



SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

4

180 Days of WRITING

for Fourth Grade

WEEK 12
DAY 1

NAME: _____ DATE: _____

Directions: Read the main topics for an informative/explanatory paragraph on Chihuahua, a breed of dog. Choose one topic and put a check mark by it. Then, read the facts. Put stars by the facts that support the topic you chose.

Main Topics

- ☐ physical characteristics
- ☐ breed history
- ☐ temperament and personality

Facts

- ☐ smallest breed of dog weighing 4 to 6 pounds (2 to 3 kilograms)
- ☐ clay pots with dogs resembling modern Chihuahuas were found in Mexico from 100 C.E.
- ☐ can be long- or short-haired
- ☐ considered a difficult breed to housebreak, or train
- ☐ named after a state in Mexico called Chihuahua
- ☐ intelligent and loyal to its owner
- ☐ life expectancy of 12 to 20 years
- ☐ from the Fennec fox, which is small with big eyes

Chihuahuas



PRACTICE - ASSESS - DIAGNOSE

**Daily practice activities
to build skills!**



180 Days of LANGUAGE

Levels K–6

Provides teachers and parents with daily practice to **build students' grammar skills**. Students gain regular language practice through these quick, diagnostic-based activities.



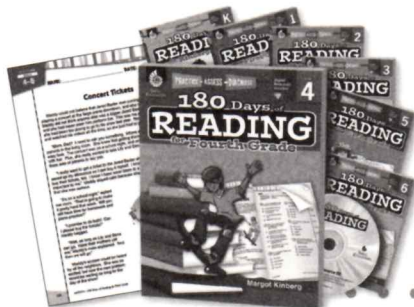
- ▶ Each question is tied to a specific language standard.
 - ▶ **Correlated to the Common Core and other state standards.**
 - ▶ The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 208pp. + CD | \$19.99 each

Level	ISBN	Item
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Level 1	9781425811662	IFC51166
Level 2	9781425811679	IFC51167
Level 3	9781425811686	IFC51168
Level 4	9781425811693	IFC51169
Level 5	9781425811709	IFC51170
Level 6	9781425811716	IFC51171

180 Days of READING

Levels K–6

Provides teachers with **daily practice** to build literacy skills and provides short passages for students to practice reading comprehension, word study, and written responses to literature.



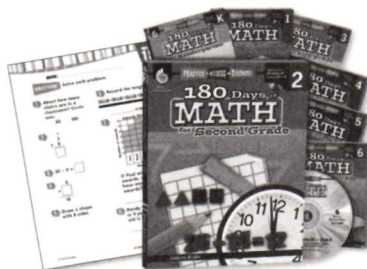
- ▶ Aligned to both fiction and nonfiction standards.
 - ▶ Helps build students' skills for reading complex texts **as required in the Common Core and other state standards.**
 - ▶ The **digital resources** include assessment-analysis tools.
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Level 6	9781425809270	IFC50927

180 Days of MATH

Levels K–6

Provides teachers and parents with **180 days of math problems** to build and gauge students' mathematical fluency.



- ▶ Each problem is tied to a specific mathematical concept.
 - ▶ **Correlated to the Common Core and other state standards.**
 - ▶ The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 208pp. + CD | \$19.99 each

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Level 3	9781425808068	IFC50806
Level 4	9781425808075	IFC50807
Level 5	9781425808082	IFC50808
Level 6	9781425808020	IFC50802



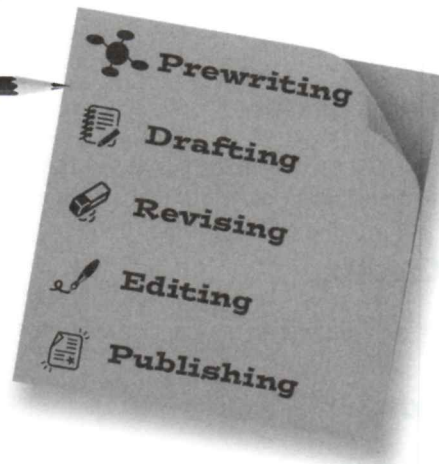
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PRACTICE - ASSESS - DIAGNOSE

180 Days of **WRITING** for Fourth Grade



Author
Kristin Kemp



SHELL EDUCATION

Standards

For information on how this resource meets national and other state standards, see pages 4–6; 13. You may also review this information by scanning the QR code or visiting our website at <http://www.shelleducation.com> and following the on-screen directions.



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Standards

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Shell Education

5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.shelleducation.com>

ISBN: 978-1-4258-1527-1

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INTRODUCTION

The Need for Practice

To be successful in today's writing classrooms, students must deeply understand both concepts and procedures so that they can discuss and demonstrate their understanding. Demonstrating understanding is a process that must be continually practiced for students to be successful. Practice is especially important to help students apply their concrete, conceptual understanding of each particular writing skill.

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' writing skills. This is important so that teachers can adequately address students' misconceptions, build on their current understandings, and challenge them appropriately. Assessment is a long-term process that involves careful analysis of student responses from a discussion, project, practice sheet, or test. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of assessment is called *formative assessment*.

HOW TO USE THIS BOOK

With *180 Days of Writing*, creative, theme-based units guide students as they practice the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. During each odd week (Weeks 1, 3, 5, etc.), students interact with mentor texts. Then, students apply their learning by writing their own pieces during each following even week (Weeks 2, 4, 6, etc.). Many practice pages also focus on grammar/language standards to help improve students' writing.

Easy to Use and Standards Based

These daily activities reinforce grade-level skills across the various genres of writing: opinion, informative/explanatory, and narrative. Each day provides a full practice page, making the activities easy to prepare and implement as part of a classroom morning routine, at the beginning of each writing lesson, or as homework.

The chart below indicates the writing and language standards that are addressed throughout this book. See pages 5–6 for a breakdown of which writing standard is covered in each week.

Note: Students may not have deep understandings of some topics in this book. Remember to assess students based on their writing skills and not their content knowledge.

College and Career Readiness Standards

Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Language 4.1 —Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language 4.2 —Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language 4.3 —Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Language 4.4 —Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.
Language 4.5 —Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

HOW TO USE THIS BOOK *(cont.)*

Below is a list of overarching themes, corresponding weekly themes, and the writing standards that students will encounter throughout this book. For each overarching theme, students will interact with mentor texts in the odd week and then apply their learning by writing their own pieces in the even week. **Note:** The writing prompt for each week can be found on pages 7–8. You may wish to display the prompts in the classroom for students to reference throughout the appropriate weeks.

Overarching Themes	Weekly Themes	Standards
Ancient Egypt	Week 1: Hieroglyphics Week 2: Pyramids	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
International Sports	Week 3: Hurling Week 4: Cricket	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Dessert	Week 5: Cupcakes Week 6: Ice Cream	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Human Body	Week 7: Skeleton Week 8: Muscles	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Communication	Week 9: Morse Code Week 10: Telegrams	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Dog Breeds	Week 11: Great Danes Week 12: Chihuahuas	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
National Parks	Week 13: Yosemite Week 14: Grand Canyon	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Recess Games	Week 15: Four Square Week 16: Kickball	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Transportation Innovators	Week 17: The Wright Brothers Week 18: Henry Ford	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
Winter Sports	Week 19: Snowboarding Week 20: Ice Skating	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Composers	Week 21: Mozart Week 22: Beethoven	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Space	Week 23: Asteroids Week 24: Comets	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Clean Energy	Week 25: Solar Energy Week 26: Turbines	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Mountain Peaks	Week 27: Mount Everest Week 28: Mount Kilimanjaro	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Art	Week 29: Sculpture Week 30: Painting	Writing 4.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Trains	Week 31: Steam Engine Trains Week 32: Bullet Trains	Writing 4.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
European Monuments	Week 33: Eiffel Tower Week 34: Leaning Tower of Pisa	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Summer Fun	Week 35: Camping Week 36: Swimming	Writing 4.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

HOW TO USE THIS BOOK *(cont.)*

Weekly Setup

Write each prompt on the board throughout the appropriate week. Students should reference the prompts as they work through the activity pages so that they stay focused on the topics and the right genre of writing: opinion, informative/explanatory, and narrative. You may wish to print copies of this chart from the Digital Resource CD (filename: writingprompts.pdf) and distribute them to students to keep throughout the school year.

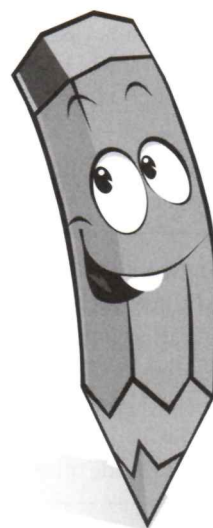
Week	Prompt
1	Describe what Egyptian hieroglyphics are. Include what they look like and how they are created.
2	Explain why pyramids in Egypt were built. Include what can be found in pyramids and what they are made of.
3	There are many aspects to the sport hurling. Explain your opinions on the rules and the players involved in the sport.
4	There are many aspects to the sport cricket. Explain your opinions on the rules and the players involved in the sport.
5	Describe a time when you ate a cupcake. Include what the cupcake looked like and how it felt, tasted, and smelled.
6	Describe a time you were eating an ice cream cone. Include what the ice cream looked like and how it felt, tasted, and smelled.
7	Describe the human skeleton. Include details about some of a skeleton's bones and what their functions are.
8	Explain what human muscles are. Include some types of muscles and their functions?
9	Do you think Morse code is useful? Explain why or why not. Include benefits and disadvantages to support your opinion.
10	Would you rather receive a telegram or an email? Explain why you would want to receive one over the other.

Week	Prompt
11	Write a paragraph about Great Danes. Include specific facts about the breed, including their physical characteristics, breed history, and personality.
12	Write a paragraph about Chihuahuas. Include specific facts about the breed, including their physical characteristics, breed history, and personality.
13	Imagine someone is hiking in Yosemite. Describe the experience, including details about how the person feels and what the scenery looks like.
14	Imagine you are taking a tour of the Grand Canyon on horseback. Describe the experience, including details about how you feel and what the scenery looks like.
15	Write about a time when you played four square. Describe the experience, including details about whom you played with and how the game went.
16	Write about a time when you played kickball. Describe the experience, including details about whom you played with and how the game went.
17	Write about the Wright Brothers' first flight. Include facts about where and when the flight took place.
18	Write about the production of Henry Ford's Model-T car. Include facts about the Model-T and the employees who helped make the cars.

HOW TO USE THIS BOOK *(cont.)*

Week	Prompt
19	Describe a time when someone goes snowboarding for the first time. Include details of the experience and how the character feels.
20	Describe a time when a fourth grader goes ice skating for the first time. Include details of the experience and how the character feels.
21	Should Mozart have been required to perform for royalty? Explain why you feel the way that you do. Include advantages and disadvantages to support your opinion.
22	Should Beethoven's classical music still be taught today? Explain why you think Beethoven's music should or should not be taught today.
23	Write about what an asteroid looks like. Include facts that tell about the parts of an asteroid.
24	Write about what a comet looks like. Include facts that tell about the parts of a comet.
25	Do you think solar energy is a good thing or a bad thing? Write your opinion and why you feel the way you do. Include advantages and disadvantages to support your opinion.
26	Do you think turbines should be used to collect wind energy? Write your opinion and why you feel the way you do.
27	Do you think people younger than 18 should be allowed to climb Mount Everest? Explain your opinion. Include facts that support your opinion.
28	Would you climb Mount Kilimanjaro? Explain the reasons for why you would or would not climb Mount Kilimanjaro.

Week	Prompt
29	Describe what ice sculptures are. Include details that explain how ice sculptures are created.
30	Describe what abstract art is. Include facts about what abstract art looks like.
31	Do you think steam engine trains are a good thing or a bad thing? Explain your opinion and why you feel the way you do.
32	Should the United States construct its own bullet trains? Explain your opinion and why you feel the way you do.
33	Imagine a time when a student visits the Eiffel Tower. Include details that describe how the student felt and what he or she saw.
34	Imagine a time when a student visits the Leaning Tower of Pisa. Include details that describe how the student felt and what he or she saw.
35	Imagine a time you went camping. Describe the experience, including what you did and whom you went camping with.
36	Imagine a time you went swimming. Describe the experience, including where you swam and whom you swam with.



HOW TO USE THIS BOOK (cont.)

Using the Practice Pages

The activity pages provide practice and assessment opportunities for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on pages 5–6, each two-week unit is aligned to one writing standard. **Note:** Before implementing each week's activity pages, review the corresponding prompt on pages 7–8 with students and have students brainstorm thoughts about each topic.

On odd weeks, students practice the daily skills using mentor texts. On even weeks, students use what they have learned in the previous week and apply it to their own writing.

Each day focuses on one of the steps in the writing process: prewriting, drafting, revising, editing, and publishing.

There are 18 overarching themes. Each odd week and the following even week focus on unique themes that fit under one overarching theme. For a list of the overarching themes and individual weekly themes, see pages 5–6.

Using the Resources

The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

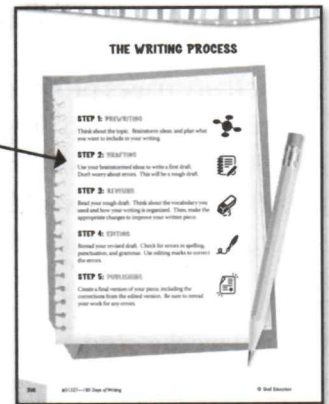
Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 202–204. Use the rubrics to assess students' writing at the end of each even week. Be sure to share these rubrics with students often so that they know what is expected of them.

	Exceptional Writing	Quality Writing	Developing Writing
Focus and Organization	Clearly states the topic and purpose; develops a thesis statement throughout the writing.	States the topic and develops a thesis statement throughout the writing.	Does not state the topic and/or develop a thesis statement throughout the writing.
Written Expression	Demonstrates clear understanding of the intended audience and purpose of the piece.	Demonstrates clear understanding of the intended audience and purpose of the piece.	Demonstrates little understanding of the intended audience or purpose of the piece.
Language Conventions	Organizes the information into a well-supported introduction, body, and conclusion.	Organizes the information into an introduction, body, and conclusion.	Fails to organize the information into an introduction, body, or conclusion.
Language	Uses descriptive and precise language with clarity and accuracy.	Uses a broad vocabulary.	Uses a limited or an awkward vocabulary.
	Maintains a consistent voice and uses an appropriate tone that supports meaning.	Maintains a consistent voice and uses a tone and being through language.	Provides an inconsistent or a weak voice and tone.
	Uses multiple sentence types and transitions accurately.	Varies sentence length and word choice.	Provides little to no variation in sentence type and length.
	Capitalizes, punctuates, and spells accurately.	Capitalizes, punctuates, and spells accurately.	Does not capitalize, punctuate, and spell accurately.
	Demonstrates complete thoughts within sentences, with correct subject and verb agreement.	Demonstrates complete thoughts within sentences and appropriate grammar.	Uses fragmented or run-on sentences.
	Uses paragraphs appropriately and with clear purpose.	Paragraphs are properly divided and supported.	Paragraphs are poorly divided and developed.

HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

The Writing Process can be found on page 208 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



EDITING MARKS		
Editing Marks	Symbol Name	Example
	capitalization symbol	Good girl! said up the page.
	homophone symbol	My mother hugged the when I came home.
	insert period symbol	The check is about to be the.
	check spelling symbol	Is this the story?
	homophone symbol	How's the day?
	insert symbol	Would you give the proof?
	insert comma symbol	I have two cats, two dogs, and a puppy.
	insert question symbol	That's amazing! How did you do it?
	delete symbol	Will you call me on the phone tonight?
	new paragraph symbol	In the new chapter, I spent the day.
	add space symbol	I am older now.

Editing Marks can be found on page 209 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on the Digital Resource CD (filename: editingchecklist.pdf).

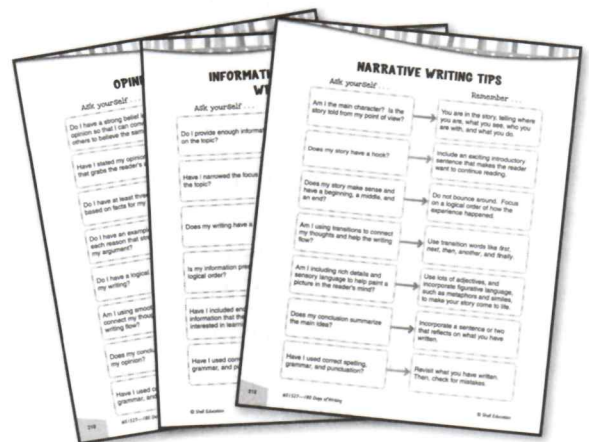
PEER/SELF-EDITING CHECKLIST

Directions: Place a check mark in front of each item as you check it.

- ☐ The writing clearly states an opinion. (opinion writing only)
- ☐ The writing clearly states the topic. (informative/explanatory writing only)
- ☐ The writing has an engaging beginning.
- ☐ The writing includes details to support the opinion/topic.
- ☐ The writing has a strong conclusion.
- ☐ The writing follows a logical order.
- ☐ Lots of interesting words are used.
- ☐ Words are capitalized correctly.
- ☐ Words are spelled correctly.
- ☐ There is correct punctuation.

Writing Signs for each of the writing genres are on pages 213–215 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the signs up during the appropriate two-week units to remind students which type of writing they are focusing on.

Writing Tips pages for each of the writing genres can be found on pages 210–212 and on the Digital Resource CD (filename: writingtips.pdf). Students can reference the appropriate *Writing Tips* pages as they work through the weeks.



HOW TO USE THIS BOOK *(cont.)*

Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can quickly see which writing skills students may need to target further to develop proficiency.

After students complete each two-week unit, score each students' even week Day 5 published piece using the appropriate, genre-specific rubric (pages 202–204). Then, complete the *Practice Page Item Analysis* (pages 205–207) that matches the writing genre. These charts are also provided on the Digital Resource CD as PDFs, Microsoft Word® files, and Microsoft Excel® files (filenames: opinionpageitem.pdf, opinionpageitem.doc, opinionpageitem.xls; informativepageitem.pdf, informativepageitem.doc, informativepageitem.xls; narrativepageitem.pdf, narrativepageitem.doc, narrativepageitem.xls). Teachers can input data into the electronic files directly on the computer, or they can print the pages and analyze students' work using paper and pencil.

To Complete the Practice Page Item Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of the form may be needed or you may need to add rows.
- The weeks in which the particular writing genres are the focus are indicated across the tops of the charts. **Note:** Students are only assessed on the even weeks, therefore the odd weeks are not included on the charts.
- For each student, record his or her rubric score in the appropriate column.
- Add the scores for each student after they've focused on a particular writing genre twice. Place that sum in the far right column. Use these scores as benchmarks to determine how each student is performing. This allows for three benchmarks during the year that you can use to gather formative diagnostic data.

HOW TO USE THIS BOOK *(cont.)*

Using the Results to Differentiate Instruction

Once results are gathered and analyzed, teachers can use the results to inform the way they differentiate instruction. The data can help determine which writing types are the most difficult for students and which students need additional instructional support and continued practice.

Whole-Class Support

The results of the diagnostic analysis may show that the entire class is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. If these concepts have not been taught in the past, this data is a great preassessment and may demonstrate that students do not have a working knowledge of the concepts. Thus, careful planning for the length of the unit(s) or lesson(s) must be considered, and additional front-loading may be required.

Small-Group or Individual Support

The results of the diagnostic analysis may show that an individual student or a small group of students is struggling with a particular writing genre. If these concepts have been taught in the past, this indicates that further instruction or reteaching is necessary. Consider pulling these students aside to instruct them further on the concept(s), while others are working independently. Students may also benefit from extra practice using games or computer-based resources. Teachers can also use the results to help identify individual students or groups of proficient students who are ready for enrichment or above-grade-level instruction. These students may benefit from independent learning contracts or more challenging activities.

Digital Resource CD

The Digital Resource CD contains digital copies of the activity pages, the diagnostic pages, and additional resources, such as the *Editing Marks* and *Writing Tips* pages, for the students. The list of resources on the Digital Resource CD can be found on page 216.

STANDARDS CORRELATIONS

Shell Education is committed to producing educational materials that are research and standards based. In this effort, we have correlated all of our products to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependents Schools, and all Canadian provinces.

How to Find Standards Correlations

To print a customized correlation report of this product for your state, visit our website at <http://www.shelleducation.com> and follow the on-screen directions. If you require assistance in printing correlation reports, please contact our Customer Service Department at 1-877-777-3450.

Purpose and Intent of Standards

Legislation mandates that all states adopt academic standards that identify the skills students will learn in kindergarten through grade twelve. Many states also have standards for Pre-K. This same legislation sets requirements to ensure the standards are detailed and comprehensive.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress.

Teachers are required to demonstrate how their lessons meet state standards. State standards are used in the development of all of our products, so educators can be assured they meet the academic requirements of each state.

The activities in this book are aligned to today's national and state-specific college and career readiness standards. The chart on page 4 lists the writing and language standards used throughout this book. A more detailed chart on pages 5–6 correlates the specific writing standards to each week. The standards charts are also on the Digital Resource CD (filename: standards.pdf).

NAME: _____ DATE: _____

Directions: Read the sentences about Egyptian hieroglyphics. Place check marks next to the sentences that have specific information about hieroglyphics.

- _____ Hieroglyphics use symbols and pictures.
- _____ Symbols point to the beginning of a line to let the reader know where to start reading.
- _____ The writing contains no punctuation.
- _____ Egyptians believed cats were sacred and lucky animals.
- _____ There are more than 700 symbols.
- _____ Both men and women wore makeup.
- _____ The Rosetta Stone helped people learn how to read the symbols.
- _____ Egyptians wrote hieroglyphics on paper called *papyrus*.



NAME: _____ DATE: _____

Directions: Read the paragraph about Egyptian hieroglyphics. Underline any sentences that are not complete.

Ancient Egyptian writing is called *hieroglyphics*. Over 700 symbols! The writing can be read in any direction, so the animal and people symbols always look toward the beginning of each line. This way, the reader knows where to start. Contains no punctuation. Hieroglyphics were a mystery until the Rosetta Stone was found in 1799. With Greek and Egyptian written side by side. Finally, people could read about the Egyptian culture!



Cursive Practice *abc*

Directions: Use cursive to write *Ancient Egypt* on the top line. Then, use cursive to write one question you have about hieroglyphics.



NAME: _____ DATE: _____

Directions: Read each sentence fragment about hieroglyphics. Rewrite them as complete sentences on the lines below.

1. Beautiful to look at.

2. Early paper called *papyrus*.

3. Hard to understand.

4. Important Rosetta Stone.

Boost Your Learning!

A complete sentence needs a subject and a predicate.
The **subject** is who or what the sentence is about.
The **predicate** is what the subject is or does.

Example: Ancient Egypt is interesting.
(subject) (predicate)

NAME: _____ DATE: _____

Directions: Use the ≡ symbol to show which words should be capitalized and the / symbol to show which words should be lowercase.

1. Egypt is in northeastern africa.
2. Makeup protected the people's Faces from the sun.
3. The Nile River was important for Egyptian crops.
4. Ancient Egyptians used Toothpaste.
5. The Rosetta Stone was found by french soldiers.
6. The Egyptian Leader was called a pharaoh.

Boost Your Learning!

All **proper nouns** should be capitalized. If a letter should be capitalized, underline it three times. If a letter should be lowercase, put a line through it.

Example: The egyptians used ~~s~~ymbols to write.



NAME: _____ DATE: _____

Directions: Reread the paragraph. Think about how you can improve it based on what you have practiced throughout the week. On the lines below, write three suggestions for how the author could improve the paragraph.

Ancient Egyptian writing is called *hieroglyphics*. Over 700 symbols! The writing can be read in any direction, so the animal and people symbols always look toward the beginning of each line. This way, the reader knows where to start. Contains no punctuation. Hieroglyphics were a mystery until the Rosetta Stone was found in 1799. With Greek and Egyptian written side by side. Finally, people could read about the Egyptian culture!

This week I learned: 

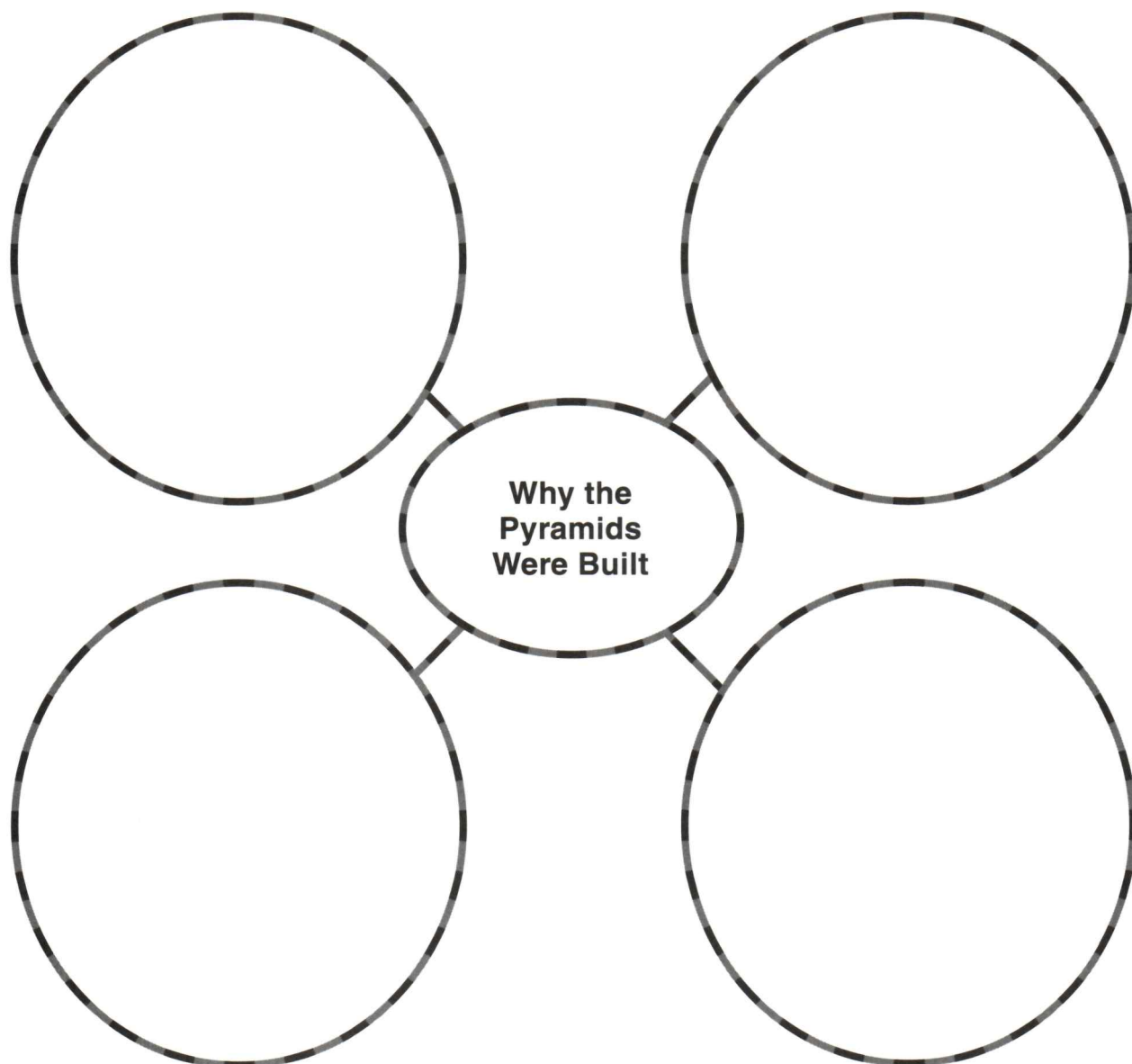
- to include only relevant information
- how to find and correct sentence fragments
- how to use correct capitalization



NAME: _____ DATE: _____

Directions: Read the information about ancient Egyptian pyramids. Complete the graphic organizer with the four notes about how the pyramids were used.

- The structures were intended to protect the pharaohs' bodies forever.
- Over 130 pyramids have been found.
- Pyramids were filled with items and treasures needed for the afterlife.
- The pharaohs were buried in the pyramids.
- It took over 20 years to build each pyramid.
- Family members and servants were sometimes buried in the pyramids.



NAME: _____ DATE: _____



Drafting

Pyramids

Remember!

A strong informative/explanatory paragraph should include:

- a topic sentence
- details to support the main idea
- a concluding sentence

Cursive Practice

Directions: Use cursive to write one interesting fact from your paragraph.

NAME: _____ DATE: _____

Directions: Read each sentence. If it is a sentence fragment, put *F*. If it is a run-on, put *RO*. Rewrite the incorrect sentences.

- _____ 1. The pyramids were built on the west side of the Nile River it is known as the land of the dead.

- _____ 2. Built of limestone by thousands of workers.

- _____ 3. The Sphinx had the head of a pharaoh it had the body of a lion.

Boost Your Learning!

A **run-on sentence** has two sentences smashed together without proper punctuation. To fix it, you can:

- split it into two separate sentences
- use a comma and a conjunction word such as *and*, *but*, and *or*

Time to Improve!

Look at the paragraph you wrote on page 20 about pyramids. Look for any sentence fragments or run-on sentences. If you find one, revise it!

NAME: _____ DATE: _____

Directions: Read the paragraph. Use the ≡ or / symbols to correct the capitalization errors.

.....

The pharaoh Tutankhamun, or "king tut," is the most famous Pharaoh of egypt. He became king at only nine years old and ruled until his death at age 18. His tomb was found in 1922 by an english Archaeologist named howard Carter. King Tut's cause of death is uncertain. Some think he died of a head injury, but most likely he died of an infection caused by a broken leg. The tomb was full of Treasures and Artifacts and taught archaeologists a lot about ancient Egypt.

.....



Remember!



All proper nouns should be capitalized. All regular nouns should be lowercase.

Example: egypt has a lot of ~~H~~istory.

Time to Improve!

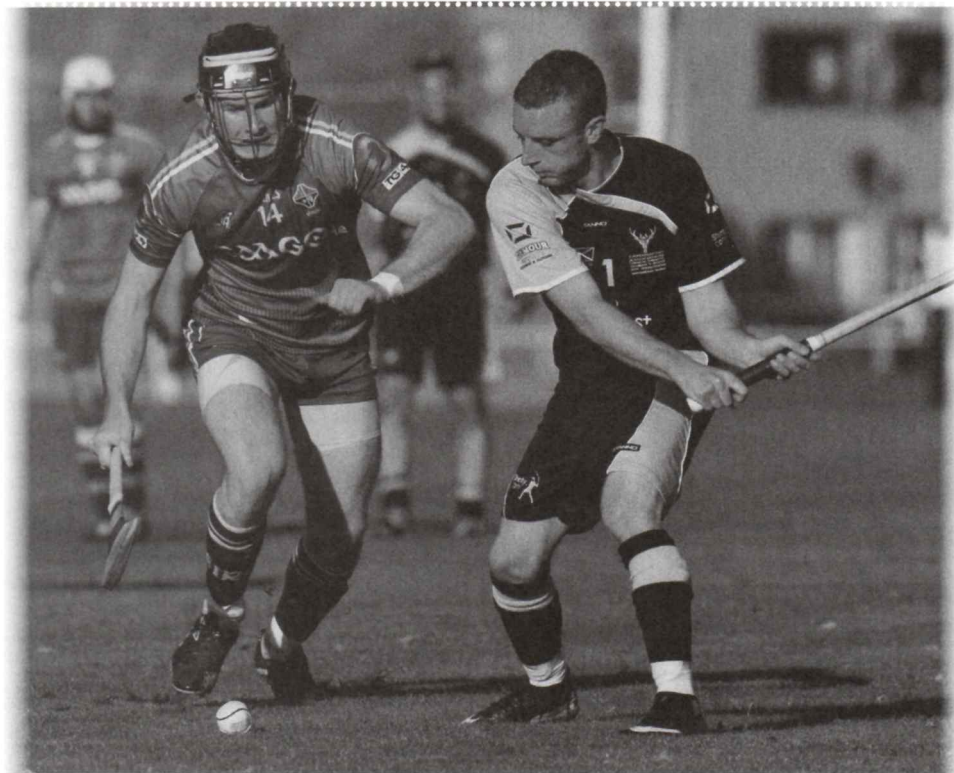


Reread the paragraph you wrote on page 20 about pyramids. Look for any capitalization errors. Correct any that you find.

