calendar and they based it on the sun. This calendar divided the 365 days into 12 months. This worked well. We've based our calendar on the one from ancient egypt.

Error Summary

Capitalization	3
Language Usage	1
Punctuation:	
Apostrophe	1
Comma	1
Period	2
Spelling	1

WEDNESDAY**WEEK 31**

An emperor in rome made another calendar with 12 months of 30 or 31 days each. He added a leap year with 80 extra days every four years, but this was too confusing.

In 1582, a math expert changed the Rules for leap year and made the calendar more exact. The seasons didn't move around anymore. We use this calendar today.

Error Summary

Capitalization	2
Language Usage	2
Punctuation:	
Apostrophe	1
Comma	1
Period	2
Spelling	1

THURSDAY**WEEK 31**

Name _____

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- commas

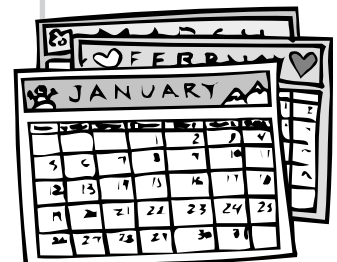
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- commas

**THURSDAY****WEEK 31**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Shadows

do you know what makes a shadow? First, some light is necessary. Next, there has to be something ~~blokking~~ blocking the light. When you are ~~outsied~~ outside during the day, bright light comes from the sun. if you block the sunlight, a shadow will appear on the opposite side of you.

Error Summary

Capitalization	2
Punctuation:	
Comma	1
Period	2
Other	1
Spelling	2

MONDAY

WEEK 32

have you seen your shadow at several different times of the day? What did the size and shape look like? The size and ~~shap~~ shape depend on the sun's location in the sky. if the sun is directly overhead, a shadow will be short and fat. if the sun is lower in the sky, a shadow will be long and skinny.

Error Summary

Capitalization	3
Punctuation:	
Comma	2
Period	1
Other	1
Spelling	1

TUESDAY

WEEK 32

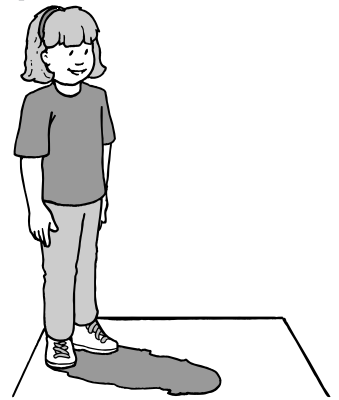
Name _____

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- questions
- commas

**MONDAY****WEEK 32**

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- questions
- commas

TUESDAY**WEEK 32**

have you ever been frightened by unusual shadows in your bedroom at night? what do you discover if you turn on more lights? Anything that blocks light can create a scary shadow on your wall. Shadows are visible even after dark. there has to be a small amount of light shining ~~throw~~ a window to make a shadow through

Error Summary

Capitalization	3
Punctuation:	
Period	2
Other	1
Spelling	1

WEDNESDAY**WEEK 32**

you can have a great time with shadows. Shine a flashlight on a small object. look past the object and you will see its shadow. have you ever played shadow tag? Wait. Wait for a sunny day. and then go outside with friends. The person who is "It" tries to step on the other players' shadows. Playing shadow tag is fun.

Error Summary

Capitalization	3
Punctuation:	
Apostrophe	1
Comma	1
Period	4
Other	1
Spelling	1

THURSDAY**WEEK 32**

Name _____

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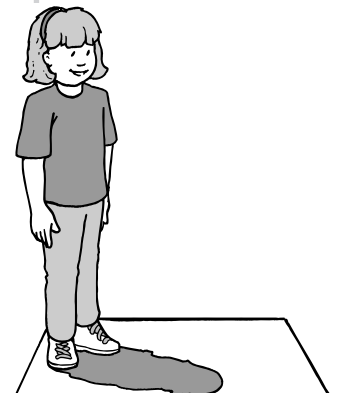
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- questions
- commas

**THURSDAY****WEEK 32**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The Ups and Downs of Roller Coasters

when it comes to speedy roller coasters,
gravity ~~rules~~! From the very beginning, roller
coasters have worked by a ~~simple~~ scientific
rule: What goes up must come down. Gravity
makes that ~~happen~~. Gravity is a natural force.
It makes objects move toward Earth's center.

Error Summary

Capitalization	1
Language Usage	1
Punctuation:	
Apostrophe	1
Comma	1
Period	2
Spelling	2

MONDAY

WEEK 33

the first hill of a roller coaster ride
has to be the steepest. gravity quickly pulls
the coaster down that hill. It creates enough
energy. For the ride to ~~coast~~ easily along until
it comes to another hill, no hill can be higher
than the first. It would take more energy to
go up the rest of the hills than the cars had
at the start.

Error Summary

Capitalization	4
Punctuation:	
Period	3
Spelling	1

TUESDAY

WEEK 33

Name _____

The Ups and Downs of Roller Coasters



• commas

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MONDAY**WEEK 33**

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TUESDAY**WEEK 33**

as coasters fly ^{rapidly} ~~rapid~~ down hills and ^{around} ~~around~~ curves, they create G-forces. A G-force is the heavy pressure riders feel. The original roller coasters were circular, they created very strong G-forces. The forces were too hard on people, some got sick. later, tracks in teardrop shapes were tried. They did not cause such powerful G-forces.

Error Summary

Capitalization	4
Language Usage	1
Punctuation:	
Comma	1
Period	3
Spelling	1

WEDNESDAY**WEEK 33**

Today, roller coasters speed down steep hills up to 94.48 meters (310 ft) tall. they hit speeds of up to 100 miles per hour, and they may loop up to eight times. rides may be short or long. One-half minute (30 sec) is about the shortest. the longest, so far, is 90 seconds (1½ min). Gravity makes all of these great rides possible.

Error Summary

Capitalization	3
Punctuation:	
Comma	1
Period	5

THURSDAY**WEEK 33**

Name _____

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- commas

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- commas
- abbreviations

THURSDAY**WEEK 33**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The First Computer Bug

On September 9, 1945, I was at Harvard university to test a ~~knew~~^{new} computer program for the Mark II Calculator.

I said, "Something isn't right here, Dan."

Dan, my co-worker, said, "What's that, Max?"

I said, "The program was supposed to ~~ad~~^{add}, but it subtracted. It was supposed to multiply, but it divided."

Error Summary

Capitalization	3
Punctuation:	
Apostrophe	1
Comma	4
Quotation Mark	3
Spelling	2

MONDAY

WEEK 34

We ~~herd~~^{heard} crackling sounds and we saw sparks. The computer wasn't working at all. I took off the machine's glass cover. I said, "there's a two-inch-long moth, Dan. It's stuck between points at Relay 70, Panel F."

Dan said, "Max, you found a bug in the computer?"

I said, "Yes, Dan. I think it caused our problems."

Error Summary

Capitalization	2
Punctuation:	
Apostrophe	1
Comma	7
Period	1
Quotation Mark	6
Spelling	1

TUESDAY

WEEK 34

Name _____

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- dialog
- commas

**MONDAY****WEEK 34**

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I said Yes Dan. I think it caused our problems



- dialog
- commas

TUESDAY**WEEK 34**

I removed the moth[^] and then I put the computers[^] cover back on. Dan started the Mark II[^] and it worked!

I taped the bug to the days[^] log page. I ~~rote~~^{wrote}[^] First actual case of bug being found. september 9[^], 1945.”

We told Hopper, our boss, the ~~hole~~^{whole} story.

Dan said[^] we debugged the computer[^] Hopper.[^]

Error Summary

Capitalization	2
Punctuation:	
Apostrophe	2
Comma	6
Quotation Mark	3
Spelling	2

WEDNESDAY

WEEK 34

Hopper said,[^] guys[^] we just made history![^] soon, every computer problem was called a “bug”[^]

On september 9[^], 1999, I was at the smithsonian Institution with Dan. We saw a logbook. The books[^] ink hadn’t faded[^] and the moth was still taped there.

Dan said[^] max[^] there’s our computer bug![^]

Error Summary

Capitalization	5
Punctuation:	
Apostrophe	1
Comma	5
Period	1
Quotation Mark	4

THURSDAY

WEEK 34

Name _____

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WEDNESDAY

WEEK 34



- dialog
- commas

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- dialog
- commas

THURSDAY

WEEK 34



Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

Cactus—A Desert Plant

Cactuses grow in hot, dry deserts. The smallest cactus is about 5 centimeters (2 in) tall. The largest cactus is about 18 meters (60 ft) tall. All cactuses can store water. the water is gathered by roots, and then the plant stores it. The roots usually grow down 2.5 centimeters (1 in) to 15 centimeters (6 in) deep in the soil. they absorb water quickly.

Error Summary

Capitalization	2
Punctuation:	
Comma	2
Period	4

MONDAY

WEEK 35

A cholla cactus has sharp, prickly spines. The spines come off easily. Chollas vary in size from 10 centimeters (4 in) to 3 meters (10 ft) tall. Some of their flowers are 4 centimeters (1½ in) wide. pack rats collect the stems and then pile them up in front of their burrows. the stems protect the pack rats from their dangerous, hungry enemies.