NAME: _____ DATE: _____

Directions: Read the sentences about hurling, a popular sport in Ireland. The information needs to be organized. If the sentence is about rules, put an *R* next to it. If it is about scoring, put an *S*. If it is about players, put a *P*.

- _____ 1. Players can catch and carry the ball in their hands.
- _____ 2. All players are considered amateurs because there are no professional leagues.
- _____ 3. Players must pass the ball by hitting it with their hurlies, or sticks, kicking it with their feet, or swatting it with their hands.
- _____ 4. A team scores three points by getting the ball into the goal, which is similar to a soccer net.
- _____ 5. Players do not get paid and play for pride and their love of the game.
- _____ 6. One point is given if a team gets the ball over the bar at the top of the net.



NAME: _____ DATE: _____

Directions: Read the paragraph. It has supporting facts about hurling but needs an opinion. Draft an opinion sentence to go after each fact on the lines below. The first one is done for you.

(1) Players can pass the ball using their hurley sticks, feet, or hands. (2) There are two different ways to score: into the net for three points, or over the bar at the top of the net for one point. (3) There are no professional hurling leagues, so the players do not get paid. Hurling is a fun and action-packed sport.



Hurling

Drafting

Opinions

1. Passing the ball in so many different ways makes hurling more interesting than
other sports.

2. _____

3. _____

NAME: _____ DATE: _____

Directions: Write the plural form of each noun.

player	_____	stick	_____
net	_____	helmet	_____
sport	_____	ball	_____
hurley	_____	team	_____
bail	_____	hand	_____

Directions: Write two sentences using at least three plural nouns from above.

1. _____

2. _____

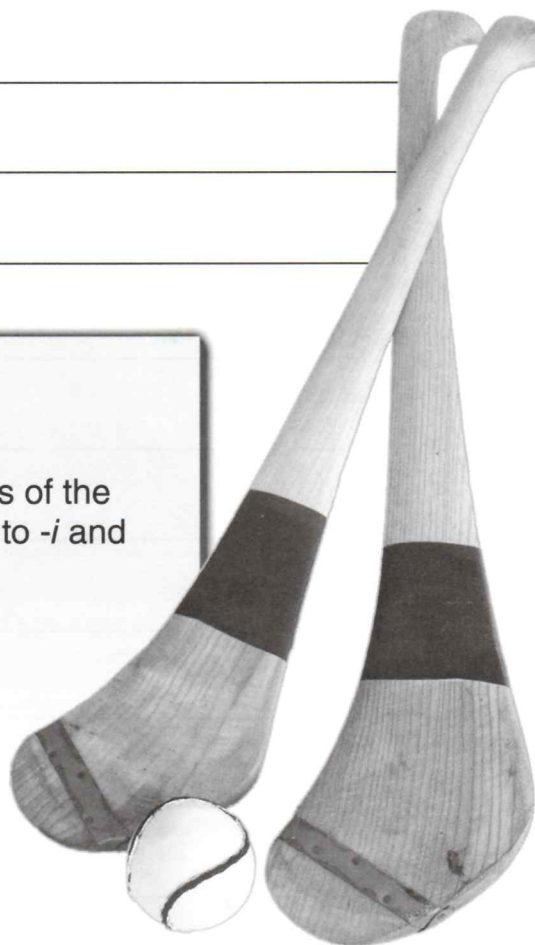
Boost Your Learning!

To make most **nouns plural**, add -s to the ends of the words. If a noun ends with a -y, change the -y to -i and add -es.

Examples

point → points

buddy → buddies



NAME: _____ DATE: _____

Directions: Read the sentences. Each one contains a helping verb and a main verb. Circle the helping verbs and underline the main verbs.

1. Players may hit the ball with hurley sticks.
2. Hurlers must run fast to play this sport.
3. Teams may earn up to three points with one score.
4. A player must have fast reflexes in hurling.
5. The amateur players may receive money.

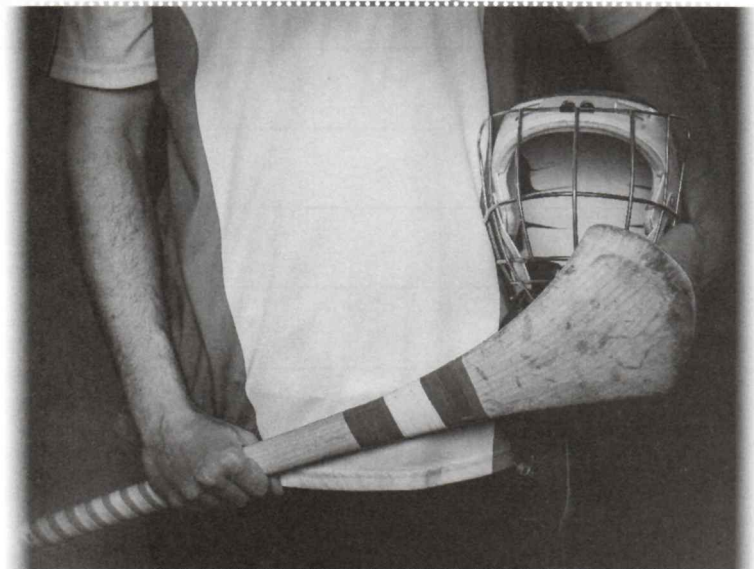
Boost Your Learning! 🚀

A **main verb** tells the main action in a sentence.

Examples: *speak, jump, run*

A **helping verb** helps extend the meaning of the main verb.

Examples: *should, could, must, will, may, might*



NAME: _____ **DATE:** _____



Publishing

Hurling

Players can pass the ball using their hurley sticks, feet, or hands. There are two different ways to score: into the net for three points, or over the bar at the top of the net for one point. There are no professional hurling leagues, so the players do not get paid. Hurling is a fun and action-packed sport.

[illegible]

This week I learned: 

- to organize my ideas
- how to add opinions
- how to use helping verbs
- how to spell plural nouns

NAME: _____ DATE: _____

Directions: Cricket is a game similar to baseball. Read the chart that compares the two sports. Then, complete the questions below.

Cricket	Baseball
• 11 players • games last six hours to five days • batsmen wear helmets and pads on the legs and chest • bats are long, wide, and flat • popular in England, India, Pakistan, Australia, and New Zealand	• 9 players • games last about three hours • batters wear helmets, gloves, and optional shin pads • bats are long, round like a baton, and tapered at the end • popular in the United States, Canada, the Caribbean, Japan, and the Philippines

1. Which sport would you rather play?

2. Give three ideas to support your opinion.

•

•

•



NAME: _____ DATE: _____



Drafting

Cricket

[illegible]

Remember!



To write a strong opinion paragraph, remember to include:

- an introductory sentence stating your opinion
- support for your opinion
- a concluding sentence

Cursive Practice *abc*

Directions: Use cursive to write a sentence about something you enjoy doing.

NAME: _____ DATE: _____

Directions: Rewrite each sentence correctly using the plural form of each underlined noun. **Note:** Two verbs will have to change to match the plural nouns.

1. Joseph will write his essay about the rule of cricket.

2. The lady brings the baby to watch cricket.

3. The victory belongs to the player.



Remember!

To make most nouns plural, add -s. If a noun ends in a -y, change the -y to -i and add -es.

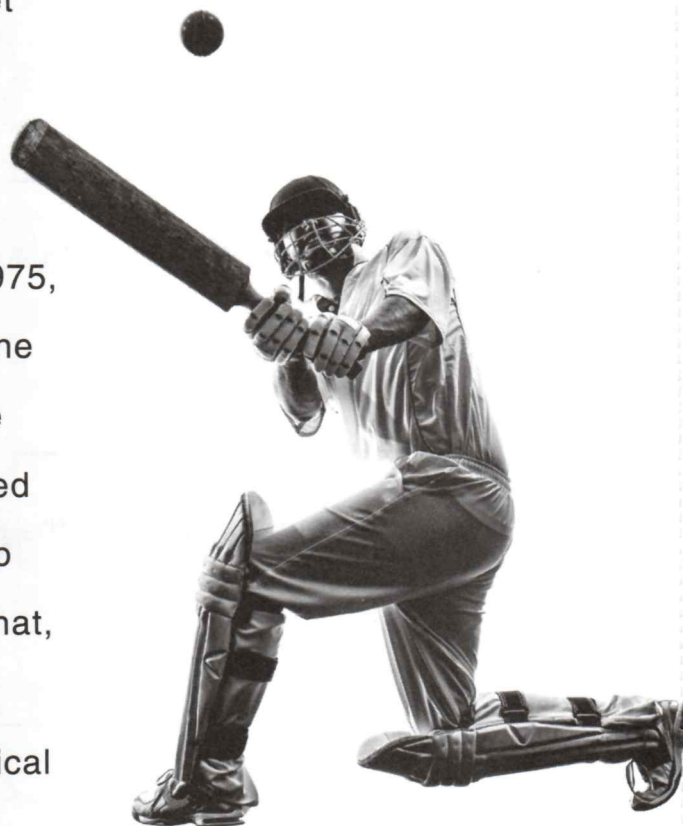
Time to Improve!

Reread the opinion paragraph you wrote on page 30. Look for any misspelled words, especially plural nouns. Correct any mistakes you find.

NAME: _____ DATE: _____

Directions: Read the paragraph. Circle any helping verbs you find.

Every four years, cricket teams from around the world compete in the Cricket World Cup. Players must battle on the field in the hope that they might be crowned world champions. England hosted the first three tournaments in 1975, 1979, and 1983. Officials knew everyone should have the opportunity to host the World Cup, so India and Pakistan hosted in 1987. The modern Cricket World Cup trophy was designed in 1999. Before that, each trophy would have been a unique design. Now, each Cup trophy is identical except that the winning team's name is engraved on it.

**Remember!**

A helping verb helps extend the meaning of the main verb.

Examples: *can, could, may, might, will, would, must, shall, should, and ought to*

Time to Improve!

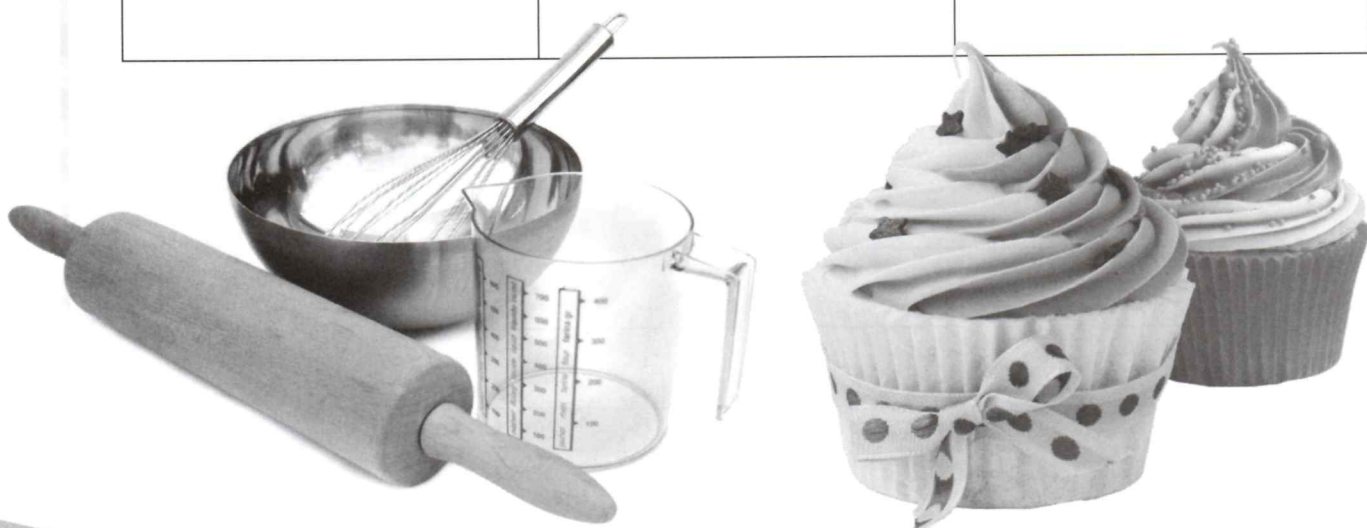
Reread the opinion paragraph you wrote on page 30. Are any helping verbs included? If so, make sure they are used properly and make sense.

NAME: _____ DATE: _____

Directions: Read the sensory details about cupcakes. Then, copy each detail into the correct column on the table. Add some of your own sensory details, too!

Sensory Details			
pink frosting	vanilla	lit candle	sugar
crinkly wrapper	sprinkles	chocolate	moist
sticky frosting	warm	large	sweet

See	Taste/Smell	Feel



NAME: _____ DATE: _____

Directions: Read the narrative paragraph about a cupcake. Underline the sensory details.

As everyone finished singing, Jada looked at the cupcake sitting in front of her. A lit, glowing candle sat in the middle of the sprinkles scattered on the icing. After making her wish and blowing out the candle, Jada peeled back the crinkly wrapper. A bit of frosting stuck to her lip as she bit into the chocolate cake. It was sweet and delicious. She noticed her friends were all enjoying their cupcakes, as well. Breathing in the scent of vanilla, she took another bite. Jada enjoyed every bite of her birthday cupcake.



Cursive Practice *abc*

Directions: Use cursive to write the word *cupcakes*. Then, use cursive to write three ingredients you might need to bake some cupcakes.



NAME: _____ DATE: _____

Directions: Rewrite each boring sentence by adding adjectives and sensory details.

Boring: I smell the baking cookies.

New and Improved:

Boring: I hear the oven timer.

New and Improved:

Boring: I touch the cookie sheet.

New and Improved:

Boring: I see the sprinkles.

New and Improved:

Boost Your Learning!

When focusing on **sensory details**, you want the reader to imagine what the topic looks, smells, tastes, sounds, and feels like. **Adjectives**, words that describe or modify something or someone, are a great way to make your writing come to life!

Example: *I taste the cookie* can be changed to *I taste the delicious and gooey cookie.*

NAME: _____ DATE: _____

Directions: Read each sentence. If it is declarative, write *D* on the line. If it is imperative, write *IM*. If it is interrogative, write *IN*. If it is exclamatory, write *E*. Then, add the correct punctuation mark to the end of each sentence.

- _____ 1. The cupcakes are burning_____
- _____ 2. Can you open the oven door_____
- _____ 3. I can't believe we ran out of eggs_____
- _____ 4. The spatula is in the drawer_____
- _____ 5. Wipe up the spilled milk_____
- _____ 6. How much longer should it bake_____
- _____ 7. Put the butter in the refrigerator_____
- _____ 8. The cookies should cool for 10 minutes_____



Cupcakes

Editing

Boost Your Learning!

Different types of sentences include:

Declarative—a telling sentence**Example:** The oven needs to be preheated to 350 degrees.**Imperative**—a commanding sentence**Example:** Add sugar to the batter.**Interrogative**—an asking sentence**Example:** Would you like chocolate or vanilla?**Exclamatory**—an exciting sentence**Example:** This dessert is delicious!

NAME: _____ DATE: _____

Directions: Read the paragraph. Then, answer the question.

As everyone finished singing, Jada looked at the cupcake sitting in front of her. A lit candle sat in the middle of the sprinkles scattered on the icing. After making her wish and blowing out the candle, Jada peeled back the crinkly wrapper. She wondered what was inside her biggest gift. A bit of frosting stuck to her lip as she bit into the chocolate cake. It was sweet and delicious. She noticed her friends were all enjoying their cupcakes, as well. Breathing in the scent of vanilla, she took another bite. Her mother began serving juice to the guests. Jada enjoyed every bite of her birthday cupcake.

This week I learned:

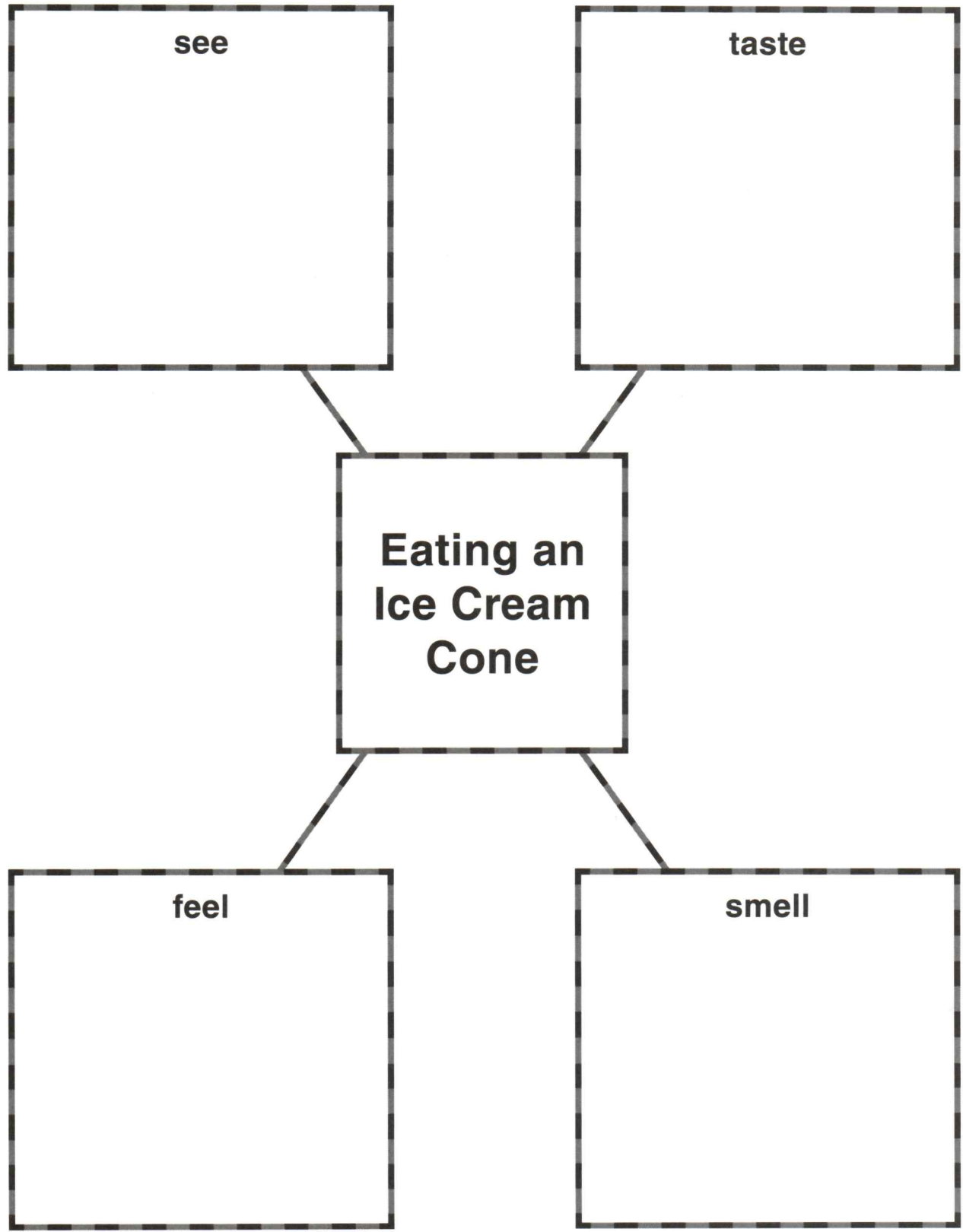
- to include information about the topic
- how to use sensory details and adjectives
- how to identify different types of sentences



1. Does the author stay on topic? How do you know?

NAME: _____ DATE: _____

Directions: Imagine eating an ice cream cone. Brainstorm sensory details to describe the experience. Complete the graphic organizer with at least two details in each box.



Prewriting
Ice Cream

NAME: _____ DATE: _____

Directions: Describe a time you were eating an ice cream cone. Include what the ice cream looked like and how it felt, tasted, and smelled. Use your notes on page 39 to help you draft your narrative paragraph.

Remember! 

A strong narrative paragraph:

- includes an introductory and a concluding sentence
- uses sensory details to describe the experience
- makes it sound like a story

Remember!

A strong narrative paragraph:

- includes an introductory and a concluding sentence
- uses sensory details to describe the experience
- makes it sound like a story

Cursive Practice *abc*

Directions: Use cursive to complete the following sentence:

My favorite ice cream flavor is...

NAME: _____ DATE: _____

Directions: Read each jumbled sentence. Rewrite each one correctly on the lines. The first word in each sentence is capitalized for you. Then, underline any adjectives in the sentences.

1. warm and taste Crisp delicious cones

2. days Frozen melts ice cream on hot

3. fun are fruity Strawberries choices

4. ingredients tasty flavors fresh Natural make and

.....
Time to Improve!



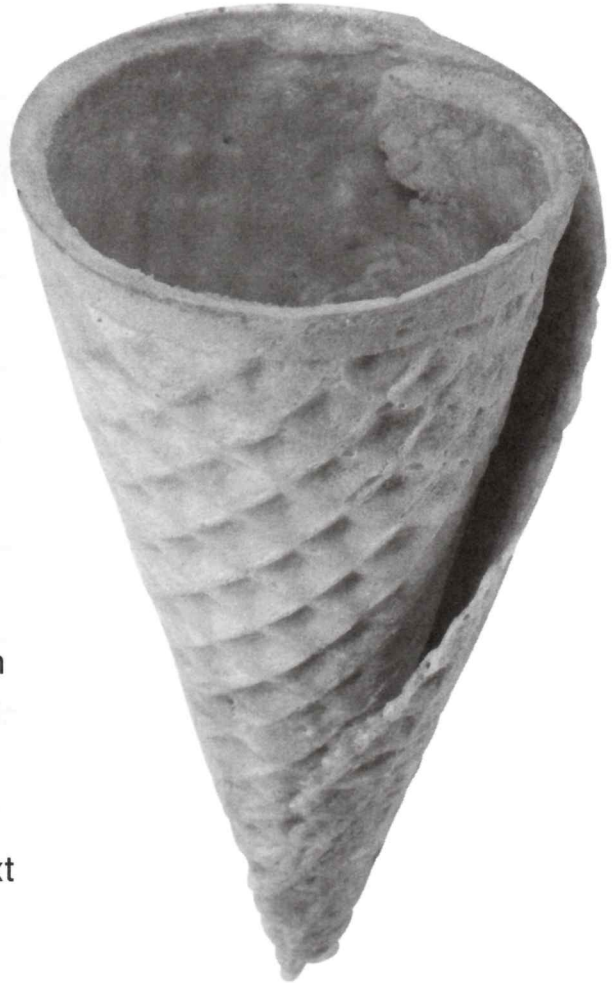
Reread the narrative you wrote on page 40. See if there are any places you can add adjectives to bring your sensory details to life! If you have more than one adjective describing something, make sure the words are in an order that makes sense.



NAME: _____ DATE: _____

Directions: Read the paragraph. Find four sentences that have the wrong ending punctuation. Use the $\mathcal{Q}$ symbol to delete the incorrect punctuation and the $\wedge$ symbol to insert the correct punctuation.

People eat ice cream cones every day! But when was the cone invented. Although several different stories tell of its beginning, most Americans believe the legend of the 1904 World's Fair in St. Louis. A street vendor curled a warm wafer cookie into a cone shape and served ice cream in it. This allowed people to eat their ice cream on the go. Though this may not have really been the first time a cone was used, it became very popular after this event. Now, cones are everywhere. The next time you have an ice cream cone, remember the 1904 World's Fair?

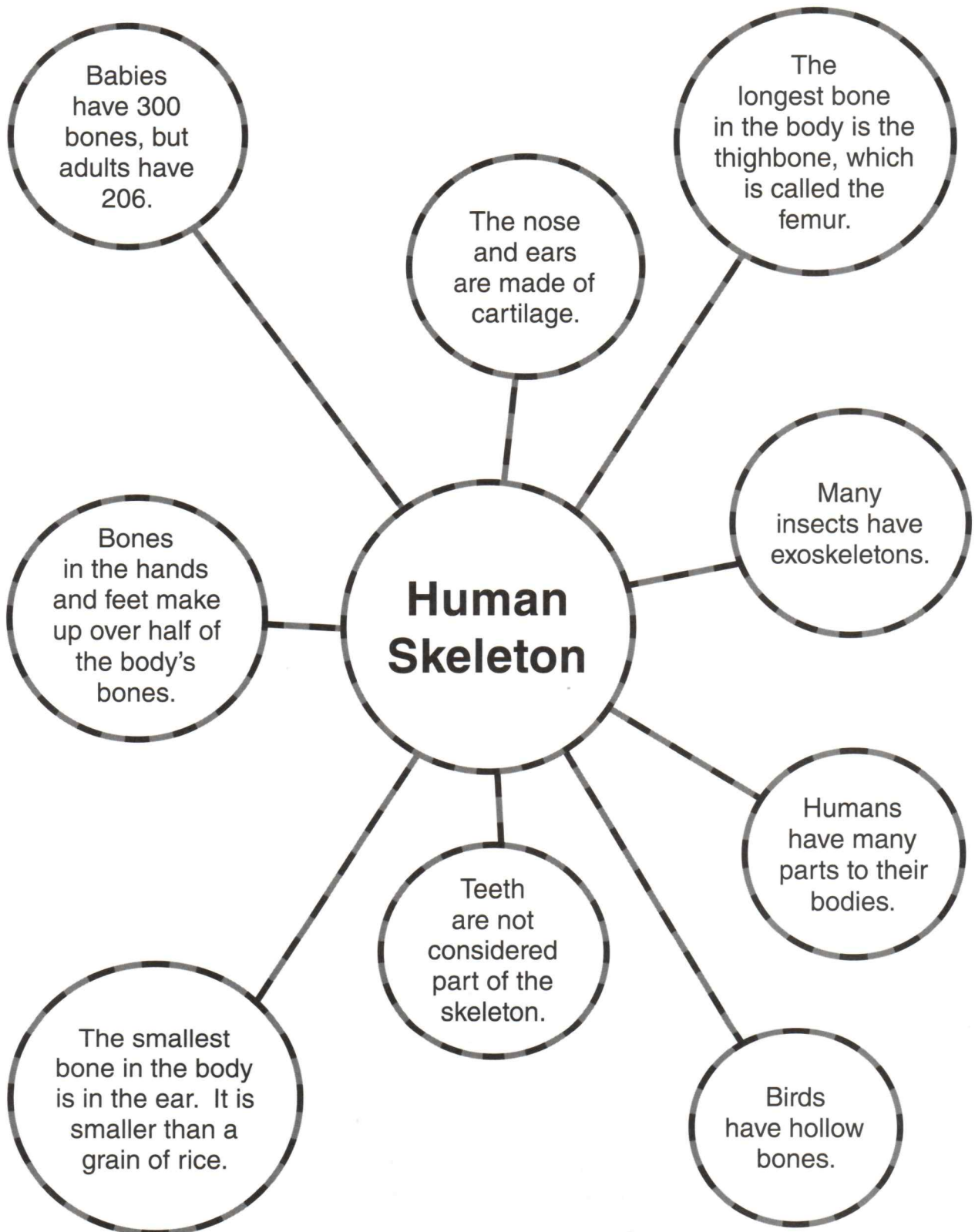


Time to Improve!

Reread the narrative paragraph you wrote on page 40 about eating ice cream. Check that your sentences end with the correct punctuation marks. If there are any errors, correct them.

NAME: _____ DATE: _____

Directions: Read the information in the web about the human skeleton. Place check marks in the bubbles that relate to the topic.



NAME: _____ DATE: _____

Directions: This informative/explanatory paragraph about the human skeleton is missing something! Read the paragraph. Then, draft your own introductory sentence and concluding sentence.

Introductory Sentence

When babies are born, they have around 300 bones. As they grow, some bones fuse together. By adulthood, people have 206 bones. The longest bone is the thighbone, which is called the femur. The stapes bone in the ear is the smallest bone. The hands and feet have many bones. More than half of the body's bones are in these two locations alone!

Concluding Sentence

Cursive Practice *abc*

Directions: Write the following four bones in cursive: *stapes*, *rib*, *skull*, and *pelvis*.



NAME: _____ DATE: _____

Directions: Read the paragraph about the human skeleton. Choose the correct linking phrases from the Linking Phrase Bank, and insert them into the paragraph above the ^ symbols.

Linking Phrase Bank

On the other hand, For example, In fact,

The human skeleton is fascinating. ^ when babies are born, they have around 300 bones. As they grow, some bones fuse together. By adulthood, people have 206 bones. The longest bone is the thighbone, which is called the femur. ^ the stapes bone in the ear is the smallest bone. The hands and feet have many bones. ^ more than half of the body's bones are in those two locations alone! The skeleton provides support to the whole body.



Boost Your Learning! 🚀

Linking words help guide readers through your writing. They make connections and link ideas together.

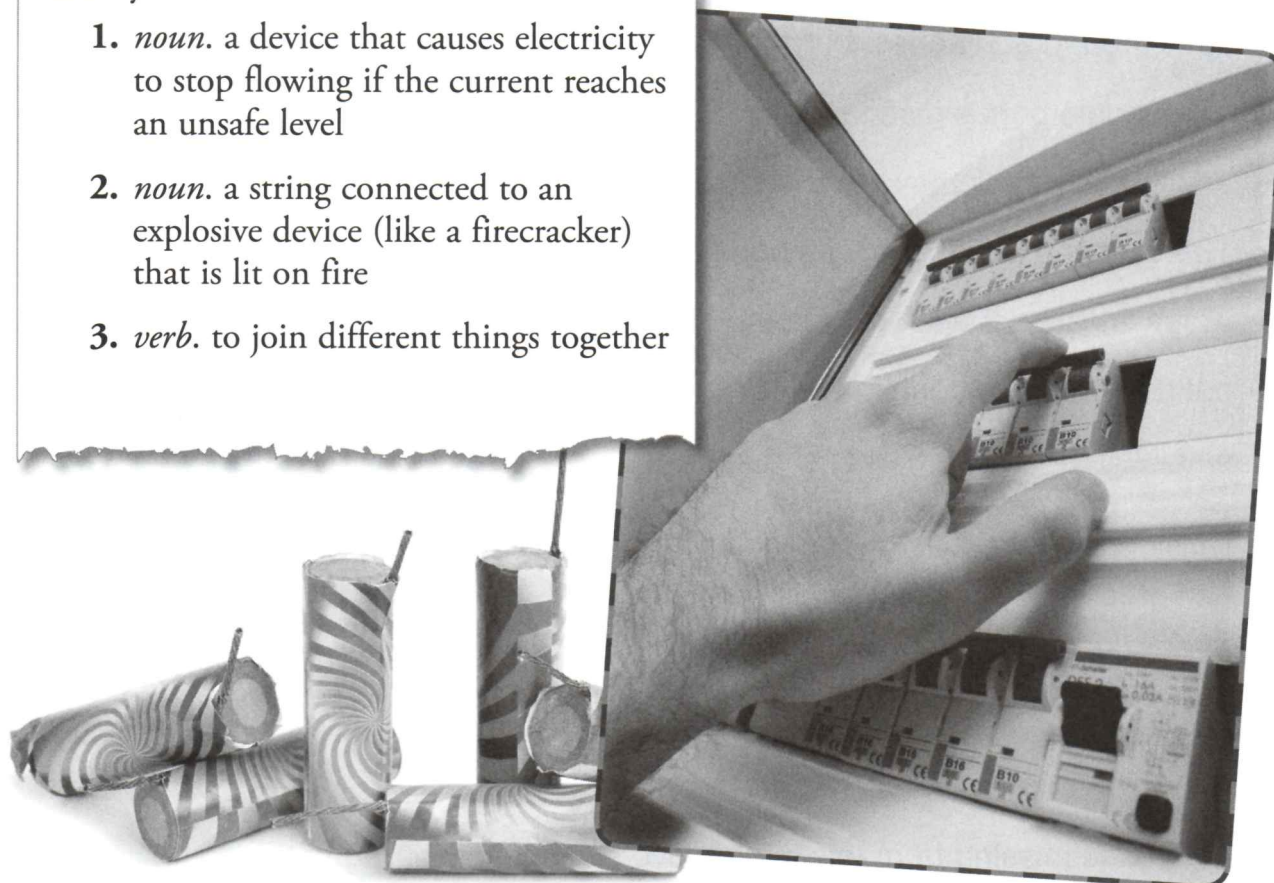
Example: Ribs are important ^ they protect organs.
 because

NAME: _____ DATE: _____

Directions: Read the dictionary definitions for the word *fuse*. Then, answer the questions.

fuse \fyooz\

1. *noun.* a device that causes electricity to stop flowing if the current reaches an unsafe level
2. *noun.* a string connected to an explosive device (like a firecracker) that is lit on fire
3. *verb.* to join different things together



1. Read this sentence: *When babies are born, they have around 300 bones, but as they grow, some bones fuse together.* Which definition of the word *fuse* is being used in this sentence? _____
2. Read this sentence: *My dad had to go find the fuse box when the electricity went out during the storm.* Which definition of the word *fuse* is being used in this sentence? _____
3. Write a sentence for the definition of *fuse* that has not been used yet.