Error Summary

Capitalization	2
Language Usage	1
Punctuation:	
Comma	2
Period	3
Spelling	1

TUESDAY

WEEK 35

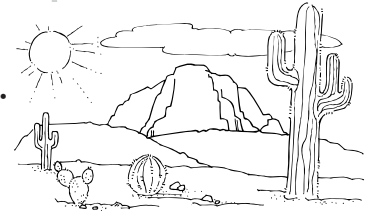
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- commas
- abbreviations

**MONDAY****WEEK 35**

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- commas
- abbreviations

TUESDAY**WEEK 35**

The saguaro is the tallest cactus. By the time it is 100 years old, it may be 5 meters (16 ft) tall. It has a smooth, waxy, fluted stem. it can store up to 200 gallons of water. The water heats ~~slow~~ ^{slowly} during the day, and the cactus stays cool. The water lets off the ~~heat~~ ^{heat} at night, and the cactus stays warm.

Error Summary

Capitalization	1
Language Usage	1
Punctuation:	
Comma	4
Period	2
Spelling	1

WEDNESDAY**WEEK 35**

A barrel cactus is shorter and ~~fat~~ ^{fatter} than some of the other cactuses. A full-grown one can be 1.5 meters (5 ft) tall and 60 centimeters (24 in) wide. Its stretchy, pleated sides let it store water. The barrel cactus gets larger. When it is full of water and smaller as the water is used up, the pulp can be used to make candy.

Error Summary

Capitalization	2
Language Usage	1
Punctuation:	
Apostrophe	1
Comma	1
Period	4

THURSDAY**WEEK 35**

Name _____

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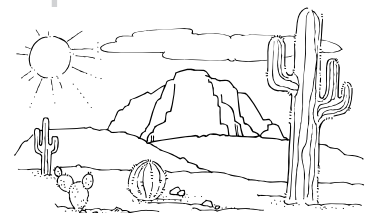
- commas
- abbreviations

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- commas
- abbreviations

**THURSDAY****WEEK 35**

Preview the 4 daily lessons to ensure you review or introduce skills that may be unfamiliar to students.

The Contest

groundhog day was a big day in the town where twins fran and fred lived. ~~Everyone~~ liked to watch phil the groundhog come out of his burrow. The TV station ran a contest. People had to guess the time phil would appear. The winners would be on the TV show Hello from Our Town and they would also get a copy of the book, groundhogs forever.

Error Summary

Capitalization	9
Punctuation:	
Comma	1
Period	2
Other	1
Spelling	1

MONDAY

WEEK 36

Fran and fred read all about groundhog day. they learned that groundhogs come out of their holes on february 2nd. They help predict if there will be six more weeks of winter or if spring will arrive soon. If the groundhog sees his shadow, there will be more winter. If there is no shadow, winter will be ending soon.

Error Summary

Capitalization	5
Punctuation:	
Period	2

TUESDAY

WEEK 36

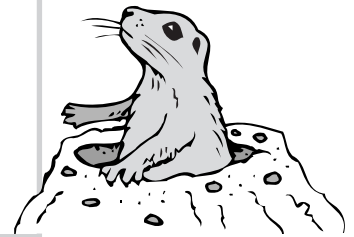
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- titles of books and TV shows
- holidays

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- holidays

TUESDAY**WEEK 36**

Fran and fred looked at old copies of North Country Magazine and found the times phil had appeared in past years. They decided Phil would come out at 235 pm. Fran entered their guess at 1014 am on january 30th. The station clerk told her to watch the groundhog day special on february 2nd to find out who had ~~winned~~ ^{won}.

Error Summary

Capitalization	7
Language Usage	1
Punctuation:	
Period	4
Other	4

WEDNESDAY**WEEK 36**

The twins got up at 630 am on february 2nd. They thought about phil all day. They watched the Groundhog Day Special at 500 pm. What a ~~surprise~~! At exactly 235 pm phil came out and saw his shadow. fran and fred had won! They would be on hello from our town and they would also get a copy of Groundhogs Forever.

Error Summary

Capitalization	9
Punctuation:	
Comma	2
Period	6
Other	5

THURSDAY**WEEK 36**

Name _____

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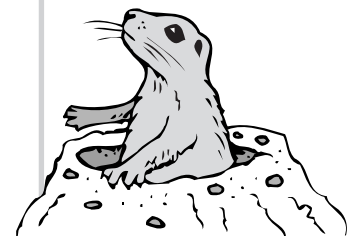
- titles of magazines and TV shows
- colons in time

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- titles of books and TV shows
- colons in time

THURSDAY**WEEK 36**

Write about a person you know. Tell about something special that the person did. Tell about the person's childhood, teenage years, or adult life. Use words that tell what the person is like. Tell how the person's actions made a difference to other people.

FRIDAY – WEEK 1

Biography: Walt Disney's Cartoon Magic

Tell what you know about how the last three planets were found. Give their names and tell who found them. Write the dates when they were found. Use one of these topic sentences, or write your own:

- Uranus, Neptune, and Pluto are the last three planets to have been discovered.
- Curious scientists discovered the seventh, eighth, and ninth planets.

FRIDAY – WEEK 2

Science Article: The Search for Planets

Write a letter to Mrs. Faith Ringgold. Tell her what you like about her books and drawings. Tell the names of some of her books. Be sure to include your address, a closing, and your name. Use one of these closings, or one of your own:

- Very truly yours,
- Sincerely,
- Your fan,

FRIDAY – WEEK 3

Letters: Letters to an Author

Write what you know about salt. Tell where it comes from and how it is used. Explain why people need salt. Tell some interesting or unusual things about salt. Use one of these topic sentences, or write your own:

- Salt is an important mineral.
- For ages, people all over the world have used salt.
- Did you know that salt has been used instead of money?

FRIDAY – WEEK 4

Science Article: A Salty History

Write what you know about barcodes. Be sure to tell what they look like, how they are read, and where they are used. Begin with one of these topic sentences, or write your own:

- Barcodes are a helpful invention.
- Barcodes are used in many ways.
- What do you know about barcodes?

FRIDAY – WEEK 5

Science Article: Barcodes

Describe the Grand Canyon or another place you know well. Tell where it is. Include words that tell what the place looks like. Put two adjectives next to each other in one sentence. Be sure to put a comma between them. Begin with a topic sentence like one of these, or write one of your own:

- The desert is a hot, dry place.
- There's a lot to see in the park.
- My neighborhood is an interesting place.

FRIDAY – WEEK 6

Description: The Grand Canyon

Write a summary of the news article about butterflies or the one about robins. Tell where and when the story takes place. Tell what happened and why. Begin with one of these topic sentences, or write your own:

- Something important happened in (Mexico, Virginia).
- There's good news from the (insect, bird) world today.
- Nature is putting on a good show in (Mexico, Virginia).

FRIDAY – WEEK 7

News Articles: News on the Wing

Choose one of these ideas and write a diary entry:

- Write an entry for June 10th. Tell what you did to get ready for the trip.
- Write an entry for July 1st. Tell what you did on the last day of your vacation at the beach.
- Write a diary entry about your own life. Tell about something that you did or how you felt about something.

FRIDAY – WEEK 8

Journal Entries: Rosie's Diary

Write a review of a book you like. Give the title of the book. Tell who wrote it. Give the names of the characters, and tell something about the story. Explain why you like the book, and say why you think others will like it.

FRIDAY – WEEK 9

Book Reviews: Recommended Reading

Write about one of the historic United States capital cities. Remember to capitalize the name of the city and state. Give some interesting facts about the city. Use a contraction in your paragraph. Begin with one of these topic sentences, or write your own. Fill in the name of the city.

- ____ is an interesting city.
- ____ is historic for many reasons.
- The city of ____ is full of history.

FRIDAY – WEEK 10

Social Studies Article: Historic United States Capitals

Write some more questions and answers for Wanda Know's interview with Bea Gone of the Travel Kids. Ms. Know might ask Bea about how the Travel Kids spent St. Patrick's Day, Columbus Day, Veterans Day, or Thanksgiving. Bea could tell about where the group went and what they did. Be sure to use capital letters for the names of holidays, months, places, and people.

FRIDAY – WEEK 11

Interview: Kids on the Go

Write the life story, or biography, of a famous person or of someone you know. Tell about things that happened during the person's life. Give information about the person's family, where the person lived, and any important dates in the person's life. Explain what made this person special. Be sure to use capital letters for people's names, and to use commas to separate numbers in dates and between the names of cities and states.

FRIDAY – WEEK 12

Biography: John Glenn, Space Hero

Describe Chief Seattle's friendship with the white settlers. Explain how he felt about the settlers, and why he felt that way. Tell about the ways he helped the settlers. Tell what the settlers did to honor Chief Seattle. Begin with one of these topic sentences, or write your own:

- Chief Seattle was a friend to the white settlers.
- The white settlers were lucky to know Chief Seattle.
- Chief Seattle helped the settlers in many ways.

FRIDAY – WEEK 13

Social Studies Article: Chief Seattle and the Settlers

When Shea got home, she told her family about what happened when she and Jigs went looking for the leprechaun. Write one or two paragraphs that tell what Shea said to her family and how they responded. Be sure to use quotation marks for the words spoken by Shea or other people.