NAME: _____ DATE: _____

Directions: Read the paragraph. Then, answer the questions.

When babies are born, they have around 300 bones, but as they grow, some bones fuse together. By adulthood, people have 206 bones. The longest bone is the thighbone, which is called the femur. On the other hand, the stapes bone in the ear is the smallest bone. The hands and feet have many bones. In fact, more than half of the body's bones are in these two locations alone!

This week I learned: 

- to write introductory and concluding sentences
- to use linking words

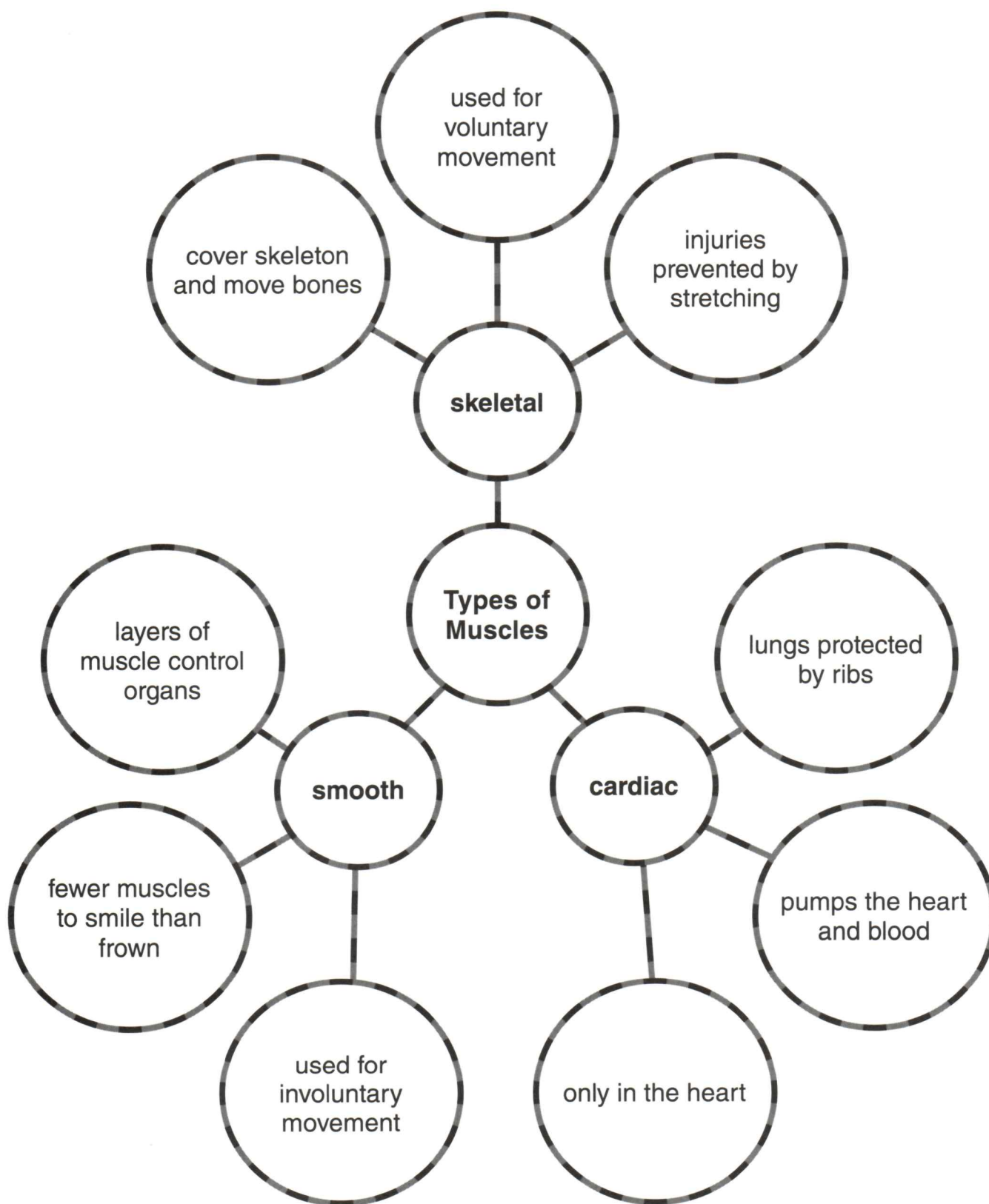


1. What is missing from this informative/explanatory paragraph?

2. Does this paragraph inform you about a topic? How?

NAME: _____ DATE: _____

Directions: Read the information about the three different types of muscles. Place check marks in the bubbles that relate only to the three types of muscles.



Muscles

Prewriting

NAME: _____ DATE: _____



Drafting

Muscles

Directions: Explain what human muscles are. Include some types of muscles and their functions. Use the web from page 49 to help you draft your informative/explanatory paragraph.

Remember! 

A strong informative/explanatory paragraph should include:

- only relevant information
- an introductory and a concluding sentence
- details to support the topic

Remember!

A strong informative/explanatory paragraph should include:

- only relevant information
- an introductory and a concluding sentence
- details to support the topic

Cursive Practice *abc*

Directions: Use cursive to write one fact you know about muscles.

NAME: _____ DATE: _____

Directions: Read the sentences. Shade in the circle for the linking word or phrase that sounds best in each sentence. Then, write it on the line.

Word Bank

since

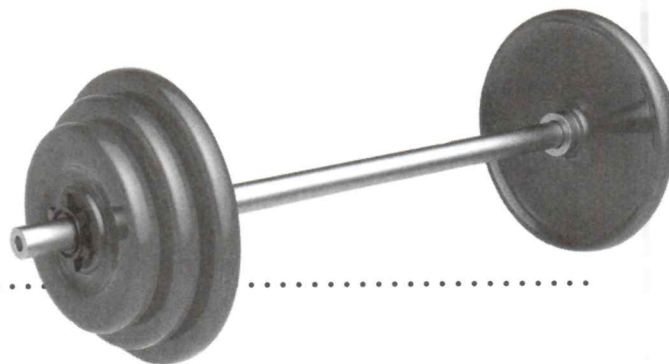
in addition to

but

for example

On the other hand

1. Exercising different muscles is important. _____, a person could do sit ups one day and push ups the next.
2. _____ the heart beats all of the time, the cardiac muscle never gets a rest.
3. Kicking uses voluntary muscles. _____, digesting food uses involuntary muscles.
4. It takes only 17 muscles to smile _____ 43 muscles to frown.
5. _____ making your muscles stronger, exercise can also warm you up on a cold day.

**Time to Improve!**

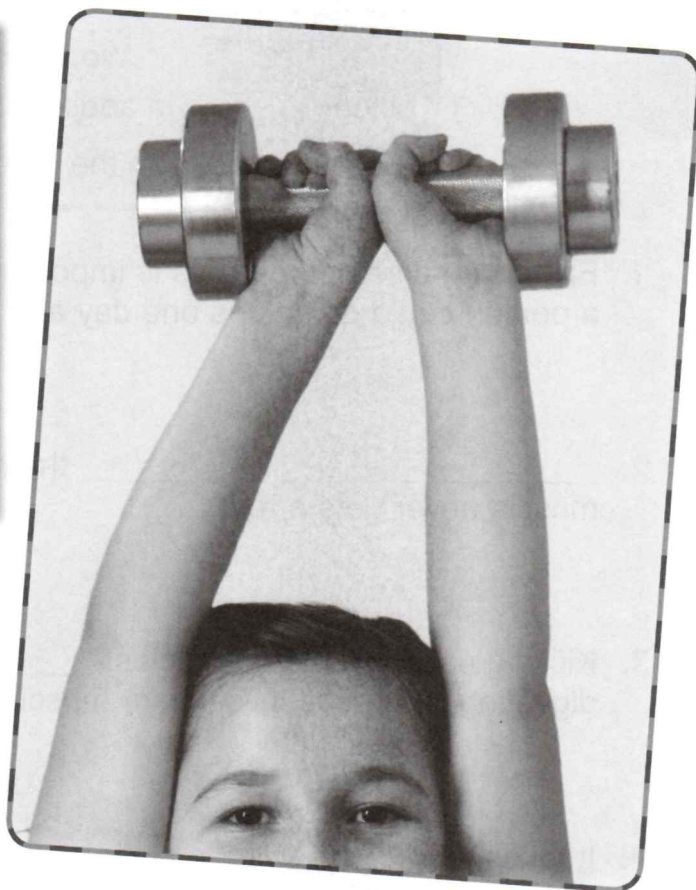
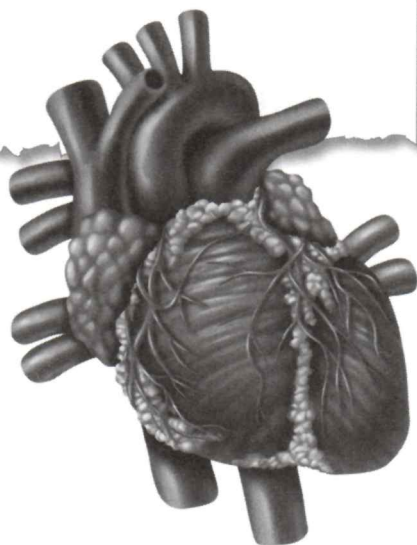
Reread the paragraph you wrote on page 50. Does it have any linking words or phrases? If not, see if you can add some to help guide the reader through your writing. Use the ^ symbol to insert linking words or phrases.

NAME: _____ DATE: _____

Directions: Read the definitions for the word *body*. Then, write a sentence for each definition.

body \bah-dee\

1. *noun.* the bones, flesh, and organs of a person or animal
2. *noun.* a large area of water
3. *noun.* the main part of something written



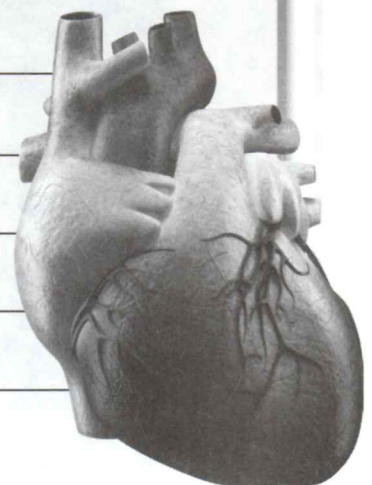
Definition 1: _____

Definition 2: _____

Definition 3: _____

NAME: _____ DATE: _____

Directions: Explain what human muscles are. Include some types of muscles and their functions.



NAME: _____ DATE: _____

Directions: Read the information about Morse code. If the information is an advantage of using Morse code, write an A on the line. If it is a disadvantage, write a D.

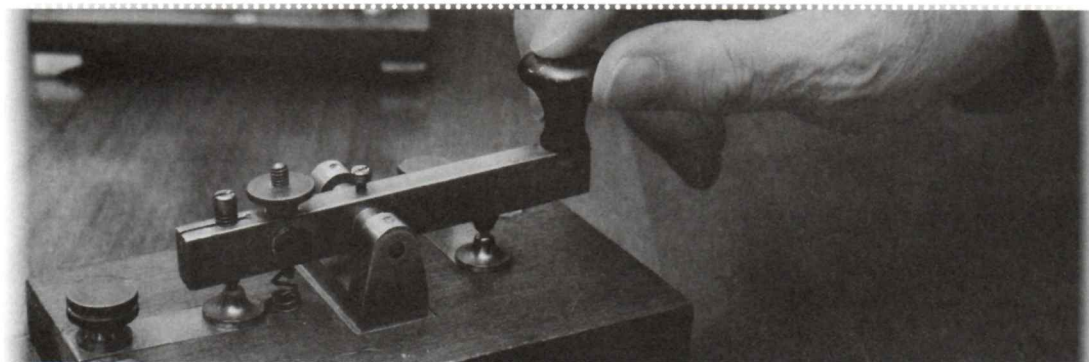
- _____ 1. secure communication because not everyone knows Morse code
- _____ 2. understood universally in all countries
- _____ 3. slow compared to modern technology
- _____ 4. Equipment is inexpensive.
- _____ 5. Transmitting messages is easy.
- _____ 6. Training is needed to send and receive messages.
- _____ 7. time consuming to spell each word



NAME: _____ DATE: _____

Directions: Read the opinion paragraph about keeping Morse code in modern times. Underline details that support the author's opinion.

Though considered outdated by some people, Morse code should still be used in modern times. Morse code was invented by Samuel Morse in the 1830s. He sent the first message from Washington, D.C., to Baltimore. Communicating through this code is fairly secure. Because not everyone knows it, it is unlikely the message will fall into the wrong hands. The equipment is inexpensive and transmitting messages is easy. It is slow and time-consuming, though. Morse code is used all over the world and is understood by receivers in all countries, no matter what language they speak. There are many great things about modern technology, but Morse code still has a place in today's communication.



Cursive Practice *abc*

Directions: Use cursive to write *Morse code* on the top line. Then, use cursive to write the words *send* and *receive* on the bottom lines.



NAME: _____ DATE: _____

Directions: Read the sentences. The underlined words could use context clues to better understand them. Rewrite the sentences to include context clues.

1. Though considered outdated by some people, Morse code should still be used in modern times.

2. The equipment is inexpensive and transmitting messages is easy.

Boost Your Learning!

Context clues help you figure out tricky words or phrases as you read. They often involve one of the following:

- **a definition**—*The receiver sits at a telegraph, which is device that sends messages.*
- **an example**—*Sending the coded messages can be tedious, like counting grains of rice.*
- **a restatement**—*Many messages during battle are encoded or put into code to keep them secret.*

NAME: _____ DATE: _____

Directions: Read the sentences. The underlined words are used incorrectly. Use the  symbol to correct them. Then, write your own sentence below.

1. The station could not except the telegram because of bad weather.
2. Do not loose the message before we can translate it from Morse code!
3. Their going to take a class to learn Morse code.
4. The capitol city receives important telegrams.
5. Be sure to translate the hole telegram.
6. Write your own sentence using the homophone pair *two* and *too*.

Boost Your Learning!

Homophones are words that sound the same but have different meanings. They may or may not be spelled the same.

Example: *knew* and *new*



NAME: _____ DATE: _____

Directions: Reread the opinion paragraph. Think about what you have learned this week. On the lines below, write at least three ways you can improve this writing.

Though considered outdated by some people, Morse code should still be used in modern times. Morse code was invented by Samuel Morse in the 1830s. He sent the first message from Washington, D.C., to Baltimore. Communicating through this code is fairly secure. Because not everyone knows it, it is unlikely the message will fall into the wrong hands. Also, the equipment needed is inexpensive and transmitting messages is easy. It is slow and time-consuming, though. Morse code is used all over the world and is understood by receivers in all countries, no matter what language they speak. There are many great things about modern technology, but Morse code still has a place in today's communication.

This week I learned: 

- to include only relevant information
- to use context clues when writing



NAME: _____ DATE: _____

Directions: Read the information about telegrams and emails. Then, brainstorm some thoughts and opinions you have about each one.

A **telegram** is a form of communication sent by a telegraph. An operator receives the message, writes it down, and then it is hand-delivered to the recipient. The messages are usually very short and contain emergency information.

- _____
- _____
- _____
- _____

An **email** is a form of communication sent over the Internet using an electronic device. The sender types a message, sends it to an email address, and the email appears on the recipient's electronic device. Messages vary in length and can be about any subject.

- _____
- _____
- _____
- _____



NAME: _____ DATE: _____

[illegible]

- begin with an introductory sentence that states your opinion
- include details that support your opinion
- end with a concluding sentence

abc

NAME: _____ DATE: _____

Directions: Read the sentences with context clues that help explain the underlined words. Then, answer the questions.

1. The noise from the room agitated Myra because she was trying to concentrate on her message.

What does *agitated* mean? How did the context clue help you figure it out?

2. The superfluous message was two pages long but could have been one.

What does *superfluous* mean? How did the context clue help you figure it out?

3. The operator was very attentive, or paid close attention, when receiving the telegram message.

What does *attentive* mean? How did the context clue help you figure it out?

Time to Improve!

Read the paragraph you wrote on page 60. Look for words your reader might not know. Consider adding context clues to help clarify those tricky words!



NAME: _____ DATE: _____

Directions: Read each pair of homophones. Write one sentence that includes both words for each pair.

1. *heir* and *air*

2. *knows* and *nose*

3. *hole* and *whole*

4. *piece* and *peace*

5. *right* and *write*

.....
Time to Improve!

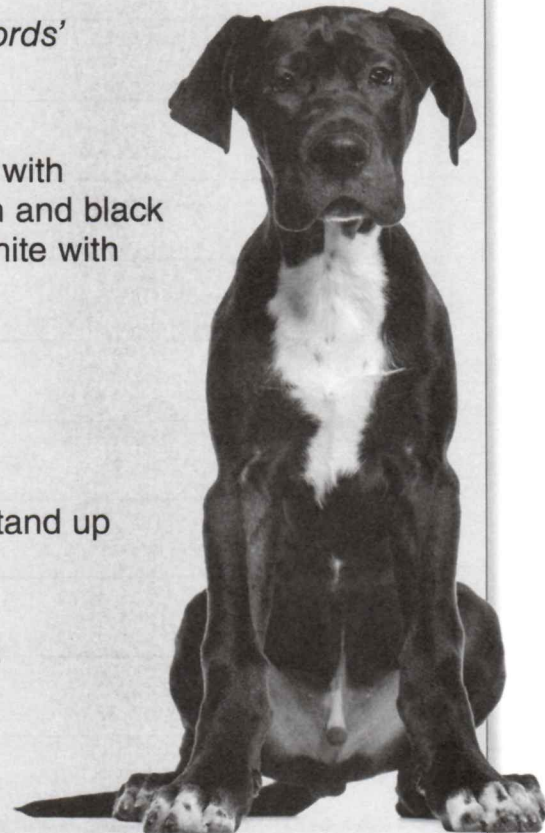
Reread the opinion paragraph you wrote on page 60. Do you have any homophones? If so, make sure you have used them correctly.

NAME: _____ DATE: _____

Directions: Read the facts about Great Danes, a breed of dog. All of the information is true, but there are too many facts for one paragraph. Place check marks next to three to five facts you think are important to include in an informative/explanatory paragraph about a Great Dane's physical characteristics.

Facts

- _____ one of the largest dog breeds
- _____ known as "gentle giant" and "Apollo of dogs"
- _____ good with children
- _____ life expectancy is about eight years
- _____ originally a hunting dog, now a pet
- _____ males are 120 to 200 pounds (54 to 91 kilograms), females are 100 to 130 pounds (45 to 59 kilograms)
- _____ 2014 *Guinness Book of World Records'* largest dog
- _____ colors are: black, fawn (yellow gold with black "mask" on face), brindle (fawn and black swirled together), and harlequin (white with large black marks)
- _____ needs a daily walk but not a high exercise breed
- _____ ears can be cropped (cut so they stand up to a point) or natural (floppy)
- _____ average litter is six to eight puppies



NAME: _____ DATE: _____

Directions: Read the paragraph about the physical characteristics of Great Danes. Then, answer the question below.

The Great Dane is a dog breed known as “the gentle giant.” They are gentle with children and make good family pets. They are one of the largest breeds of dog in the world. The 2014 world record for largest dog was a Great Dane named Zeus. Originally, they were used for hunting, but now they are mainly pets. Males are between 120 to 200 pounds (54 to 91 kilograms), females are 100 to 130 pounds (45 to 59 kilograms). Their ears are naturally floppy, but they are sometimes cropped so they stand up to a point. The life expectancy for a Great Dane is about eight years. They can have four different types of coats: black, fawn (yellow gold with black “mask” on face), brindle (fawn and black swirled together), and harlequin (white with large black marks). Great Danes make wonderful—and big—pets!

1. Underline one sentence you think should not be in the draft. Why does it not belong?

Cursive Practice *abc*

Directions: Use cursive to write one fact about Great Danes.



NAME: _____ DATE: _____

Directions: Read each sentence. If it is correct, put a *C* on the line. If it is a run-on, put *RO* on the line. Correct any run-ons with commas and conjunctions.

_____ 1. Great Danes have short hair it requires brushing once a week.

_____ 2. Cropping a Great Dane's ears is illegal in most of Europe.

_____ 3. Great Danes need daily walks they are not high exercise dogs.

_____ 4. This breed needs to be around people it could get anxious.

Remember!

A run-on sentence happens when two full sentences are put together without punctuation. To correct one, insert a comma and a conjunction like *and*, *but*, and *or*.

Example: Pets teach responsibility, *and* they bring joy to families.



NAME: _____ DATE: _____

Directions: Read the sentences. Complete each sentence with the progressive verb *will be* or *were*. Use context clues to help you know which verb to use.

1. Tomorrow the family _____ taking the dog to the vet.
2. The puppies _____ whining when they saw their food.
3. The kids _____ playing with the dog until lunch is ready.
4. Yesterday, the dogs _____ eating out of each other's bowls.

Boost Your Learning!

The **progressive verb tense** shows continuing action. To form this tense, use the helping "to be" verb and the *-ing* verb.

Examples

Lisa **was chasing** her dog all over the neighborhood.

She **is teaching** her dog the "come" command.

After he learns it, he **will be running** to her every time she calls him.



NAME: _____ DATE: _____

Directions: Think about what you have learned this week. Write notes in the margins about what makes this paragraph strong.

The Great Dane is a dog breed known as “the gentle giant.” They are gentle with children and make good family pets. They are one of the largest breeds of dog in the world. Originally, they were used for hunting, but now they are mainly pets. Males are between 120 to 200 pounds (54 to 91 kilograms), and females are 100 to 130 pounds (45 to 59 kilograms). Their ears are naturally floppy, but they are sometimes cropped so they stand up to a point. The life expectancy for a Great Dane is about eight years. They can have four different types of coats: black, fawn (yellow gold with black “mask” on face), brindle (fawn and black swirled together), and harlequin (white with large black marks). Great Danes make wonderful—and big—pets!

This week I learned:

- to include strong details that support the main idea
- to correct run-on sentences with commas and conjunctions
- to use correct verb tenses

NAME: _____ DATE: _____

Directions: Read the main topics for an informative/explanatory paragraph on the Chihuahua, a breed of dog. Choose one topic and put a check mark by it. Then, read the facts. Put stars by the facts that support the topic you chose.

Main Topics

- _____ physical characteristics
- _____ breed history
- _____ temperament and personality



Facts

- _____ smallest breed of dog weighing 4 to 6 pounds (2 to 3 kilograms)
- _____ clay pots with dogs resembling modern Chihuahuas were found in Mexico from 100 C.E.
- _____ can be long- or short-haired
- _____ considered a difficult breed to housebreak, or train
- _____ named after a state in Mexico called Chihuahua
- _____ intelligent and loyal to its owner
- _____ life expectancy of 12 to 20 years
- _____ possibly descended from the Fennec fox, which is small with big eyes and ears
- _____ coats can be any color, either solid or multicolored
- _____ like to burrow in pillows and blankets

NAME: _____ DATE: _____



Drafting

Chihuahuas

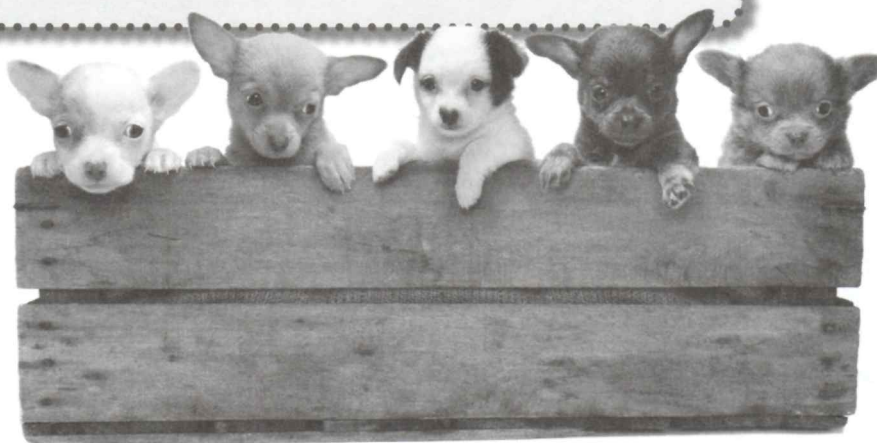
Remember! 

- an introductory and a concluding sentence
- details that support the main idea

NAME: _____ DATE: _____

Directions: Read the paragraph. Look for run-on sentences. Use the ^ symbol to insert commas and conjunction words.

Newborn puppies are cute they need a lot of help during their first few weeks. The pups are born blind, deaf, and toothless. They cannot even maintain their body temperature they huddle together to stay warm. In the first week, they double their body weight and spend 90 percent of their time sleeping. After about two weeks, the puppies' sealed ears and eyes open at three weeks, they begin to walk. Before long, the pups are running and playing together.



Time to Improve!

Reread the paragraph you wrote on page 70 about Chihuahuas. Do you have any run-on sentences? If so, make sure you correct them.

NAME: _____ DATE: _____

Directions: Write the correct progressive verb tense for each sentence. Each answer should have a helping verb and the *-ing* form of the given verb. The first one has been done for you.

Past Tense

1. The puppies were eating all of the food.
(eat)
2. The owner _____ it was time to feed them more food.
(think)

Present Tense

3. Today, he _____ them twice as much food.
(feed)
4. The puppies _____ up every last bit.
(gobble)

Future Tense

5. Tomorrow, the owner _____ for extra bags of dog food.
(shop)
6. The puppies _____ faster than ever!
(grow)

Time to Improve!

Look at the paragraph you wrote on page 70. Pay careful attention to the verb tenses. Do you have any progressive verbs in your writing? If so, make sure they are used correctly.

NAME: _____ DATE: _____

Directions: Write a paragraph about Chihuahuas. Include specific facts about the breed, including their physical characteristics, breed history, and personality.



Chihuahuas

Publishing



NAME: _____ DATE: _____

Directions: Below are ideas for a narrative paragraph about hiking in Yosemite National Park in California. Decide if the notes belong in the beginning, middle, or end of the paragraph. Then, copy them into the correct sections.

- stop at a stream for water
- see deer, fox, and bobcat while hiking
- climb to the top of the mountain and look out over land
- gather hiking supplies at camp
- walk back to camp

BEGINNING

MIDDLE

END

NAME: _____ DATE: _____

Directions: Read the narrative paragraph about hiking at Yosemite. Then, answer the question.



Yosemite

Writing

Oliver woke up early because he was excited to go hiking at Yosemite. He gathered his backpack and made sure it had healthy snacks and his canteen. Right after breakfast, Oliver and his brother began their hike up the small peak by their campsite. At the top, they looked out over the beautiful land. On the way down, they looked for wildlife and saw a deer, a fox, and even a big bobcat in the distance. Stopping at a clear stream, Oliver refilled his canteen and splashed the cold water on his face. Though the brothers were tired from their hike, they ran back to their campsite to tell their parents about their fun day.

1. Describe one reason why this a good narrative draft.

Cursive Practice *abc*

Directions: Use cursive to write a sentence stating what you would like to do if you were to visit Yosemite National Park.

NAME: _____ DATE: _____

Directions: Read the sentences. Write two adjectives that could replace each underlined word.

1. They looked out over the beautiful land.

2. Oliver saw a big bobcat in the distance.

3. He splashed the cold water on his face.

4. The brothers told their parents about their fun day.

Boost Your Learning!

Not all adjectives are created equally! Some adjectives are **synonyms** and mean close to the same thing. Read how one word can make a difference.

- Nadia is a *nice* person.
- Nadia is a *friendly* person.
- Nadia is a *polite* person.

Make sure you choose adjectives that are interesting and specific.



NAME: _____ DATE: _____

Directions: Each sentence is missing correct dialogue punctuation. Use the ^ symbol to insert the quotation marks and comma for each sentence.

1. The sequoia trees are so tall said the hiker.
2. The tour guide said Yosemite was started in 1890.
3. I've never seen anything so beautiful said the visitor.
4. Dad said It's time for bed because we are hiking tomorrow.
5. Let's come again next year said the son.

Boost Your Learning!

Here are a few tips for using **quotation marks**:

- Quotation marks go before and after the words people say.
- The quote starts with a capital letter.
- If the quote comes before the person who said it, put a comma between the last word and ending quotation mark.

Example: "Yosemite National Park is in California," the teacher explained.

- If the quote comes after the person who said it, put a comma between the person who spoke and the beginning quotation mark.

Example: The boy said, "I would like to visit Yosemite someday."

NAME: _____ DATE: _____

Directions: Revisit the narrative about hiking. Add notes in the margins where dialogue could be added.

Oliver woke up early because he was excited to go hiking at Yosemite. He gathered his backpack and made sure it had healthy snacks and his canteen. Right after breakfast, Oliver and his brother began their hike up the small peak by their campsite. At the top, they looked out over the beautiful land. On the way down, they looked for wildlife and saw a deer, a fox, and even a big bobcat in the distance. Stopping at a clear stream, Oliver refilled his canteen and splashed the cold water on his face. Though the brothers were tired from their hike, they ran back to their campsite to tell their parents about their fun day.

This week I learned:

- to include a beginning, a middle, and an end
- to choose specific adjectives
- to correctly use quotation marks and commas in dialogue



NAME: _____ DATE: _____

Directions: Imagine two friends are going on a tour of the Grand Canyon on horses. Use the flowchart to write some ideas for the beginning, middle, and end of your narrative. Use your imagination as well as any information you may already know about the Grand Canyon to help you.

BEGINNING**MIDDLE****END**

DATE: _____

Remember! 

A strong narrative paragraph tells a story with a beginning, a middle, and an end.

A strong narrative paragraph tells a story with a beginning, a middle, and an end.

NAME: _____ **DATE:** _____

Directions: Read the boring sentences. Make each one more exciting by adding adjectives.

Boring: My family and I went rafting in the Grand Canyon.

New and Improved:

Boring: Everyone was scared except for me.

New and Improved:

Boring: The water was rough.

New and Improved:

Boring: One of the backpacks fell out of the raft.

New and Improved:

Time to Improve! 

Reread the narrative paragraph you wrote on page 80. Do you have interesting, specific adjectives? Spice up your writing by adding some!

NAME: _____ DATE: _____

Directions: Read each quotation Eli says to his mom. Then, write a response from his mom. Be sure to use correct punctuation. The first one is done for you.

1. Eli said, "I am looking forward to camping at the Grand Canyon."

Mom said, "It will be fun to spend time with our family."

2. "I think going rafting on the water will be the best part!" exclaimed Eli.

3. Eli said, "I hope we see lots of wild animals."

4. "It's a bumpy, steep ride to the bottom of the canyon," cried Eli.

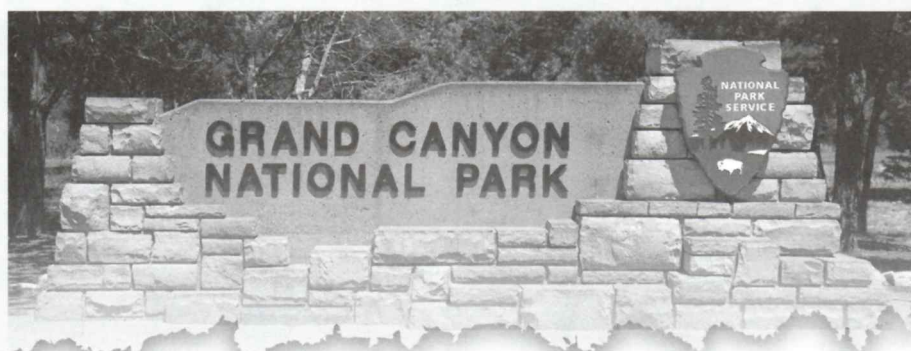
5. Eli shouted, "I can't believe how beautiful this place is!"

.....

Time to Improve!

Reread the paragraph you wrote on page 80 about the Grand Canyon. Make sure any dialogue uses quotation marks and commas correctly. If your paragraph does not have any dialogue, add at least one line.

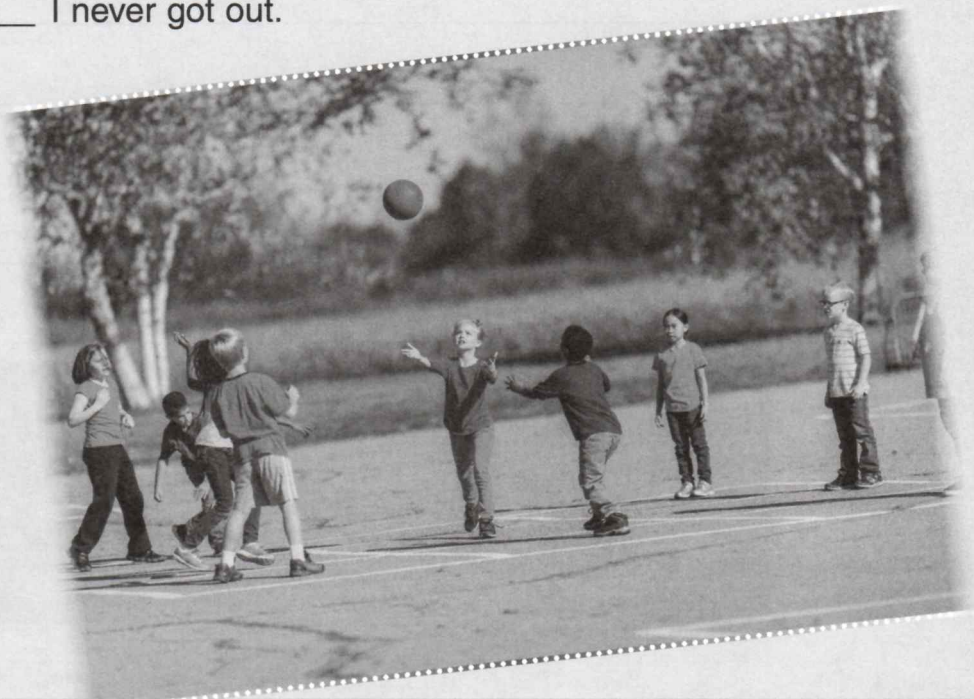
Directions: Imagine you are taking a tour of the Grand Canyon on horseback. Describe the experience, including details about how you feel and what the scenery looks like.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

NAME: _____ DATE: _____

Directions: Read through the notes below. Place check marks by five to seven things you think should be included in a personal narrative paragraph about four square.

- _____ I played on Wednesday when it was windy.
- _____ Nick wanted to swing instead.
- _____ Marco kept catching the ball.
- _____ Meg kicked the ball by accident.
- _____ The recess teachers were watching the soccer field.
- _____ Marco argued about the ball hitting the line.
- _____ Lauren was alone, so we invited her to join us.
- _____ Girls were jump roping close by.
- _____ I never got out.



NAME: _____ DATE: _____

Directions: Read the narrative paragraph about playing four square. Some of the sentences are not in order. Order the middle sentences from 1 to 5 in an order that makes sense to you.

Last Wednesday, some friends and I had fun playing four square during recess. _____ Marco kept catching the ball, and we had to remind him to only hit it. _____ Once Meg got confused and kicked the ball, which was really funny. _____ A girl was standing by herself, not playing with anyone, so we invited her to join us. _____ Marco also argued with us about the ball hitting the line when he served. _____ The best part of playing was that I did not get out one time. Playing four square was really fun!



Cursive Practice *abc*

Directions: Use cursive to write one thing you like about four square.



NAME: _____ DATE: _____

Directions: Read each sentence. Shade in the circle with the correct synonym for each underlined word. Then, write your own synonym pair.

1. Four square is
- fun
- !

☐ (A) entertaining
☐ (B) complicated
☐ (C) easy

3. The rules are
- flexible
- .

☐ (A) difficult
☐ (B) simple
☐ (C) changeable

2. Players can
- hit
- the ball with their hands.

☐ (A) swat
☐ (B) catch
☐ (C) rub

4. The game has simple
- equipment
- .

☐ (A) winners
☐ (B) gear
☐ (C) instructions

5. _____

Boost Your Learning!

Synonyms are words that mean the same (or close to the same) thing.

Examples: *big* and *huge*, *small* and *tiny*, *mug* and *cup*

NAME: _____ DATE: _____

Directions: Use the words in the Word Bank to write the missing relative pronouns in the sentences.

Word Bank

who whom whose which that

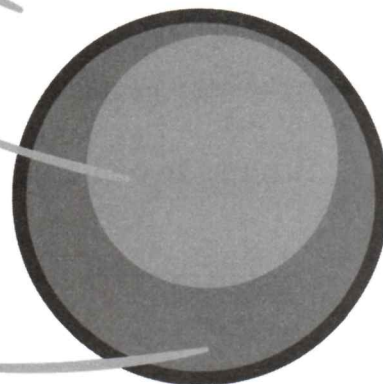
1. Ms. Grey, _____ the school hired, is a great P.E. teacher.
2. Cherise prefers playing with a ball _____ she brought from home.
3. Caleb, _____ is a great player, is always chosen first.
4. Terry, _____ playing isn't the best, always blames the server.
5. The playground, _____ is paved, is a great place to play.

Boost Your Learning!

A **pronoun** is a word that takes the place of a noun.

Examples: *he, she, it, and they*

Words like those used in this activity are called **relative pronouns**.



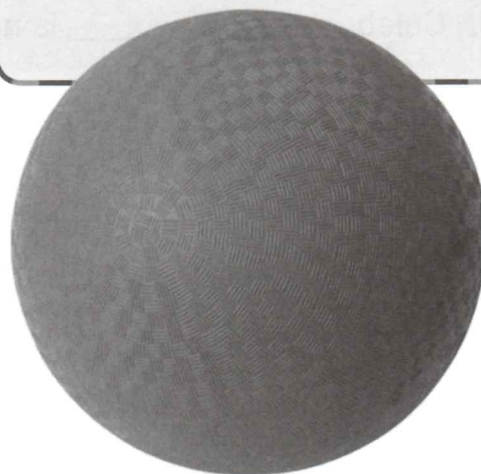
NAME: _____ DATE: _____

Directions: Read the paragraph. Then, answer the questions.

Last Wednesday, some friends and I had fun playing four square during recess. A girl was standing by herself, not playing with anyone, so we invited her to join us. Marco kept catching the ball, and we had to remind him to only hit it. Marco also argued with us about the ball hitting the line when he served. Once Meg got confused and kicked the ball, which was really funny. The best part of playing was that I did not get out one time. Playing four square was really entertaining!

This week I learned: 

- to include relevant information
- to organize my ideas
- to use interesting adjectives



1. Discuss two strengths about the paragraph.

2. What advice would you give the author to improve the paragraph?

NAME: _____ DATE: _____

Directions: Think of a time you played kickball. Write your thoughts about that game in the right column. If you have not played kickball, use your imagination to write your notes. Then, put stars by four to six ideas you would like to include in a personal narrative paragraph about playing kickball.



NAME: _____ DATE: _____



Drafting

Kickball

Remember! 

- is about you
- has a beginning, a middle, and an end
- sounds like a story

Cursive Practice *abc*

NAME: _____ DATE: _____

Directions: Write three adjectives for each noun in the table. Then, use some of your adjectives to improve the sentences below.

Today's Weather	A Kickball	Student

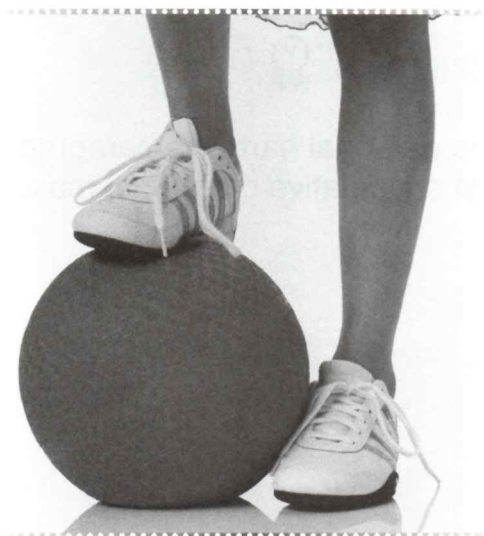
1. The student kicked the kickball during recess.

2. The kickball sailed over the student's head.

3. The weather couldn't stop the student from playing.

Time to Improve!

Revisit the personal narrative paragraph you wrote on page 90 about kickball. Have you used any adjectives? If not, add some to make your writing more exciting!



NAME: _____ DATE: _____

Directions: Read the paragraph about kickball. The underlined pronouns are not correct. Use the  symbol to delete the incorrect words. Then, use the  symbol to insert the correct words from the Relative Pronoun Bank.

Note: You may use a relative pronoun more than once.

Relative Pronoun Bank

whom

whose

which

that

Though invented in the early 1900s, kickball is a game whose began gaining popularity with school-aged children in the 1970s. The field, who is similar to baseball, has three bases, home plate, a pitcher's area, and an outfield. Nicholas C. Seuss, that the kickball was invented by, wrote a book of playground games in 1917 and called the new sport "Kick Baseball." Daniel Chase, which the New York State Board of Education hired, wrote about the first known adult kickball game in 1922. Children, whom resources are sometimes limited, can easily play in an open field with just a ball. Today, children can be seen playing kickball on almost every playground at recess.

Time to Improve!

Reread the personal narrative paragraph you wrote on page 90 about kickball. If you have any relative pronouns, make sure they are used correctly.

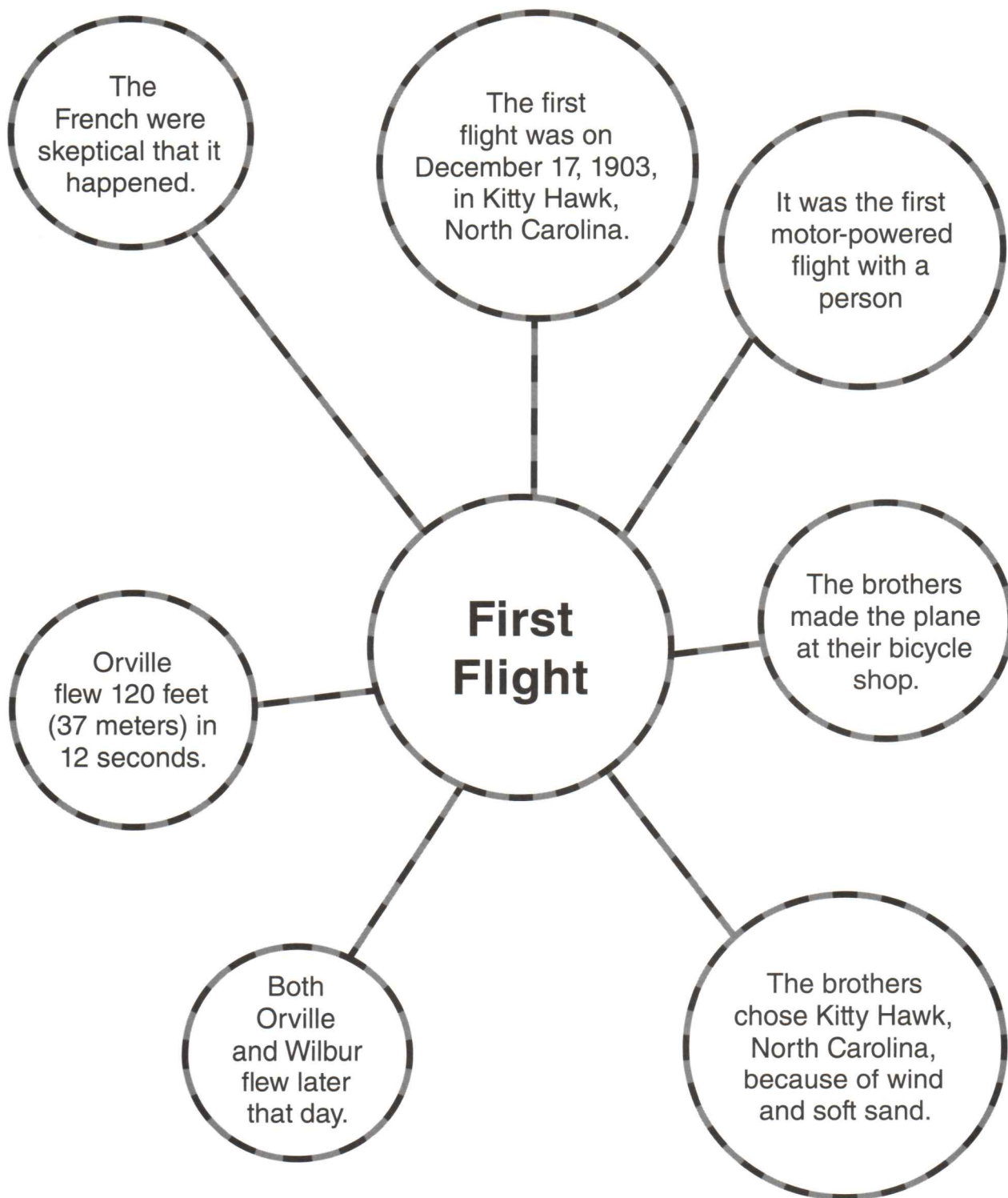
NAME: _____ DATE: _____

Directions: Write about a time when you played kickball. Describe the experience, including details about whom you played with and how the game went.

Publishing
Kickball

NAME: _____ DATE: _____

Directions: Place check marks in the circles that belong in an informative/explanatory paragraph about Wilbur and Orville Wright's first flight.



NAME: _____ DATE: _____

Directions: Read the informative/explanatory paragraph about the Wright brothers' first flight. Then, answer the question.

The Wright brothers made history and accomplished a life-long dream when they flew for the first time. The historic flight happened on December 17, 1903, in Kitty Hawk, North Carolina. When the French heard, they were skeptical the flight actually happened. Kitty Hawk was windy, which would help with the flight, and had a sandy beach, which would be good in case of a crash. Orville was the first pilot and flew 120 feet (37 meters) in 12 seconds. The plane was more like a motorized glider. That day, each brother took turns flying. It was a day that carved the path for modern flight.

1. Cross out one sentence you think should be taken out. Explain why it should be deleted.

Cursive Practice *abc*

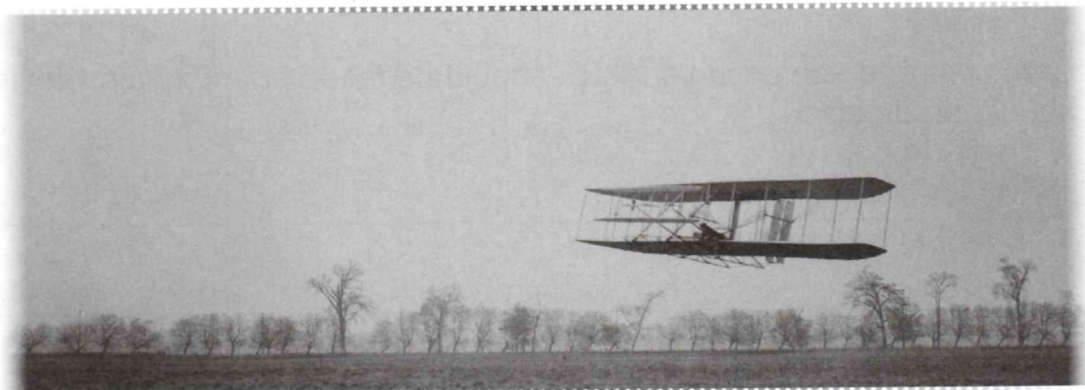
Directions: Use cursive to write *Orville and Wilbur Wright, first in flight*.



NAME: _____ DATE: _____

Directions: Read each sentence. Write the correct plural form of each irregular noun on the line.

1. The first flight went 120 _____ .
(foot)
2. Neither Orville nor Wilbur married or had _____ .
(child)
3. Thousands of _____ fly on airplanes every day.
(person)
4. There may have been _____ at the Kitty Hawk beach.
(goose)
5. Some _____ scurried around the beach.
(mouse)
6. Many _____ and their families witnessed this first flight.
(woman)

**Boost Your Learning!**

Usually, to make a noun plural, you just add -s.

Example: airplane → airplanes

Some nouns are **irregular** and do not follow a rule.

Example: child → children

NAME: _____ DATE: _____

Directions: Read the sentences. Use the ≡ symbol to show which words should be capitalized. Then, write why the words need to be capitalized.

1. the wright brothers made history and accomplished a life-long dream.

2. the historic flight happened on december 17, 1903, in kitty hawk, north carolina.

3. orville and wilbur were from ohio, but went to north carolina for the flight.

Boost Your Learning!

Proper nouns name specific people, places, and things. They should always be capitalized. Use the ≡ symbol to show when a lowercase letter should be capitalized.

Example: The Wright Brothers' plane is in the smithsonian museum.



NAME: _____ DATE: _____

Directions: Think about what you practiced this week. In the margins, make a list of at least three things you would do to improve the paragraph.

The wright brothers made history and accomplished a life-long dream when they flew for the first time. The historic flight happened on december 17, 1903, in kitty hawk, north carolina. When the french heard, they were skeptical the flight actually happened. Kitty hawk was windy, which would help with the flight, and had a sandy beach, which would be good in case of a crash. Orville was the first pilot and flew 120 feet (37 meters) in 12 seconds. The plane was more like a motorized glider. That day, each brother took turns flying. It was a day that carved the path for modern flight.



Wilbur

This week I learned:

- to include supporting details
- to capitalize proper nouns
- to make irregular nouns plural

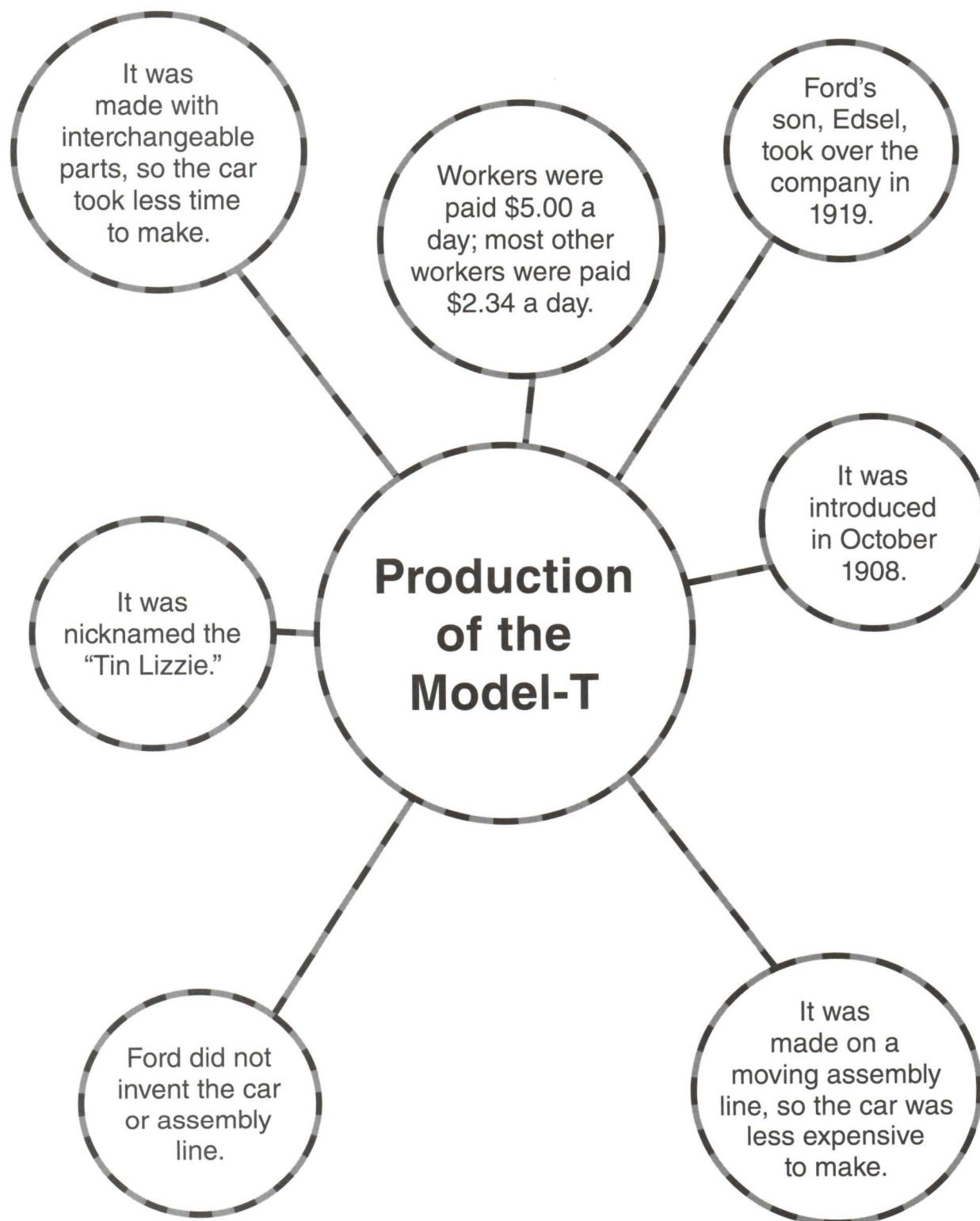


Orville



NAME: _____ DATE: _____

Directions: This web focuses on the production of Henry Ford's car, the Model-T. Place check marks in the parts of the web that should be included in an informative/explanatory paragraph.



Henry Ford

Prewriting

NAME: _____ DATE: _____

Directions: Write about the production of Henry Ford's Model-T car. Include facts about the Model-T and the employees who helped make the cars. Use the information on page 99 to help you draft your informative/explanatory paragraph.

Remember!

A strong informative/explanatory paragraph includes:

- introductory and concluding sentences
- details which support the main idea

Remember!



A strong informative/explanatory paragraph includes:

- introductory and concluding sentences
- details which support the main idea

Cursive Practice *abc*

Directions: Use cursive to write these names: *Henry Ford*, *Model-T*, and *Tin Lizzie*.

NAME: _____ DATE: _____

Directions: Read the paragraph with missing words. Use the plural form of the words in the Word Bank to fill in the blanks.

Word Bank

beach

life

church

wife

wrench

As the Model-T became more popular, people's _____ began to change. Suddenly, cars were parked in front of _____ and along sandy _____. Husbands tinkered under the hoods with _____, while _____ wanted driving lessons. Traveling would never be the same.

Boost Your Learning!

If a noun ends in an *-f*, change the *-f* to *-v* and add *-es*.

Example: *elf* → *elves*

If a noun ends in *-ch*, add *-es*.

Example: *branch* → *branches*

Time to Improve!

Look at the paragraph you wrote on page 100 for any plural nouns. If they are irregular, pay special attention that they are correct.

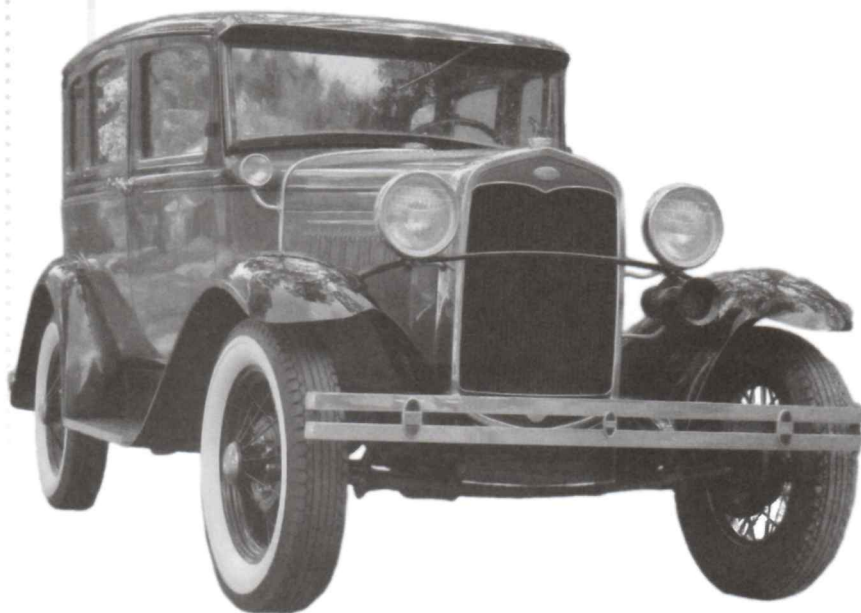
NAME: _____ DATE: _____

Directions: Read the paragraph about the Model-T. Correct any capitalization errors using the ≡ or / symbols.

The model-t, also called the tin lizzie, was not the first car invented, but it was very Popular! At the height of its popularity, half of the Cars in America were the model-T. It came in only one color—Black—and henry ford joked that customers could have the car in any color they wanted, as long as it was black. He also placed the Steering Wheel on the left side, which became standard in america. The tin lizzie was a pioneer in the Auto World.

Remember!

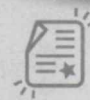
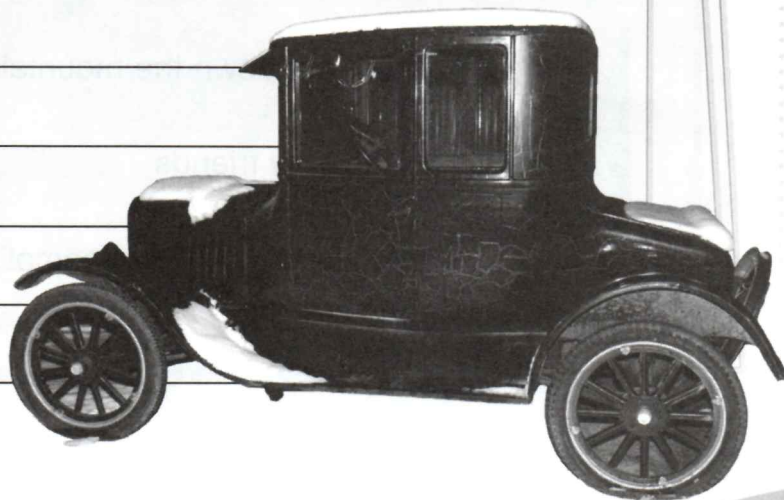
Use the correct symbols to show words that should be capital or lowercase.

**Time to Improve!**

Carefully reread the paragraph you wrote on page 100 about the Model-T. Make sure all proper nouns are capitalized.

NAME: _____ DATE: _____

Directions: Write about the production of Henry Ford's Model-T car. Include facts about the Model-T and the employees who helped make the cars.

Publishing
.....
Henry Ford

NAME: _____ DATE: _____

Directions: Read the narrative notes in the flowchart. Put stars by six to eight things you think should be in a narrative paragraph about a boy learning to snowboard.

BEGINNING

_____ new to Utah and saw snowboarding for the first time

_____ wanted to learn

_____ seemed really hard

MIDDLE_____ talked to his mom about
getting equipment

_____ fell down a lot

_____ read online articles
about terms

_____ wanted to give up

_____ oldest in beginner's class

END

_____ clean run down the mountain

_____ made new friends

_____ amazing feeling of accomplishment



NAME: _____ **DATE:** _____

Directions: Read the narrative paragraph about Dante's snowboarding experience. Underline sentences that you think are interesting and add to the story.

When Dante moved to Utah, he saw snowboarders for the first time.

He immediately wanted to learn. He asked his mom about equipment.

"That stuff is expensive!" she exclaimed, but she let him take lessons.

As the oldest in his beginner's class, he sometimes felt embarrassed, but he never gave up. He made new friends. He fell down over and over, and each time he felt like he was at the beginning. Dante read articles online to learn the different terms and studied different moves. Most of all, he wanted to do a flip. Between lessons and studying, he was working very hard.

After several lessons, he finally had a clean run down the mountain.

"This is awesome!" he yelled as he enjoyed his amazing accomplishment.

Cursive Practice *abc*

Directions: Use cursive to write one question you have about snowboarding.

NAME: _____ DATE: _____

Directions: Read the sentences. Write an idiom from the Idiom Bank that could replace the underlined words in each one.

Idiom Bank

costs an arm and a leg

back to square one

best of both worlds

1. He fell down over and over, and each time he felt like he was at the beginning.

2. That stuff is expensive she exclaimed.

3. Since he loves the snow and loves being active, snowboarding has all of the advantages.

Boost Your Learning!

An **idiom** is an expression that cannot be understood literally. Its meaning is something different.

Example: The answer was on the tip of his tongue. This means he knows the answer, but cannot think of it at that moment.

NAME: _____ **DATE:** _____

Directions: Add punctuation to the dialogue.

1. That stuff is expensive she exclaimed
2. Samuel asked Where is my snowboard
3. This is awesome he yelled
4. May I borrow your goggles today Ella asked her brother
5. Most of all he wanted to do a flip Ella said



Boost Your Learning! 🐼

When a quotation is an exclamation or a question, put an exclamation point or a question mark at the end of what is said but before the final quotation mark.

Examples

"Watch out!" James yelled.

Dad asked, "What time are you coming home?"

NAME: _____ DATE: _____

Directions: Reread the narrative paragraph. Think about what you have learned this week. Write at least three suggestions for how to improve the paragraph on the lines below.

When Dante moved to Utah, he saw snowboarders for the first time. He immediately wanted to learn. He asked his mom about equipment. That stuff is expensive she exclaimed, but she let him take lessons. As the oldest in his beginner's class, he sometimes felt embarrassed, but he never gave up. He made new friends. He fell down over and over, and each time he felt like he was at the beginning. Dante read articles online to learn the different terms and studied different moves. Most of all, he wanted to do a flip. Between lessons and studying, he was working very hard. After several lessons, he finally had a clean run down the mountain. This is awesome he yelled as he enjoyed his amazing accomplishment.

This week I learned: 

- to write a narrative with a beginning, a middle, and an end
- to use idioms
- to correctly use quotation marks

NAME: _____ DATE: _____

Directions: Use the flowchart to write ideas for a narrative paragraph about a fourth grader going ice skating for the first time. You can use your imagination or events from your own experiences.

BEGINNING**MIDDLE****END**

NAME: _____ DATE: _____

Directions: Describe a time when a fourth grader goes ice skating for the first time. Include details of the experience and how the character felt. Use your notes from page 109 to help you draft your narrative paragraph.

Remember! 

A strong narrative paragraph:

- has a beginning, a middle, and an end
- tells events in order
- uses dialogue and descriptions

Remember!

A strong narrative paragraph:

- has a beginning, a middle, and an end
- tells events in order
- uses dialogue and descriptions

Cursive Practice

Directions: Use cursive to write two things you like about ice skating.