FRIDAY – WEEK 14

Fantasy: Shea and the Leprechaun

Write what you know about walking sticks. Be sure to tell about how they look, how they grow, and what they eat. Begin with one of these topic sentences, or write your own:

- The longest insect on Earth is the walking stick.
- Have you ever seen an insect that looks just like a twig?
- Walking sticks actually have more in common with insects than with plants.

FRIDAY – WEEK 15

Science Article: Undercover Bugs

Use your imagination! Write another short story for the book The Adventures of Paul and Babe. Tell about something that Paul Bunyan and Babe the Blue Ox did. Explain how they made or changed something in nature. You might tell about how they made mountains, valleys, plains, or deserts. Tell when and where the adventure happened. Give the story a title.

FRIDAY – WEEK 16

Fantasy: Short Tall Tales

Write a story based on something from your own life. Tell what happened. Tell who was with you. You may want to change the real names to other names. Make up quotations to tell what people said. Use one of these ideas, or make up one of your own:

- Tell about something funny that happened.
- Tell about a time you learned a lesson.
- Tell about a gift you received.

FRIDAY – WEEK 17

Realistic Fiction: Hand-Me-Downs

Write directions for the safe use of your in-line skates. The directions can include how to buy skates and gear, how to skate for fitness, and how to fall safely. Explain the steps in order. Use sequence words in your directions. Begin with one of these topic sentences, or write your own:

- How can you use your in-line skates safely?
- Here are some suggestions for safe skating.
- Skating can be fun and safe, too.

FRIDAY – WEEK 18

Instructions: How to Skate Safely

“Meg’s Prize” is a historical fiction story. It combines the real names of early TV shows and their theme songs with a story about a family’s first TV set. Write your own historical fiction story. Tell about something that really happened. Add characters that you make up.

FRIDAY – WEEK 19

Realistic Fiction: Meg’s Prize

Write a news story about a storm in your area. Tell when and where the storm took place. If there was rain or snow, tell how much fell. Explain what happened because of the storm. Use quotes from people that tell what they saw, did, or felt. Remember to keep to the facts. Don’t add your own opinion.

FRIDAY – WEEK 20

News Article: The Blizzard of 2003

Write directions that tell how to make a sandwich, scrambled eggs, or something else you like to eat. Be sure to list the ingredients. Tell the amount of each ingredient needed, too. Give the steps for making the food in order. Use number sequence words like **first**, **second**, and **third**, or use other sequence words like **next**, **then**, and **after that**.

FRIDAY – WEEK 21

Instructions: How to Make a Sand Sundae

Write a review of a poetry book or another book you have read recently. Give the title of the book and the author's name. Be sure to underline the book's title. For a poetry book, describe a few of the poems and give their titles. Don't forget to use quotation marks around the titles of poems. For other books, describe their main focus. Tell what you like or don't like about the book. Tell readers why they should or should not read this book.

FRIDAY – WEEK 22

Book Reviews: Poetry Book Reviews

Tell what you know about the Boston Tea Party. Explain why the colonists were angry. Tell what they did about their problems. Tell how King George felt about the colonists' actions and how he treated them. Begin with one of these topic sentences, or write your own:

- A tax on tea caused a war.
- The Boston Tea Party showed how the colonists felt about King George's taxes.

FRIDAY – WEEK 23

Social Studies Article: The Boston Tea Party

Choose one of these ideas and write another letter:

- Write a letter from Anders to Tilly. Tell about the work Anders did on the trip from San Francisco to California.
- Write a letter from Tilly to Anders. Tell about Tilly's preparations for the trip to America.
- Write a letter from Anders to Tilly. Tell what Anders wants to do when the family reaches Portland, Oregon.

FRIDAY – WEEK 24

Letters: Letters Home

Think about “The Boy Who Cried Wolf,” and then write one or two paragraphs about this fable. What lesson do you think the boy learned by the end of the story? How do you think he will act in the future? Do you think the villagers will ever trust him again? Be sure to give several reasons to support or explain your response.

FRIDAY – WEEK 25

Fable: The Boy Who Cried Wolf

Write one or two paragraphs that describe the Arctic tundra. Be sure to say where it is located, what the climate is like, and the types of plants and animals that live there. Start with one of these topic sentences, or write one of your own:

- The Arctic tundra is a cold, dry place.
- The animals of the Arctic tundra are adapted to the cold.
- Do you think plants and animals can live in a cold, frozen land?

FRIDAY – WEEK 26

Science Article: Welcome to the Arctic Tundra

Write a personal narrative like Liak’s. Tell about your family. Describe the place where you live. Tell about some of the things you like to do. Begin with one of these topic sentences, or write your own:

- My name is _____.
- My life is very interesting.
- Let me introduce myself.

FRIDAY – WEEK 27

Personal Narrative: Liak, an Inuit Girl

Choose one of these ideas and write a personal narrative:

- Pretend you are Kendra. Write about the time that you did not do your homework.
- Pretend you are Kendra. Write about another adventure you had.
- Write about yourself. Tell about something that happened to you.

FRIDAY – WEEK 28

Personal Narrative: The Dog Ate My Homework

Choose one of these ideas and write a diary entry:

- Write an entry for January 2nd. Tell about the family celebration for the last night of Kwanzaa on January 1st.
- Write an entry for January 8th. Tell about the first day back at school after vacation.
- Write a diary entry about your own life. Tell about something that you did or how you felt about something.

FRIDAY – WEEK 29

Journal Entries: A Holiday Diary

Write what you know about robots. Be sure to tell what they do to help people. List two or more jobs they can do in one sentence. Begin with one of these topic sentences, or write your own:

- Robots are very helpful.
- If you need a job done, call a robot!
- Did you know that robots have been up in space and down deep in the ocean?

FRIDAY – WEEK 30

Science Article: Who Ya Gonna Call? Robot Helpers!

Write what you know about the history of calendars. Be sure to tell when they started. Name the groups of people who made early calendars. Tell a little bit about how calendars have changed, and which is used today. Use one of these topic sentences, or write your own:

- Since early times, people have tried to keep track of time.
- People have used the sun and the moon to make calendars.

FRIDAY – WEEK 31

Social Studies Article: The History of Calendars

Write a paragraph that summarizes information about shadows. Explain how they are made and how they change. Start your paragraph with one of these questions, or write your own:

- Have you ever seen shadows in the evening?
- Do you know what causes your shadow to look longer or shorter?
- What makes a shadow?

FRIDAY – WEEK 32

Science Article: Shadows

Tell what gravity is, and explain how it makes a roller coaster work. Describe the first hill on a roller coaster, and tell why it has to be the highest. Tell about the rest of the ride. Use one of these topic sentences, or write your own:

- Roller coasters need gravity.
- Without gravity, a roller coaster will not go.
- Gravity helps make roller coasters work.

FRIDAY – WEEK 33

Science Article: The Ups and Downs of Roller Coasters

A historical fiction story uses a real event to tell a story. A worker really did find a moth in a computer, and he called it a “computer bug.” The log is displayed in the Smithsonian. Lt. Hopper really was on duty when the moth was found. Dan and Max are made-up characters. Write your own historical fiction story. Use a real event and made-up characters.

FRIDAY – WEEK 34

Historical Fiction: The First Computer Bug

Write what you know about cactuses. Be sure to tell about their size and about how the different types look. Describe the way the saguaro and barrel cactuses store water. Begin with one of these topic sentences, or write one of your own:

- The cactus is an unusual plant.
- Did you know that plants can grow in the desert?
- A cactus knows how to take the heat.

FRIDAY – WEEK 35

Science Article: Cactus—A Desert Plant

Think about “The Contest,” and then write one or two paragraphs about this story. What was the contest about? What were the prizes? What did Fred and Fran do to try to win? How did they find out they had won? Be sure to give examples from the story to support or explain your response.

FRIDAY – WEEK 36

Realistic Fiction: The Contest

Language Handbook

Basic Rules for Writing and Editing

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Capital Letters

A word that starts with a **capital letter** is special in some way.

Always use a **capital letter** to begin:

the first word of a sentence:	Today is the first day of school.								
the first word of a quotation:	She said, “Today is the first day of school.”								
the salutation (greeting) and closing in a letter:	Dear Grandma, Thanks so much for the birthday gift! Love, Sherry								
the names of days, months, and holidays:	The fourth Thursday in November is Thanksgiving.								
people’s first and last names, their initials, and their titles:	Mrs. Cruz and her son Felix were both seen by Dr. S. C. Lee. Note: Many titles can be abbreviated. Use these abbreviations only when you also use the person’s name: <table> <tr> <td>Mr. a man</td><td>Capt. a captain</td></tr> <tr> <td>Mrs. a married woman</td><td>Lt. a lieutenant</td></tr> <tr> <td>Ms. a woman</td><td>Pres. the president of a country or an organization</td></tr> <tr> <td>Dr. a doctor</td><td></td></tr> </table>	Mr. a man	Capt. a captain	Mrs. a married woman	Lt. a lieutenant	Ms. a woman	Pres. the president of a country or an organization	Dr. a doctor	
Mr. a man	Capt. a captain								
Mrs. a married woman	Lt. a lieutenant								
Ms. a woman	Pres. the president of a country or an organization								
Dr. a doctor									
a word that is used as a name:	I went with Dad and Aunt Terry to visit Grandma. Be Careful! Do not use a capital letter at the beginning of a word when it is not used as someone’s name: I went with my dad and my aunt to visit my grandma. Hint: If you can replace the word with a name, it needs a capital letter: I went with <u>Dad</u>. → I went with <u>Joe</u>.								
the word that names yourself - I:	My family and I enjoy camping together.								