NAME: _____ DATE: _____

Directions: Write the correct letter to match each idiom with its meaning. Then, choose two idioms from the list, and write one sentence for each idiom.

- _____ 1. to sound familiar
- _____ 2. to do immediately without warning
- _____ 3. ignoring someone
- _____ 4. always together
- _____ 5. worry about something that is not a big deal

- A. cold shoulder
- B. ring a bell
- C. joined at the hip
- D. split hairs
- E. at the drop of a hat

6. _____
- _____
7. _____
- _____

Time to Improve!

Idioms can be fun to use when writing! Look over the paragraph you wrote on page 110 to see if there is room for one in your narrative.



NAME: _____ DATE: _____

Directions: Use the ≡ and ^ symbols to correct the dialogue.

1. "falling down hurts!" exclaimed Jess.
2. "When are we leaving for the rink," asked Edward?
3. Sierra said, "black ice skates are my favorite."
4. Jeremiah asked "Are we going to be late for practice?"
5. "I love gliding along the ice" stated Rachael.



.....

Time to Improve!

Look back at the paragraph you wrote on page 110. Do you have any dialogue? If you do, make sure it has correct punctuation. If you do not, consider adding some!

Remember!

If a line of dialogue is a question or exclamation, put the quotation mark after the question mark or exclamation point.

NAME: _____ DATE: _____

Directions: Describe a time when a fourth grader goes ice skating for the first time. Include details of the experience and how the character felt.

Publishing
Ice Skating

A large rectangular area with horizontal lines for writing, framed by a thick border. A small illustration of a child in winter gear is at the bottom right corner of the frame.

NAME: _____ DATE: _____

Directions: Mozart was a composer from the 1700s who wrote symphonies. He was a musical genius and performed for royalty at the age of five. Think about this question: *Should Mozart have been required to perform at such a young age?* If an idea below supports the “yes” argument, write Y. If it supports the “no” argument, write N.

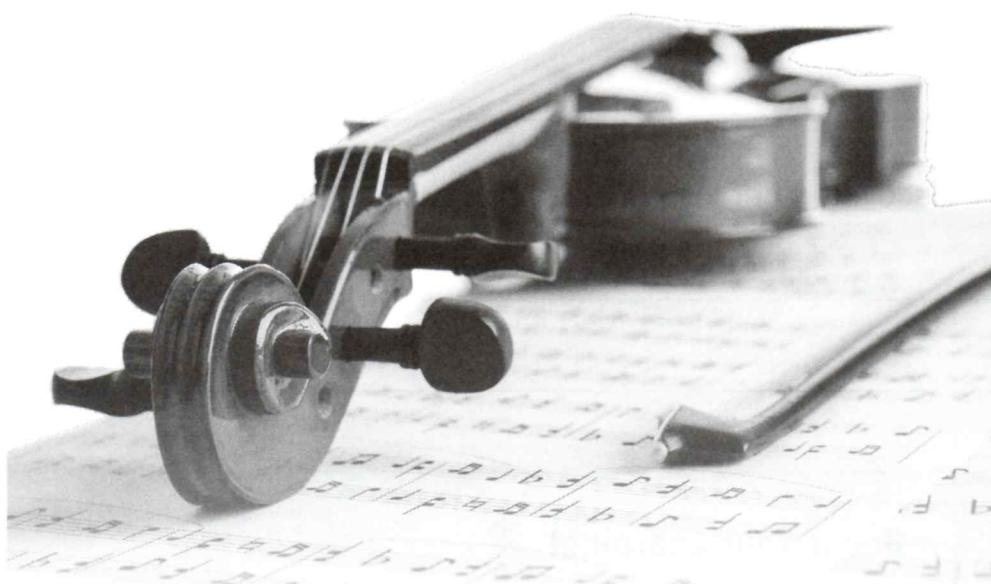
- _____ 1. He should share his gift with others.
- _____ 2. He was too young.
- _____ 3. There were other talented people to perform.
- _____ 4. Performing is too much pressure.
- _____ 5. People did what royalty said to do.
- _____ 6. Playing for royalty could make him famous.



NAME: _____ DATE: _____

Directions: Read the opinion paragraph. It argues that Mozart should have been required to perform for royalty. Underline parts that support this opinion.

Mozart was a musical genius whose father made the right decision to let Mozart play for royalty at age five. This child had an amazing gift, and it needed to be shared with others. In Mozart's day, people had to do what royalty said. He or his family could have suffered severe consequences if they refused. Performing for royalty was too much pressure on such a small child. There were older musicians who could have performed for royalty. Though Mozart was young, performing was the right thing for him.



Cursive Practice *abc*

Directions: Mozart's full name was quite long, so he generally went by Wolfgang Amadeus Mozart. Use cursive to write his full name.



Drafting
Mozart

NAME: _____ DATE: _____

Directions: Rewrite the sentences by replacing the underlined words with the base words and the prefixes *re-*, *mis-*, or *pre-* and deleting the words in bold. The first one has been done for you.

1. The pianist has to try the complicated music **again**.

The pianist has to retry the complicated music.

2. Some people think Mozart was treated **wrongly** as a child.

3. Musicians often view the music **before** they play.

4. Sarah discovered her love of classical music **again**.

Boost Your Learning! 🚀

A **prefix** is a group of letters added to the beginning of a base word, which changes the base word's meaning.

Examples

- *re-* means "again"
- *mis-* means "wrong"
- *pre-* means "before"



NAME: _____ DATE: _____

Directions: Use the *z* symbol to correct the spelling of the prepositions.

1. Mozart puts his violin insde the case.
2. He sets the case onn the seat.
3. He is led nito the beautiful room.
4. Walking arcoss the grand hall, Mozart prepares to play.
5. The king nods toeward Mozart.
6. He places the violin undr his chin.
7. He takes a deep breath bfore the music starts.
8. The royals applaud aftr his performance.

**Boost Your Learning!**

A **preposition** is a word that describes the relationship between two nouns.

Examples: *above, before, in, near, over, through, under*



NAME: _____ DATE: _____

Directions: Read the paragraph. Then, answer the question.

Mozart was a musical genius whose father made the right decision to let Mozart play for royalty at age five. This child had an amazing gift, and it needed to be shared with others. In Mozart's day, people had to do what royalty said. He or his family could have suffered severe consequences if they refused. Performing for royalty may have put too much pressure on such a small child. There were older musicians who could have performed for royalty. Though Mozart was young, performing was the right thing for him.

This week I learned: 

- to use details and information to support my opinion
- about the prefixes *pre-*, *re-*, and *mis-*
- about prepositions



1. What advice would you give to the author to improve this paragraph?

NAME: _____ DATE: _____

Directions: Read the information about Beethoven. Then, answer the question below by filling in the table.

Beethoven was a musician and composer who lived from 1770 to 1827. He composed nine symphonies and dozens of pieces of music for the piano and string quartets. Beethoven was completely deaf when he composed his most important works. Students from elementary school to college study his music.

Should Beethoven's classical music still be taught today?

Yes	No



NAME: _____ DATE: _____

Directions: Should Beethoven's classical music still be taught today? Explain why you think Beethoven's music should or should not be taught today. Use your notes from page 119 to help you draft your opinion paragraph.

Drafting

Beethoven

Remember! 

A strong opinion paragraph includes:

- an introductory sentence stating your opinion
- details that support your opinion
- a concluding sentence that restates your opinion

Cursive Practice

Directions: Use cursive to write the following: *Ludwig van Beethoven, symphony, quartet*

NAME: _____ DATE: _____

Directions: Complete each sentence with a prefix from the Prefix Bank. Then, use one of the prefixes to create your own sentence.

Prefix Bank*pre- re- un- mis-*

1. Mozart _____ dates Beethoven by only 14 years.
2. Beethoven was performing concertos while children today at his age are in _____ school.
3. It was _____ fortunate that Beethoven went deaf, but he did not let it stop him.
4. Beethoven _____ visited sections of music when composing.
5. There may have been times where Beethoven _____ understood the notes.
6. _____

Time to Improve!

Look at the opinion paragraph you wrote on page 120 for words with prefixes. Do you have any *pre-*, *re-*, *un-*, or *mis-* words? If so, make sure they are used correctly!

Remember!

The prefixes *pre-*, *re-*, *un-*, and *mis-* have their own meanings.

- *re-* means “again”
- *mis-* means “wrong”
- *pre-* means “before”
- *un-* means “not”

NAME: _____ DATE: _____

Directions: The paragraph is missing some prepositions. Use the ^ symbol to insert the prepositions from the Preposition Bank.

Preposition Bank

in to through on of near

When Beethoven was only 26 years old, he began to have a “ringing” _____ his ears. This was the beginning _____ Beethoven’s hearing loss. By age 31, his doctor recommended he spend time in a small town _____ Vienna, Austria, so he could get used _____ his condition. He was depressed, but vowed to work _____ it and not give up _____ music. Gradually, he became profoundly deaf. He could not play music, but he could still compose.

Remember!

Prepositions show the relationship between two nouns.



NAME: _____ DATE: _____

Directions: Should Beethoven's classical music still be taught today? Explain why you think Beethoven's music should or should not be taught today.

Publishing
Beethoven

NAME: _____ DATE: _____

Directions: Read the information in the web. The notes are for an informative/explanatory paragraph focusing on the asteroid belt. Place check marks in the circles with information that supports the main topic.



NAME: _____ DATE: _____

Directions: Read the draft of an informative/explanatory paragraph about the asteroid belt. Underline the incomplete sentences.

Between Mars and Jupiter, there is an asteroid belt. Billions—perhaps trillions—of asteroids orbit the sun. Small pebbles to 150 miles (241 kilometers) diameter. The largest asteroid is actually a dwarf planet named Ceres. Asteroids 600,000 miles (965,606 kilometers) apart. This distance is more than 24 Earths, so there is little danger of a spacecraft hitting one while on a mission. Lumpy not round. This is because asteroids do not have enough gravity to pull the particles into a sphere. Scientists are still learning about the asteroid belt.



Cursive Practice *abc*

Directions: Use cursive to write one question you have about the asteroid belt.



NAME: _____ DATE: _____

Directions: Read the sentences. Circle the subject and underline the predicate in each one. The first one is done for you.

1. The dwarf planet Ceres is an asteroid in the asteroid belt.

2. Ceres was discovered in 1801 by Giuseppe Piazzi.

3. The asteroid is about one-fourth the size of Earth's moon.

4. The Herschel Space Observatory discovered water vapor on Ceres.

5. A year on Ceres is equal to 4.6 Earth years.

Directions: Create your own sentence about asteroids. Then, circle the subject and underline the predicate.

6. _____

Remember!



Every sentence must have a:

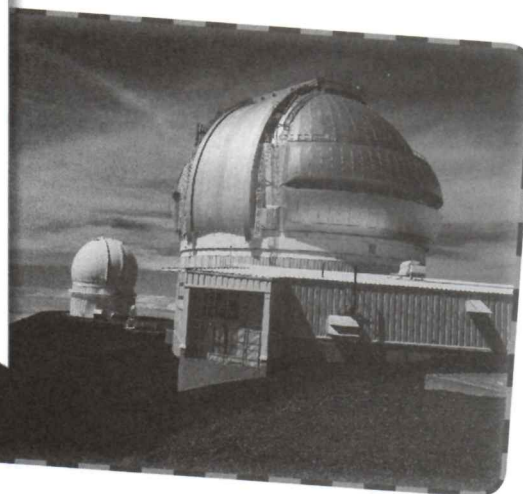
- subject (who or what the sentence is about)
- predicate (verb and what happens in the sentence)

NAME: _____ DATE: _____

Directions: Read the dictionary definitions of *dwarf*. Then, answer the questions below.

dwarf \dwôrġ\

1. *noun.* a mythical creature that looks like a small man
2. *noun.* a person who is smaller than normal because of a medical condition
3. *verb.* to make something seem much smaller by comparison
4. *adjective.* smaller than usual



1. Read this sentence: *The largest asteroid is actually a dwarf planet.* Which definition of the word *dwarf* is being used in this sentence? How do you know?

2. Read this sentence: *Small pebble asteroids are dwarfed by the sun.* Which definition of *dwarf* is being used in this sentence? How do you know?

3. Write a sentence using a definition of *dwarf* that has not been used yet.

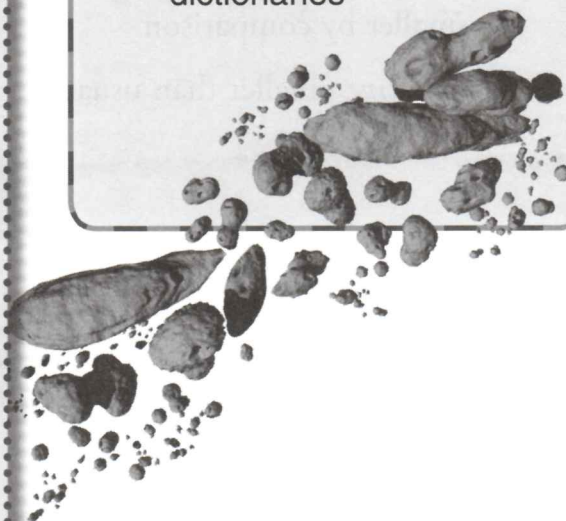
NAME: _____ DATE: _____

Directions: Read the paragraph. Then, answer the question.

Between Mars and Jupiter, there is an asteroid belt. Billions—perhaps trillions—of asteroids orbit the sun. Small pebbles to 150 miles (241 kilometers) diameter. The largest asteroid is actually a dwarf planet named Ceres. Asteroids 600,000 miles (965,606 kilometers) apart. This distance is more than 24 Earths, so there is little danger of a spacecraft hitting one while on a mission. Lumpy not round. This is because asteroids do not have enough gravity to pull the particles into a sphere. Scientists are still learning about the asteroid belt.

This week I learned: 

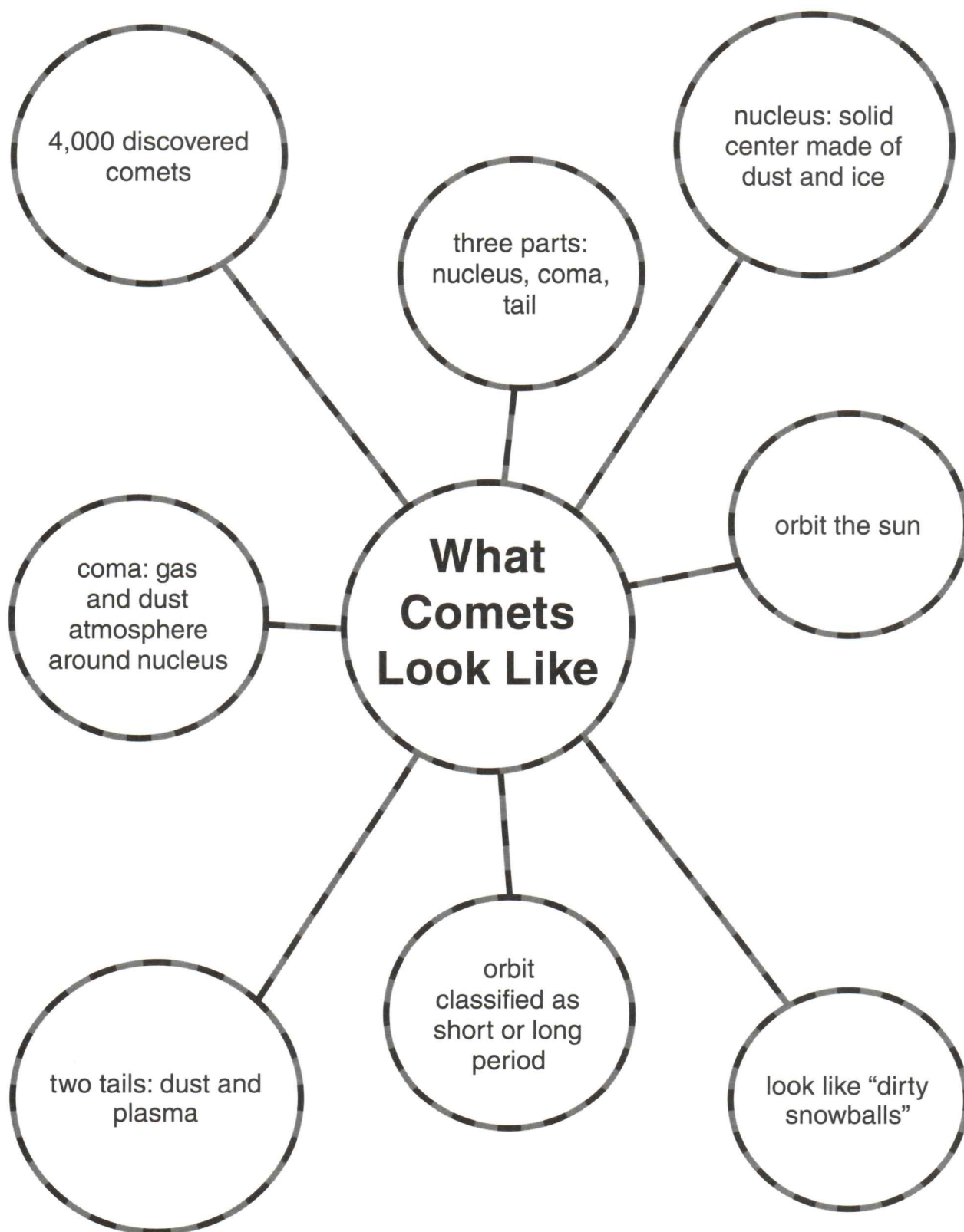
- to include strong details
- to write sentences with subjects and predicates
- to use word entries in dictionaries



1. How could the author have improved this published paragraph?

NAME: _____ DATE: _____

Directions: Read the information. The notes are for an informative/explanatory paragraph about what comets look like. Place check marks in the circles with information that supports the main topic.



NAME: _____ DATE: _____

Drafting

Comets

Remember!

A strong informative/
explanatory paragraph
includes:

- an introductory and a concluding sentence
- details that support the main idea
- complete sentences

Cursive Practice

Directions: Use cursive to write the names of these famous comets: *Halley's*, *Lovejoy*, *Hale-Bopp*, and *McNaught*.

NAME: _____ DATE: _____

Directions: Read each phrase about Halley's Comet. Rewrite the fragments into complete sentences with subjects and predicates.

1. named for Edmond Halley

2. appears 75 years

3. oldest record 240 B.C.E. in China

4. shaped like peanut

.....

Time to Improve!

Reread the paragraph you wrote on page 130 about comets. Make sure each sentence has a subject and a predicate. If you find a fragment or a run-on sentence, fix it!



NAME: _____ DATE: _____

Directions: Read the dictionary definitions for the word *period*. Then, answer the questions below.

period \pirēəd\

1. *noun.* a dot used to show the end of a sentence when writing
2. *noun.* a length of time during which an event takes place
3. *noun.* one of the parts a game is divided into



1. Read this sentence: *A short period comet has an orbit of less than 200 years.* What definition of *period* is being used in this sentence? _____
2. Read this sentence: *The score was tied after the first period.* What definition of *period* is being used in this sentence? _____
3. Write your own sentence using the first definition of *period*.

Remember! 

Words can have different meanings even if they look and sound the same.

Time to Improve! 

Look at the paragraph you wrote on page 130 and check that the vocabulary words are being used correctly.

NAME: _____ DATE: _____

Directions: Read the notes about using solar energy. Decide if each note is an advantage or a disadvantage and write it in the table.

- cannot collect energy at night or on cloudy days
- expensive to install
- does not produce pollution
- once built, has low operating cost
- is a clean, renewable resource
- not very efficient at changing energy to electricity
- costs coming down over time



Advantages	Disadvantages

NAME: _____ DATE: _____

Directions: Read the opinion paragraph about solar energy. Underline details that support the opinion that solar energy should be used.

Today, many people are interested in taking care of the environment, and their answer is solar energy. Unlike traditional energy sources, solar energy does not produce any pollution. It is a clean, renewable resource, which means it will last without getting used up. Solar energy does not work well during cloudy days and cannot be used at all at night. Solar panels are expensive to install, but they're getting less expensive every year, and users save a lot of money. Once the equipment has been built and installed, there is no operating cost because sunlight is free. Of course, solar energy does not convert easily to electricity. Solar energy is an environmentally-safe way to power technology in the United States and around the world.

Cursive Practice *abc*

Directions: Use cursive to write *solar energy* on the top line. Then, use cursive to write the words *free* and *clean* on the bottom lines.



NAME: _____ DATE: _____

Directions: Read each sentence. Decide which word should go in the blank, and fill in the letter for the correct answer.

1. The solar panels are going _____, on the roof.
Ⓐ they're
Ⓑ their
Ⓒ there
2. _____ going to save the company a lot of money!
Ⓐ They're
Ⓑ Their
Ⓒ There
3. _____ are a lot of advantages to using solar energy.
Ⓐ They're
Ⓑ Their
Ⓒ There
4. Using _____ energy will help the environment.
Ⓐ they're
Ⓑ their
Ⓒ there

Boost Your Learning!

There, their, and they're can be tricky words to use correctly. Remember the following:

there: a location or place

Example: Please put your lunch over *there*.

their: belonging to people or things

Example: Buying that car is *their* choice.

they're: the contraction for *they are*

Example: *They're* moving to Florida.

NAME: _____ DATE: _____

Directions: Read each sentence and make necessary changes. Use the ≡ symbol to show that a letter should be capitalized and the / symbol to show a letter should be lowercase. Then, fill in the table with three common and proper nouns of your choice.

1. Solar Energy is hard for cloudy, rainy countries like england.
2. Heat and energy are two products of the Sun.
3. Solar is the latin word for sun.
4. In the 1830s, a man named john herschel used solar energy to cook Food.
5. The energy can be stored in Batteries to use during the Night.

Common Nouns	Proper Nouns

Boost Your Learning!

- A **common noun** names a **general** person, place, or thing. It is always lowercase.

Examples: *girl, country, and monument*

- A **proper noun** names a **specific** person, place, or thing. It is always capitalized.

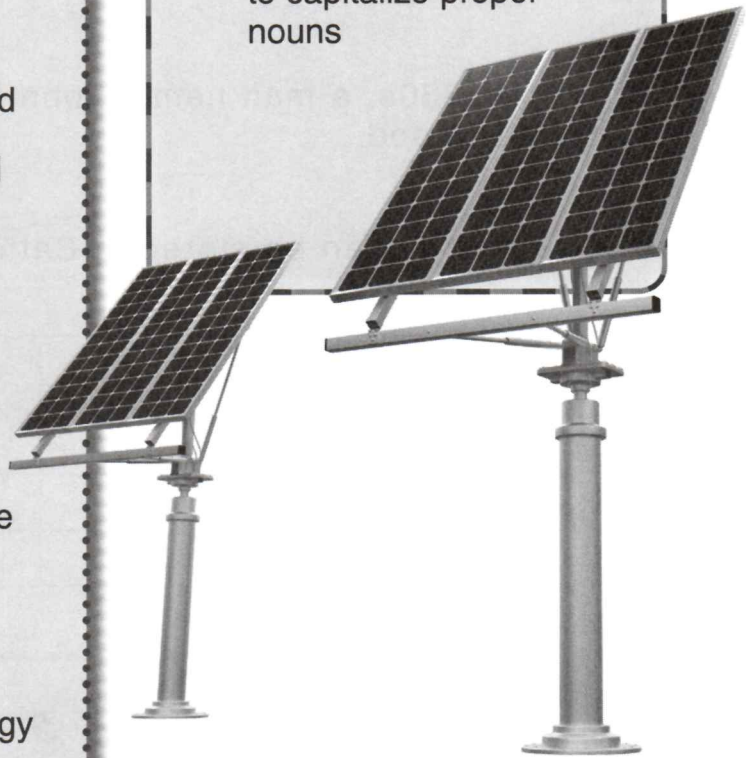
Examples: *Sarah, India, and Lincoln Memorial*

Directions: Read the opinion paragraph. Then, answer the question.

Today, many people are interested in taking care of the environment, and their answer is solar energy. Unlike traditional energy sources, solar energy does not produce any pollution. It is a clean, renewable resource, which means it will last without getting used up. Solar energy does not work well during cloudy days and cannot be used at all at night. Solar panels are expensive to install, but they're getting less expensive every year, and users save a lot of money. Once the equipment has been built and installed, there is no operating cost because sunlight is free. Solar energy is an environmentally-safe way to power technology in the United States and around the world.

This week I learned: 

- to support my opinion with information
- to use *there*, *their*, and *they're* correctly
- to capitalize proper nouns

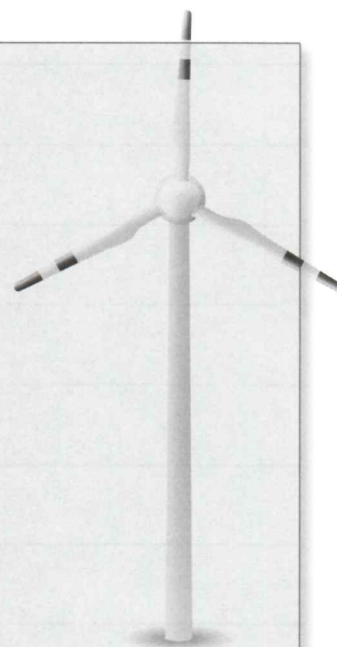


1. What advice would you give to the author for how to improve the paragraph?

NAME: _____ DATE: _____

Directions: Turbines are a way of harnessing and using wind as energy. Read the notes about using turbines. Decide if each note is an advantage or a disadvantage, and write it in the table below.

- no wind, no energy
- tall, but do not take up much land
- noisy to nearby homes and businesses
- birds killed by turbine blades
- wind is free
- does not create pollution or greenhouse gases
- clutter land, which some people say is ugly
- good for remote areas without access to electricity



Turbines

Prewriting

Advantages	Disadvantages

NAME: _____ DATE: _____

Directions: Do you think turbines should be used to collect wind energy? Write your opinion and why you feel the way you do. Use the table from page 139 to help you draft your opinion paragraph.

Drafting

Turbines

Remember!

A strong opinion paragraph includes:

- an introductory sentence that states your opinion
- details to support your ideas
- a concluding sentence

Cursive Practice *abc*

Directions: Use cursive to write a sentence about an interesting turbine fact.

NAME: _____ DATE: _____

Directions: Write one sentence for each of the homophones *there*, *their*, and *they're*. The sentences must be about turbines or wind energy. Use the notes on page 139 to help you.

1. _____

2. _____

3. _____

.....

Time to Improve!

Revisit the paragraph you wrote on page 140 about turbines. Carefully check that you used *there*, *their*, and *they're* correctly.

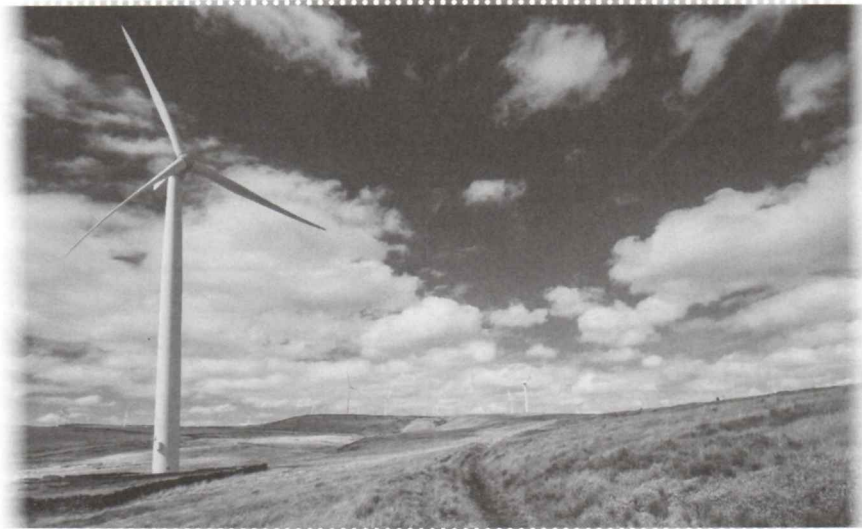
Remember!

- *There* is a location or place.
- *Their* shows belonging to people or things.
- *They're* is the contraction for *they are*.

NAME: _____ DATE: _____

Directions: Read the paragraph. Use the ≡ or / symbols to correct the capitalization errors.

Though giant Turbines are relatively new, Windmills have been around for over 1,000 years. The first windmill was built in the First Century by persians in the middle east. The idea spread to europeans in the 1200s. Windmills were used mainly to pump Water and grind Grain. Over the next few hundred years, the english and dutch made a lot of improvements to their designs. In the mid-1800s, people in the united states of america began using Windmills. Turbines, the modern windmills, are now increasingly popular ways to create Energy.

**Remember!**

- Common nouns are lowercase.
- Proper nouns are capitalized.

Time to Improve!

Do you have all of the common nouns lowercase and the proper nouns capitalized correctly in the paragraph you wrote on page 140? Double check to make sure!

NAME: _____ DATE: _____

Directions: Do you think turbines should be used to collect wind energy? Write your opinion and why you feel the way you do.



Turbines

Publishing



NAME: _____ DATE: _____

Directions: Mount Everest, located in the Himalayas between Nepal and Tibet, is the world's tallest mountain. The table has information that supports two opinions on whether people younger than 18 should be allowed to climb Mount Everest. Put exclamation points by sentences you think create strong arguments.

Yes

- _____ Being allowed to climb should be based on capability not age.
- _____ If a child's parent allows it, the officials at Mount Everest should not interfere.
- _____ Reaching the top, or summit, would be very exciting for a teen.
- _____ Climbing promotes a healthy lifestyle, which could positively influence peers.

No

- _____ It's dangerous because hundreds of people have died trying to reach the top.
- _____ Teens' brains are not fully developed to make big decisions.
- _____ Altitude sickness may affect young people differently from adults.
- _____ Mountain climbing is too expensive for teens to participate in.

NAME: _____ DATE: _____

Directions: Read the opinion paragraph about allowing people younger than 18 to climb Mount Everest. Underline sentences that strongly support the opinion.

Climbing Mount Everest is a big accomplishment for anyone, and those younger than 18 should have a chance to climb it. Being physically fit and well-trained are important for climbing, but these things are not related to age. Many teens are in better shape than people in their 30s. Teens who climb are promoting healthy lifestyles, which could be positive influences on their peers. Reaching the summit would be very exciting for a young person. It is also very expensive. Parents know their children best, and if they give their permission, the Mount Everest officials should not interfere. People of all ages should be allowed the thrill of experiencing the summit.

Remember!

A strong opinion paragraph includes:

- an introductory sentence stating your opinion
- details that support your opinion
- a concluding sentence restating your opinion

Cursive Practice *abc*

Directions: Use cursive to write *Mount Everest* on the top line. Then, write two adjectives to describe the mountain on the bottom lines.



NAME: _____ DATE: _____

Directions: Read each sentence. Choose the antonym for each bold word.

1. Many climbers **hire** Sherpas as guides.
Ⓐ rent
Ⓑ dismiss
Ⓒ need
2. A Sherpa guide can **earn** more than \$5,000 during the two-month climbing season.
Ⓐ lose
Ⓑ make
Ⓒ save
3. Most people in Nepal make about \$50 a month, so guides are very **wealthy**.
Ⓐ extravagant
Ⓑ poor
Ⓒ intelligent
4. The guides have a very **dangerous** occupation.
Ⓐ exciting
Ⓑ risky
Ⓒ harmless
5. Many Sherpa guides have climbed Mount Everest **numerous** times.
Ⓐ multiple
Ⓑ several
Ⓒ limited
6. Climbing Mount Everest is a **big** accomplishment.
Ⓐ small
Ⓑ fast
Ⓒ exciting

Boost Your Learning!

Antonyms are words that have the opposite meanings.

Examples: *near* and *far*, *heavy* and *light*, and *good* and *bad*

NAME: _____ DATE: _____

Directions: Complete each sentence with the correct usage of *who* or *whom*.