Capital Letters (continued)

the names of nationalities and languages:	M exican, C uban, and N icaraguan people all speak S panish.
the names of racial, ethnic, or cultural groups:	There were A sian, N ative A merican, and A frican dancers at the festival.
the names of ships, planes, and space vehicles:	The president flew on <u>Air Force One</u> to see the <u>USS Abraham Lincoln</u> , a U.S. Navy aircraft carrier. Note: You must also underline the name of a ship, plane, or space vehicle: t he s pace shuttle <u>Columbia</u>
to begin the names of these special places and things:	
• street names:	P alm A venue, C ypress S treet, P ine B oulevard
• cities, states, and countries:	L os Angeles, C alifornia, U nited S tates of A merica, P aris, F rance
• continents:	A sia, E urope, S outh A merica
• landforms and bodies of water:	G reat P lains, S an F rancisco B ay, G reat S alt L ake
• buildings, monuments, and public places:	the W hite H ouse, the S tatue of L iberty, Y ellowstone N ational P ark
• historic events:	The G old R ush began in 1849. The C ivil W ar ended in 1865.

titles of books, stories, poems, and magazines:	The story “The Friendly Fruit Bat” appeared in <u>Ranger Rick</u> magazine and in a science book called <u>Flying Mammals</u>. Be Careful! Do not use a capital letter at the beginning of a small word in a title, such as a, an, at, for, in, and the, unless it is the first word in the title. Note: When you write a title, remember . . . Some titles are underlined: Book Titles: <u>Frog and Toad</u> Magazine Titles: <u>Ranger Rick</u> Movie Titles: <u>Bambi</u> TV Shows: <u>Sesame Street</u> Some titles go inside quotation marks: Story Titles: “The Fox and the Crow” Chapter Titles: “In Which Piglet Meets a Heffalump” Poem Titles: “My Shadow” Song Titles: “Twinkle, Twinkle, Little Star”
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Punctuation Marks

Punctuation gives information that helps you understand a sentence.

End Punctuation

Every sentence must end with one of these three punctuation marks: . ! ?

A **period** (.) shows that a sentence is:

giving information:	I love to read short stories.
giving a mild command:	Choose a short story to read aloud. Note: A period is also used in: • abbreviations of months and days: Jan. (January), Feb. (February), Mon. (Monday), etc. • abbreviations of measurements: ft. (foot/feet), in. (inch/inches), lb./lbs. (pound/pounds), oz. (ounce/ounces) • time: 8:00 a.m., 4:30 p.m., etc.

Punctuation Marks (continued)

A **question mark (?)** shows that a sentence is:

asking a question:	Did you choose a story to read?
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An **exclamation point (!)** shows that a sentence is:

expressing strong feelings:	Wow! That story is really long!
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Comma

A **comma (,)** can help you know how to read things. Commas are often used in sentences. Sometimes commas are used with words or phrases.

Some commas are used to keep things separate. Use a **comma** to separate:

the name of a city from the name of a state:	El Paso, Texas
the name of a city from the name of a country:	London, England
the date from the year:	October 12, 2004
the salutation (greeting) from the body of a letter:	Dear Ms. Silver,
the closing in a letter from the signature:	Yours truly,
two adjectives that tell about the same noun:	Nico is a witty, smart boy. Hint: To see if you need a comma between two adjectives, use these two “tests”: 1 Switch the order of the adjectives. If the sentence still makes sense, you must use a comma: YES: Nico is a witty, smart boy. → Nico is a smart, witty boy. NO: Nico has dark brown hair. → Nico has brown dark hair. 2 Put the word “and” between the two adjectives. If the sentence still makes sense, you must use a comma: YES: Nico is a witty, smart boy. → Nico is a witty and smart boy. NO: Nico has dark brown hair. → Nico has dark and brown hair.