1. With _____ are you climbing?
2. The Sherpa, _____ is an expert, will be our guide.
3. People _____ have asthma should be cautious on a climb.
4. He doesn't know to _____ he should give the tent.
5. We want to know _____ will reach the top first.

Boost Your Learning!

To figure out if you should use *who* or *whom*, try this easy tip!

Who: Replace *who* with *he* or *they*. If that part of the sentence still makes sense, *who* is the right word.

Examples

- I wonder **who** is going to the mall (. . . **he** is going to the mall).
- She met the other girls **who** are kind (. . . **they** are kind).

Whom: Replace *whom* with *him* or *them*. If that part of the sentence still makes sense, *whom* is the right word.

Examples

- **To whom** is the letter addressed? (The letter is addressed to **him**).
- He saw three men, one of **whom** is a baseball player (. . . one of **them** is a baseball player).



NAME: _____ DATE: _____

Directions: Revisit the opinion paragraph about Mount Everest. Think about what you have learned this week. Write notes in the margins explaining how the author could improve the paragraph.

Climbing Mount Everest is a big accomplishment for anyone, and those younger than 18 should have a chance to climb it. Being physically fit and well-trained are important for climbing, but they are not related to age. Many teens are in better shape than people in their 30s. Teens who climb are promoting healthy lifestyles, which could be positive influences on their peers. Reaching the summit would be very exciting for a young person. It is also very expensive. Parents know their children, and if they give their permission, the Mount Everest officials should not be able to stop young people from attempting the climb. People of all ages should be allowed the thrill of the summit.

This week I learned: 

- to use supporting details
- about antonyms
- to use *who* and *whom* correctly

NAME: _____ DATE: _____

Directions: Read the information about Mount Kilimanjaro. Then, use the information to write your thoughts about whether or not you would want to climb Mount Kilimanjaro.

Mount Kilimanjaro is in Tanzania, a country along the eastern coast of Africa. At approximately 19,340 feet (5,895 meters), it is the tallest peak in Africa. It takes six to nine days to climb to the top. About 25,000 people attempt the climb each year. Over 16,000 of them are successful. Those who do not make it to the top generally turn back because of altitude sickness. There are about 10 to 15 deaths a year on Mount Kilimanjaro.

Would you want to climb Mount Kilimanjaro?

Reasons for Climbing	Reasons for Not Climbing



NAME: _____ DATE: _____

Remember! 

A strong opinion paragraph includes:

- an introductory sentence
- details that support your opinion
- a concluding sentence

Remember!

A strong opinion paragraph includes:

- an introductory sentence
- details that support your opinion
- a concluding sentence

Cursive Practice *abc*

Directions: Use cursive to write *Tanzania*, *Africa*, and *Mount Kilimanjaro*.

NAME: _____ DATE: _____

Directions: The sentences below are incorrect. Write an antonym for the underlined word to make each sentence true.

1. Mount Kilimanjaro is the shortest free-standing mountain, which means it is not part of a mountain range.

2. January through March are the coldest months in Tanzania.

3. The mountain's national park closed in 1977.

4. The youngest person to reach the summit was an 87-year-old Frenchman.

5. The last recorded summit of Mount Kilimanjaro was in 1889.

Remember!

Antonyms are words that have opposite definitions.

NAME: _____ DATE: _____

Directions: Read each sentence. If it uses *who* or *whom* correctly, write a C on the line. If it is incorrect, write I and rewrite the sentence correctly.

_____ 1. With whom are you hiking?

_____ 2. Whom is wearing the boots?

_____ 3. Who is going to be our guide?

_____ 4. To who will you give the pack?

_____ 5. Who will take our picture?

Time to Improve!

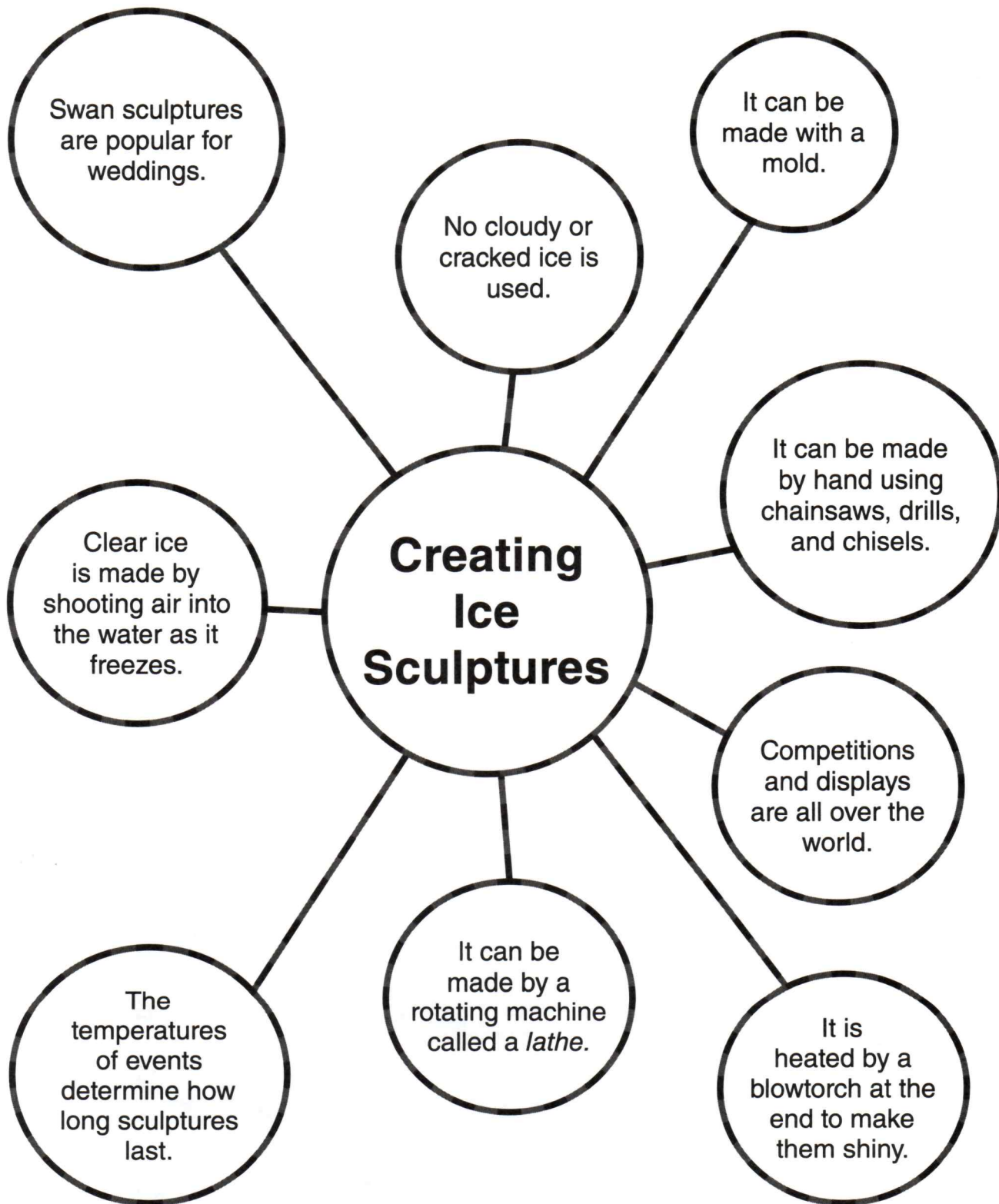
Look over the paragraph you wrote on page 150 about Mount Kilimanjaro for *who* and *whom*. Use the replacement tips to make sure you used these words correctly!

Remember!

- Replace *who* with *he* or *they* to see if it makes sense.
- Replace *whom* with *him* or *them* to see if it makes sense.

NAME: _____ DATE: _____

Directions: Read the notes. They contain information for a paragraph about creating ice sculptures. Place check marks in the circles that strongly support the main topic.



NAME: _____ DATE: _____

Directions: Read the informative/explanatory paragraph about creating ice sculptures. Underline sentences that strongly support the main idea.

An ice sculpture is a beautiful and dramatic way to decorate for a special event. For example, swans are very popular at weddings. Ice for a sculpture must be completely clear. To make perfect ice, air jets are used to blow air into the water as it freezes. Sculptures can be made by hand, but artists typically use chainsaws and chisels to create them. Machines called *lathes* can create sculptures quickly and efficiently. Molds can also be used. A small blowtorch is used to make the sculpture shiny after the carving is complete. The colder it is, the longer a sculpture will last. Ice sculptures are imaginative forms of art.

Cursive Practice *abc*

Directions: Use cursive to write the names of four places you think would be safe for an ice sculpture to be outside.



NAME: _____ DATE: _____

Directions: Underline the prepositional phrases in each sentence.

1. An ice sculpture is a beautiful and dramatic way to decorate for a special event.
2. To make perfect ice, air jets are used to blow air into the water as it freezes.
3. Sculptures can be made by hand, but artists typically use chainsaws and chisels to create them.
4. A small blowtorch is used to make the sculpture shiny after the carving is complete.
5. Write a sentence with at least one prepositional phrase about ice sculpting.

Boost Your Learning!

A **prepositional phrase** begins with a preposition such as *for*, *to*, *after*, *in*, and *over*, and can end with a noun, a verb, or an adjective.

Examples

- I shove the box under my bed.
- I gave up after trying for an hour.

NAME: _____ DATE: _____

Directions: Read each sentence. Decide which word should go in the blank and fill in the letter for the correct answer.

1. People are not _____ to touch ice sculptures.
Ⓐ allowed
Ⓑ aloud
2. The sculpture will last _____ the evening.
Ⓐ threw
Ⓑ through
3. The artist does not know _____ or not he will finish on time.
Ⓐ weather
Ⓑ whether
4. The _____ made the ice shine under the light.
Ⓐ mist
Ⓑ missed
5. I enjoyed all of the sculptures _____ one.
Ⓐ except
Ⓑ accept
6. The sculptor changed the ice from _____ to smooth.
Ⓐ course
Ⓑ coarse

Remember!

Homophones are words that sound the same but have different meanings. They may or may not be spelled the same.

Examples: *knows* and *nose*, *hear* and *here*



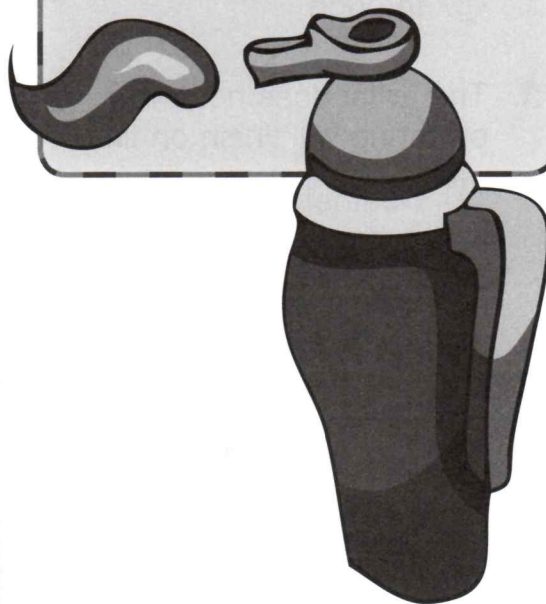
NAME: _____ DATE: _____

Directions: Read the paragraph. Then, answer the question.

An ice sculpture is a beautiful and dramatic way to decorate for a special event. For example, swans are very popular at weddings. Ice for a sculpture must be completely clear. To make perfect ice, air jets are used to blow air into the water as it freezes. Sculptures can be made by hand, and artists typically use chainsaws and chisels to create them. Machines called *lathes* can create sculptures quickly and efficiently. Molds can also be used. A small blowtorch is used to make the sculpture shiny after the carving is complete. The colder it is, the longer a sculpture will last. Ice sculptures are imaginative forms of art.

This week I learned: 

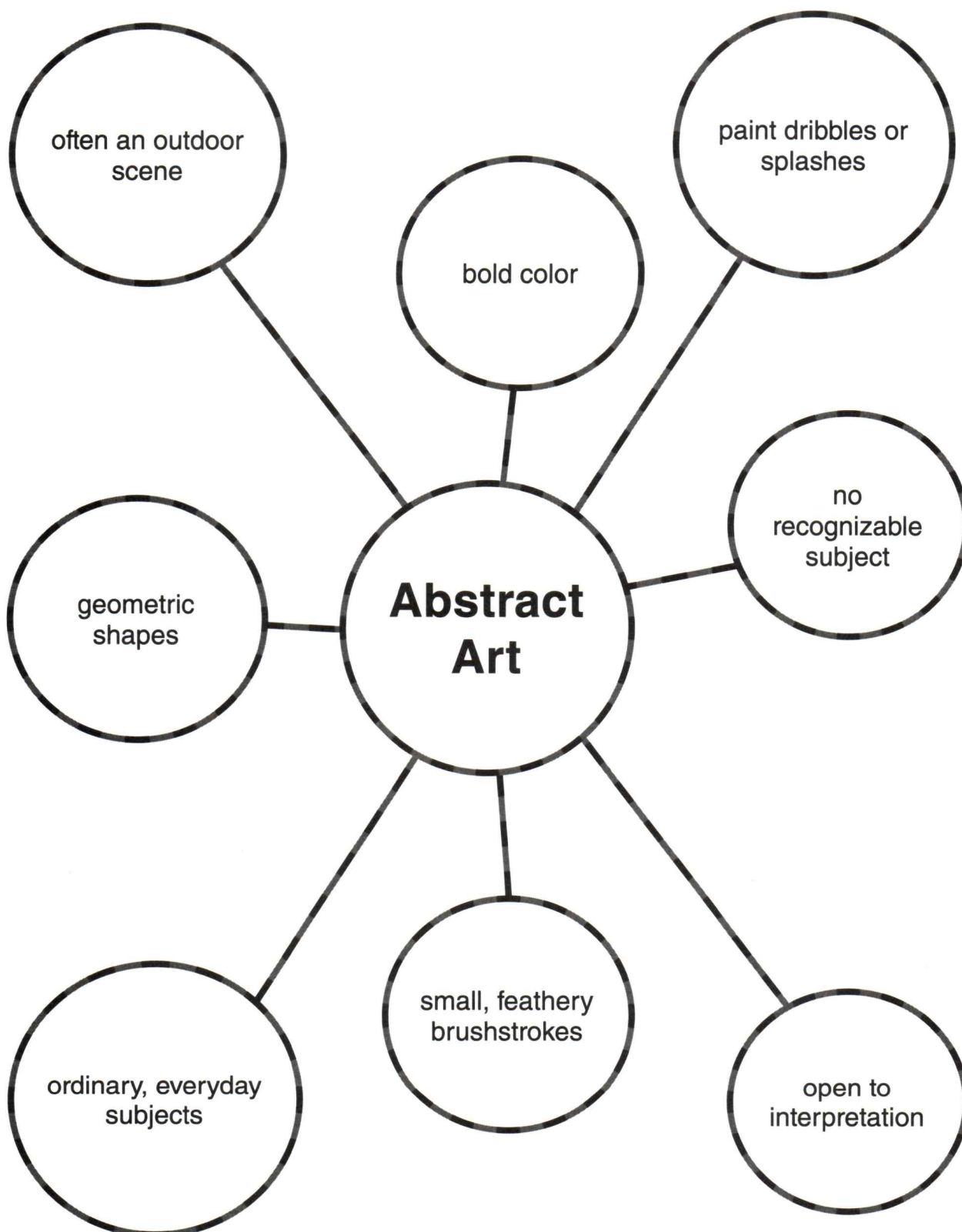
- to support the main idea with strong details
- about prepositional phrases
- to use homophones correctly



1. How could the paragraph be stronger? Give at least two suggestions.

NAME: _____ DATE: _____

Directions: Look at the web for information about a style of painting called *abstract*. Place check marks in the circles that strongly support the main topic.



NAME: _____ DATE: _____

Directions: Describe what abstract art is. Include facts about what abstract art looks like. Use the web on page 159 and your own observations to help you draft your informative/explanatory paragraph.

The image shows a worksheet for writing an explanatory paragraph. It has horizontal ruling lines across the top two-thirds of the page. On the right side, there is a shaded rectangular box with rounded corners. Inside this box, the word "Remember!" is written in bold, followed by a small icon of a hand holding a key. Below this, the text reads: "A strong informative/ explanatory paragraph includes:". This is followed by a bulleted list with two items: "an introductory and a concluding sentence" and "details that support the main idea".

Remember! 

A strong informative/
explanatory paragraph
includes:

- an introductory and a
concluding sentence
- details that support
the main idea

- an introductory and a concluding sentence
- details that support the main idea

abc

Directions: Use cursive to write the names of these famous abstract painters:
Jackson Pollock, Mark Rothko.

NAME: _____ DATE: _____

Directions: Improve each sentence by adding a prepositional phrase. Use the prepositions in parentheses to help you.

1. Anyone can learn to paint. (*by*)

2. Budding artists can take lessons. (*from*)

3. They can observe nature. (*around*)

4. Painting may not be easy. (*until*)

.....
Time to Improve!

Sometimes a prepositional phrase can add a detail or make a sentence more interesting. Reread the paragraph you wrote on page 160 and see if any sentences can be improved by adding prepositional phrases.

NAME: _____ DATE: _____

Directions: Read the sentences. They all have incorrect homophones. Use the *℄* and *^* symbols to correct them.

1. No one nose what the painting is supposed to be about.
2. The hole painting is filled with different colors.
3. The group had to weight in line at the art museum.
4. The bear canvas came alive with the interesting painting.
5. A flour is not an abstract subject.
6. The dark colors in the painting feel like knight.
7. It looks like a pale of paint was splashed on the artwork.
8. Many people want to meat the artist.



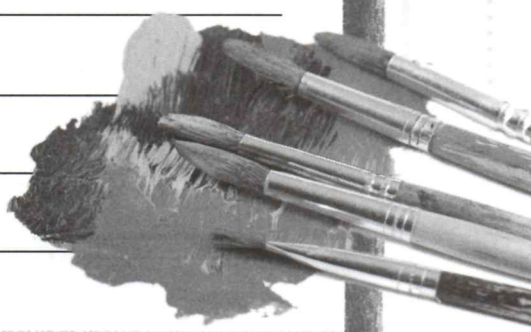
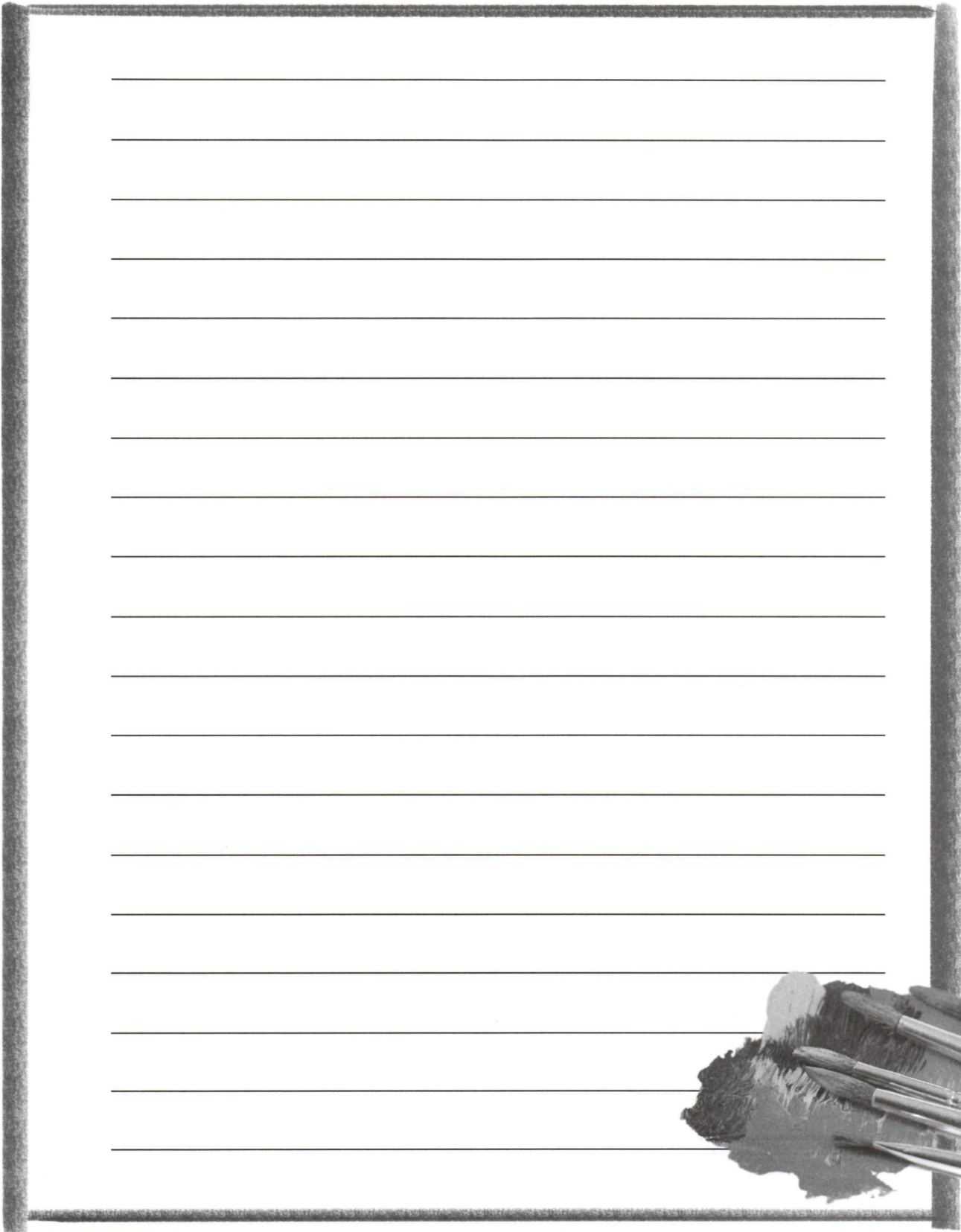
.....

Time to Improve!

Revisit the paragraph you wrote on page 160 for homophones. If you find any, make sure they are correct.

NAME: _____ DATE: _____

Directions: Describe what abstract art is. Include facts about what abstract art looks like.



NAME: _____ DATE: _____

Directions: Look at the table about steam engine trains. The first column has facts. The second column is supposed to show that the facts are advantages for steam engine trains. If it is an advantage, put a star by the sentence. If it is not an advantage, put an X.

Facts	Advantages
Steam engines do not need to be by water sources.	The engines can be anywhere instead of being _____ stuck by a river or a lake.
Steam engines produce lots of smoke.	The smoke puts air pollution _____ into the environment.
Steam engines are powerful.	One steam engine is equal _____ to the power of many horses.
The steam in a steam engine's boiler room is under tremendous pressure.	Boilers can burst, leading to loss of workers' lives and _____ property.
Steam engines can be used at any time.	Other energy sources, like wind, can only be used under the right weather _____ conditions.

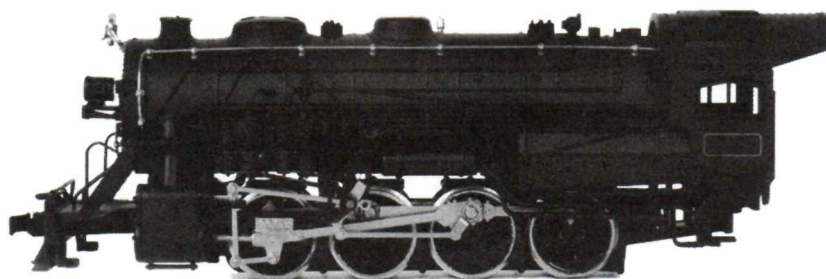


NAME: _____ DATE: _____

Directions: Read the opinion paragraph about the advantages of a steam engine train. Underline sentences that support the main idea.



Though steam engine trains were not perfect, they were the right choice for transportation at the time and made travel easier. Most power before the 1800s required being close to water sources, but the steam engine train allowed distance from water. Windmills provided another kind of power but depended on the wind and weather; steam engine trains could work regardless of the environment. Trains burned wood to heat water and create steam, and the smoke produced by the burning wood added to air pollution. The steam was under tremendous pressure and sometimes caused boilers to burst, injuring people and destroying property. Horses were commonly used for travel, but a steam engine train was equal to the power of many horses. Steam engine trains eventually gave way to gasoline engines, but they were very important during their time.



Cursive Practice *abc*

Directions: Use cursive to write one question you have about steam engine trains.

NAME: _____ DATE: _____

Directions: Read each sentence. The answer choices are words that have similar but not identical meanings. Fill in the bubble with the best answer for each sentence.

1. Though the steam engine train had existed for a long time, people were _____ for ways to improve it.
Ⓐ exploring
Ⓑ searching
2. It will take several months to build a railroad bridge over the _____.
Ⓐ pond
Ⓑ lake
3. It is _____ for one horse to do the work a steam engine train can.
Ⓐ impossible
Ⓑ difficult
4. The steam engine train easily makes its way over the gentle _____ of the land.
Ⓐ hills
Ⓑ mountains

Boost Your Learning!

Synonyms are words that have similar meanings. Oftentimes, a synonym has a different feel or intensity from another.

Examples

- I skipped breakfast and was hungry by lunch.
- During the famine, many children were starving.



NAME: _____ DATE: _____

Directions: Look at the underlined possessive noun in each sentence. If it is correct, put a C on the line. If it is incorrect, put an / on the line and rewrite the possessive noun correctly.

- _____ 1. America's first steam engine railway opened in 1830.

- _____ 2. Coal and water were stored in a trains tender, which is a wagon pulled behind the train.

- _____ 3. Many railway station's arrival and departure times were different because there was not a national standard time until 1883.

- _____ 4. It took three hours of workers' time to get a steam engine train moving.

Boost Your Learning!

- A **possessive noun** means something belongs to the noun. You show this by adding an apostrophe and an -s to the end of the noun.

Example: a girl's backpack (the backpack belongs to one girl)

- A **plural possessive noun** means something belongs to a plural noun. You show this by adding an apostrophe to the end of the noun.

Example: the boys' classroom (the classroom belongs to more than one boy)



NAME: _____ DATE: _____

Directions: Reread the paragraph about steam engine trains. Think about what you practiced this week. In the margins, write at least three ways to improve the paragraph.

Though steam engine trains were not perfect, they were the right choice for transportation at the time and made travel easier. Most power before the 1800s required being close to water sources, but the steam engine train allowed distance from water. Windmills provided another kind of power but depended on the wind and weather; steam engine trains could work regardless of the environment. Trains burned wood to heat water and create steam, and the smoke produced by the burning wood added to air pollution. The steam was under tremendous pressure and sometimes caused boilers to burst, injuring people and destroying property. Horses were commonly used for travel, but a steam engine train was equal to the power of many horses. Steam engine trains eventually gave way to gasoline engines, but they were very important during their time.

This week I learned: 

- to include strong supporting details
- to use precise words
- about possessive nouns

NAME: _____ DATE: _____

Directions: Complete the chart by putting a check mark for each fact in the appropriate column based on whether or not bullet trains are a good idea. Then, write why you think the fact is an advantage or a disadvantage.

Fact	Advantage	Disadvantage	Why?
There are over 15 countries with bullet trains.			
Americans tend to prefer the freedom of driving their own cars.			
California has plans to build a bullet train with an estimated cost of \$98.5 billion.			
Bullet trains travel a minimum of 155 mph (249 kph).			
Bullet trains use electricity.			



NAME: _____ DATE: _____



Drafting

Bullet Trains

Directions: Should the United States construct its own bullet trains? Explain your opinion and why you feel the way you do. Use the table on page 169 to help you draft your opinion paragraph.

Remember! 

A strong opinion paragraph includes:

- an introductory sentence stating your opinion
- strong supporting details
- a concluding sentence

Remember!

A strong opinion paragraph includes:

- an introductory sentence stating your opinion
- strong supporting details
- a concluding sentence

Cursive Practice *abc*

Directions: Write the names of these countries that have bullet trains in cursive: *Spain, Japan, Russia, and France.*

NAME: _____ DATE: _____

Directions: Read each pair of sentences. They are the same except for the underlined words, which have similar, but not identical, meanings. On the lines, explain the differences between the words.

1. The passenger was wandering toward the train station.

The passenger was walking toward the train station.

2. As she boarded the train, she glared at the man behind her.

As she boarded the train, she stared at the man behind her.

3. Tossing her bag on the floor, she took a seat.

Hurling her bag on the floor, she took a seat.

4. She remembered the argument between two of the passengers.

She remembered the disagreement between two of the passengers.

.....
Time to Improve!

Reread the paragraph you wrote on page 170. Make sure the words you use express the meanings you want. If they don't, use synonyms.



NAME: _____ DATE: _____

Directions: Write the possessive form of the nouns in parentheses for each sentence.

1. _____ (Japan) bullet train is called *Shinkansen* which means “new trunk lines.”
2. The _____ (bullet train) debut was October 1, 1964, but it has had many updates since its beginning.
3. _____ (Passengers) safety is a priority, and there has never been a fatal accident.
4. The train _____ (system) average delay is only 36 seconds.
5. Other _____ (countries) designs have used the *Shinkansen* as an inspiration.

.....

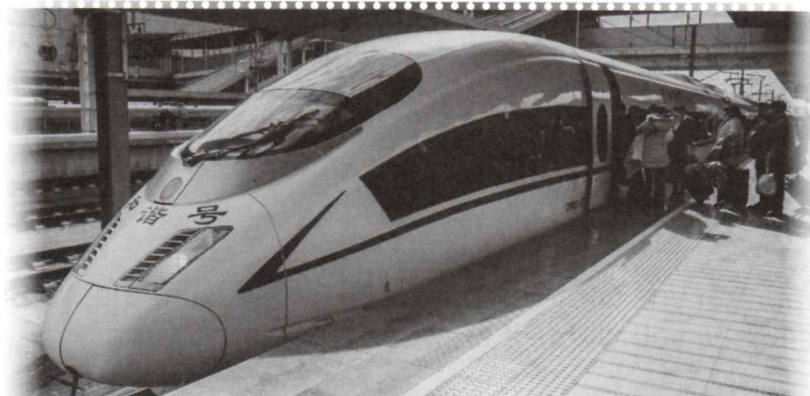
Time to Improve!

Do you have any possessive nouns in your paragraph? If so, make sure you used an apostrophe correctly.

Remember!

A quick tip for possessive nouns:

- engineer's schedule (schedule belonging to the engineer)
- families' items (items belonging to more than one family)



NAME: _____ DATE: _____

Directions: Read the narrative notes in the flowchart. Put stars by six to eight things you think should be in a narrative paragraph about a girl visiting the Eiffel Tower in Paris, France.

BEGINNING

_____ last day in Paris

_____ went to a museum the day before

_____ finally at the Eiffel Tower

**MIDDLE**_____ insisted on walking up the
1,665 stairs of the tower

_____ very busy at the top

_____ not crowded on stairs

_____ could see for miles

**END**

_____ there at dusk when lights turned on

_____ took elevator down

_____ favorite memory of Paris

NAME: _____ DATE: _____

Directions: Read the narrative paragraph about Aaliyah visiting the Eiffel Tower. Underline sentences you think should stay in the story.

Aaliyah felt like butterflies were fluttering in her stomach. It was her last day in Paris, and she was finally going to see the Eiffel Tower. Yesterday, her tour group had visited a museum. Most of the others wanted to take the elevator, but Aaliyah insisted on going up the old-fashioned way. She climbed up all 1,665 steps to get to the top. The stairs were not busy, but the top of the tower was like a zoo. As she looked over Paris, she saw clouds like cotton balls and a sunset striping the sky. She could see for miles. The sun slipped below the horizon and the lights on the Eiffel Tower turned on. They were as bright as the sun. Tired but happy, Aaliyah took the elevator down with the rest of her group. This would definitely be her favorite memory of Paris.

Remember!