Punctuation Marks (continued)

Some commas help you know where to pause when you read a sentence. Use a **comma** to show a pause:

between three or more items in a list or series:	Nico won't eat beets, spinach, or shrimp.
after or before the name of a person that someone is talking to in a sentence:	After: Nico, I think that you need to eat more. Before: I think that you need to eat more, Nico. Both: I think, Nico, that you need to eat more.
between the words spoken by someone and the rest of the sentence:	Mrs. Flores said, "It's time to break the piñata now!" "I know," answered Maya.
after an exclamation at the beginning of a sentence:	Boy, that's a lot of candy!
after a short introductory phrase or clause that comes before the main idea:	After all that candy, nobody was hungry for cake.
before and after a word or phrase that renames or gives more information about the noun before it:	The cake, which had thick chocolate frosting, melted in the hot sun. Mrs. Lutz, our neighbor, gave Mom the recipe.
before the connecting word in a compound sentence:	The frosting was melted, but the cake was great. Note: A simple sentence always includes a <u>subject</u> and a <u>verb</u> , and it expresses a complete thought. A compound sentence joins two simple sentences together, so each of the two parts of a compound sentence has its own <u>subject</u> and <u>verb</u> . The two parts of a compound sentence are joined by a comma and a conjunction. The conjunctions and , but , for , nor , or , so , and yet are all used to join two simple sentences into one compound sentence. In a compound sentence, always place the comma before the connecting conjunction: <u>Maya ate</u> candy, but <u>she was</u> too full to eat cake. <u>Nico ate</u> candy, and <u>he also ate</u> a piece of cake. <u>Nico is</u> thin, yet <u>he eats</u> lots of sweets. <u>Maya is</u> chubby, so <u>she watches</u> what she eats.

Quotation Marks

Use **quotation marks** (“ ”):

before and after words that are spoken by someone:	“This was the best birthday party ever!” Maya said. Note: Punctuation that follows the speaker’s words goes inside the quotation marks: “May I have a piñata at my birthday party?” Martin asked. Mr. Flores replied, “You bet!” Be Careful! When the words that tell who is speaking come before the quotation, put the comma outside the quotation marks. When the words that tell who is speaking come after the quotation, put the comma inside the quotation marks: Before: Mrs. Flores asked, “Do you want a chocolate cake, too?” After: “I sure do,” said Martin.
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Hyphen

Use a **hyphen** (–):

between numbers in a fraction:	One–half of the candies had walnuts, and one–quarter had almonds.
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Apostrophe

An **apostrophe** (') helps show who owns something. You add an apostrophe after the name of an owner.

When there is just one owner, add an apostrophe first and then add an S :	cat + 's → cat's The cat's dish was empty.												
When there is more than one owner, add an S first and then add an apostrophe:	cats + ' → cats' All the cats' cages at the shelter were nice and big. Be Careful! When the name of more than one owner does not end with an S, add an apostrophe first and then add an S: children + 's → children's The children's cat was in the last cage. people + 's → people's Other people's pets were making lots of noise.												
Use an apostrophe when you put two words together to make one word. This is called a contraction. In a contraction, the apostrophe takes the place of the missing letter or letters:	<table> <tr> <td>I + am = I'm</td><td>do + not = don't</td></tr> <tr> <td>you + are = you're</td><td>does + not = doesn't</td></tr> <tr> <td>he + is = he's</td><td>are + not = aren't</td></tr> <tr> <td>it + is = it's</td><td>could + not = couldn't</td></tr> <tr> <td>we + would = we'd</td><td>have + not = haven't</td></tr> <tr> <td>they + will = they'll</td><td>would + not = wouldn't</td></tr> </table>	I + am = I'm	do + not = don't	you + are = you're	does + not = doesn't	he + is = he's	are + not = aren't	it + is = it's	could + not = couldn't	we + would = we'd	have + not = haven't	they + will = they'll	would + not = wouldn't
I + am = I'm	do + not = don't												
you + are = you're	does + not = doesn't												
he + is = he's	are + not = aren't												
it + is = it's	could + not = couldn't												
we + would = we'd	have + not = haven't												
they + will = they'll	would + not = wouldn't												

Plurals

A noun names a person, place, or thing. A **plural noun** names more than one person, place, or thing.

Add an S to make most nouns plural:	girl → girl + s → girls river → river + s → rivers
If the noun ends in ch, s, sh, or x , add es :	lunch → lunch + es → lunches dress → dress + es → dresses brush → brush + es → brushes fox → fox + es → foxes
If the noun ends in y , change the y to i and add es :	fly → fli + es → flies story → stori + es → stories Note: If the noun ends in a vowel plus y , just add s : bay → bay + s → bays key → key + s → keys boy → boy + s → boys Be Careful! Some plural nouns do not have an S at all: child → children foot → feet man → men tooth → teeth woman → women goose → geese