A strong narrative paragraph should:

- have a beginning, a middle, and an end
- sound like a story
- have interesting details

Cursive Practice *abc*

Directions: Use cursive to write *Paris, France*.



Drafting
Eiffel Tower

NAME: _____ DATE: _____

Directions: Write *S* if the sentence includes a simile. Write *M* if the sentence includes a metaphor. Then, underline the simile or metaphor in each sentence.

- _____ 1. Aaliyah feels like butterflies are in her stomach.
- _____ 2. The top of the tower is a zoo.
- _____ 3. The sunset stripes the sky in color.
- _____ 4. She sees clouds like cotton balls.
- _____ 5. The lights are as bright as the sun.

Boost Your Learning!

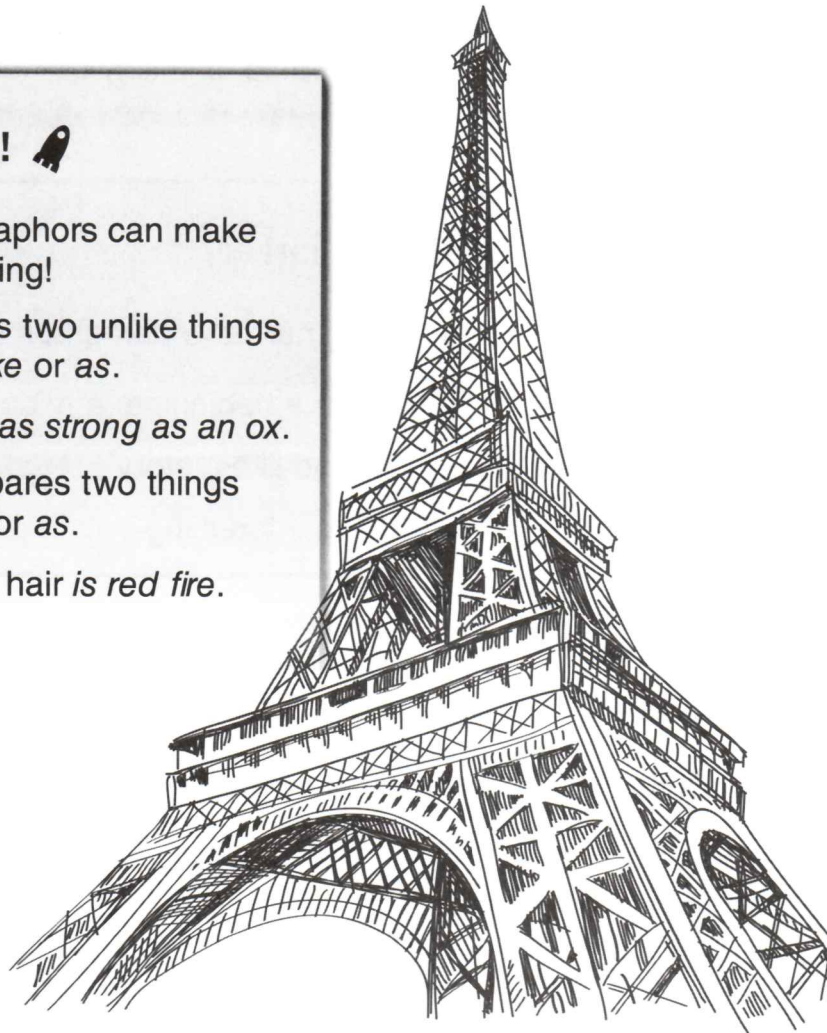
Using similes and metaphors can make your writing more exciting!

- A **simile** compares two unlike things using the words *like* or *as*.

Example: John is *as strong as an ox*.

- A **metaphor** compares two things without using *like* or *as*.

Example: Jenna's hair *is red fire*.



NAME: _____ DATE: _____

Directions: Read each sentence and look for capitalization errors. Use the ≡ and / symbols to correct the errors.

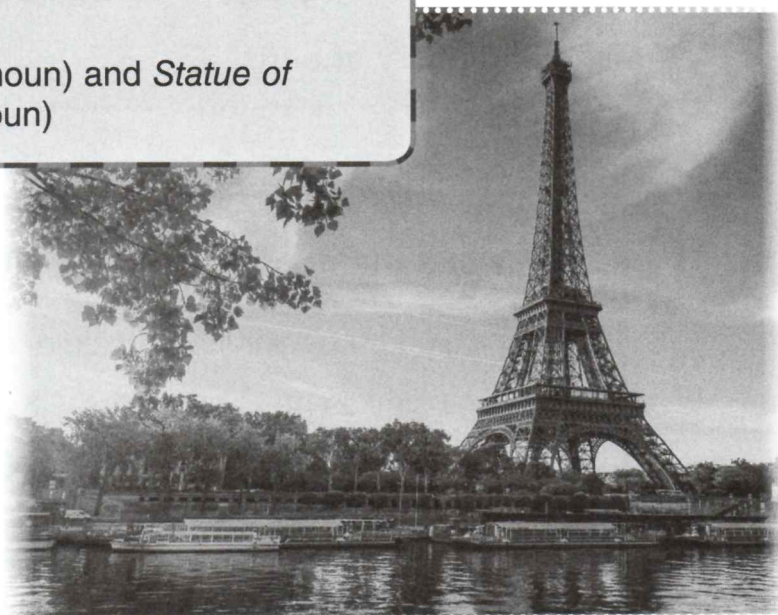
1. the eiffel tower was built in 1889.
2. It was built to be the Entrance Arch for the world's fair.
3. The Tower is repainted every seven years to protect it from Rust.
4. There are 20,000 Lightbulbs on the Eiffel tower.
5. It was almost torn down but was kept because it could be used as a Radio Antenna.

Remember!

Proper nouns are the names of specific people, places, and things. They should always be capitalized.

Examples

- *city* (common noun) and *New York City* (proper noun)
- *statue* (common noun) and *Statue of Liberty* (proper noun)



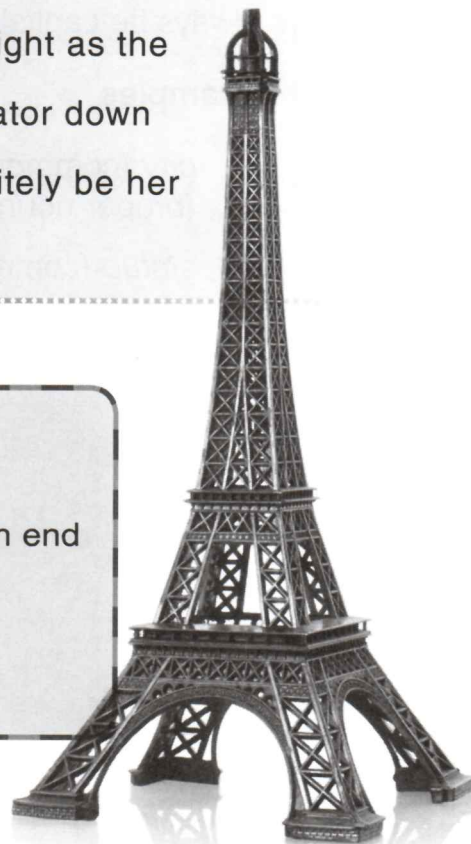
NAME: _____ DATE: _____

Directions: Reread the paragraph about Aaliyah's visit to the Eiffel Tower. Think about what you have learned this week. Use the margins to write three ways the paragraph can be improved.

Aaliyah felt like butterflies were fluttering in her stomach. It was her last day in paris, and she was finally going to see the Eiffel tower. Yesterday, her Tour Group had visited a Museum. Most of the others wanted to take the elevator, but Aaliyah insisted on going up the old-fashioned way. She climbed up all 1,665 steps to get to the top. The stairs were not busy, but the top of the tower was like a zoo. As she looked over paris, she saw clouds like cotton balls and a sunset striping the sky. She could see for miles. The sun slipped below the horizon and the lights on the Eiffel tower turned on. They were as bright as the sun. Tired but happy, Aaliyah took the elevator down with the rest of her group. This would definitely be her favorite memory of paris.

This week I learned: 

- to include a beginning, a middle, and an end
- about similes and metaphors
- to capitalize proper nouns



NAME: _____ DATE: _____

Directions: Read the paragraph about the Leaning Tower of Pisa in Italy. Use the information as well as your imagination to brainstorm ideas for a narrative paragraph about a student's visit to the Leaning Tower of Pisa. Then, write your ideas in the flowchart.

The Leaning Tower of Pisa in Pisa, Italy, is one of the most famous towers in the world because of its tilt. The circular, 8-story building leans because of the soft ground underneath. It is 183 feet (56 meters) tall on its sinking side and almost 186 feet (57 meters) tall on the other side. There are 294 or 296 steps to reach the top, depending on which side a person climbs. The tower was built as a freestanding bell tower for the cathedral in Pisa. Construction started in 1173 and took over 200 years to complete.

BEGINNING↓
MIDDLE↓
END

NAME: _____ DATE: _____

Directions: Imagine a time when a student visits the Leaning Tower of Pisa. Include details that describe how the student felt and what he or she saw. Use your flowchart on page 179 to help you draft your narrative paragraph.

Remember! 

A strong narrative paragraph should:

- have a beginning, a middle, and an end
- sound like a story
- have interesting details

Remember!

A strong narrative paragraph should:

- have a beginning, a middle, and an end
- sound like a story
- have interesting details

Cursive Practice *abc*

Directions: Write the location of the Leaning Tower of Pisa in cursive: *Piazza del Duomo in Pisa, Italy.*

NAME: _____ DATE: _____

Directions: Complete each sentence with a phrase from the Phrase Bank. If the sentence contains a simile, write *S* before the sentence. If it contains a metaphor, write *M*.

Phrase Bank

as an arrow moths to a flame light of Pisa as a fishhook

_____ 1. The Leaning Tower of Pisa is not as straight

_____ 2. In fact, it is as crooked _____.

_____ 3. The tower is the _____.

_____ 4. People are drawn to visit it like _____.

Time to Improve!

Have you included any similes or metaphors in the narrative paragraph you wrote on page 180? If not, go back and try to add one or two to make your writing more exciting.

Remember!

- Similes make comparisons using the words *like* or *as*.
- Metaphors make comparisons without the words *like* or *as*.

NAME: _____ DATE: _____

Directions: Use the ≡ and / symbols to correct the sentences. Then, write why you made the changes you did.

1. during world war II, the leaning tower of pisa was almost destroyed.

2. many tall buildings in italy were being used as lookout towers by nazis.

3. american soldiers were ordered to bomb any potential lookouts.

4. the beauty of the leaning tower of pisa saved it from destruction.

.....
Time to Improve! 

Reread the paragraph you wrote on page 180 and pay careful attention to nouns. Make sure all proper nouns are capitalized correctly.

NAME: _____ DATE: _____

Directions: Read the notes about a camping trip. Put stars by five to seven items you think would be interesting to include in a personal narrative about camping.

_____ I was excited to go on my first camping trip.

_____ Everything seemed to go wrong.

_____ We couldn't get the tent set up.

_____ My mom forgot the cooler with the drinks.

_____ I wanted to go hiking.

_____ Dad worked for over an hour to start the fire.

_____ My little sister was scared of bears.

_____ I dropped my hot dog into the fire.

_____ When we finally got settled, it started to rain.



NAME: _____ DATE: _____

Directions: Read the personal narrative. Underline sentences you think belong in the paragraph.

I had been looking forward to my first camping trip for weeks. I was very excited when we finally left Friday after school. Things started off smoothly, but it didn't take long before everything seemed to go wrong. We pulled our brand new tent out of its bag and began setting it up. We realized a pole was missing, so it was impossible to put together. My dad said we could sleep under the beautiful sky. We were hungry for dinner. My dad started building a fire, but it took him over an hour to get it going. I was not waiting patiently. My mom went to get the cooler with drinks out of the truck but came back empty-handed. She forgot the cooler at home. As darkness began to fall, I was hungry, thirsty, and cranky. I laid out my sleeping bag, feeling hopeful I could see the stars. It's too cloudy I said to myself, and that's when the first raindrop splashed on my cheek.

Cursive Practice *abc*

Directions: Use cursive to write four things you would need to bring on a camping trip.



Drafting
Camping

NAME: _____ DATE: _____

Directions: Use the suffixes in the Suffix Bank to complete the words in each sentence. You may use a suffix more than once.

Suffix Bank

-ful -ly -y -ness

1. Things start off smooth_____.
2. I cannot wait patient_____.
3. Dark_____ begins to fall.
4. I feel hope_____ about seeing stars.
5. It is a cloud_____ night.

Boost Your Learning! 🚀

A **suffix** is a letter or group of letters added to the end of a word that slightly changes the word's meaning.

Examples

dark → darker

friend → friendly



NAME: _____ DATE: _____

Directions: Use the √ symbol to insert commas and quotation marks in the dialogue. Then, write a line of dialogue to respond.

1. My dad said we can sleep under the beautiful sky.

2. I forgot the cooler at home she said.

3. It's too cloudy my sister said to herself.

Remember!

Tips for using quotation marks:

- Put quotation marks around anything people say out loud.
- The quotation should start with a capital letter.
- Use a comma to separate what was said from who said it.

Example: "Camping is a fun way to experience nature," said the tour guide.

NAME: _____ DATE: _____

Directions: Read the paragraph. Think about what you have learned this week. Write in the margins to explain three ways the author could improve the paragraph.

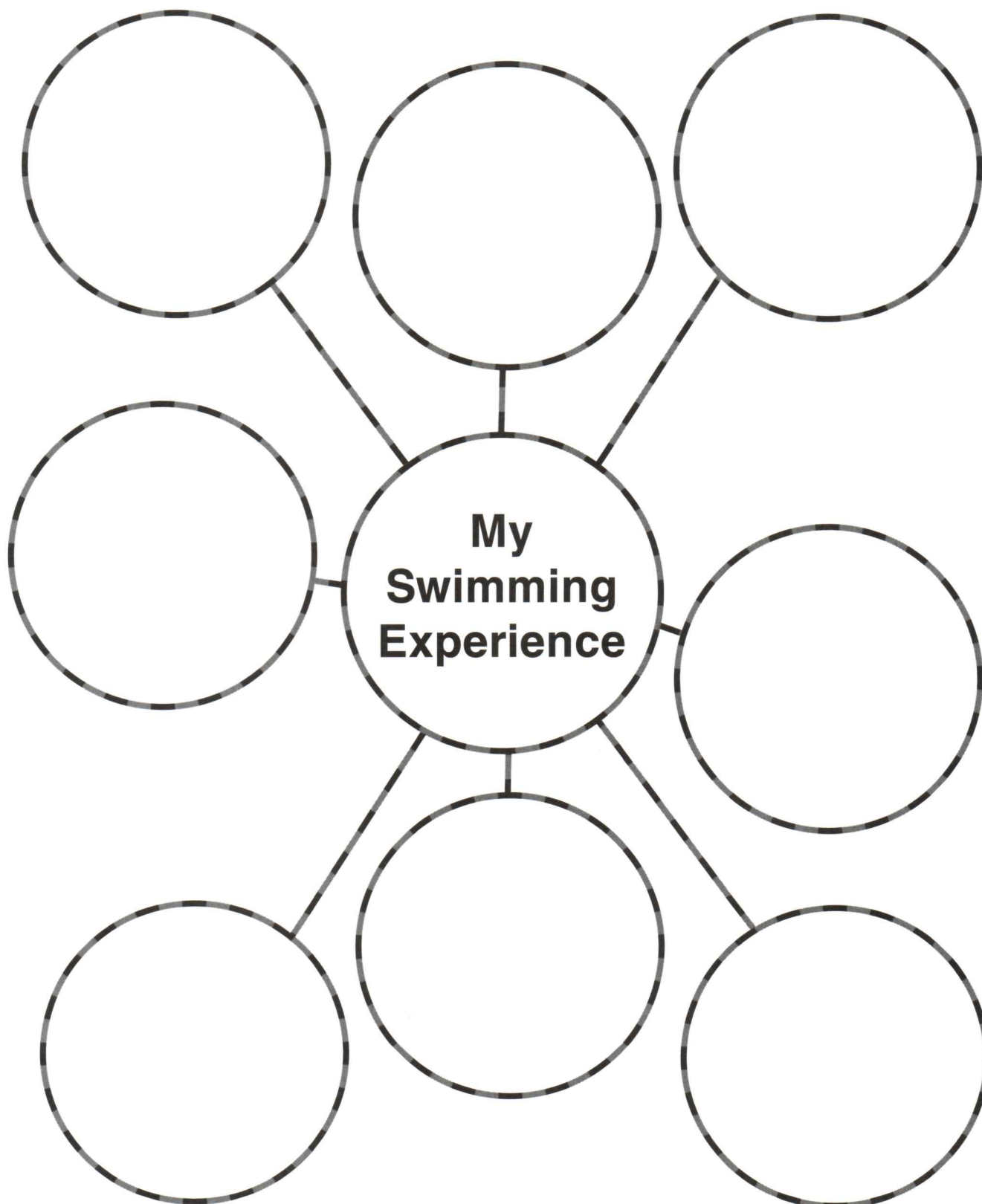
I had been looking forward to my first camping trip for weeks. I was very excited when we finally left Friday after school. Things started off smoothly, but it didn't take long before everything seemed to go wrong. We pulled our brand new tent out of its bag and began setting it up. We realized a pole was missing, so it was impossible to put together. My dad said we could sleep under the beautiful sky. We were hungry for dinner. My dad started building a fire, but it took him over an hour to get it going. I was not waiting patiently. My mom went to get the cooler with drinks out of the truck but came back empty-handed. She forgot the cooler at home. As darkness began to fall, I was hungry, thirsty, and cranky. I laid out my sleeping bag, feeling hopeful I could see the stars. It's too cloudy I said to myself, and that's when the first raindrop splashed on my cheek.

This week I learned: 

- to include interesting information in narratives
- about different suffixes
- to use quotation marks correctly

NAME: _____ DATE: _____

Directions: Write notes that you would include in a personal narrative about a time you went swimming. Use a real experience or your imagination. Be sure to make your notes exciting and interesting.



NAME: _____ DATE: _____

Drafting
.....
Swimming

Remember! 

A strong personal narrative:

- is about you
- has a beginning, a middle, and an end
- sounds like a story

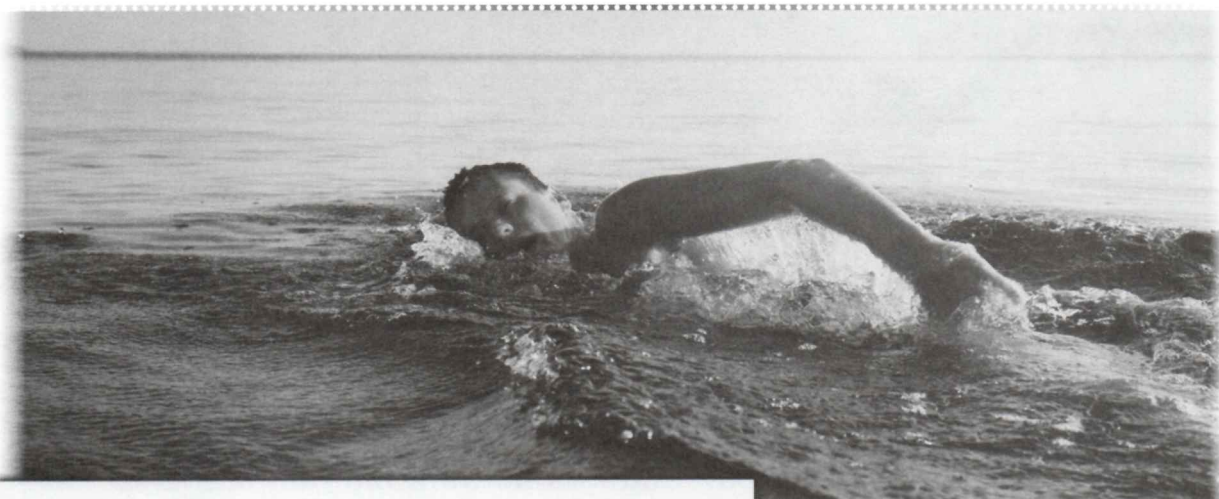
- is about you
- has a beginning, a middle, and an end
- sounds like a story

abc

NAME: _____ DATE: _____

Directions: Read each sentence. Fill in the bubbles with the suffixes that mean the same things as the underlined phrases.

1. Being on a swim team is an activity that is able to be enjoyed.
 (A) enjoyable
 (B) joyless
2. The feeling of being without weight in the water is relaxing.
 (A) weightless
 (B) weightful
3. People must always be full of care when they are around water.
 (A) careless
 (B) careful
4. Many swimmers are full of thanks for their memories of being on a team.
 (A) thankful
 (B) thankless



Boost Your Learning! 🚀

Suffixes have different meanings.

Examples

- **-able** means “able to be” (agree**able**)
- **-less** means “without” (mean**ingless**)
- **-ful** means “full of” (wonder**ful**)

Time to Improve! 🏆

Reread the personal narrative you wrote on page 190 about swimming. Make sure any suffixes you used are correct.



Revising
Swimming

NAME: _____ DATE: _____

Directions: Read the conversation between a mother and son at the beach. Use the √ symbol to add quotation marks and punctuation marks to each sentence.

1. Can I go swim in the ocean the boy asked his mother.
2. Not until I am ready to go with you his mother responded.
3. The boy stomped his foot and cried I want to go now
4. It is not safe to go swimming alone his mother gently explained.
5. I understand. Are you ready now he asked with a grin.



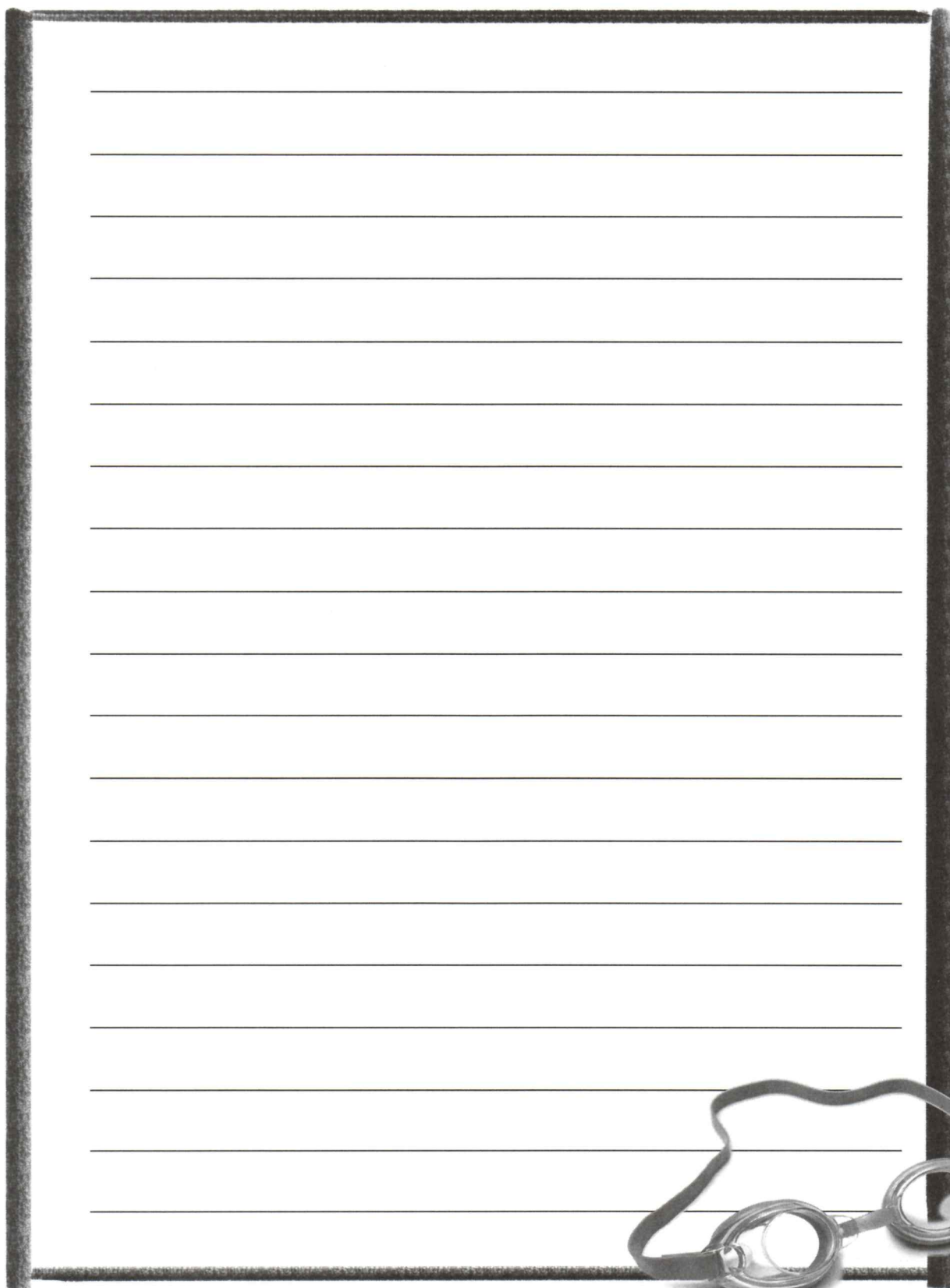
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Time to Improve!

Have you used any dialogue in the personal narrative you wrote on page 190? If so, make sure it is used correctly. If not, consider adding some!

NAME: _____ DATE: _____

Directions: Imagine a time you went swimming. Describe the experience, including where you swam and whom you swam with.



ANSWER KEY

The activity pages that do not have specific answers to them are not included in this answer key. Students' answers will vary on these activity pages, so check that students are staying on task.

Week 1: Hieroglyphics

Day 1 (page 14)

Hieroglyphics use symbols and pictures; Symbols point to the beginning of a line to let the reader know where to start reading; The writing contains no punctuation; There are more than 700 symbols; The Rosetta Stone helped people learn how to read the symbols; Egyptians wrote hieroglyphics on paper called *papyrus*.

Day 2 (page 15)

Underline: Over 700 symbols; Contains no punctuation; With Greek and Egyptian written side by side.

Day 3 (page 16)

Example answers include:

1. The hieroglyphics are beautiful to look at.
2. Egyptians wrote on an early paper called *papyrus*.
3. Hieroglyphics are hard to understand.
4. The Rosetta Stone was important to translating hieroglyphics.

Day 4 (page 17)

1. Egypt is in northeastern **Africa**.
2. Makeup protected the people's **faces** from the sun.
3. The **Nile** River was important to Egyptian crops.
4. Ancient Egyptians used **toothpaste**.
5. The Rosetta Stone was found by **French** soldiers.
6. The Egyptian **leader** was called a pharaoh.

Week 2: Pyramids

Day 1 (page 19)

The structures were intended to protect the pharaohs' bodies forever; Pyramids were filled with items and treasures needed for the afterlife; The pharaohs were buried in the pyramids; Family members and servants were sometimes buried in the pyramids.

Day 3 (page 21)

1. RO; The pyramids were built on the west side of the Nile River. It is known as the land of the dead.
2. F; The pyramids were built of limestone by thousands of workers.
3. RO; The Sphinx had the head of a pharaoh and the body of a lion.

Day 4 (page 22)

Capitalize: King Tut, Egypt, English, Howard

Lowercase: pharaoh, archaeologist, treasures, artifacts

Day 5 (page 23)

See Informative/Explanatory Writing Rubric on page 203.

Week 3: Hurling

Day 1 (page 24)

1. R
2. P
3. R
4. S
5. P
6. S

Day 2 (page 25)

Example answers include:

1. Passing the ball in so many different ways makes hurling more interesting than other sports.
2. Games are thrilling to watch because there is a lot of scoring.
3. Players play for pride and love of the game, which is better than professional athletes playing for money.

Day 3 (page 26)

players, nets, sports, hurlies, bails, sticks, helmets, balls, teams, hands

Day 4 (page 27)

1. Players **may** hit the ball with hurley sticks.
2. Hurlers **must** run fast to play this sport.
3. Teams **may** earn up to three points with one score.
4. A player **must** have fast reflexes in hurling.
5. The amateur players **may** receive money.

Week 4: Cricket

Day 3 (page 31)

1. Joseph will write his essays about the rules of cricket.
2. The ladies **bring** the babies to watch cricket.
3. The victories **belong** to the players.

Day 4 (page 32)

must, might, should, would

Day 5 (page 33)

See Opinion Writing Rubric on page 202.

ANSWER KEY *(cont.)*

Week 5: Cupcakes

Day 1 (page 34)

See: pink frosting, sprinkles, lit candle, large; Taste/Smell: chocolate, vanilla, sugar, sweet; Feel: moist, sticky frosting, crinkly wrapper, warm

Day 2 (page 35)

Underline: A lit, glowing candle sat in the middle of the sprinkles scattered on the icing; After making her wish and blowing out the candle, Jada peeled back the crinkly wrapper; A bit of frosting stuck to her lip as she bit into the chocolate cake; It was sweet and delicious; Breathing in the scent of vanilla, she took another bite.

Day 4 (page 37)

1. E; !
2. IN; ?
3. E; !
4. D; .
5. IM; .
6. IN; ?
7. IM; .
8. D; .

Day 5 (page 38)

1. The author could have used more sensory details in his or her writing to make it more exciting.

Week 6: Ice Cream

Day 3 (page 41)

1. Crisp and warm cones taste delicious.
2. Frozen ice cream melts on hot days.
3. Strawberries are fun, fruity choices.
4. Natural ingredients make fresh and tasty flavors.

Day 4 (page 42)

People eat ice cream cones every day.; But when was the cone invented?; Now, cones are everywhere!; The next time you have an ice cream cone, remember the 1904 World's Fair.

Day 5 (page 43)

See Narrative Rubric on page 204.

Week 7: Skeleton

Day 1 (page 44)

Babies have 300 bones, but adults have 206; The longest bone in the body is the thighbone, which is called the femur; Bones in the hands and feet make up over half of the body's bones; The smallest bone in the body is in the ear. It is smaller than a grain of rice.

Day 2 (page 45)

Example answers: The human skeleton is fascinating; The skeleton provides support to the whole body.

Day 3 (page 46)

For example; On the other hand; In fact

Day 4 (page 47)

1. definition 3
2. definition 1
3. Students answers will vary.

Day 5 (page 48)

1. The paragraph is missing good introductory and concluding sentences. It jumps right into the information.
2. Yes, the paragraph informs the reader about bones. It includes many facts about bones.

Week 8: Muscles

Day 1 (page 49)

cover skeleton and move bones; used for voluntary movement; layers of muscle control organs; used for involuntary movement; pumps the heart and blood; only in the heart

Day 3 (page 51)

1. For example
2. Since
3. On the other hand
4. but
5. In addition to

Day 5 (page 53)

See Informative/Explanatory Writing Rubric on page 203.

Week 9: Morse Code

Day 1 (page 54)

1. A
2. A
3. D
4. A
5. A
6. D
7. D

Day 2 (page 55)

Underline: Communicating through this code is fairly secure; Because not everyone knows it, it is unlikely the message will fall into the wrong hands; The equipment is inexpensive and transmitting the messages is easy; Morse Code is used all over the world and is understood by receivers in all countries.

Day 3 (page 56)

1. modern: the present time
2. transmitting: to send and receive information

Day 4 (page 57)

1. except—accept
2. loose—lose
3. Their—They're
4. capitol—capital
5. hole—whole
6. Student answers will vary.

ANSWER KEY *(cont.)*

Week 10: Telegrams

Day 3 (page 61)

1. *Agitated* means being bothered or disturbed. The context clue said Myra couldn't concentrate on her message because the room was too loud.
2. *Superfluous* means an unnecessary amount. The context clue said a one-page message was stretched to two pages.
3. *Attentive* means working carefully and paying attention. The context clue gave the definition of the word.

Day 5 (page 63)

See Opinion Writing Rubric on page 202.

Week 11: Great Danes

Day 1 (page 64)

one of the largest dog breeds; males are 120 to 200 pounds (54 to 91 kilograms), females are 100 to 130 pounds (45 to 59 kilograms); 2014 *Guinness Book of World Records'* largest dog; colors are: black, fawn (yellow gold with black "mask" on face), brindle (fawn and black swirled together), and harlequin (white with large black marks); ears can be cropped (cut so they stand up to a point) or natural (floppy)

Day 2 (page 65)

1. "The 2014 world record for largest dog was a Great Dane named Zeus." can be crossed off because it does not tell information that supports the main idea.

Day 3 (page 66)

1. RO; Great Danes have short hair, **and** it requires brushing once a week.
2. C
3. RO; Great danes need daily walks, **but** they are not high exercise dogs.
4. RO; This breed needs to be around people, **or** it could get anxious.

Day 4 (page 67)

1. will be
2. were
3. will be
4. were

Week 12: Chihuahuas

Day 1 (page 69)

physical characteristics: smallest breed of dog weighing 4 to 6 pounds (2 to 3 kilograms); can be long- or short-haired; life expectancy of 12 to 20 years; coats can be any color, either solid or multi-colored
breed history: clay pots with dogs resembling modern Chihuahuas were found in Mexico from 100 C.E.; named after a state in Mexico called Chihuahua; possibly descended from the Fennec fox, which is small with big eyes and ears

temperament and personality: considered a difficult breed to housebreak, or train; intelligent and loyal to its owner; like to burrow in pillows and blankets

Day 3 (page 71)

Newborn puppies are cute, **but** they need a lot of help during their first few weeks; They cannot even maintain their body temperature, **and** (or **so**) they huddle together to stay warm; After about two weeks, the puppies' sealed ears and eyes open, **and** at three weeks, they begin to walk.

Day 4 (page 72)

1. were eating
2. was thinking
3. is feeding
4. are gobbling
5. will be shopping
6. will be growing

Day 5 (page 73)

See Informative/Explanatory Rubric on page 203.

Week 13: Yosemite

Day 1 (page 74)

Beginning: gather hiking supplies at camp

Middle: climb to the top of the mountain and look out over land; see deer, fox, and bobcat while hiking; stop at a stream for water

End: walk back to camp

Day 2 (page 75)

1. Students may say that it is a strong draft because it includes a beginning, middle, and an end to a story. It also includes lots of adjectives.

Day 3 (page 76)

Answers may include:

1. gorgeous, breathtaking
2. huge, enormous
3. icy, freezing
4. exciting, eventful

Day 4 (page 77)

1. "The sequoia trees are so tall," said the hiker.
2. The tour guide said, "Yosemite was started in 1890."
3. "I've never seen anything so beautiful," said the visitor.
4. Dad said, "It's time for bed because we are hiking tomorrow."
5. "Let's come again next year," said the son.

ANSWER KEY *(cont.)*

Week 14: Grand Canyon

Day 3 (page 81)

Example answers:

My adventurous family and I went rafting in the large, beautiful Grand Canyon.

Everyone was unbelievably scared except for me.

The wild, crashing water was rough.

One of the heaviest backpacks fell out of the thrashing raft.

Day 5 (page 83)

See Narrative Writing Rubric on page 204.

Week 15: Four Square

Day 1 (page 84)

Answers may include: I played on Wednesday when it was windy.; Marco kept catching the ball.; Meg kicked the ball by accident.; Marco argued about the ball hitting the line.; Lauren was alone, so we invited her to join us.; I never got out.

Day 2 (page 85)

Order may vary but could include:

2. Marco kept catching the ball, and we had to remind him to only hit it.
4. Once Meg got confused and kicked the ball, which was really funny.
1. A girl was standing by herself, not playing with anyone, so we invited her to join us.
3. Marco also argued with us about the ball hitting the line when he served.
5. The best part of playing was that I did not get out one time.

Day 3 (page 86)

1. A. entertaining
2. A. swat
3. C. changeable
4. B. gear
5. Answers will vary.

Day 4 (page 87)

1. whom
2. that
3. who
4. whose
5. which

Day 5 (page 88)

1. The paragraph is well organized and describes the events that happen.
2. The author could have used more adjectives to make the writing more exciting.

Week 16: Kickball

Day 3 (page 91)

Example answers:

Today's Weather: cold, windy, sunny;

A Kickball: round, red, bouncy;

Student: tall, freckled, strong

1. The strong student kicked the red kickball during the windy recess.
2. The round kickball sailed over the tall student's head.
3. The cold weather couldn't stop the freckled student from playing.

Day 4 (page 92)

that, which, whom, whom, whose

Day 5 (page 93)

See Narrative Writing Rubric on page 204.

Week 17: The Wright Brothers

Day 1 (page 94)

The first flight was on December 17, 1903, in Kitty Hawk, North Carolina; It was the first motor-powered flight with a person; Orville flew 120 feet (37 meters) in 12 seconds; The brothers chose Kitty Hawk, North Carolina, because of wind and soft sand; Both Orville and Wilbur flew later that day.

Day 2 (page 95)

1. Cross out: "When the French heard, they were skeptical the flight actually happened." This sentence should be left out because it is not about the first flight, which is the main idea of the paragraph.

Day 3 (page 96)

1. feet
2. children
3. people
4. geese
5. mice
6. women

Day 4 (page 97)

1. **The Wright Brothers** (capitalized because it is a proper noun) made history and accomplished a life-long dream.
2. **The** (capitalized because it is the first word in a sentence) historic flight happened on **December** (capitalized because it is the name of a month) 17, 1903, in **Kitty Hawk, North Carolina**. (capitalized because it is a proper noun)
3. **Orville and Wilbur** (capitalized because they are names of people) were from **Ohio** (capitalized because it is a proper noun), but went to **North Carolina** (capitalized because it is a proper noun) for the flight.

ANSWER KEY *(cont.)*

Week 18: Henry Ford

Day 1 (page 99)

It was made with interchangeable parts, so the car took less time to make; Workers were paid \$5.00 a day; most other workers were paid \$2.34 a day; It was made on a moving assembly line, so the car was less expensive to make; It was introduced in October 1908; It was nicknamed the "Tin Lizzie"

Day 3 (page 101)

lives, churches, beaches, wrenches, wives

Day 4 (page 102)

Capitalize: Model-T, Tin Lizzie, Model-T, Henry Ford, America, Tin Lizzie

Lowercase: popular, cars, black, steering wheel, auto world

Day 5 (page 103)

See Informative/Explanatory Writing Rubric on page 203.

Week 19: Snowboarding

Day 3 (page 106)

1. back to square one
2. costs an arm and a leg
3. best of both worlds.

Day 4 (page 107)

1. "That stuff is expensive!" she exclaimed.
2. Samuel asked, "Where is my snowboard?"
3. "This is awesome!" he yelled.
4. "May I borrow your goggles today?" Ella asked her brother.
5. "Most of all he wanted to do a flip," Ella said.

Week 20: Ice Skating

Day 3 (page 111)

1. B. ring a bell
2. E. at the drop of a hat
3. A. cold shoulder
4. C. joined at the hip
5. D. split hairs

Day 4 (page 112)

1. "Falling down hurts!" exclaimed Jess.
2. "When are we leaving for the rink?" asked Edward.
3. Sierra said, "Black ice skates are my favorite."
4. Jeremiah asked, "Are we going to be late for practice?"
5. "I love gliding along the ice," stated Rachael.

Day 5 (page 113)

See Narrative Writing Rubric on page 204.

Week 21: Mozart

Day 1 (page 114)

1. Y
2. N
3. N
4. N
5. Y
6. Y

Day 2 (page 115)

Possible sentences include: , it needed to be shared with others, people had to do what royalty said; He or his family could have suffered severe consequences.

Day 3 (page 116)

1. retry
2. mistreated
3. preview
4. rediscovered

Day 4 (page 117)

1. inside
2. on
3. into
4. across
5. toward
6. under
7. before
8. after

Day 5 (page 118)

1. The author could tell more about what consequences Mozart and his family would have faced had they refused.

Week 22: Beethoven

Day 3 (page 121)

1. predates
2. preschool
3. unfortunate
4. revisited
5. misunderstood
6. Student answers will vary.

Day 4 (page 122)

in, of, near, to, through, on

Day 5 (page 123)

See Opinion Writing Rubric on page 202.

Week 23: Asteroids

Day 1 (page 124)

Billions or trillions of asteroids are in the asteroid belt; Sizes range from a pebble to over 150 miles (241 kilometers) in diameter; The dwarf planet Ceres is part of the asteroid belt; The asteroids are 600,000 miles (965,606 kilometers) apart; Most of the asteroids are lumpy.

Day 2 (page 125)

Underline: Small pebbles to 150 miles (241 kilometers) diameter; Asteroids 600,000 miles (965,606 kilometers) apart; Lumpy not round.

Day 3 (page 126)

1. The dwarf planet Ceres is an asteroid in the asteroid belt.
2. Ceres was discovered in 1801 by Giuseppe Piazzi.
3. The asteroid is about one-fourth the size of Earth's moon.
4. The Herschel Space Observatory discovered water vapor on Ceres.
5. A year on Ceres is equal to 4.6 Earth years.
6. Student answers will vary.

Day 4 (page 127)

1. definition 4
2. definition 3
3. Student answers will vary.

ANSWER KEY *(cont.)*

Week 24: Comets

Day 1 (page 129)

three parts: nucleus, coma, tail;
nucleus: solid center made of
dust and ice; coma: gas and dust
atmosphere around nucleus; 2 tails:
dust and plasma; look like “dirty
snowballs”

Day 4 (page 132)

1. definition 2
2. definition 3
3. Student answers will vary.

Day 5 (page 133)

See Informative/Explanatory
Writing Rubric on page 203.

Week 25: Solar Energy

Day 1 (page 134)

Advantages: does not produce
pollution; once built, has low
operating cost, is a clean, renewable
resource, costs are coming down
over time

Disadvantages: cannot collect energy
at night or on cloudy days; expensive
to install; not very efficient at
changing energy to electricity

Day 2 (page 135)

Underline: Unlike traditional energy
sources, solar energy does not
produce any pollution; It is a clean,
renewable resource, which means
it will last without getting used up;
Solar panels are expensive to install,
but they're getting less expensive
every year and users save a lot of
money; Once the equipment has
been built and installed, there is no
operating cost because sunlight is
free.

Day 3 (page 136)

1. C. there
2. A. They're
3. C. There
4. B. their

Day 4 (page 137)

1. Solar **energy** is hard for
cloudy, rainy countries like
England.
2. Heat and energy are two
products of the **sun**.
3. Solar is the **Latin** word for
sun.
4. In the 1830s, a man named
John Herschel used solar
energy to cook **food**.
5. The energy can be stored in
batteries to use during the
night.

Day 5 (page 138)

1. The author includes some
reasons that do not support
his or her opinion. To make it
better, the author could have
stated these reasons, but then
explain why solar energy is still
a good thing.

Week 26: Turbines

Day 1 (page 139)

Advantages: tall, but do not take up
much land; wind is free; does not
create pollution or greenhouse gases;
good for remote areas without access
to electricity.

Disadvantages: if it is not windy, no
energy is created; noisy to nearby
homes and businesses; nearly half
a million birds are killed by turbine
blades each year; clutter land, which
some people say is ugly

Day 4 (page 142)

Capitalize: Persians, Middle East,
Europeans, English, Dutch, United
States, America

Lowercase: turbines, windmills, first,
century, water, grain, windmills,
energy

Day 5 (page 143)

See Opinion Writing Rubric on page
202.

Week 27: Mount Everest

Day 1 (page 144)

Yes: Being allowed to climb should
be based on capability not age; If a
child's parent allows it, the officials at
Mount Everest should not interfere;
Climbing promotes a healthy
lifestyle, which could positively
influence peers; No: It's dangerous
because hundreds of people have
died trying to reach the top; Teens'
brains are not fully developed to
make big decisions; Altitude sickness
may affect young people differently
than adults.

Day 2 (page 145)

Underline: Teens who climb are
promoting healthy lifestyles,
which could be positive influences
on their peers; Reaching the
summit would be very exciting for
a young person; People of all ages
should be allowed the thrill of
experiencing the summit.

Day 3 (page 146)

1. B. dismiss
2. A. lose
3. B. poor
4. C. harmless
5. C. limited
6. A. small

Day 4 (page 147)

1. whom
2. who
3. who
4. whom
5. who

ANSWER KEY (cont.)

Week 28: Mount Kilimanjaro

Day 3 (page 151)

1. Mount Kilimanjaro is the **tallest** free-standing mountain, which means it is not part of a mountain range.
2. January through March are the **warmest** months in Tanzania.
3. The mountain's national park **opened** in 1977.
4. The **oldest** person to reach the summit was an 87-year-old Frenchman.
5. The **first** recorded summit of Mount Kilimanjaro was in 1889.

Day 4 (page 152)

1. C
2. I; **Who** is wearing the boots?
3. C
4. I; **To whom** will you give the pack?
5. C

Day 5 (page 153)

See Opinion Writing Rubric on page 202.

Week 29: Sculpture

Day 1 (page 154)

No cloudy or cracked ice is used; It can be made with a mold; Clear ice is made by shooting air into the water as it freezes; It can be made by hand using chainsaws, drills, and chisels; It is heated by a blowtorch at the end to make them shiny; It can be made by a rotating machine called a *lathe*.

Day 2 (page 155)

Underline: To make perfect ice, air jets are used to blow air into the water as it freezes; Sculptures can be made by hand, but artists typically use chainsaws and chisels to create them; Molds can also be used; A small blowtorch is used to make the sculpture shiny after the carving is complete; Machines called *lathes* can create sculptures quickly and efficiently.

Day 3 (page 156)

1. to decorate; for a special event
2. To make perfect ice; to blow air; into the water; as it freezes
3. by hand; to create them
4. to make the sculpture shiny; after the carving
5. Student answers will vary

Day 4 (page 157)

1. A. allowed
2. B. through
3. B. whether
4. A. mist
5. A. except
6. B. coarse

Day 5 (page 158)

1. The paragraph includes lots of information about ice sculptures and it could have explained more about how ice sculptures are imaginative forms of art.

Week 30: Painting

Day 1 (page 159)

bold color; paint dribbles or splashes; geometric shapes; no recognizable subject; open to interpretation

Day 4 (page 162)

1. knows
2. whole
3. wait
4. bare
5. flower
6. night
7. pail
8. meet

Day 5 (page 163)

See Informative/Explanatory Rubric on page 203.

Week 31: Steam Engine Trains

Day 1 (page 164)

Stars: The engines can be anywhere instead of being stuck by a river or a lake; One steam engine is equal to the power of many horses; Other energy sources, like wind, can only be used under the right weather conditions.

X's: The smoke puts air pollution into the environment; Boilers can burst, leading to loss of workers' lives and property.

Day 2 (page 165)

Most power before the 1800s required being close to water sources, but the steam engine train allowed distance from water; steam engine trains could work regardless of the environment; Horses were commonly used for travel, but a steam engine train was equal to the power of many horses.

Day 3 (page 166)

1. B. searching
2. B. lake
3. A. impossible
4. A. hills

Day 4 (page 167)

1. C; America's
2. I; train's
3. I; stations'
4. C; workers'

ANSWER KEY (cont.)

Week 32: Bullet Trains

Day 3 (page 171)

1. *Wandering* means the passenger didn't really have a purpose, but *walking* means he went right to the station.
2. *Glared* means she was looking at him with an angry expression, but *stared* means she looked at him for a long time.
3. *Tossing* is a gentle throw, but *hurling* is throwing something hard and often in anger.
4. An *argument* is fighting with anger, but a *disagreement* is discussing a difference of opinion in a gentler way.

Day 4 (page 172)

1. Japan's
2. bullet train's
3. Passengers'
4. system's
5. countries'

Day 5 (page 173)

See Opinion Writing Rubric on page 202.

Week 33: Eiffel Tower

Day 2 (page 175)

It was her last day in Paris, and she was finally going to see the Eiffel Tower; She climbed up all 1,665 steps to get to the top; As she looked over Paris, she saw clouds like cotton balls and a sunset striping the sky; She could see for miles; The sun slipped below the horizon and the lights on the Eiffel Tower turned on; This would definitely be her favorite memory of Paris.

Day 3 (page 176)

1. S; feels like butterflies are in her stomach
2. M; is a zoo
3. M; stripes the sky
4. S; clouds like cotton balls
5. S; as bright as the sun

Day 4 (page 177)

1. **The Eiffel Tower** was built in 1889.
2. It was built to be the **entrance arch** for the **World's Fair**.
3. The **tower** is repainted every seven years to protect it from **rust**.
4. There are 20,000 **lightbulbs** on the Eiffel **Tower**.
5. It was almost torn down but was kept because it could be used as a **radio antenna**.

Week 34: Leaning Tower of Pisa

Day 3 (page 181)

1. S; as an arrow
2. S; as a fishhook
3. M; light of Pisa
4. S; moths to a flame

Day 4 (page 182)

1. **During World War II**, the **Leaning Tower of Pisa** was almost destroyed.
2. **Many** tall buildings in **Italy** were being used as lookout towers by **Nazis**.
3. **American** soldiers were ordered to bomb any potential lookouts.
4. **The** beauty of the **Leaning Tower of Pisa** saved it from destruction.

Day 5 (page 183)

See Narrative Writing Rubric on page 204.

Week 35: Camping

Day 1 (page 184)

I was excited to go on my first camping trip; Everything seemed to go wrong; We couldn't get the tent set up; My mom forgot the cooler with the drinks; Dad worked for over an hour to start the fire; I dropped my hot dog into the fire; When we finally got settled, it started to rain.

Day 2 (page 185)

Underlined parts should include sentences that describe what is happening in the story.

Day 3 (page 186)

1. smoothly
2. patiently
3. Darkness
4. hopeful
5. cloudy

Day 4 (page 187)

1. My dad said, "We can sleep under the beautiful sky."
2. "I forgot the cooler at home," she said.
3. "It's too cloudy," my sister said to herself.

Week 36: Swimming

Day 3 (page 191)

1. A. enjoyable
2. A. weightless
3. B. careful
4. A. thankful

Day 4 (page 192)

1. "Can I go swim in the ocean?" the boy asked his mother.
2. "Not until I am ready to go with you," his mother responded.
3. The boy stomped his foot and cried, "I want to go now!"
4. "It is not safe to go swimming alone," his mother gently explained.
5. "I understand. Are you ready now?" he asked with a grin.

Day 5 (page 193)

See Narrative Writing Rubric on page 204.

OPINION WRITING RUBRIC

Directions: Evaluate students' work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

	Exceptional Writing	Quality Writing	Developing Writing
Focus and Organization	Clearly states an opinion that is relevant to the topic. Demonstrates clear understanding of the intended audience and purpose of the piece. Organizes ideas in a purposeful way and includes an introduction, a detailed body, and a conclusion.	States an opinion that is relevant to the topic. Demonstrates some understanding of the intended audience and purpose of the piece. Organizes ideas and includes an introduction, a body, and a conclusion.	States an unclear opinion that is not fully relevant to the topic. Demonstrates little understanding of the intended audience or purpose of the piece. Does not include an introduction, a body, or a conclusion.
Points	5 4	3 2	1 0
Written Expression	Uses descriptive and precise language with clarity and intention. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and transitions smoothly between ideas.	Uses a broad vocabulary. Maintains a consistent voice and supports a tone and feeling through language. Varies sentence length and word choices.	Uses a limited or an unvaried vocabulary. Provides an inconsistent or a weak voice and tone. Provides little to no variation in sentence type and length.
Points	5 4	3 2	1 0
Language Conventions	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences, with accurate subject-verb agreement. Uses paragraphs appropriately and with clear purpose.	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences and appropriate grammar. Paragraphs are properly divided and supported.	Incorrectly capitalizes, punctuates, and spells. Uses fragmented or run-on sentences. Utilizes poor grammar overall. Paragraphs are poorly divided and developed.
Points	5 4	3 2	1 0

Total Points: _____

INFORMATIVE/EXPLANATORY WRITING RUBRIC

Directions: Evaluate students' work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

	Exceptional Writing		Quality Writing		Developing Writing	
Focus and Organization	Clearly states the topic and purposefully develops it throughout the writing. Demonstrates clear understanding of the intended audience and purpose of the piece. Organizes the information into a well-supported introduction, body, and conclusion.		States the topic and develops it throughout the writing. Demonstrates some understanding of the intended audience and purpose of the piece. Organizes the information into an introduction, body, and conclusion.		Does not state the topic and/or develop it throughout the writing. Demonstrates little understanding of the intended audience or purpose of the piece. Fails to organize the information into an introduction, body, or conclusion.	
Points	5	4	3	2	1	0
Written Expression	Uses descriptive and precise language with clarity and intention. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and transitions smoothly between ideas.		Uses a broad vocabulary. Maintains a consistent voice and supports a tone and feeling through language. Varies sentence length and word choices.		Uses a limited or an unvaried vocabulary. Provides an inconsistent or a weak voice and tone. Provides little to no variation in sentence type and length.	
Points	5	4	3	2	1	0
Language Conventions	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences, with accurate subject-verb agreement. Uses paragraphs appropriately and with clear purpose.		Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences and appropriate grammar. Paragraphs are properly divided and supported.		Incorrectly capitalizes, punctuates, and spells. Uses fragmented or run-on sentences. Utilizes poor grammar overall. Paragraphs are poorly divided and developed.	
Points	5	4	3	2	1	0

Total Points: _____

NARRATIVE WRITING RUBRIC

Directions: Evaluate students' work in each category by circling one number in each row. Students have opportunities to score up to five points in each row and up to 15 points total.

	Exceptional Writing		Quality Writing		Developing Writing	
Focus and Organization	Identifies the topic of the story and maintains the focus throughout the writing. Develops clear settings, a strong plot, and interesting characters. Demonstrates clear understanding of the intended audience and purpose of the piece. Engages the reader from the opening hook through the middle to the conclusion.		Identifies the topic of the story, but has some trouble maintaining the focus throughout the writing. Develops settings, a plot, and characters. Demonstrates some understanding of the intended audience and purpose of the piece. Includes an interesting opening, a strong story, and a conclusion.		Fails to identify the topic of the story or maintain focus throughout the writing. Does not develop strong settings, plot, or characters. Demonstrates little understanding of the intended audience or purpose of the piece. Provides lack of clarity in the beginning, middle, and/or conclusion.	
Points	5	4	3	2	1	0
Written Expression	Uses descriptive and precise language with clarity and intention. Maintains a consistent voice and uses an appropriate tone that supports meaning. Uses multiple sentence types and transitions smoothly between ideas.		Uses a broad vocabulary. Maintains a consistent voice and supports a tone and feeling through language. Varies sentence length and word choices.		Uses a limited or an unvaried vocabulary. Provides an inconsistent or a weak voice and tone. Provides little to no variation in sentence type and length.	
Points	5	4	3	2	1	0
Language Conventions	Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences, with accurate subject-verb agreement. Uses paragraphs appropriately and with clear purpose.		Capitalizes, punctuates, and spells accurately. Demonstrates complete thoughts within sentences and appropriate grammar. Paragraphs are properly divided and supported.		Incorrectly capitalizes, punctuates, and spells. Uses fragmented or run-on sentences. Utilizes poor grammar overall. Paragraphs are poorly divided and developed.	
Points	5	4	3	2	1	0

Total Points: _____

OPINION WRITING ANALYSIS

Directions: Record each student's rubric scores (page 202) in the appropriate columns. Add the totals every two weeks and record the sums in the Total Scores column. You can view: (1) which students are not understanding the opinion genre and (2) how students progress after multiple encounters with the opinion genre.

	Week 4	Week 10	Week 22	Week 26	Week 28	Week 32	Total Scores
Student Name							
Average Classroom Score							

INFORMATIVE/EXPLANATORY WRITING ANALYSIS

Directions: Record each student's rubric score (page 203) in the appropriate columns. Add the totals every two weeks and record the sums in the Total Scores column. You can view: (1) which students are not understanding the informative/explanatory genre and (2) how students progress after multiple encounters with the informative/explanatory genre.

	Week 2	Week 8	Week 12	Week 18	Week 24	Week 30	Total Scores
Student Name							
Average Classroom Score							

NARRATIVE WRITING ANALYSIS

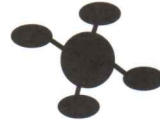
Directions: Record each student's rubric score (page 204) in the appropriate columns. Add the totals every two weeks and record the sums in the Total Scores column. You can view: (1) which students are not understanding the narrative genre and (2) how students progress after multiple encounters with the narrative genre.

	Week 6	Week 14	Week 16	Week 20	Week 34	Week 36	Total Scores
Student Name							
Average Classroom Score							

THE WRITING PROCESS

STEP 1: PREWRITING

Think about the topic. Brainstorm ideas, and plan what you want to include in your writing.



STEP 2: DRAFTING

Use your brainstormed ideas to write a first draft. Don't worry about errors. This will be a rough draft.



STEP 3: REVISING

Read your rough draft. Think about the vocabulary you used and how your writing is organized. Then, make the appropriate changes to improve your written piece.



STEP 4: EDITING

Reread your revised draft. Check for errors in spelling, punctuation, and grammar. Use editing marks to correct the errors.



STEP 5: PUBLISHING

Create a final version of your piece, including the corrections from the edited version. Be sure to reread your work for any errors.



EDITING MARKS

Editing Marks	Symbol Names	Example
≡	capitalization symbol	<u>da</u> vid gobbled up the grapes.
/	lowercase symbol	My mother hugged Me when I C ame home.
○	insert period symbol	The clouds danced in the sky ○
sp ○	check spelling symbol	sp I <u>laffed</u> at the story.
~	transpose symbol	How you are? ~
^	insert symbol	Would you ^{please} pass the pizza?
^ ,	insert comma symbol	I have two cats, two dogs, ^ and a goldfish.
“ ” √ √	insert quotations symbol	“That’s amazing,” she shouted.
~	deletion symbol	Will you call call me on the phone tonight?
¶	new paragraph symbol	... in the tree. ¶ After lunch, I spent the day...
#	add space symbol	I ran to [#] the tree.

OPINION WRITING TIPS

Ask yourself . . .

Remember . . .

Do I have a strong belief in my opinion so that I can convince others to believe the same?

Make sure you can back up your opinion with specific examples.

Have I stated my opinion in a way that grabs the reader's attention?

Begin with a question or a bold statement that includes your opinion.

Do I have at least three reasons based on facts for my opinion?

Include at least three solid reasons why the reader should agree with you.

Do I have an example for each reason that strengthens my argument?

Each reason must be followed by one strong example.

Do I have a logical order to my writing?

Don't bounce around. Focus on a logical order to present each reason and example.

Am I using smooth transitions to connect my thoughts and help my writing flow?

Use transition words like *first*, *in addition to*, *another reason*, and *most important*.

Does my conclusion restate my opinion?

Do not forget to restate your opinion in the final sentence.

Have I used correct spelling, grammar, and punctuation?

Revisit what you have written. Then, check for mistakes.

INFORMATIVE/EXPLANATORY WRITING TIPS

Ask yourself . . .

Remember . . .

Do I provide enough information on the topic?

Make sure to include facts about the topic in your writing so that the reader is informed.

Have I narrowed the focus of the topic?

Choose one aspect of the topic that you want to write about.

Does my writing have a hook?

Begin with a strong topic sentence that grabs the reader's attention.

Is my information presented in a logical order?

Do not bounce around. Present each topic sentence at the beginning of a paragraph and add details.

Have I included enough information that the reader will be interested in learning even more?

End with a strong sentence that makes the reader want to learn more about the subject.

Have I used correct spelling, grammar, and punctuation?

Revisit what you have written. Then, check for mistakes.

NARRATIVE WRITING TIPS

Ask yourself . . .

Remember . . .

Am I the main character? Is the story told from my point of view?

You are in the story, telling where you are, what you see, who you are with, and what you do.

Does my story have a hook?

Include an exciting introductory sentence that makes the reader want to continue reading.

Does my story make sense and have a beginning, a middle, and an end?

Do not bounce around. Focus on a logical order of how the experience happened.

Am I using transitions to connect my thoughts and help the writing flow?

Use transition words like *first*, *next*, *then*, *another*, and *finally*.

Am I including rich details and sensory language to help paint a picture in the reader's mind?

Use lots of adjectives, and incorporate figurative language, such as metaphors and similes, to make your story come to life.

Does my conclusion summarize the main idea?

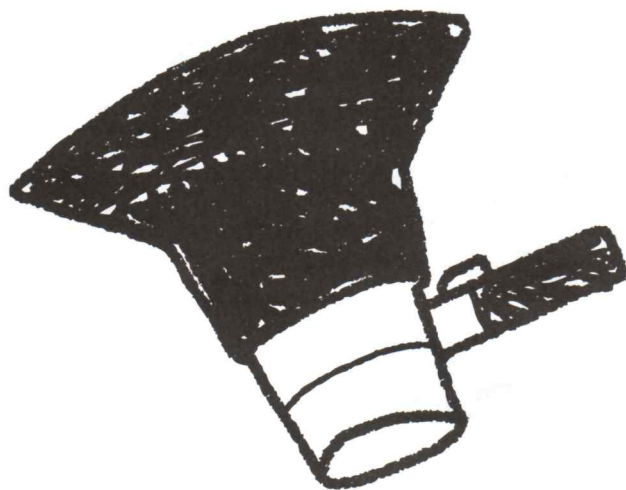
Incorporate a sentence or two that reflects on what you have written.

Have I used correct spelling, grammar, and punctuation?

Revisit what you have written. Then, check for mistakes.

Opinion Writing

Informative/Explanatory Writing



Narrative Writing

CONTENTS OF THE DIGITAL RESOURCE CD

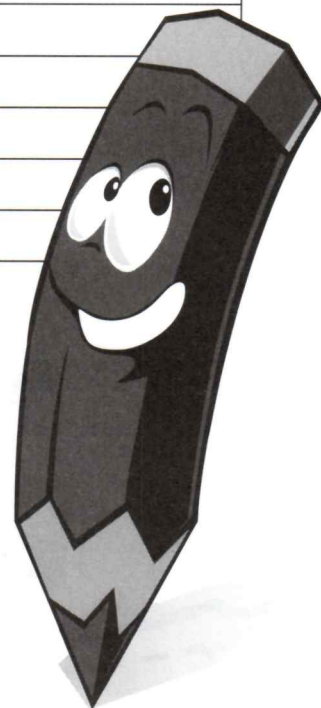
Teacher Resources

Resource	Filename
Writing Rubrics	writingrubrics.pdf
Opinion Writing Analysis	opinionpageitem.pdf opinionpageitem.doc opinionpageitem.xls
Informative/Explanatory Writing Analysis	informativepageitem.pdf informativepageitem.doc informativepageitem.xls
Narrative Writing Analysis	narrativepageitem.pdf narrativepageitem.doc narrativepageitem.xls
Writing Signs	writingsigns.pdf
Standards Charts	standards.pdf

Student Resources

All of the 180 practice pages are contained in a single PDF. To print specific days, open the PDF and select the pages to print.

Resource	Filename
Practice Pages	practicepages.pdf
Writing Tips	writingtips.pdf
Writing Prompts	writingprompts.pdf
The Writing Process	writingprocess.pdf
Editing Marks	editingmarks.pdf
Peer/Self-Editing Checklist	editingchecklist.pdf



PRACTICE - ASSESS - DIAGNOSE

Provide quick and purposeful daily practice to build mastery with writing skills.

This easy-to-use resource provides students with writing practice in all genres, while also strengthening their grammar skills. Creative, theme-based units allow students opportunities to practice the five steps of the writing process. Students start by interacting with mentor texts and then apply their learning to their own written pieces. Students' confidence will thrive through these engaging standards-based writing activities!

This engaging resource includes:

- opinion practice
- informative/explanatory practice
- narrative practice
- prewriting activities
- drafting activities
- revising activities
- editing activities
- publishing activities
- writing rubrics, posters, and tips

Other books in the series:

