



SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

5

180 Days of WRITING

for Fifth Grade

WEEK 4
DAY 2

DATE: _____

NAME: _____

Directions: Use the facts from page 34 and in the box below to write an expository paragraph about the Blue-Ringed octopus.

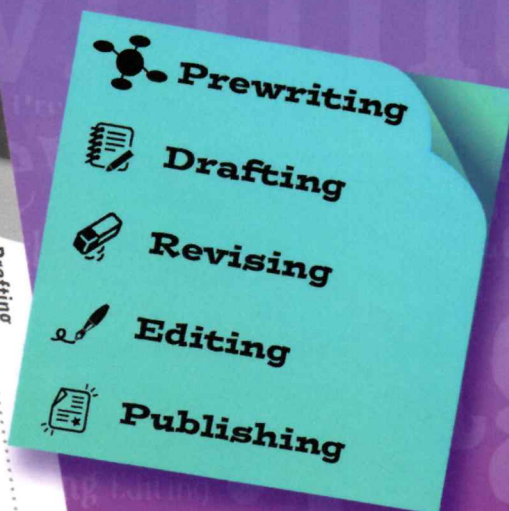
life span is one to two years	won't attack unless provoked	its enemy is the moray eel
live in shallow reefs and tide pools	shy	mostly eats crabs
Sometimes eats small fish or shrimp	hides in dens	pierces prey with beak
	hunts during the day	

Blue-Ringed Octopus

Drafting

Cursive Practice *abc*

... writing, write the most interesting fact you learned about the Blue-R...



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.



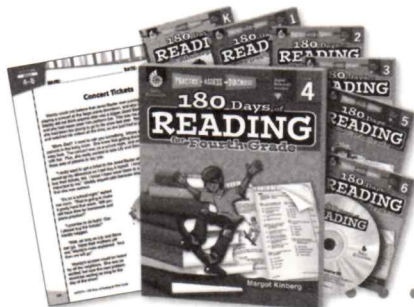
- Each question is tied to a specific language standard.
 - Correlated to the Common Core and other state standards.**
 - The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 208pp. + CD | \$19.99 each

Level	ISBN	Item
Level K	9781425811723	IFC51172
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.



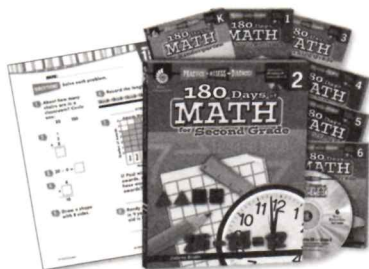
- Aligned to both fiction and nonfiction standards.
 - Helps build students' skills for reading complex texts **as required in the Common Core and other state standards.**
 - The **digital resources** include assessment-analysis tools.
- 8.5" x 11" | 248pp. + CD | \$19.99 each

Level	ISBN	Item
Level K	9781425809218	IFC50921
Level 1	9781425809225	IFC50922
Level 2	9781425809232	IFC50923
Level 3	9781425809249	IFC50924
Level 4	9781425809256	IFC50925
Level 5	9781425809263	IFC50926
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

Level	ISBN	Item
Level K	9781425808037	IFC50803
Level 1	9781425808044	IFC50804
Level 2	9781425808051	IFC50805
Level 3	9781425808068	IFC50806
Level 4	9781425808075	IFC50807
Level 5	9781425808082	IFC50808
Level 6	9781425808020	IFC50802



SHELL EDUCATION

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PRACTICE - ASSESS - DIAGNOSE

180 Days of **WRITING** for Fifth Grade



Author
Torrey Maloof



SHELL EDUCATION

Standards

For information on how this resource meets national and other state standards, see pages 4–6. 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 978-1-4258-1528-8

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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 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Language 5.1 —Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language 5.2 —Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language 5.3 —Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Language 5.4 —Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Language 5.5 —Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Language 5.6 —Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).

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
Cool Technology	Week 1: Driverless Cars Week 2: Smart Homes	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Venomous Animals	Week 3: Cone Snails Week 4: Blue-Ringed Octopuses	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Mysterious Monsters	Week 5: Yeti Week 6: Loch Ness Monster	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Halloween	Week 7: Haunted Houses Week 8: Trick or Treating	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Elections	Week 9: Campaigning Week 10: Voting	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Extreme Activities	Week 11: Cliff Camping Week 12: Skydiving	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Space Exploration	Week 13: The Mars Rover Week 14: The <i>Orion</i>	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
History's Mysteries	Week 15: Atlantis Week 16: Amelia Earhart	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Living Healthy	Week 17: Nutrition Week 18: Exercise	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

HOW TO USE THIS BOOK *(cont.)*

Overarching Themes	Weekly Themes	Standards
Black History Month	Week 19: Montgomery Bus Boycott Week 20: March on Washington	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
U.S. Presidents	Week 21: George Washington Week 22: Abraham Lincoln	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Women's History Month	Week 23: Lois Lowry Week 24: J.K. Rowling	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Wacky Weather	Week 25: Heat Waves Week 26: Blizzards	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
National Poetry Month	Week 27: Robert Frost Week 28: Emily Dickinson	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Earth Day	Week 29: Recycling Week 30: Saving Energy	Writing 5.3 —Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Natural Disasters	Week 31: Tsunamis Week 32: Avalanches	Writing 5.2 —Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Amusement Parks	Week 33: Rides Week 34: Food	Writing 5.1 —Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Summer's Here!	Week 35: Summer Activities Week 36: Vacation Memories	Writing 5.3 —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	Imagine driving a driverless car. Write a narrative describing your experience. Include details about where you drove and what happened on the drive.
2	Imagine you own a smart home. Describe your home, including all of the cool features, who you like to hang out with in your home, and what things you like to do in the home.
3	Think about the cone snail. Write an informative/explanatory paragraph about the cone snail. Include facts about what its personality is like and what it eats.
4	Think about the blue-ringed octopus. Write an informative/explanatory paragraph about the blue-ringed octopus. Include facts about what its personality is like.
5	Some people believe in the yeti, and some people don't. Write an opinion paragraph describing how you feel about people continuing to spend time and money looking for the monster.
6	Some people believe in the Loch Ness Monster, and some people don't. Write an opinion paragraph describing how you feel about people continuing to spend time and money looking for the monster.
7	Do you like haunted houses? What is your opinion on this Halloween tradition? Write an opinion paragraph in which you argue to keep the haunted houses or not.
8	Do you like trick or treating? What is your opinion on this Halloween tradition? Write an opinion paragraph in which you argue to keep the tradition or start a new one.

Week	Prompt
9	Think about the campaigning process. Write an informative/explanatory paragraph about the steps in the campaigning process. Include facts about who campaigns and how they campaign.
10	Think about the voting process. Write an informative/explanatory paragraph about the steps in the voting process. Include facts about who can vote and how people vote.
11	Imagine you are cliff camping for the first time. Describe your cliff camping experience. Include details about where you camped, who you camped with, and how you felt.
12	Imagine you are skydiving for the first time. Describe your skydiving experience. Include details about where you dove, who was with you, and how you felt as you stepped out of the plane.
13	Imagine you are on a tour to learn about a Mars rover. Write a narrative paragraph about what happens on the tour. Include details about what you learn about the rover.
14	Imagine you are traveling on <i>Orion</i> . Write a narrative paragraph about what the spacecraft is like. Include details about who you are on it with and what happens during your travels.
15	Think about the long lost Atlantis. Write an informative/explanatory paragraph about Atlantis. Include details about what people think happened to the place.
16	Think about Amelia Earhart. Write an informative/explanatory paragraph about her last flight. Include details about where the flight took place and what happened after she disappeared.

HOW TO USE THIS BOOK *(cont.)*

Week	Prompt
17	Do you think people should eat healthy? Write an opinion paragraph about whether people should eat healthy or not. Include details to support your opinion.
18	Do you think people should exercise? Write an opinion paragraph about whether or not people should exercise. Include details to support your opinion.
19	Write an informative/explanatory paragraph about the Montgomery Bus Boycott. Include facts about what happened and who was involved.
20	Write an informative/explanatory paragraph about the 1963 March on Washington. Include facts about what happened and who was involved.
21	Do you think George Washington was a good president? Write an opinion paragraph about him. Include reasons for why you do or do not think he was a good president.
22	Do you think Abraham Lincoln was a good president? Write an opinion paragraph about him. Include reasons for why you do or do not think he was a good president.
23	Write an informative/explanatory paragraph about Lois Lowry. Include facts about her life, including her accomplishments.
24	Write an informative/explanatory paragraph about J.K. Rowling. Include facts about her life, including her accomplishments.
25	Imagine you are experiencing your first heat wave. Write a narrative paragraph describing your experience. Include details about what you do to cool off.
26	Imagine you are trapped in a blizzard. Write a narrative paragraph describing your experience.
27	How do you feel about Robert Frost's poem? Write an opinion paragraph about your thoughts. Include details to support your opinion.

Week	Prompt
28	How do you feel about Emily Dickinson's poem? Write an opinion paragraph about your thoughts. Include details to support your opinion.
29	Write a narrative paragraph about recycling. Include a specific character who recycles and why he or she does it.
30	Write a narrative paragraph about saving energy. Include a specific character who saves energy and how he or she does it.
31	Write an informative/explanatory paragraph about tsunamis. Include facts about what a tsunami is, how it begins, and what types of destruction it can cause.
32	Write an informative/explanatory paragraph about avalanches. Include facts about what an avalanche is, how it begins, and what types of destruction it can cause.
33	Do you like rides at amusement parks? Write an opinion paragraph describing which amusement park has the best rides. Include details to support your opinion.
34	Do you like the food served at amusement parks? Write an opinion paragraph describing how you feel about amusement-park food. Include details to support your opinion.
35	Write a narrative describing some summer activities you enjoy. Include details about who you do the activities with and where you like to do them.
36	Write a narrative describing your favorite vacation. Include details about where you went, who you went with, and the events that occurred while you were on the trip.

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

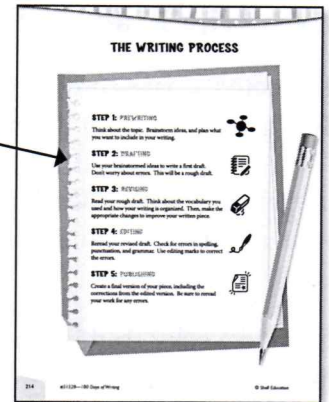
The following resources will be helpful to students as they complete the activity pages. Print copies of these resources and provide them to students to keep at their desks.

Rubrics for the three genres of writing (opinion, informative/explanatory, and narrative) can be found on pages 208–210. 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.

HOW TO USE THIS BOOK (cont.)

Using the Resources (cont.)

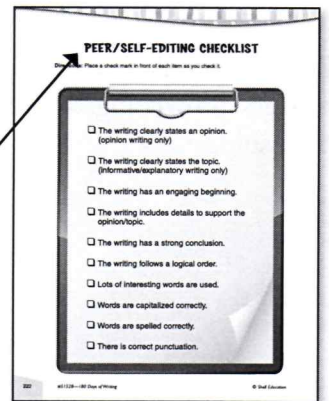
The Writing Process can be found on page 214 and on the Digital Resource CD (filename: writingprocess.pdf). Students can reference each step of the writing process as they move through each week.



Editing Marks	Standard Names	Examples
capitalization mark	capitalization mark	first girlified up the grapes.
comma mark	comma mark	the weather began to rain. I saw a rabbit.
insert period mark	insert period mark	The rabbit lived in the sky.
check spelling mark	check spelling mark	the rabbit at the story.
insert space mark	insert space mark	the rabbit at the story.
insert mark	insert mark	the rabbit at the story.
insert comma mark	insert comma mark	the rabbit at the story.
insert quotation mark	insert quotation mark	the rabbit at the story.
delete mark	delete mark	the rabbit at the story.
new paragraph mark	new paragraph mark	the rabbit at the story.
add space mark	add space mark	the rabbit at the story.

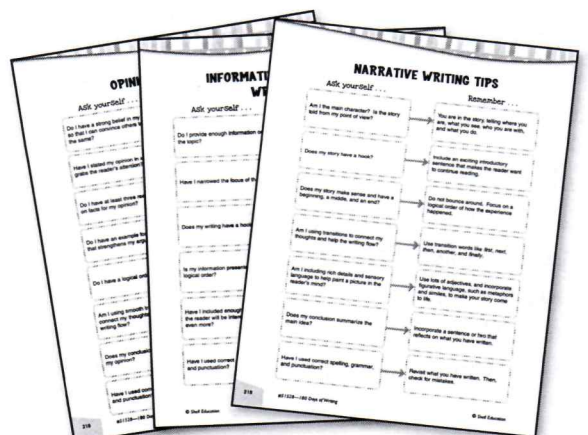
Editing Marks can be found on page 215 and on the Digital Resource CD (filename: editingmarks.pdf). Students may need to reference this page as they work on the editing activities (Day 4s).

If you wish to have students peer or self-edit their writing, a *Peer/Self-Editing Checklist* is provided on page 222 and on the Digital Resource CD (filename: editingchecklist.pdf).



Writing Signs for each of the writing genres are on pages 219–221 and on the Digital Resource CD (filename: writingsigns.pdf). Hang the posters 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 216–218 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 208–210). Then, complete the *Practice Page Item Analysis* (pages 211–213) 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.

The image shows three overlapping 'NARRATIVE WRITING ANALYSIS' charts. The top chart is titled 'NARRATIVE WRITING ANALYSIS' and has columns for 'Student Name', 'Week 2', 'Week 4', 'Week 6', 'Week 8', 'Week 10', 'Week 12', 'Week 14', 'Week 16', 'Week 18', 'Week 20', 'Week 22', 'Week 24', 'Week 26', 'Week 28', 'Week 30', 'Week 32', 'Week 34', 'Week 36', 'Week 38', 'Week 40', 'Week 42', 'Week 44', 'Week 46', 'Week 48', 'Week 50', 'Week 52', 'Week 54', 'Week 56', 'Week 58', 'Week 60', 'Week 62', 'Week 64', 'Week 66', 'Week 68', 'Week 70', 'Week 72', 'Week 74', 'Week 76', 'Week 78', 'Week 80', 'Week 82', 'Week 84', 'Week 86', 'Week 88', 'Week 90', 'Week 92', 'Week 94', 'Week 96', 'Week 98', 'Week 100'. The bottom chart is titled 'NARRATIVE WRITING ANALYSIS' and has columns for 'Student Name', 'Week 2', 'Week 4', 'Week 6', 'Week 8', 'Week 10', 'Week 12', 'Week 14', 'Week 16', 'Week 18', 'Week 20', 'Week 22', 'Week 24', 'Week 26', 'Week 28', 'Week 30', 'Week 32', 'Week 34', 'Week 36', 'Week 38', 'Week 40', 'Week 42', 'Week 44', 'Week 46', 'Week 48', 'Week 50', 'Week 52', 'Week 54', 'Week 56', 'Week 58', 'Week 60', 'Week 62', 'Week 64', 'Week 66', 'Week 68', 'Week 70', 'Week 72', 'Week 74', 'Week 76', 'Week 78', 'Week 80', 'Week 82', 'Week 84', 'Week 86', 'Week 88', 'Week 90', 'Week 92', 'Week 94', 'Week 96', 'Week 98', 'Week 100'. The middle chart is titled 'NARRATIVE WRITING ANALYSIS' and has columns for 'Student Name', 'Week 2', 'Week 4', 'Week 6', 'Week 8', 'Week 10', 'Week 12', 'Week 14', 'Week 16', 'Week 18', 'Week 20', 'Week 22', 'Week 24', 'Week 26', 'Week 28', 'Week 30', 'Week 32', 'Week 34', 'Week 36', 'Week 38', 'Week 40', 'Week 42', 'Week 44', 'Week 46', 'Week 48', 'Week 50', 'Week 52', 'Week 54', 'Week 56', 'Week 58', 'Week 60', 'Week 62', 'Week 64', 'Week 66', 'Week 68', 'Week 70', 'Week 72', 'Week 74', 'Week 76', 'Week 78', 'Week 80', 'Week 82', 'Week 84', 'Week 86', 'Week 88', 'Week 90', 'Week 92', 'Week 94', 'Week 96', 'Week 98', 'Week 100'. Each chart has a 'Total Score' column on the right. The charts are numbered 212, 213, and 214 at the bottom.

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 223.

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.

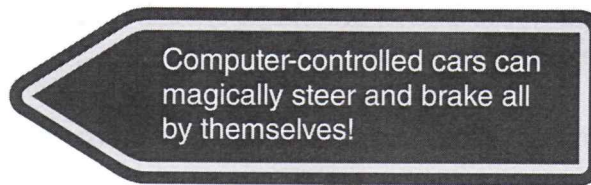
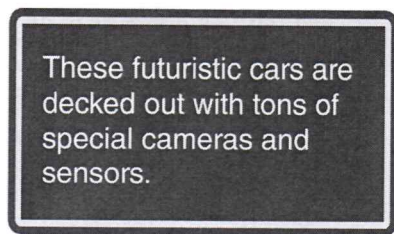
Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop 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: Draw a road to connect the signs that contain sentences with specific details about driverless cars. Choose the sentences that would make you want to read more about this topic.



Directions: Write one question you have about driverless cars.

NAME: _____ DATE: _____

Directions: Read the text. Draw smiley faces at the ends of sentences that include specific and descriptive details.

It was freezing in the barren Nevada desert that winter morning, but I was sweating bullets. My hands were shaking like leaves in a blustery wind. The car was moving. I was scared. The sleek chrome steering wheel calmly tilted side to side like a seesaw, but no one was holding it. The driver's seat was vacant. The car was driving down the road without a driver!

"Isn't it something?" said Mr. Cogs. He built it. He was in the backseat with me.

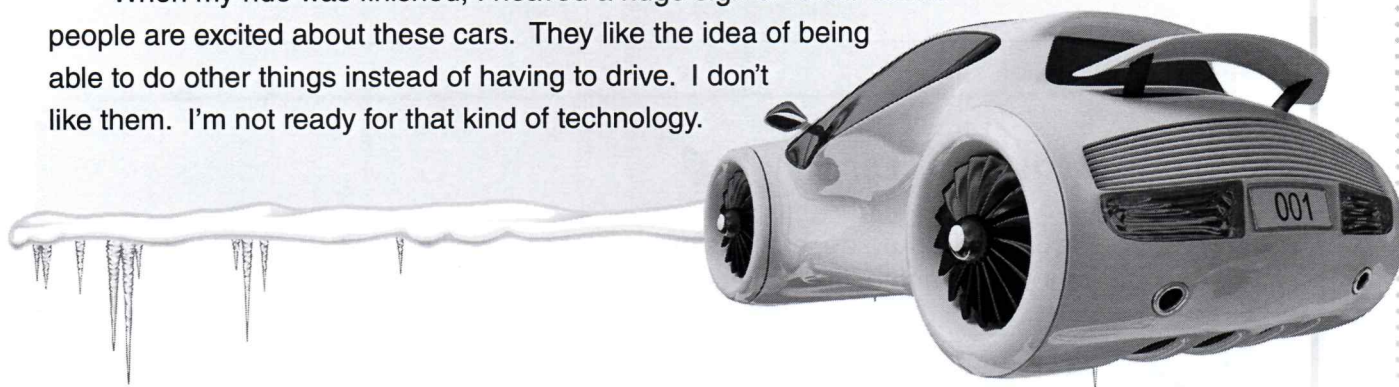
"Mr. Cogs, how does it know when to stop and when to go?" I asked.

"This car is like a spider. It has eyes everywhere!" laughed Mr. Cogs.

"It doesn't look like any spider I've ever seen. Plus, I don't see any eyes on this thing," I said nervously.

"Some spiders can have up to 12 eyes. This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes," proudly proclaimed Mr. Cogs.

When my ride was finished, I heaved a huge sigh of relief. Some people are excited about these cars. They like the idea of being able to do other things instead of having to drive. I don't like them. I'm not ready for that kind of technology.



Cursive Practice *abc*

Directions: Use cursive to write one thing someone could do in a driverless car since he or she would not have to drive.



Drafting
Driverless Cars

NAME: _____ DATE: _____

Directions: Label the sentences with *simile* or *metaphor*.

1. I was a chicken in that car. _____
2. My hands were shaking like leaves. _____
3. The seat was as soft as velvet. _____
4. The snow was a blanket covering the ground. _____

Directions: Rewrite these sentences to include a simile or metaphor.

5. The car was moving.

6. I was scared.

Boost Your Learning!

Figurative language, such as metaphors and similes, adds excitement to your writing and helps the reader to visualize what is happening.

A **simile** is a figure of speech where things are compared by using the words *like* or *as*.

Example: This car is *as quiet as a mouse*.

A **metaphor** is a figure of speech that makes a direct comparison between two things.

Example: *That car is a rocket.*



NAME: _____ DATE: _____

Directions: Use the ^ symbol to add commas to the sentences. Then, write which comma rule you used on the line below each sentence.

Rule 1: Use a comma to separate an introductory element from the rest of the sentence.

Rule 2: Use a comma to indicate a direct address.

Rule 3: Use a comma to separate three or more elements in a series.

1. "Mr. Cogs how does it know when to stop and when to go?" I asked.

2. "This computer-controlled car has over 100 tiny sensors cameras and lasers that act as its eyes."

3. "Plus I don't see any eyes on this thing."

Boost Your Learning!

The **comma** is one of the most important and most used punctuation marks. It clarifies the meanings of words and helps a reader know when to pause. Use the ^ symbol to insert a comma.

Example: However, some people may not like having driverless cars.



NAME: _____ DATE: _____

Directions: Revisit the text about driverless cars. Think about how you can improve it based on what you have practiced throughout the week. On another sheet of paper, rewrite the seven bolded sentences in the text to be more descriptive.

It was freezing in the barren Nevada desert that winter morning, but I was sweating bullets. My hands were shaking like leaves in a blustery wind. **The car was moving. I was scared.** The sleek chrome steering wheel calmly tilted side to side like a seesaw, but no one was holding it. The driver's seat was vacant. The car was driving down the road without a driver!

"Isn't it something?" said Mr. Cogs. He built it. He was in the backseat with me.

"Mr. Cogs, how does it know when to stop and when to go?" I asked.

"This car is like a spider. It has eyes everywhere!" laughed Mr. Cogs.

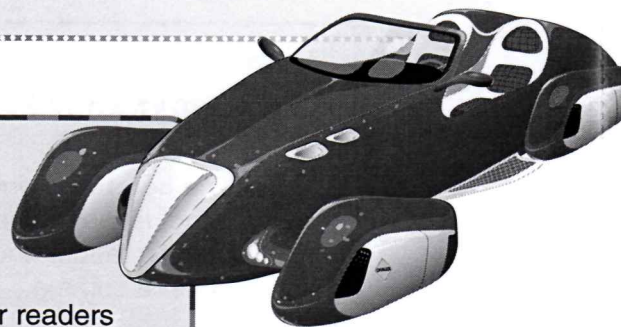
"It doesn't look like any spider I've ever seen. Plus, I don't see any eyes on this thing," I said nervously.

"Some spiders can have up to 12 eyes. This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes," proudly proclaimed Mr. Cogs.

When my ride was finished, I heaved a huge sigh of relief. Some people are excited about these cars. They like the idea of being able to do other things instead of having to drive. **I don't like them. I'm not ready for that kind of technology.**

This week I learned: 

- to include specific details
- to include details that are entertaining and fun for readers
- to use figurative language to make my writing stronger
- to use commas appropriately

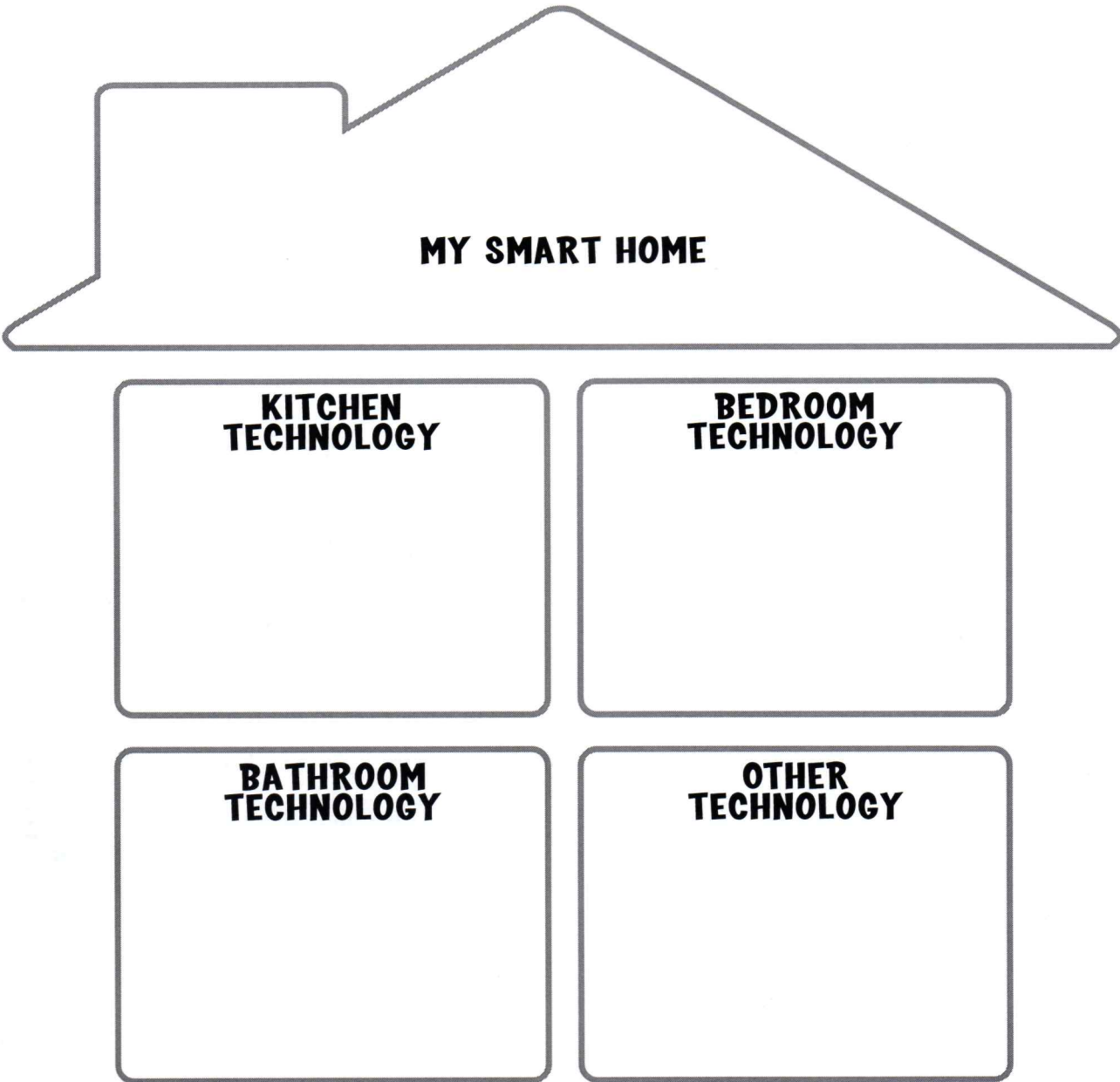




NAME: _____ DATE: _____

Directions: Read the paragraph. Then, brainstorm items you would like to have in your dream smart home. Use the graphic organizer to help you sort your ideas.

A smart home is a home that is full of technology. A computer controls everything in the home from opening the doors to watering your houseplants. Your fridge may even suggest food for you to eat. It could even order more food for you using the Internet. The possibilities are endless!



MY SMART HOME

**KITCHEN
TECHNOLOGY****BEDROOM
TECHNOLOGY****BATHROOM
TECHNOLOGY****OTHER
TECHNOLOGY**

NAME: _____ DATE: _____

Directions: Imagine you own a smart home. Describe your home, including all of the cool features, who you like to hang out with in your home, and what things you like to do in the home. Use your notes on page 19 to help you draft your narrative paragraph.

[illegible]

Remember!



To draft a strong narrative paragraph, remember to include:

- a hook to grab the reader's attention
- specific and entertaining details
- a concluding sentence

Cursive Practice *abc*

Directions: Use cursive to write the name for the computer that runs your smart home.

NAME: _____ DATE: _____

Directions: Complete the similes. Then, write your own metaphors.**SIMILES**

1. as quick as _____
2. the doorbell rang like _____

METAPHORS

3. Write a metaphor about something that is new.

4. Write a metaphor about something that is fast.

5. Write a metaphor about something that is smart.

**Time to Improve!**

Revisit the paragraph you wrote about your smart home on page 20. Add a simile or metaphor to improve your writing.

Remember!

Figurative language helps readers better visualize what you are describing. Using similes and metaphors are great ways to improve your writing and entertain your readers.

NAME: _____ DATE: _____

Directions: Add commas to the sentences to help clarify their meanings.

1. Mr. Tech how did you know I needed more milk?
2. First I ask Mr. Tech to prepare my dinner. Next I tell him to bake my dessert.
3. I can use my phone to control the window shades lights and air temperature.

**Directions:** Explain the rules for how the commas are used in these sentences.

4. The computer ordered me fruit snacks, yogurt cups, and oranges.
Rule: _____
5. However, the lights went out even though I didn't tell the computer to turn them out.
Rule: _____
6. "Mrs. Smart, do you know where the extra light bulbs are?"
Rule: _____

Time to Improve!

Revisit the paragraph you wrote on page 20. Edit your text to make sure you used commas correctly. If you can't find any places to add or fix commas, consider adding more specific details so that you can show off your new editing skills.

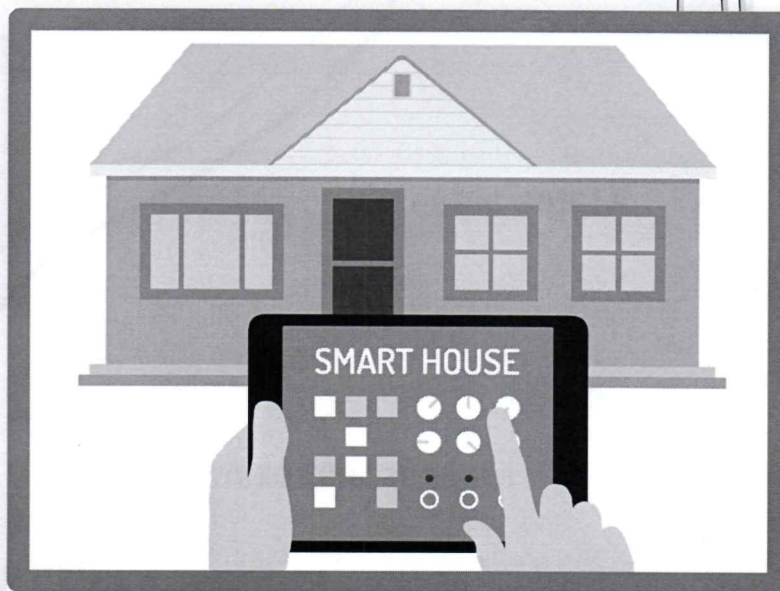
Remember!

Use the ^ symbol to insert a comma.

Use the / symbol to delete a comma.

NAME: _____ DATE: _____

Directions: Imagine you own a smart home. Describe your home, including all of the cool features, who you like to hang out with in your home, and what things you like to do in the home.



NAME: _____ DATE: _____

Directions: Look at the words surrounding the shell. Write the words that have to do with informative/explanatory writing inside the shell. Cross out the words that do not have to do with informative/explanatory writing.

Informative/explanatory writing explains something. Its purpose is to inform.



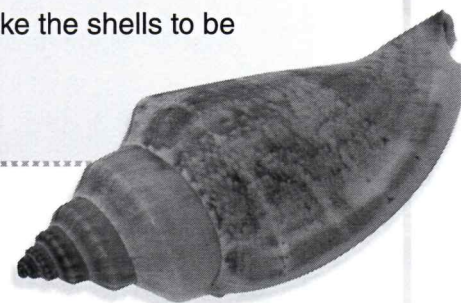
NAME: _____ DATE: _____

Directions: Read the paragraphs about cone snails. Circle any sentences that could be combined to make the paragraphs better.

It looks pretty. Don't pick it up! Cone snails have venom that can kill animals, including humans. They may be small. They are one of the most dangerous animals on Earth. There are 500 species of these deadly sea snails. They live in tropical regions. If you are snorkeling in Hawaii or Australia, be on the lookout for these toxic terrors. If you leave them alone, they will leave you alone.

The cone snail eats fish, worms, and other snails, not humans. It shoots its harpoon-like tooth into its prey. It releases its venom. The toxins spread. The prey is paralyzed. It can't move to escape. The hunter then eats its prey whole. While they can't eat people, cone snails can inject their fatal venom into humans. There is no antivenin or cure. Doctors can help keep a patient alive until the venom wears off.

Today, scientists are studying the toxins of cone snails. These toxins may be able to cure diseases. Scientists are not the only ones who want these cone snails. Collectors want them, too! Cone snail shells are known for being colorful with beautiful patterns. People like to display them. However, unlike scientists, collectors like the shells to be empty with no deadly sea snails inside!



Cursive Practice *abc*

Directions: Use cursive to write two names of other animals that are venomous.

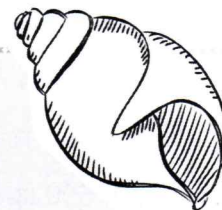


NAME: _____ DATE: _____

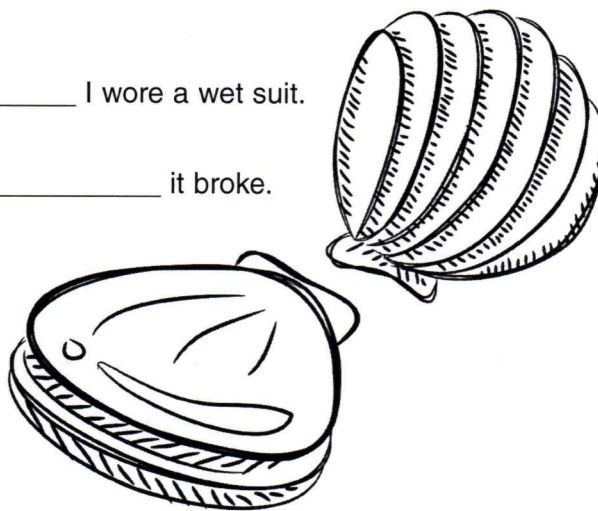
Directions: Sometimes sentences can be short and choppy. To make your writing flow better, you can combine sentences using conjunctions. Pick the best conjunction from the Word Bank to complete each sentence.

Word Bank

and but for nor
or so yet



1. I have read many books on cone snails, _____ I still don't understand how their venom works.
2. I can't decide if I want to take a cruise to Hawaii, _____ if I want to take a flight to Australia.
3. The ocean water was very cold, _____ I wore a wet suit.
4. I dropped the beautiful shell on a rock, _____ it broke.

Boost Your Learning!

Conjunctions connect two or more clauses, phrases, or words together. Did you know that some conjunctions are used in pairs? These are called **correlative conjunctions**. They can help strengthen your writing, too!

Examples

The cone snail exhibit was **both** interesting **and** terrifying.
The scuba guide mentioned **neither** sharks **nor** cone snails.



NAME: _____ DATE: _____

Directions: When two independent clauses are joined together with a conjunction, a comma must be used. Read the sentences, and use the ^ symbol to add commas to make the sentences grammatically correct.

1. The aquarium has cone snails in a tiny saltwater tank but you can't touch them.
2. The collector saved his money for a whole year and he used it to buy a cone snail shell.
3. Scientists want to study cone snail venom for they think it may cure cancer.
4. The tourist stepped on a cone snail yet he lived to tell the tale.
5. The geographic cone snails are the most venomous so it's a good idea to keep away from them.



Boost Your Learning!

Be aware that starting a sentence with a conjunction can sometimes create a fragment or an incomplete sentence. A good way to avoid this problem is to combine clauses and phrases with conjunctions. This improves your writing and helps you avoid sentence fragments.

Example: The marbled cone snail is beautiful and it is deadly.



NAME: _____ DATE: _____

Directions: Read the paragraphs. Based on what you learned this week, revise the paragraphs by using the proper conjunctions to combine the underlined sentences. Write your revised sentences on another sheet of paper.

(1) It looks pretty. Don't pick it up! Cone snails have venom that can kill animals, including humans. (2) They may be small. They are one of the most dangerous animals on Earth. There are 500 species of these deadly sea snails. They live in tropical regions. If you are snorkeling in Hawaii or Australia, be on the lookout for these toxic terrors. If you leave them alone, they will leave you alone.

The cone snail eats fish, worms, and other snails, not humans. It shoots its harpoon-like tooth into its prey. (3) It releases its venom. The toxins spread. (4) The prey is paralyzed. It can't move to escape. The hunter then eats its prey whole. While they can't eat people, cone snails can inject their fatal venom into humans. (5) There is no antivenin or cure. Doctors can help keep a patient alive until the venom wears off.

Today, scientists are studying the toxins of cone snails. These toxins may be able to cure diseases. Scientists are not the only ones who want these cone snails. Collectors want them, too! Cone snail shells are known for being colorful with beautiful patterns. People like to display them. However, unlike scientists, collectors like the shells to be empty with no deadly sea snails inside!

This week I learned:

- what features make up informative/explanatory writing
- how to use conjunctions to connect clauses, phrases, and words together
- how to combine sentences to make my writing stronger





NAME: _____ DATE: _____

Directions: Place check marks in the circles with sentences that could be included in an informative/explanatory paragraph about the blue-ringed octopus.

I don't like them.

They are found
in Japan
and Australia.

The small
octopus shouted,
"I will get you!"

Their skin is gray,
yellow, or tan with
light blue rings.

When they are
threatened, the
rings on their skin
turn bright blue.

They use a powerful
poison to paralyze
their prey.

You need to help
save these tiny
creatures.

They are about the
size of golf balls.



NAME: _____ DATE: _____

DATE:



Directions: Think about the blue-ringed octopus. Draft an informative/explanatory paragraph about the blue-ringed octopus. Include facts about what its personality is like. Use the facts from page 29 to help you draft your paragraph.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

Remember!



A strong informative/explanatory paragraph:

- stays on topic
- does not include personal opinions
- includes facts, details, and definitions

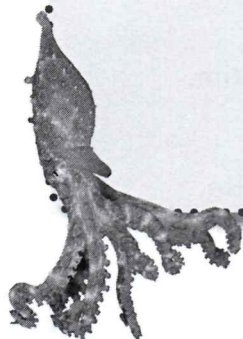
Cursive Practice *abc*

abc

Directions: In cursive, write the most interesting fact you learned about the blue-ringed octopus.

NAME: _____ DATE: _____

Directions: Think about conjunctions that you could use to connect words, phrases, and sentences together. In the box, list as many conjunctions as you can think of in three minutes.

CONJUNCTIONS

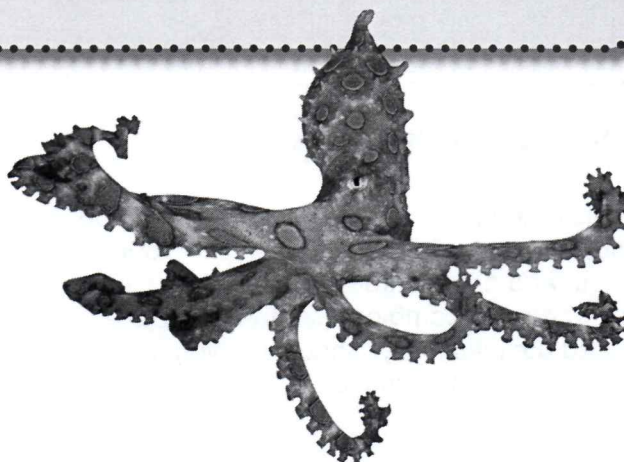
Directions: Write two interesting sentences about blue-ringed octopuses. Each sentence needs to include a conjunction that you listed above.

1. _____

_____2. _____

_____**Time to Improve!**

Revisit the paragraph you wrote on page 30 about the blue-ringed octopus. Are there any sentences you can combine to make your writing stronger? If you cannot find any sentences to combine, try adding a sentence that uses a correlative conjunction.



NAME: _____ DATE: _____

Directions: Read the sentences. The conjunctions are incorrect. Use the  symbol to delete the conjunctions. Then, write the correct conjunctions above the deleted words.

1. The blue-ringed octopus is shy, for it will attack if it is provoked.
2. The venom attacks the nervous system, yet it paralyzes the victim.
3. There is no antivenin for the toxin, and doctors can save your life.
4. They are found in the ocean, nor only in Japan and Australia.



Time to Improve!

Revisit the paragraph you wrote on page 30 about the blue-ringed octopus. Edit your text to add any commas you may have left out when you combined sentences and added conjunctions. Check that you used the correct conjunctions.

Remember!

A main clause can form a complete sentence standing alone. When you combine two main clauses using a conjunction, you need to add a comma. Use the  symbol to insert a comma.



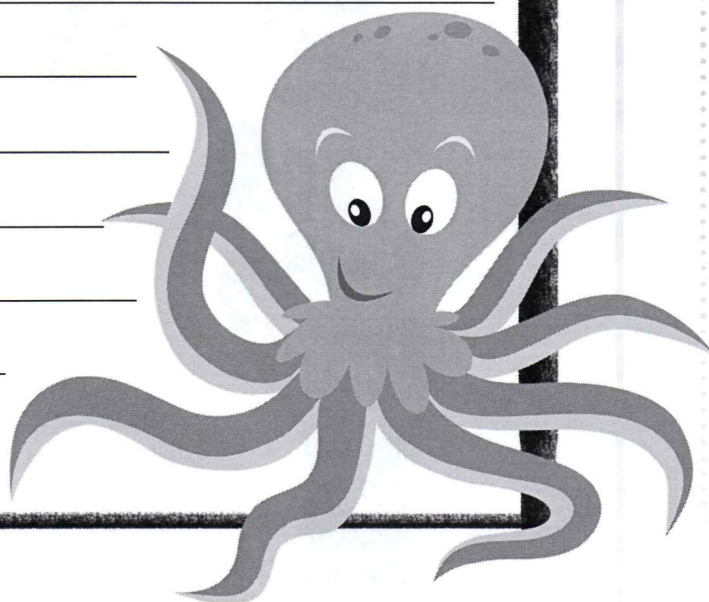
NAME: _____ DATE: _____

Directions: Think about the blue-ringed octopus. Write an informative/explanatory paragraph about the blue-ringed octopus. Include facts about what its personality is like.



Publishing

Blue-Ringed Octopuses

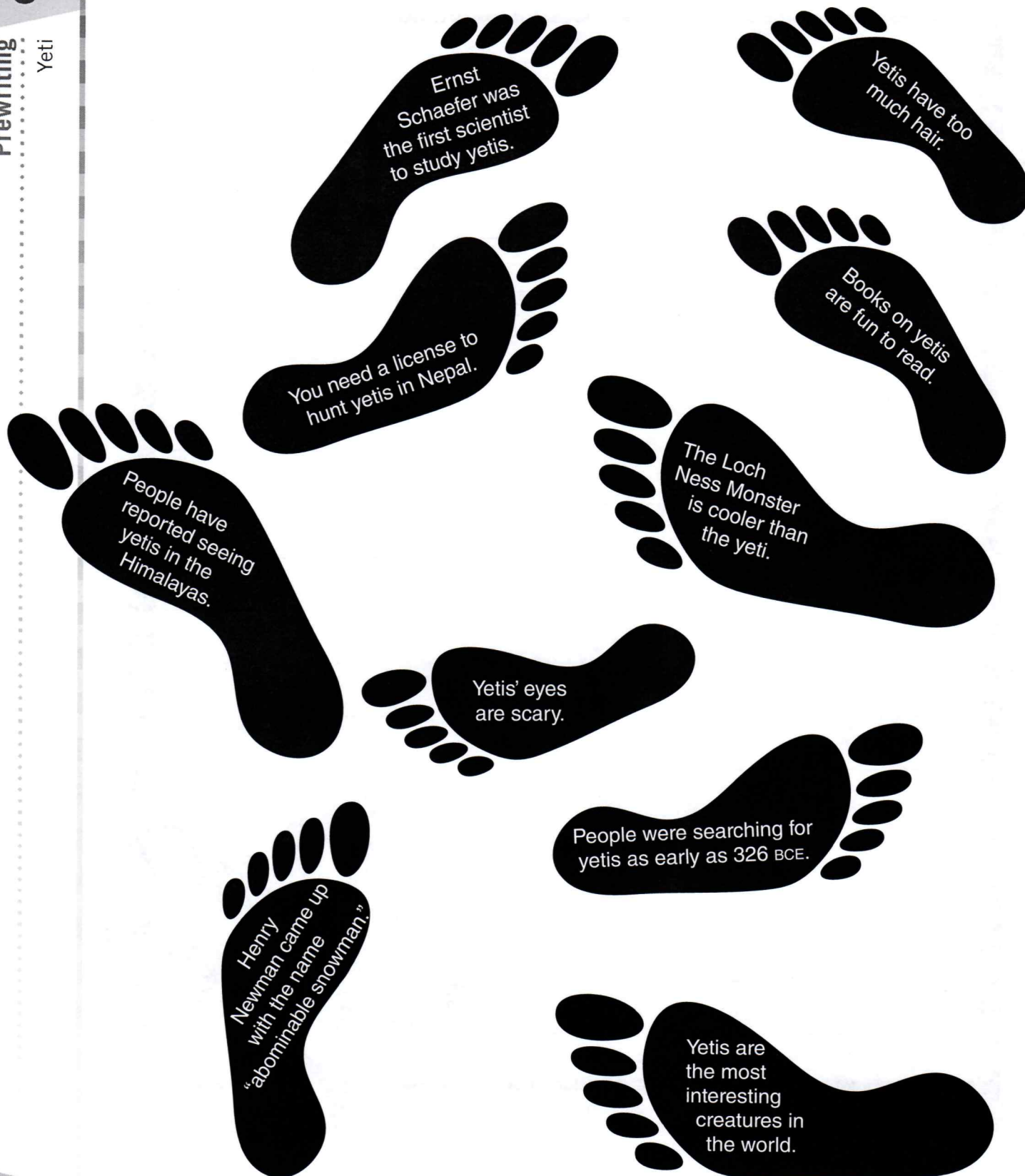


NAME: _____ DATE: _____

Directions: No one knows for sure if yetis are real, but many people do have opinions on the matter. Separate the facts from opinions by circling the footprints that state opinions.

Prewriting

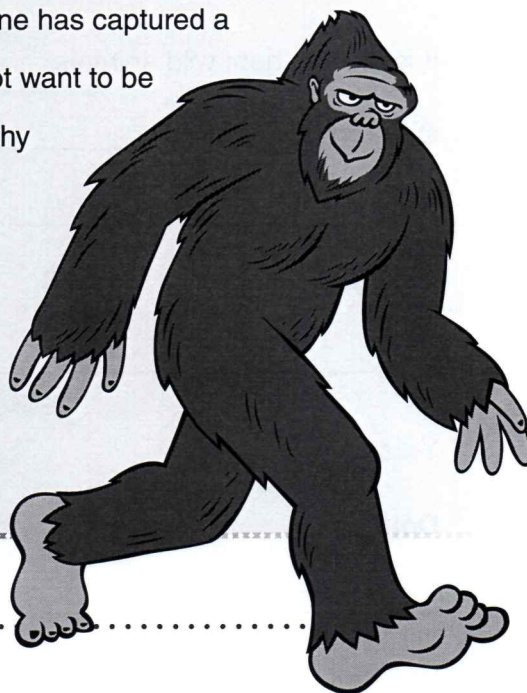
Yeti



NAME: _____ DATE: _____

Directions: Read the paragraph. Find three facts and underline them. Then, find three places the author states his or her opinion and circle them.

I believe! I think that yetis are real. Many people have seen these mythical monsters walking around in the Himalayas. Mysterious footprints have also been found in that mountainous region. I think those footprints belong to yetis. Furthermore, people have been talking about yetis for a very long time. Yeti lore dates back to 326 B.C.E. Back then, Alexander the Great demanded that his people bring him a yeti. Unfortunately, they were unable to find one for their king. I think this is because yetis are intelligent. They are good at hiding and are clever hunters. This is why no one has captured a yeti yet. Additionally, I believe yetis are shy. They do not want to be discovered. They do not trust humans. This explains why we do not see them very often. However, just because we don't see them, doesn't mean they don't exist. We must be patient and observant. Then, we will get to interact with yetis soon enough. I think if we are nice to them, they will be nice to us. I firmly believe yetis do exist.



Cursive Practice *abc*

Directions: Yetis have been portrayed in movies and cartoons. Have you ever seen one on television or in a movie? In cursive, write a sentence telling about a time you saw a yeti. If you haven't seen one, write a sentence about what you think it would look like.



Drafting
.....
Yeti

NAME: _____ DATE: _____

Directions: When stating your opinion, it is important to have reasons that support your viewpoint. Read each sentence below. Agree or disagree with each statement by clearly stating your opinion. Then, give a reason that supports your viewpoint.

1. People should not be allowed to climb Mount Everest.

Opinion: _____

Reason: _____

2. It is okay to hunt wild animals.

Opinion: _____

Reason: _____

3. Yetis do exist.

Opinion: _____

Reason: _____

Boost Your Learning!

To make **opinion writing** powerful, be sure to start and finish strong. Begin your opinion piece by clearly stating your opinion. When it's time to conclude your text, be sure to end it by restating your opinion.

Examples

Introduction: I think yetis are real.

Conclusion: I firmly believe yetis do exist.



NAME: _____ DATE: _____

Directions: Read the paragraph. It is missing transitional words. Fill in the blanks using transitional words and phrases from the Word Bank.

Word Bank

furthermore

similarly

additionally

in conclusion

however

lastly

to begin with

overall

specifically

therefore

In my opinion, yetis are frightening. We do not know much about them.

_____, many yetis have shown up in books, movies, and television shows.

These yetis scare me. _____, they are very

large with enormous feet. They are covered in messy,

white hair. _____, they have bright

red eyes. Fictional yetis are frightening in other ways.

_____, they have an extremely eerie

walk. Their long limbs lumber through the forest.

_____, these yetis are usually shown

hurting people or animals. _____,

I believe yetis are terrifying!

**Boost Your Learning!**

Transitional words and phrases can link ideas that are alike and help organize your writing. They will make your writing flow smoothly. When you have a sentence with an introductory element, you should include a comma to separate it from the rest of the sentence.

Example: Furthermore, yetis are very hairy.



NAME: _____ DATE: _____

Directions: Read the paragraph. Think about how the author proved his or her point. What could the author have done better? Write your opinion about this paragraph on the lines.

The Himalayas are too cold for yetis to live there. There is not enough food in the mountains for the yetis to eat. If yetis do exist, where are all the pictures? Everyone has cell phones with cameras, so there should be lots of videos and pictures of yetis on the Internet. There are a few pictures and videos here and there, but they have been proven to be fakes. Everyone says yetis are big. If they are so big, how come they can hide from us so easily? How do they go find food with no one seeing them? It doesn't make sense. Scientists can find new species of very tiny frogs in the rainforest, but not one scientist has found a yeti. Even with all the new technology, not one person has been able to locate one of these giant snowmen. No one can find a yeti, because yetis do not exist!

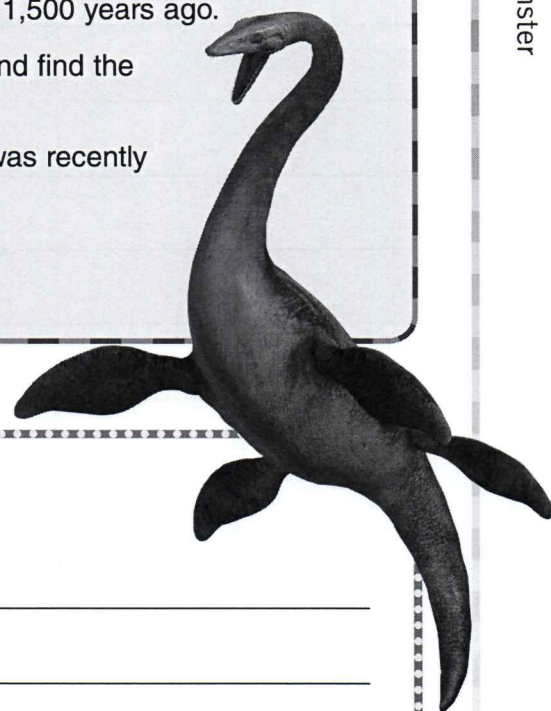
This week I learned: 

- to support my opinions
- to clearly state my opinion at the beginning and end of my argument
- to use transitional words such as *additionally* or *furthermore* to link my ideas smoothly
- to use a comma to separate an introductory element from the rest of a sentence

NAME: _____ DATE: _____

Directions: Read the facts about Scotland's Loch Ness Monster. How do you feel about people spending time and money looking for the monster? Fill out the graphic organizer.

- Loch Ness is a body of fresh water in Scotland.
- Loch Ness is about 800 feet (244 meters) deep and 23 miles (37 kilometers) wide.
- The Loch Ness Monster is often called "Nessie."
- There are reported sightings of the monster from nearly 1,500 years ago.
- Recent expeditions have used sonar technology to try and find the Loch Ness Monster.
- A famous picture of the Loch Ness Monster from 1933 was recently proven to be a fake.
- Modern underwater photographs show what appears to be a giant flipper.



Here's my opinion!

Here are my reasons!

1. _____
2. _____
3. _____

Here's my strong conclusion!



Prewriting
Loch Ness Monster

DATE:

Loch Ness Monster

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

- a clearly stated opinion in the beginning
- reasons that support your opinion
- a strong concluding sentence that restates your opinion

abc

NAME: _____ DATE: _____

Directions: Read the opinion paragraph. Circle the author's opinion. Then, underline sentences that support the opinion.

I believe a monster lurks in the depths of Loch Ness. First, Loch Ness in Scotland is big. It is about 800 feet (244 meters) deep and 23 miles (37 kilometers) wide. That leaves plenty of space for a monster to roam, even if that monster is a big one! Moreover, that is enough space for other things to live in Loch Ness with the monster. Loch Ness has trout, salmon, and other marine life. This wildlife could be what the monster eats to stay alive. I think there is just enough food available to keep the monster active and alive. Furthermore, people have seen the monster. There are many eyewitnesses. Some eyewitnesses date back over a thousand years! Unfortunately, no one has taken a picture of the elusive monster yet, but I believe it is just a matter of time. With today's technology, I think someone will capture a picture soon enough. Also, scientists are now using sonar equipment to try and find the monster. Therefore, proof could be just around the corner. I trust that the Loch Ness Monster does exist and someone will find her before long!



Time to Improve!

Reread your draft you wrote on page 40. Is your opinion stated clearly? Do you have reasons to support your opinion? Make notes in the margins about what you would like to change in your final draft.

NAME: _____ DATE: _____

Directions: Transitional words can help keep a paragraph well organized. They help the text flow smoothly and bring ideas together. How many transitional words can you think of? Write them in the box.

TRANSITIONAL WORDS

Directions: Now imagine you are traveling to Scotland to look for the Loch Ness Monster. Write a couple of sentences about your journey to Scotland. Use some of the transitional words you listed above.

Time to Improve!

Revisit the paragraph you wrote about the Loch Ness Monster on page 40. Look for any places that you could add transitional words to help your writing flow more smoothly.

Remember!

When you use a transitional word, be sure to include a comma after it to separate the introductory word from the independent clause.

- Use the $\wedge$ symbol to insert a word.
- Use the $\overset{\wedge}{,}$ symbol to insert a comma.

NAME: _____ DATE: _____

Directions: Haunted houses can be frightening, fun, or both! People have different opinions about these spooky places. Write reasons to support each person's opinion below. Be clever and creative!

Haunted houses are scary,
so I choose not to go in them.



I adore haunted
houses because I feel
right at home in them.

**Remember!**

An opinion is the way a person thinks or feels about a particular thing. A fact is something that can be proven.

NAME: _____ DATE: _____

Directions: Read the paragraph. On the lines below, write the three main reasons the author gives for not liking haunted houses.

Halloween is near, which means haunted houses will soon appear. I do not enjoy haunted houses. First of all, I am scared of monsters. Most haunted houses have multiple scary monsters, such as vampires, mummies, ghosts, zombies, witches, and werewolves, that all scare me very badly. I do not like any of them because they are all scary. The sight of them makes my stomach turn, and I have nightmares for days. Secondly, I am scared of the dark. Haunted houses are usually dark and foggy. It is hard to see in them. I can barely see anything in them. I can hardly see my own hand in front of my face, let alone a scary monster lurking around the corner. Haunted houses are so dark that even a flashlight does no good, and even if I had a flashlight with me, I still would not go into a haunted house. What if the batteries died in the flashlight? What if I dropped it? When I am home alone, I have every light in the house on and I even sleep with my bedroom lights on! Lastly, I am scared of loud noises. Haunted houses are full of loud noises. Floorboards creak. A scary witch cackles. A blood-curdling scream flies down the hallway. All these noises scare me, and I do not like them. Haunted houses are not for me!

1. _____

2. _____

3. _____

Cursive Practice *abc*

Directions: Use cursive to write two things you would expect to find in a haunted house.



Drafting
.....
Haunted Houses

NAME: _____ DATE: _____

Directions: Read each sentence group below. The sentences are repetitive. Combine each set of sentences to make one concise sentence. The first one has been done for you.

1. The house sat on a high hill. At the top of the high hill, the house looked spooky.

The spooky house sat on top of a high hill.

2. Dr. Frankenstein was a tall person. He was a doctor. He created an even taller monster.

3. The witch was wicked. She wickedly and quickly rode on her broom through the night sky. The sky was eerie.

4. The zombie moaned. He lumbered and moaned down the scary street. The street was long. It was dark.

Boost Your Learning!

Repetitive phrases are phrases that repeat themselves. When writing, be sure you are not saying the same thing twice. Avoid redundant phrases like the ones in the table below.

Redundant	Concise
circle around	circle
personal opinion	opinion
12 midnight	midnight
large/small in size	large/small
round in shape	round



NAME: _____ DATE: _____

Directions: Use the Word Bank to find a synonym for the bolded word in each sentence.**Word Bank**believe
shriekedfurious
frightenedextremely
enormous

1. I was **very** startled when I saw the very scary ghost. _____
2. I **think** Dr. Frankenstein would think I was a good scientist. _____
3. The zombie **scared** me with his scary eyes. _____
4. The vampire was **angry** when I angrily stomped away. _____
5. The witch **screamed** when the wind broke her broom. _____
6. The **large** house shifted every time the large monster stepped. _____

**Boost Your Learning!**

One way to avoid repetition when writing is to use synonyms. **Synonyms** are words that have the same or similar meanings as other words.



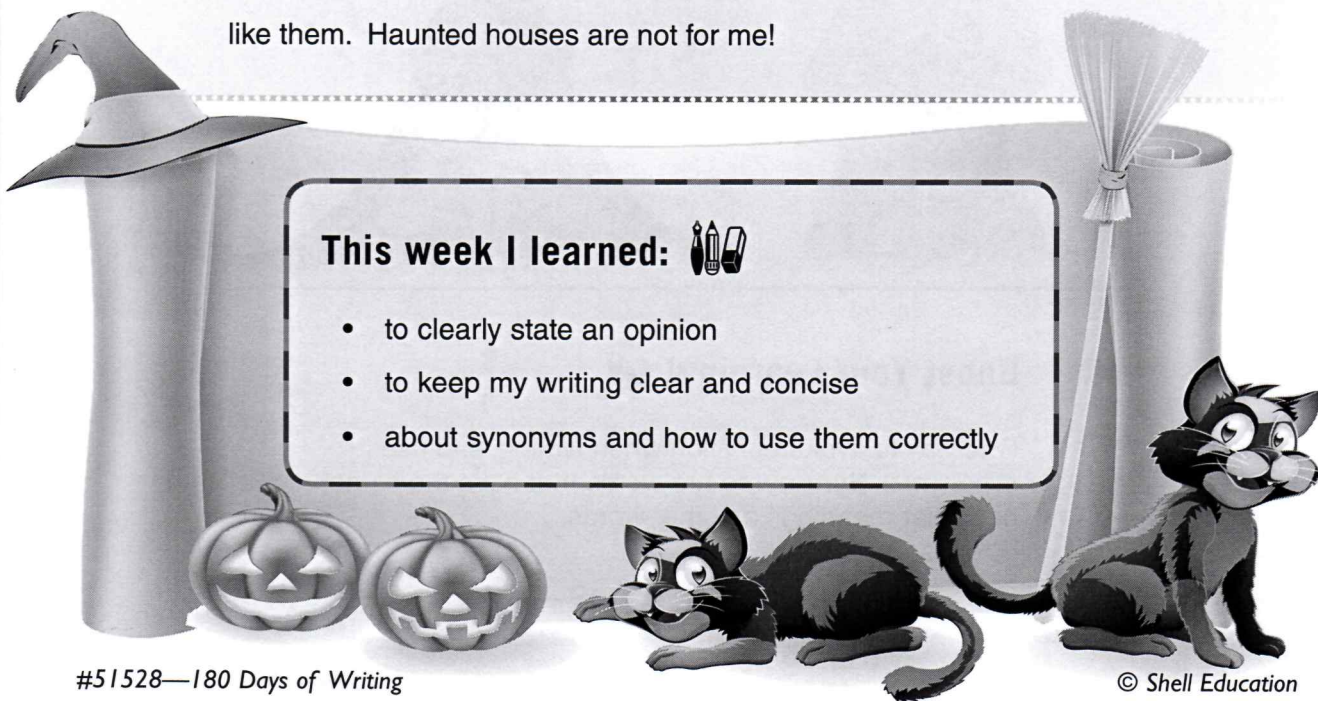
NAME: _____ DATE: _____

Directions: Reread the paragraph. Use what you have learned this week to help the author improve his or her writing. Write your notes in the margins.

Halloween is near, which means haunted houses will soon appear. I do not enjoy haunted houses. First of all, I am scared of monsters. Most haunted houses have multiple scary monsters, such as vampires, mummies, ghosts, zombies, witches, and werewolves, that all scare me very badly. I do not like any of them because they are all scary. The sight of them makes my stomach turn, and I have nightmares for days. Secondly, I am scared of the dark. Haunted houses are usually dark and foggy. It is hard to see in them. I can barely see anything in them. I can hardly see my own hand in front of my face, let alone a scary monster lurking around the corner. Haunted houses are so dark that even a flashlight does no good, and even if I had a flashlight with me, I still would not go into a haunted house. What if the batteries died in the flashlight? What if I dropped it? When I am home alone, I have every light in the house on and I even sleep with my bedroom lights on! Lastly, I am scared of loud noises. Haunted houses are full of loud noises. Floorboards creak. A scary witch cackles. A blood-curdling scream flies down the hallway. All these noises scare me, and I do not like them. Haunted houses are not for me!

This week I learned:

- to clearly state an opinion
- to keep my writing clear and concise
- about synonyms and how to use them correctly



DATE: _____

CONS

Candy is not healthy.

Prewriting

Trick or Treating

NAME: _____ DATE: _____

DATE: _____



Drafting

Trick or Treating

Directions: Do you like trick or treating? What is your opinion on this Halloween tradition? Draft an opinion paragraph in which you argue to keep the tradition or start a new one. Use the notes from page 49 to help you draft your opinion paragraph.

Remember!

A strong opinion paragraph should:

- clearly state how you think or feel about the topic
- include reasons that support your opinion

Cursive Practice *abc*

Directions: What else do kids do on Halloween besides trick or treating? Use cursive to list any activities you can think of.

Remember! 

A strong opinion paragraph should:

- clearly state how you think or feel about the topic
- include reasons that support your opinion

NAME: _____ DATE: _____

Directions: Good writers do not use words they do not need. It is important to avoid wordiness and repetition. You do not want your readers to get confused or lose interest. List three ways you can avoid using too many words.

1. _____
2. _____
3. _____



Directions: Rewrite the sentence below to be clear and concise.

I trick or treated until 12 A.M. midnight that night, and I was tired and exhausted.

.....

Time to Improve!

Revisit the paragraph you wrote about trick or treating on page 50. Are there any words or phrases you can delete? Are there any sentences you can combine to be more concise? Revise your work to make it clear and to the point.



NAME: _____ DATE: _____

Directions: How many synonyms can you think of for each word below?

candy: _____

party: _____

night: _____

scary: _____

fun: _____

cold: _____



Time to Improve!

Revisit the paragraph you wrote about trick or treating on page 50. Circle any words that you repeated. Can you use synonyms for any of those words to avoid repetition? Are there any additional words that you could replace with synonyms to make your writing more interesting? Edit these words to make your paragraph more appealing.

Remember!

When writing about a specific topic, you may find yourself using the same words repeatedly. This is where synonyms come in handy. Carefully selected synonyms can really perk up your writing.

Example: After the boy yelled "Trick or

Treat" and got his candy in his bag, he
squealed
yelled with delight.



NAME: _____ DATE: _____

Directions: Do you like trick or treating? What is your opinion on this Halloween tradition? Write an opinion paragraph in which you argue to keep the tradition or start a new one.

Publishing
.....
Trick or Treating

NAME: _____ DATE: _____

Directions: Which statements below relate to the election campaign process? Place check marks next to the statements that you would include in an informative/explanatory paragraph on political campaigns.



- _____ A candidate must convince the voters that he or she is the best person for the job.
- _____ The Great Space Race involved the Soviet Union and the United States.
- _____ There are two main political parties: the Democratic Party and the Republican Party.
- _____ Candidates take part in debates to discuss important issues.
- _____ The Civil War began in 1861 when Abraham Lincoln was president.
- _____ Candidates use buttons and slogans to get people to remember their names.
- _____ Every four years on Election Day, people vote for the next president of the United States.
- _____ Candidates travel all across the country to give speeches.
- _____ The president's plane is called *Air Force One*.
- _____ The National Conventions are an important part of the election process.
- _____ Taxes are due every year on April 15.
- _____ It is important to use fossil fuels sparingly.
- _____ Washington, D.C., is our nation's capital.

NAME: _____ DATE: _____

Directions: Read the paragraph about the campaign trail. Draw lines through any sentences that are off topic. Then, use the margins to write why you think they should not be included.

How do you get people to vote for you? You campaign! Campaigning is hard work. Homework is hard work, too. I think math is the hardest, but I guess it is not as hard as campaigning. The goal of a campaign is to get a candidate's message out to the voters. The candidate needs to convince the voters that he or she is the best person for the job. During a campaign, candidates travel around the country. They talk to voters, give speeches, and interview with reporters. They create websites and even send out social media messages! I love the Internet. It's cool to see what sport stars and movie stars have to say on it. Candidates take part in debates, too. They argue their points with opponents, and these debates are shown on TV. I like flat screen TVs. I think they're really cool. I also like 3-D TVs. Candidates also make TV advertisements. Some advertisements tell and show what the candidate stands for and believes in. This is called the candidate's platform. Other advertisements say what is wrong with the candidate's opponent. There are slogans, signs, and buttons! A candidate's campaign team works hard to make all these items. The team consists of a lot of volunteers. These are people who help for free because they believe in their candidate. If the campaign is a successful one, then that candidate may win the election!

Cursive Practice *abc*

Directions: Use cursive to explain why people should vote.

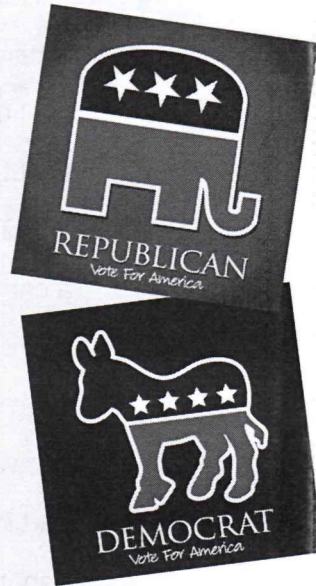


Drafting
.....
Campaigning

NAME: _____ DATE: _____

Directions: Read the paragraph. Then, explain what information could be added to make it a stronger, more informative paragraph on the lines below. Be specific.

If you want to be the next president of the United States, you have to hit the campaign trail. Most candidates running for president belong to a political party. There are two main parties. In the beginning of each election, there are many candidates for each party. When Election Day comes, there will be only one candidate representing each party. First, there is a primary election. However, the real campaigning starts after the primary election. That's when the candidates hit the road. On the campaign trail, the candidates hold fund-raisers. Campaigns cost a lot of money. Lobbyists give money to campaigns. The money helps the candidates travel around the country. It helps them with other things, too. In November, the campaign ends on Election Day. On that day, the people choose the next president.



Boost Your Learning!

Be careful when adding text to informative/explanatory paragraphs. Be sure to include information, such as facts, definitions, and details, that helps readers learn more about the topic. Do not include details that are not important such as personal opinions. Stick to the facts!

Examples

Campaign slogans are catchy, such as "We like Ike!" (*correct*)

Campaign slogans are catchy, but I don't like them. (*incorrect*)



NAME: _____ DATE: _____

Directions: Read the sentences. Each sentence has a capitalization error. Use the ≡ symbol to fix the error. Then, find the rule below that best explains the need to capitalize a word, and write the number of the rule on the line.

1. Congress must follow the rules written in the U.S. constitution.

Rule: _____

2. The Lincoln memorial is located in Washington, D.C.

Rule: _____

3. President Andrew Jackson was also known as “old hickory.”

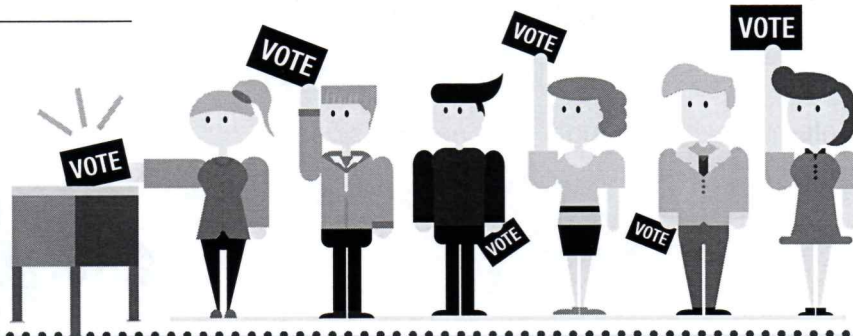
Rule: _____

4. Did you know president Franklin Roosevelt won four presidential elections in a row?

Rule: _____

5. Barack Obama was the nation’s first african american president.

Rule: _____



Capitalization Rules

Always capitalize proper nouns and adjectives created from proper nouns, including the following:

Rule 1: Capitalize nicknames.

Rule 2: Capitalize titles when they are used before names.

Rule 3: Capitalize races and nationalities.

Rule 4: Capitalize natural and man-made landmarks.

Rule 5: Capitalize government matters and documents.

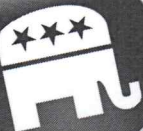


NAME: _____ DATE: _____

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

A critical part of any campaign is the debate. A debate is a discussion that gives candidates a chance to express their ideas on issues. Debates work like this. A moderator asks a candidate a question about an issue. Then, one candidate has a few minutes to respond. When the candidate's time is up, it's the other candidate's turn. The two candidates go back and forth discussing why they are for or against certain issues. Candidates must know a lot about current events. I think candidates should know a lot about sports, too. Baseball is a fun sport and is america's pastime. They should have a good understanding of united states history. Maybe they can take a history test to prove how much they know. I think that would be a good idea. Good debaters not only know what to say but how to say it. I think they should shout out what they stand for, but other people don't think so. Debates help you learn about a candidate so that you will be well informed when voting for the next president.

VOTE



This week I learned: 

- to stay focused on a particular topic
- to include details that are facts not opinions
- to carefully check for capitalization errors

NAME: _____ DATE: _____

Directions: Read the notes about voting in the United States. Then, complete the graphic organizer with only the statements that support the main topic.

- A person must be a certain age to vote.
- Fill out your ballot carefully.
- Study the candidates and their platforms.
- The 19th Amendment gave women the right to vote.
- Go to your local polling place and sign in.
- You must register to vote before you can vote in an election.
- Cast your ballot by dropping it in a ballot box or pressing a button on a machine.
- Americans vote for a new president every four years.



**Steps in the
Voting Process**



NAME: _____ DATE: _____

Directions: Read the statements below. Revise each one to create a concise, factual statement that could be used in an informative/explanatory paragraph on voting.

1. I strongly believe that a person should be at least 18 years old to vote in the United States.

2. I was giddy and excited the first time I voted and could not wait to drop my ballot in the ballot box.

3. I think it should be a law that all U.S. citizens that are 18 years or older must vote in each election.

4. Nobody studies the candidates before an election. Everyone just guesses who will make the best president.

.....

Time to Improve!

Reread your paragraph on page 60. Look for places where you could include more facts and details. Try and use the sentences you revised above to expand your paragraph.

Remember!

Quotations, definitions, and specific examples can make informative/explanatory paragraphs stronger!



Revising
.....
Voting

NAME: _____ DATE: _____

Directions: You may notice that there are no capital letters in these sentences. Use the ≡ symbol to correct the capitalization errors.

1. everyone who is 18 or older and is an american citizen has the right to vote. that is what it says in the united states constitution. yet, year after year, many people do not vote. they do not even vote for the president!
2. did you know that teddy roosevelt was shot while on the campaign trail? he was giving a speech when someone shot him in the chest. he did not stop his speech, but he did not win the election either. not enough people voted for him.
3. many people think hillary clinton was the first woman to run for president of the united states, but this is not true. the very first woman to try was victoria woodhull. she tried to become president before the nineteenth amendment was passed. that means women could not even vote when woodhull ran for office!

Remember!

Capitalize titles when they are used before names. Do not capitalize titles that are used instead of a name or after names.

Examples

Jackie Kennedy was the wife of president John F. Kennedy.

The President lives in the White House on Pennsylvania Ave.

Abraham Lincoln, the sixteenth President of the United States, won two presidential elections.

NAME: _____ DATE: _____

Directions: Think about the voting process. Write an informative/explanatory paragraph about the steps in the voting process. Include facts about who can vote and how people vote.

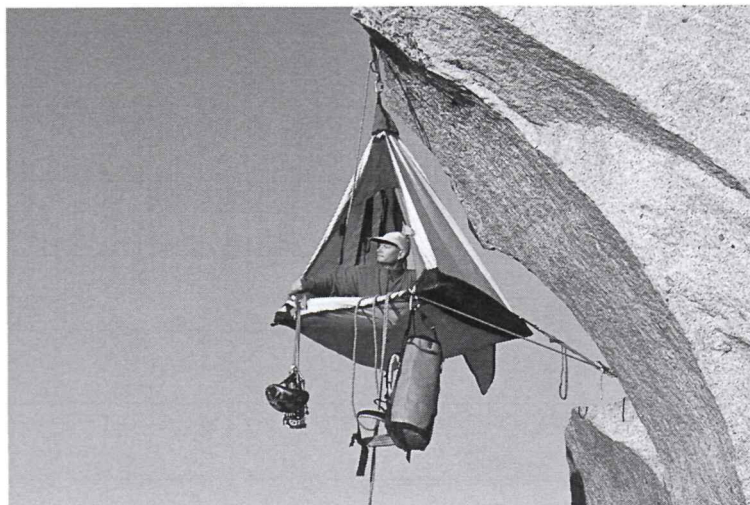
Publishing
.....
Voting

NAME: _____ DATE: _____

Directions: Look at the picture. Write sensory words from the Word Bank to describe what a person might feel at that moment.

Word Bank

glistening	brilliant	colorful	radiant	biting	hazy
shimmering	tearing	crackle	swish	howl	rustle
gleaming	thump	balmy	chilly	gritty	thud
refreshing	slippery	sweaty	scratchy	rough	musty
twinkling	stinging	salty	dusty	crisp	sandy



NAME: _____ DATE: _____

Directions: Read the paragraph. Circle any sensory words or phrases.

As I look up, I see the steep, jagged mountain in front of me, and my stomach swirls, producing painful knots. To say I was anxious about cliff camping would be an understatement. I am not a fan of heights and cannot believe I agreed to participate in this extreme activity. This is going to be a far cry from a night at a luxury hotel. The sounds “click, snap, clack” fill my ears as the guide attaches the heavy safety equipment to my body. My nervous knees buckle under the weight of the gear. We begin to climb. The rocks are rough and gritty under my trembling hands. The sweat dripping off my fingers mixes with the dirt making a type of muddy paste that sticks under my fingernails. Halfway up the rugged vertical terrain, my muscles begin to ache. The deafening wind whips around my face. The only other thing I hear is my own heart beating furiously in my chest. I can taste tiny particles of dirt in my mouth. It’s crunchy and sharp. Yuck! A combination of fear and focus prevents me from looking down. Hours pass slowly. My face is numb from the cold air, and my body is worn out. I pause thinking there is no way I can make it any farther up the never-ending cliff.



Cursive Practice *abc*

Directions: What is the most exciting extreme activity you have participated in? Use cursive to write a sentence about it. Include at least one sensory detail.



Drafting
Cliff Camping

NAME: _____ DATE: _____

Directions: To use an idiom correctly, you need to understand its full meaning. Draw a line to match each idiom in the left column with its correct meaning in the right column.

at the drop of a hat

deal with a problem when it becomes necessary

best of both worlds

happens rarely

every cloud has a silver lining

a way of asking what someone is thinking

cut corners

the final problem in a series of problems

cross that bridge when you come to it

without any hesitation

once in a blue moon

having all the advantages

last straw

doing something badly to save money

a penny for your thoughts

be optimistic



Boost Your Learning! 🚀

Idioms are expressions that cannot be understood from just the separate words but rather as a whole. One short phrase can paint an entire picture or concept that will spice up your writing.

NAME: _____ DATE: _____

Directions: Circle the correct tense of the verb to complete each sentence.

1. The guide spoke calmly as he (hooks **or** hooked) up my safety gear.
2. I heard nothing because the man (screams **or** screamed) so loudly.
3. I start to shake as I (climb **or** climbed) into the moving cot.
4. The guide promises this (will be **or** was) a fun adventure.
5. Next year, I will (choose **or** chose) to go to Hawaii instead.

Directions: Label each verb as past, present, or future.

6. breathe _____
7. will write _____
8. jumped _____
9. screams _____
10. survived _____

Editing
Cliff Climbing**Boost Your Learning!**

A **verb's tense** tells when the action that it describes takes place. It can be in the past, present, or future. Verb tenses should remain constant in a piece of writing, but there are a few exceptions. You will need to change verb tenses if you are telling about events that happen at different times.

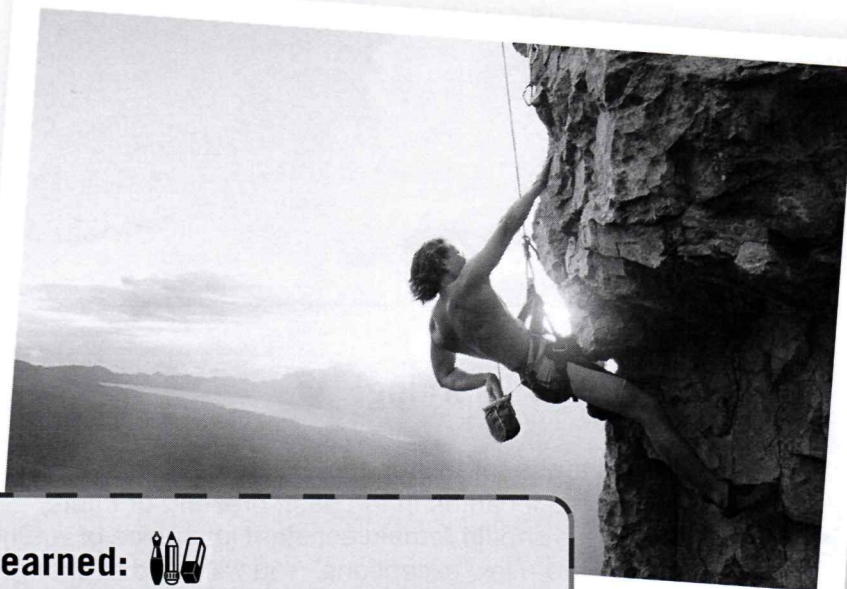
Example: Yesterday we **climbed** up the cliff, but today we **climb** down the cliff.

NAME: _____ DATE: _____

Directions: Read the paragraph. Think about what you learned this week. Write at least two suggestions for how to improve this paragraph.

My body aches, and I can't move a muscle. I hear the words, "We're here!" The guide's voice is full of energy and excitement. I waited patiently with my face pressing against the rock. The guide set up my nylon cot. I carefully climb onto the wiggly but sturdy piece of cloth. This is where I slept for the night. As I look out at the view, I am amazed at what I see. Stars are everywhere. It is unbelievable. It is so beautiful. A massive gust of wind blows and violently moved the cot. It rubs against the rock sending fragments of sediment that crashed down the cliff. I have a feeling I won't be getting much sleep tonight.

- _____
- _____

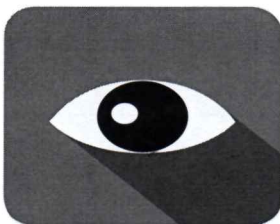
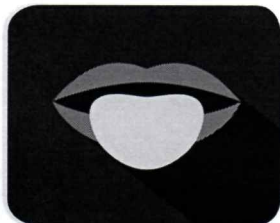
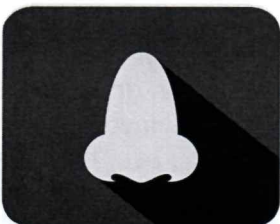


This week I learned: 

- to include sensory details to paint a picture
- to add zest to a paragraph with a well-placed idiom
- to be consistent with verb tenses

NAME: _____ DATE: _____

Directions: Imagine you are skydiving. You have just jumped out of a plane and are soaring high in the sky. Complete the graphic organizer below by recording specific observations for each of your five senses.

SENSES	DETAILED DESCRIPTION
	I see ...
	I hear ...
	I taste ...
	I smell ...
	I feel ...



Skydiving

Prewriting

NAME: _____ DATE: _____

DATE:

Drafting
.....
Skydiving

Directions: Imagine you are skydiving for the first time. Describe your skydiving experience. Include details about where you dove, who was with you, and how you felt as you stepped out of the plane. Use the graphic organizer from page 69 to help you draft your narrative paragraph.

[illegible]

Remember!



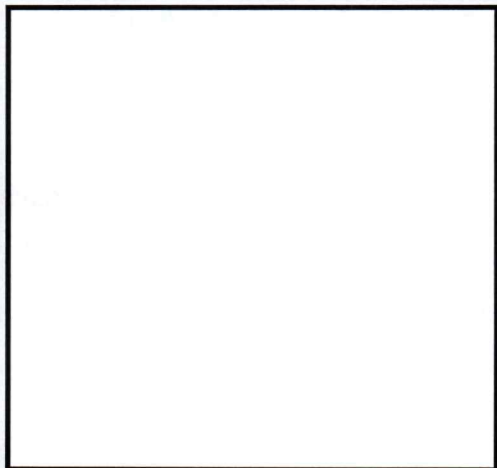
You want the reader to imagine that he or she is right there with you jumping out of that plane. Include lots of strong sensory details to paint a vivid picture with your words. You may not have jumped out of a plane before, but you can draw on past experiences to help you. Have you ever been nervous? Have you ever been caught in a windstorm?

Cursive Practice *abc*

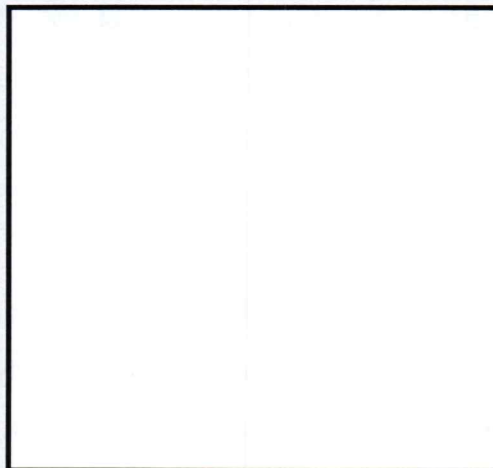
Directions: Use cursive to write a title for your skydiving paragraph.

NAME: _____ DATE: _____

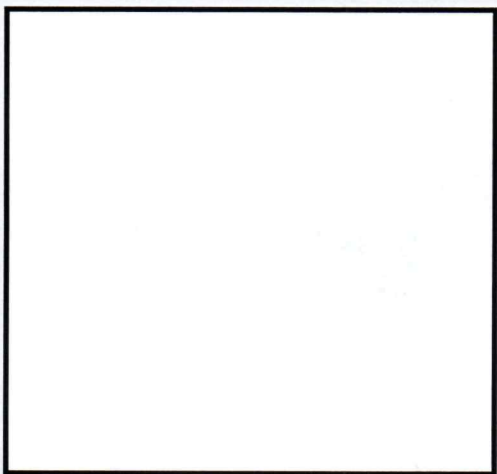
Directions: The key to using idioms successfully is to understand their meanings. Read the idioms. Then, draw a picture that explains what each idiom means.



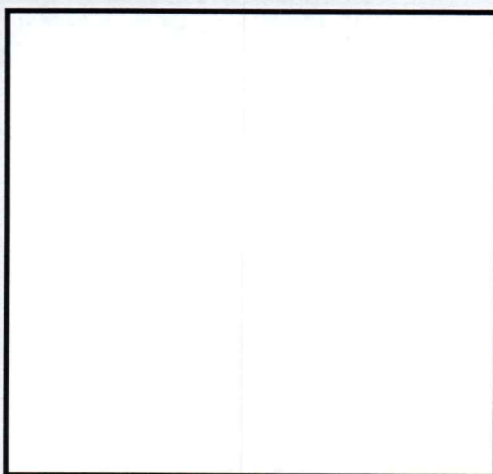
**actions speak louder
than words**



costs an arm and a leg



**heard it through
the grapevine**



missed the boat

.....

Time to Improve!

Revisit the paragraph you wrote about skydiving on page 70. Is there a place you can add an idiom to spice up your writing or maybe add a touch of humor to it?



Revising
.....
Skydiving

NAME: _____ DATE: _____

Directions: Read the paragraph. Circle any incorrect shifts in verb tense.

I smack the ground like a ton of bricks. The air leaves my lungs, and I rolled onto my back. The colorful parachute gracefully fell around my aching body. I caught my breath as my eyes slowly focus on the plane high in the distant sky. I try to sit up, but I'm trapped! I am tangled in a maze of parachute chords. I turned and twist for a few seconds, but I have no energy left. I give up the struggle and let my muscles relax. I feel the moisture from the ground started to soak through my jumpsuit. The grass began to make my fingers itch at the same time as a sneeze builds in my stuffy nose. I looked into the gleaming blue sky. I finally realize what I have done. I jump out of the plane!

**Time to Improve!**

Revisit the paragraph you wrote on page 70. Are all your verbs in the correct tense? Edit your text accordingly.

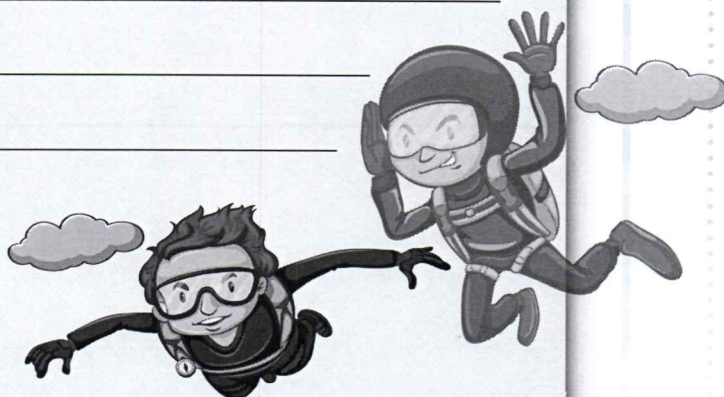
Remember!

Use the  symbol to delete a word.

Use the  symbol to insert a new or corrected word.

NAME: _____ DATE: _____

Directions: Imagine you are skydiving for the first time. Describe your skydiving experience. Include details about where you dove, who was with you, and how you felt as you stepped out of the plane.

Publishing
.....
Skydiving

NAME: _____ DATE: _____

Directions: Think about narrative texts. Place the information into the correct locations on the graphic organizer. **Note:** The events do not have to be in any specific order.

Serena tours JPL with her teacher.

Serena learns about Mars and *Curiosity*.Serena visits the control room for the rover *Curiosity*.

Miss Tan

Serena

Mr. Manning

Jet Propulsion Laboratory (JPL) in California

Miss Jemison

Serena witnesses a new discovery being made about Mars and becomes very interested in space.

Serena is not interested in space but has to write a newspaper article on the Mars rover *Curiosity*.**CHARACTERS****EVENT 1****SETTING****EVENT 2****PROBLEM****EVENT 3****SOLUTION**

NAME: _____ DATE: _____

Directions: Read the story. Underline all the places the author uses the word *said*. Circle places where you think the author forgot to include quotation marks.

"You're going to love this, Serena!" said Miss Jemison, the sponsor of the school newspaper.

I'm not so sure, Miss J. Space bores me," the fifth grader said. The two stood in front of a large black sign. On the left side of the sign were three large, red letters: JPL. A blue NASA logo decorated the right side. A young woman walked over and introduced herself.

"Hello, my name is Ms. Tan. I am an engineer on team *Curiosity*. I'll be your guide today.

"Ms. Tan, what does JPL stand for?" inquired Serena with her pen ready to write the answer in her notebook. She wasn't over the moon about this assignment, but she was determined to write a great article for the school paper.

"It stands for Jet Propulsion Laboratory. Please follow me and we can begin our tour." As they walked through the building, Ms. Tan explained that *Curiosity* is a rover that is currently exploring Mars. She described the years of hard work and planning it took to develop *Curiosity*.

This is our control room for *Curiosity*," said Ms. Tan.

"You are just in time!" said Mr. Manning, the chief engineer. "We just made a *huge* discovery! We found out that the Red Planet is actually blue!

"What do you mean?" Serena asked Mr. Manning.

"Well, *Curiosity* drilled a hole on Mars's surface. It studied the soil sample in its onboard lab and sent us the results. The soil is blue!" said Mr. Manning.

Ms. Tan chimed in, So Mars is a blue planet covered in red dust! How cool is that?"

Serena looked around beaming. "So cool! So, Ms. Tan, how does a girl become an engineer?" All of a sudden, Serena was very interested in space.



Cursive Practice *abc*

Directions: If you built a rover to explore a distant planet, what would you name it? Use cursive to write the name.

NAME: _____ DATE: _____

Directions: Use the synonyms in the Word Bank to replace *said* in the sentences below.

**Word Bank**

whispered yelled groaned giggled hissed

1. In the theater, the student _____, "This movie about Mars is intriguing."
2. "This data is taking forever to download," _____ the project manager.
3. "I detest this computer," _____ the technician.
4. "When do astronauts eat their lunch? At launch time," _____ the astronaut.
5. "Oh, no! The rover just tipped over!" _____ the chief engineer.

Directions: Fill in the box with as many synonyms for *said* as you can think of.

SYNONYMS**Boost Your Learning!**

Dialogue can add detail to narrative writing. However, when writing dialogue in a narrative, it is easy to always rely on the word *said*. Synonyms can help perk up your writing and improve your dialogue passages. They can explain *how* a character said something.

Examples: Which is more descriptive? "I don't want to go to Mars, the child *said*." OR "I don't want to go to Mars, the child *whined*."

NAME: _____ DATE: _____

Directions: Quotation marks are placed around words that are spoken by someone. Fix the sentences below by adding quotation marks.

1. *Curiosity* has a high-powered magnifying glass onboard, explained the engineer.
2. I asked, Does the rover run on batteries?
3. The commander yelled, The rover has landed on Mars!
4. Will you be sending any more rovers to the planet? I asked.
5. Will we ever send a rover to another planet? I wondered.



Directions: An important part of using quotation marks correctly is including commas. Commas are used between the speaker tag and the quotation. Insert the missing commas below.

6. I asked the engineer "What was your favorite subject in school?"
7. "I don't want to leave the space museum" moaned the child.
8. "Houston, we have a problem" radioed the astronaut.

Boost Your Learning!

Don't forget the capital letter! Begin every quotation with a capital letter.

Examples

The scientist proclaimed, "space is infinite. It never ends." (*incorrect*)

The scientist proclaimed, "Space is infinite. It never ends." (*correct*)



NAME: _____ DATE: _____

Directions: Reread the text. Think about how you can improve it based on what you have practiced throughout the week. Fill in the blank spaces with synonyms for *said*.

"You're going to love this, Serena!" _____ Miss Jemison, the sponsor of the school newspaper.

"I'm not so sure, Miss J. Space bores me," the fifth grader _____. The two stood in front of a large black sign. On the left side of the sign were three large, red letters: JPL. A blue NASA logo decorated the right side. A young woman walked over and introduced herself.

"Hello, my name is Ms. Tan. I am an engineer on team *Curiosity*. I'll be your guide today."

"Ms. Tan, what does JPL stand for?" inquired Serena with her pen ready to write the answer in her notebook. She wasn't over the moon about this assignment, but she was determined to write a great article for the school paper.

"It stands for Jet Propulsion Laboratory. Please follow me and we can begin our tour." As they walked through the building, Ms. Tan explained that *Curiosity* is a rover that is currently exploring Mars. She described the years of hard work and planning it took to develop *Curiosity*.

"This is our control room for *Curiosity*," _____ Ms. Tan.

"You are just in time!" _____ Mr. Manning, the chief engineer. "We just made a *huge* discovery! We found out that the Red Planet is actually blue!"

"What do you mean?" Serena asked Mr. Manning.

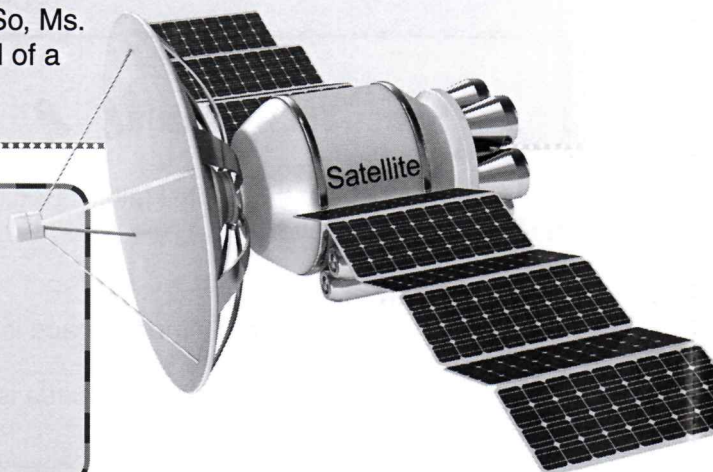
"Well, *Curiosity* drilled a hole on Mars's surface. It studied the soil sample in its onboard lab and sent us the results. The soil is blue!" _____ Mr. Manning.

Ms. Tan chimed in, "So Mars is a blue planet covered in red dust! How cool is that?"

Serena looked around beaming. "So cool! So, Ms. Tan, how does a girl become an engineer?" All of a sudden, Serena was very interested in space.

This week I learned: 

- how to write dialogue in a narrative text
- synonyms for the word *said*
- the punctuation rules for dialogue



NAME: _____ DATE: _____

Directions: Read the facts about the *Orion* spacecraft. Then, think of a short narrative story you could write about *Orion*. Fill out the graphic organizer with your ideas.

The *Orion* Spacecraft

- was designed to take astronauts into space to study asteroids and the planet Mars
- can carry up to four crew members
- is more powerful than any rocket ever built by NASA
- is currently in the testing phase of development



Prewriting
.....
The Orion

CHARACTERS

SETTING

PROBLEM

EVENT 1

EVENT 2

EVENT 3

SOLUTION

DATE:

The Orion

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

- describe the setting
- include a problem or conflict
- explain how the problem or conflict was resolved

abc



NAME: _____ DATE: _____

Directions: Read the dialogue below. The word *said* is overused. Improve the text by replacing the numbered word *said* with synonyms. The first one has been done for you.

The *Orion's* cargo door slowly opened. A space vehicle sped down the ramp and onto the surface of Mars. Red dust flew everywhere.

"Mira, I'm on the surface cruising at the super fast speed of 5 miles per hour," said **(1)** Archie.

"Yes, Archie! I read you loud and clear," said **(2)** Mira.

"Mira! I just saw something move in front of me!" said **(3)** Archie.

"What do you mean you saw something move? You better not be joking," said **(4)** Mira.

Archie wasn't kidding. A small, green creature had appeared before his windshield. He was staring intensely at Archie.

"Mira, do you see what I'm seeing?" asked Archie nervously. Just then the creature disappeared.

"I don't see anything, Archie," replied Mira. "Are you okay, Archie?"

"I . . . I . . . I . . . think I just saw an alien," said **(5)** Archie.

"An alien!" said **(6)** Mira. At that very moment, the same creature appeared in the window Mira was looking out. "Ahhhhh!" said **(7)** Mira.

"Mira! What is it?" asked Archie in a worried voice.

"That alien you saw is now staring at me," said **(8)** Mira. "What should I do, Archie?"

"I'm heading back right now. I'll be there soon," replied Archie.

1. laughed

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

NAME: _____ DATE: _____

Directions: These two astronauts are deep in conversation. Edit the sentences to include the correct punctuation and capitalization.

1. Sally, we're almost there! Come quick and see shouted Marco.
2. Sally squealed it's so exciting. Only 264 days later, and there it is!
3. I can't believe all the dust we are turning up declared Marco.
4. The landing gear is down, right? asked Sally, a little worried.
5. Marco checked the screen and replied, Yes, we are ready for landing.
6. Oh, no! What's that noise? cried Sally.
7. Marco yelled, it's an alarm! There's a crater in our landing zone.
8. Don't panic! I know how to fix this Sally stated calmly.
9. You did it! The alarm stopped! Great work, Sally! cheered Marco.
10. Sally proudly proclaimed, No, we did it! We just landed on Mars!

Time to Improve!

Revisit your narrative story about the *Orion* spacecraft on page 80. Check the dialogue carefully. Are all your punctuation marks correct? Did you include commas in all the right spots? Edit your text so that it is grammatically correct.

Remember!

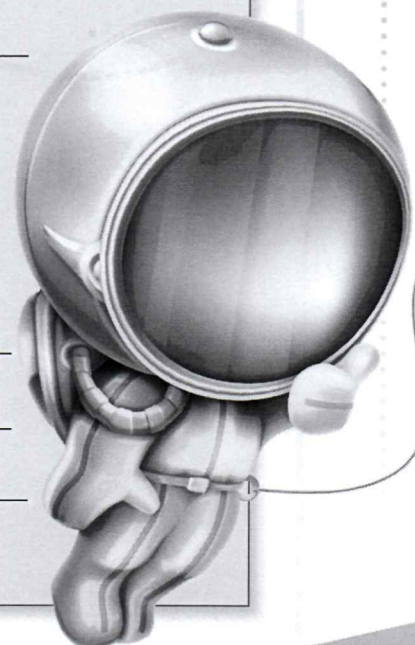
- To insert quotation marks, use: “ ”
- To insert a comma, use: ,
- To capitalize a letter, use: ≡

NAME: _____ DATE: _____

Directions: Imagine you are traveling on *Orion*. Write a narrative paragraph about what the spacecraft is like. Include details about who you are on it with and what happens during your travels.

Publishing
.....
The Orion

A large rectangular area with horizontal lines for writing, featuring a spiral binding on the left side.



NAME: _____ DATE: _____

Directions: Legend says that Atlantis was an ancient civilization in the Atlantic Ocean. It was made up of circles within circles of islands. One day, Atlantis disappeared. Read the quotations in the circles. Which sentence would be the best one to include in an informative/explanatory paragraph about how Atlantis disappeared? Place a check mark next to that sentence.

"Plato told the story of
Atlantis around 360 B.C.E."

—Willie Drye,
*Atlantis—True or
Cautionary Tale?*

"Modern interest in
Atlantis began in the
19th century."

—Holly Wallace,
The Mystery of Atlantis

Atlantis

"... there occurred violent
earthquakes and floods,
and in a single day and
night ... the island of
Atlantis was swallowed
up by the sea and
disappeared ..."

—Plato, *Timaeus*

"... the great,
lost civilization
was incredibly
technologically
advanced."

—John Hawkins,
*Atlantis and Other
Lost Worlds*

NAME: _____ DATE: _____

Directions: Read the paragraph. Are there any places the author could have included one or more of the quotations below to make the paragraph stronger? Draw an addition mark and the number of the quotation in the margins where you think it could be added.

How can a whole civilization disappear in one day? According to legend, that is what happened to Atlantis. Greek philosopher Plato wrote about Atlantis in his two works called *Timaeus* and *Critias*. Plato described Atlantis as an island empire. It was beautiful. It was in the Atlantic Ocean. It had grand temples and palaces. The people of Atlantis were rich because the island contained an abundance of gold and silver. The civilization was also a powerful one. It conquered many of the surrounding civilizations. Then one day, Atlantis just disappeared. It was gone just like it disappeared into thin air. Ignatius Donnelly believes a natural disaster, such as an earthquake or volcano, wiped out the ancient civilization. He wrote a book about Atlantis called *Atlantis, the Antediluvian World*. It was a bestseller all around the world. Many people agree with Donnelly's theories about the end of Atlantis, but others believe Plato made up the whole thing. What do you believe?

Quotations

1. "The outside of the temple was covered in silver, apart from the pinnacles. The pinnacles were covered in gold."—Plato
2. "The man most responsible for bringing Atlantis to the attention of a wider public was Ignatius Donnelly . . ."—John Hawkins
3. ". . . The name of Atlantis was used on everything from ships to a region of the planet Mars."—Holly Wallace
4. "There occurred violent earthquakes and floods, and in a single day and night, the island of Atlantis was swallowed up by the sea and disappeared."—Plato as quoted by Holly Wallace



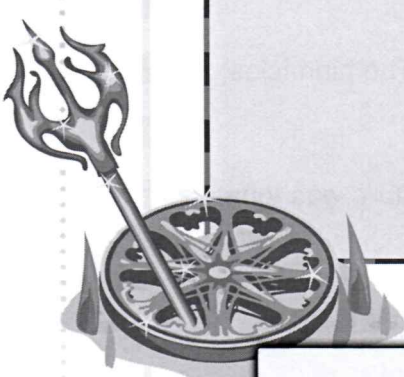
Drafting
.....
Atlantis

NAME: _____ DATE: _____

Directions: It is important to not include extra words and sentences when writing an informative/explanatory text. A good way to practice doing this is by writing tweets! When you post a tweet, you cannot exceed 140 characters (that includes spaces). Read the two paragraphs below. Then, rewrite each paragraph in 140 characters or less!

1. Legend says that Atlantis was an ancient civilization. It was an island. It consisted of a bunch of circles. The circles were different sizes. Canals connected the circles. (172 characters)

2. What happened to Atlantis is a mystery. There are a lot of different theories about what happened to Atlantis. Plato said the island disappeared. He said it disappeared because of earthquakes and floods. Other people say it could have been a big huge meteorite that hit planet Earth and destroyed the island civilization. There are many different theories about Atlantis. Its disappearance is still a mystery. (409 characters)



Boost Your Learning!

A great way to eliminate excess words and sentences is to stay focused on your topic. If you are writing about the economy of Atlantis, you do not want to focus on the different theories on how the island disappeared.

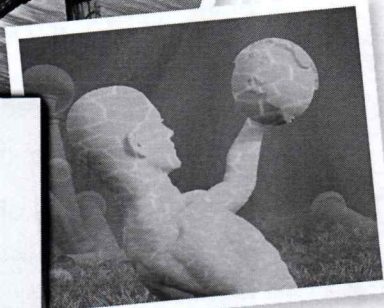
NAME: _____ DATE: _____

Directions: Add underlines and use the V symbol to add quotation marks to the sentences.

1. Have you ever seen the animated movie The Journey to Atlantis?
2. The cover art for Christina Balit's book, Atlantis: The Legend of a Lost City, is beautiful.
3. If I ever write a book about Atlantis, I'm going to include a chapter called Gold Galore.
4. Amor in Atlantis is a poem about finding love in the ancient civilization.
5. My teacher asked me to write a short story about Atlantis, so I wrote The Search for the Sunken City.

Directions: Read the sentence below. Is the punctuation correct? Explain your answer.

6. I enjoyed the fictional book "Atlantis Rising" so much that I wrote a poem about it called "Amazing Atlantis."

**Boost Your Learning!**

Titles of books, movies, and plays should be underlined.
Titles of articles, poems, chapters, or short stories should be placed in quotation marks. When typing, you do not underline the titles of books, movies, and plays. Instead, you use italics.

NAME: _____ DATE: _____

Directions: Revisit the paragraph. Think about what you have practiced throughout the week. In the margins, indicate at least five changes that need to be made to this paragraph to make it stronger. Be sure to include at least one well-placed quotation.

How can a whole civilization disappear in one day? According to legend, that is what happened to Atlantis. Greek philosopher Plato wrote about Atlantis in his two works called *Timaeus* and *Critias*. Plato described Atlantis as an island empire. It was beautiful. It was in the Atlantic Ocean. It had grand temples and palaces. The people of Atlantis were rich because the island contained an abundance of gold and silver. The civilization was also a powerful one. It conquered many of the surrounding civilizations. Then one day, Atlantis just disappeared. It was gone just like it disappeared into thin air. Ignatius Donnelly believes a natural disaster, such as an earthquake or volcano, wiped out the ancient civilization. He wrote a book about Atlantis called *Atlantis, the Antediluvian World*. It was a bestseller all around the world. Many people agree with Donnelly's theories about the end of Atlantis, but others believe Plato made up the whole thing. What do you believe?

This week I learned: 

- including quotations can make an informative/explanatory text stronger
- the text should be clear and easy to read with no extra words or sentences
- titles of works should be italicized or underlined

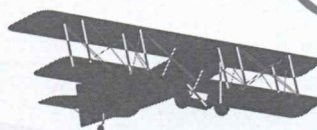


NAME: _____ DATE: _____

Directions: Color the statements below that could be included in an informative/explanatory paragraph on Amelia Earhart.

Amelia Earhart disappeared in 1937 while flying around the world.

Earhart always looked very stylish in her flying uniforms.



The United States spent \$4 million trying to find Earhart after her plane went missing.

Earhart was the sixteenth woman to receive a pilot's license.

Earhart attended different flying schools.

I believe aliens abducted Earhart and that is why no one has found her.

I think it was very interesting that Amelia Earhart and Eleanor Roosevelt were friends.

Earhart should have never tried to fly around the world.

NAME: _____ DATE: _____

Directions: Think about Amelia Earhart. Draft an informative/explanatory paragraph about her last flight. Include details about where the flight took place and what happened after she disappeared. Use the graphic organizer on page 89 to help you.

Remember!

To draft a strong informative/explanatory paragraph remember to:

- open with a hook to grab the reader's attention
- include details and facts
- end your paragraph with a strong conclusion

Remember!



To draft a strong informative/explanatory paragraph, remember to:

- open with a hook to grab the reader's attention
- include details and facts
- end your paragraph with a strong conclusion

Cursive Practice *abc*

Directions: If you were to write a book about Amelia Earhart, what would the title of your book be? Write it in cursive.

NAME: _____ DATE: _____

Directions: It is important that sentences are clear, concise, and interesting for the reader. Imagine you have just proofread a paragraph for a friend. The paragraph includes unclear sentences, repetitive sentences, and boring sentences. What are three ways you could politely tell your friend that the paragraph has sentences that need to be revised?

Revising
.....
Amelia Earhart

- _____

- _____

- _____



.....

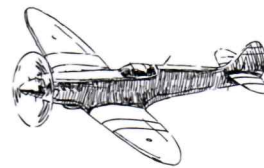
Time to Improve!

Revisit your paragraph about Amelia Earhart's last flight on page 90. Are there any sentences that are off topic and should be removed? Are there any sentences that repeat the same information that could be deleted or combined with other sentences?

NAME: _____ DATE: _____

Directions: Complete the rules listed below by writing either *underline it* or *use quotation marks*.**Rules**

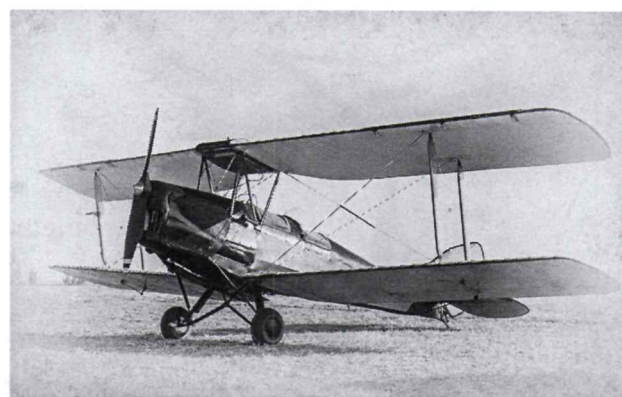
1. If it is a title of a book, you _____.
2. If it is a title of a chapter in a book, you _____.
3. If it is a title of a poem, you _____.
4. If it is a title of a movie, you _____.
5. If it is a title of a short story, you _____.
6. If it is a title of a play, you _____.
7. If it is a title of an article, you _____.

**Time to Improve!**

Revisit your paragraph about the last flight of Amelia Earhart on page 90. Did you mention any titles of works in your paragraph? If so, did you follow the rules regarding titles?

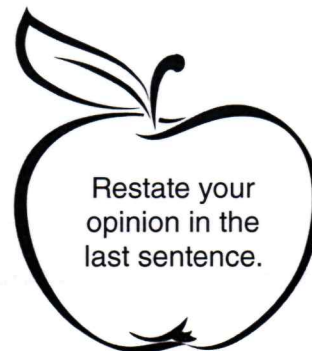
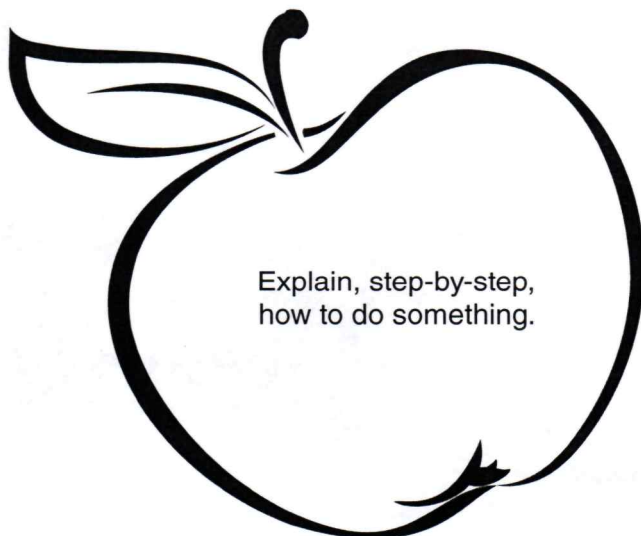
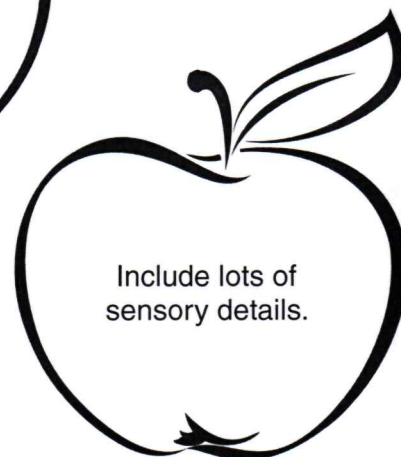
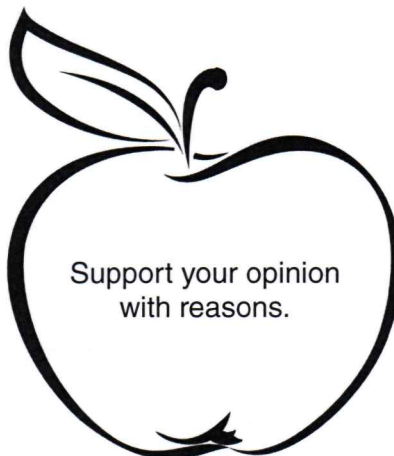
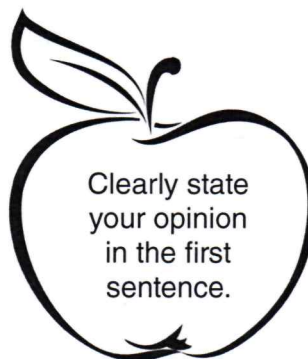
NAME: _____ DATE: _____

Directions: Think about Amelia Earhart. Write an informative/explanatory paragraph about her last flight. Include details about where the flight took place and what happened after she disappeared.

Publishing
Amelia Earhart

NAME: _____ DATE: _____

Directions: Think about what makes a strong opinion paragraph. Place check marks in the apples with sentences that describe opinion writing.



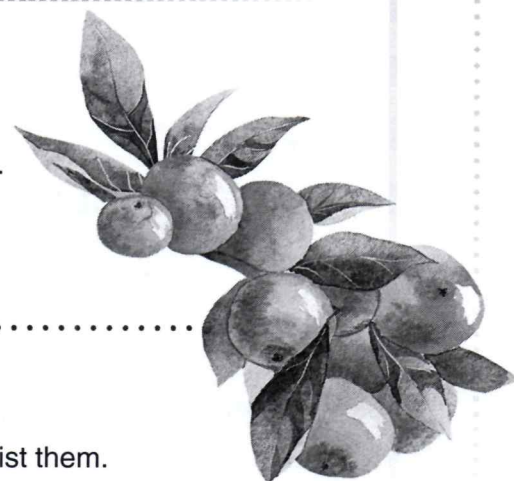
NAME: _____ DATE: _____

Directions: Read the opinion paragraph. Then, follow the steps below.

I believe young children should eat only healthy foods. A healthy diet will help keep children healthy. They will be less likely to be overweight. Healthy foods provide children with energy to exercise and participate in sports. Children will have stronger immune systems, so they will not get sick as often. They will be better equipped to fight off infections such as the common cold. There is less of a chance that children will suffer from diabetes and heart disease if they eat healthy foods. Their teeth will even be healthy because they may have fewer cavities. Another benefit of a healthy diet for children is brain development. Studies show that children who eat healthy proteins, such as eggs, can concentrate better. Leafy green foods, such as spinach and kale, are full of vitamins and can help new brain cells grow. Children can improve their memory skills by eating foods low in sugar and high in fiber, such as cauliflower. Children who eat healthy foods form good eating habits. They are more likely to choose fruits and vegetables over sweet treats as they get older. Their healthy habits stay with them as they grow. Nutritional food will help children become strong, healthy adults. In conclusion, I believe children should eat only healthy foods.

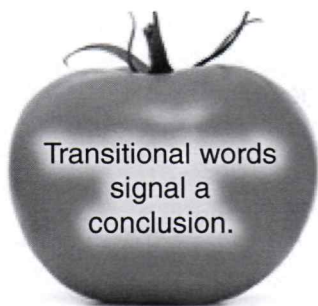
1. Circle the opinion the author shares in this paragraph.
2. Underline the reasons the author provides to support her opinion.

Cursive Practice *abc*

Directions: What are your two favorite healthy foods? Use cursive to list them.

NAME: _____ DATE: _____

Directions: Read the transitional words and phrases listed on the right. Draw lines to connect each word or phrase to the correct vegetable on the left.



for example

another reason

first

specifically

in conclusion

to start with

most importantly

in other words

moreover

second

finally

in particular

to summarize

next

one last reason

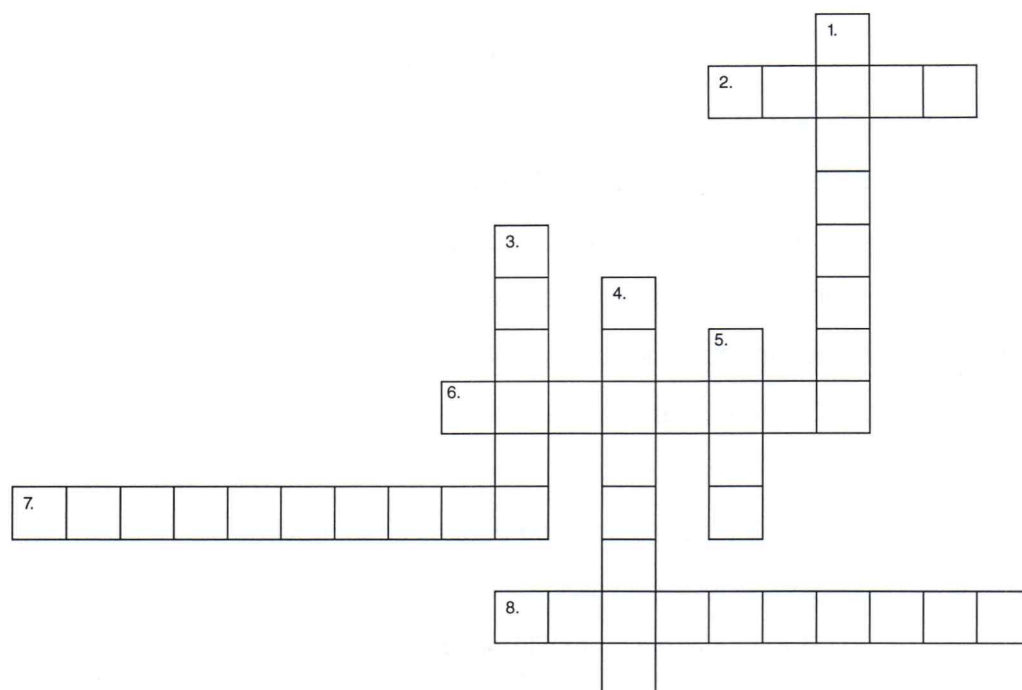
additionally

Boost Your Learning!

Creating smooth transitions between reasons will help make your opinion writing stronger. Transitional words can help you do this. They will add order and flow to your writing. Be sure you include a comma after a transitional word!

NAME: _____ DATE: _____

Directions: Checking the spelling of words is an important part of the editing process. The more words you know how to spell, the better your editing skills will be. As a result, your writing will improve. Test your spelling knowledge by completing this nutrition-themed crossword puzzle.

**ACROSS**

2. a healthy diet can help improve the function of this organ in your head
6. these now come in the form of gummies
7. carrots, broccoli, and lettuce
8. too heavy

DOWN

1. eating healthy and brushing your teeth will prevent these
3. apples, bananas, and oranges
4. a serious disease in which your body cannot control the amount of sugar in your blood
5. the amount of food a person eats

Boost Your Learning!

There are lots of rules and tricks to help you remember how to spell words correctly. No doubt you have heard the rule "I before E except after C." However, there are exceptions to every rule. **Weird** huh? The best rule of thumb is that if you are unsure of how to properly spell a word, look it up! It's better to be safe than sorry.



NAME: _____ DATE: _____

Directions: Reread the paragraph. Fill in the blanks with transitional words to help improve the flow of the paragraph. Then, circle the six misspelled words. Spell them correctly in the margins of the page.

I believe young children should eat only healthy foods. A healthy diet will help keep children healthy. They will be less likely to be overweight. _____ healthy foods provide children with energy to exercise and participate in sports. _____ children will have stronger immune systems, so they will not get sick as often. They will be better equipped to fight off infections, such as the common cold. There is less of a chance that children will suffer from dieabeetees and heart disease if they eat healthy foods. _____ even their teeth will be healthy because they may have fewer cavetees. Another benefit of a healthy diet for children is brian development. Studies show that children who eat healthy proteens, such as eggs, can consintrait better. Leafy green foods, such as spinach and kale, are full of vitamins and can help new brain cells grow. _____ children can improve their memory skills by eating foods low in sugar and high in fiber, such as cauliflower. _____ children who eat healthy foods form good eating habits. They are more likely to choose fruits and vegetables over sweet treats as they get older. Their healthy habits stay with them as they grow. Newtrishonal food will help children become strong, healthy adults. In conclusion, I believe children should eat only healthy foods.

This week I learned:

- how to better organize an opinion piece
- how to use transitional words to improve the flow of a paragraph
- how to check for spelling errors and correct them

NAME: _____ **DATE:** _____

Directions: How many different forms of exercise can you think of in five minutes? Look at the clock and then start writing or drawing! Stop writing when it has been five minutes.

Exercises



Exercise

Prewriting

NAME: _____ DATE: _____

Directions: Do you think people should exercise? Draft an opinion paragraph about whether or not people should exercise. Include details to support your opinion. Use your notes on page 99 to help you.

Remember! 

A strong opinion paragraph includes:

- a clearly stated opinion at the beginning and end
- reasons to support your opinion
- examples and details to support your reasons

Remember!



A strong opinion paragraph includes:

- a clearly stated opinion at the beginning and end
- reasons to support your opinion
- examples and details to support your reasons

Cursive Practice *abc*

Directions: In the last week, what exercises have you done? Use cursive to list them.

NAME: _____ DATE: _____

Directions: Read each sentence. Circle the transitional word or phrase in each sentence. Then, explain how the word or phrase is used.

1. First, it is important to exercise because it keeps your body healthy.

2. Furthermore, exercising will give you more energy and stamina.

3. For example, if you walk for 30 minutes a day, you will not feel tired and sluggish in the middle of the day.

4. In conclusion, exercising daily will help you feel better both mentally and physically.



Time to Improve!

Revisit your opinion paragraph about exercising on page 100. Did you include transitional words to help organize your reasons and examples? If not, can you include any to improve the flow of your paragraph?

Remember!

Don't forget to include a comma after each transitional word!

NAME: _____ DATE: _____

Directions: Test your spelling knowledge by completing this exercise-themed puzzle.

running	walking	soccer	football	swimming	rowing
dancing	yoga	push-ups	planking	boxing	cycling

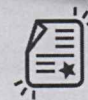
s r k o p u r b r c e
 o p p v y h w u u y s
 b o u l g a n l n c w
 m w z h l y l p n l i
 x u u k s a l n i i m
 u z i p b u x q n n m
 u n r t l z p r g g i
 g z o l r a y l c a n
 u o g n i c n a d u g
 f f b v q b i k r k q
 i m m i n g o e i t t
 v m n v f e c x d n j
 y o g a d c r l i c g
 k p a w o d e e q n b
 j p v s r o w i n g g

Time to Improve!

Today, checking spelling is a little easier because of computers. Most of the time, a red, squiggly line will appear under a misspelled word. But, when you are handwriting, that red, squiggly line will not appear. Closely revisit your opinion paragraph about exercising on page 100. Are all the words spelled correctly? Fix any misspelled words.

NAME: _____ DATE: _____

Directions: Do you think people should exercise? Write an opinion paragraph about whether or not people should exercise. Include details to support your opinion.

Publishing
Exercise

NAME: _____ DATE: _____

Directions: Place stars by the introductory sentences that make you want to read more about the Montgomery Bus Boycott. Which ones hook your interest?

Dr. Martin Luther King Jr. became the leader of the Civil Rights Movement.

Have you ever been treated unfairly because of the way you look?

In 1955, a woman took a stand against prejudice by refusing to stand.

The Montgomery Bus Boycott started in Montgomery, Alabama.

In 1955, over 40,000 citizens came together to change the course of history.

Imagine being forced to give up your seat on a bus because of the color of your skin.

Rosa Parks was arrested.

There was a bus boycott in Alabama one year.

Directions: Choose one of the introductory sentences you starred and explain what you liked about that sentence.

Boost Your Learning! 🚀

A good introductory sentence will hook the reader's attention. It will make the reader want to read more. Good hooks can be questions or amazing facts. Sometimes, quotations or stories can make great introductory sentences. Be sure your hook is clever and interesting.

NAME: _____ DATE: _____

Directions: Read the paragraph. When you have finished, think of a stronger introductory sentence. Write your new and improved introductory sentence on the lines.

In December 1955, a bus boycott began in Montgomery, Alabama. Back then, it was against the law for African Americans to sit in the front of a public bus. Furthermore, if all the bus seats were full, African Americans were expected to give up their seats to white people. Rosa Parks was a person who fought for what she believed in. She decided to take a stand—by sitting down! One day, Parks refused to give up her seat to a white man. She was arrested and placed in jail for refusing to obey a law. Her brave actions prompted a boycott of the buses in Montgomery. Originally, the boycott was going to be for one day, but instead it lasted for 381 days! During that time, African Americans were able to peacefully express their strong disapproval of the forced separation of groups based on race. Over 40,000 African Americans refused to use public buses. The boycott almost put the buses out of business. A court ruling made the separation of races on buses against the law. African Americans had successfully worked together to change an unjust law. Today, Parks's courage remains an inspiration for many and is seen as a critical part of the Civil Rights Movement.

New Introductory Sentence

Cursive Practice *abc*

Directions: Use cursive to write about a time you stood up for something you believed in.



Drafting
.....
Montgomery Bus Boycott

NAME: _____ DATE: _____

Directions: When you are writing about a specific topic, it is important to use the correct vocabulary words for that topic. To use them correctly, you need to understand them and know their meanings. Write the letter of each correct definition on the line next to each word.

_____ activist

A. refusing to obey a law that is believed to be unjust

_____ boycott

B. forced separation of groups based on race

_____ civil disobedience

C. against the law

_____ civil rights

D. to not buy from or give business to

_____ desegregate

E. a person who protests or fights for something he or she believes in

_____ illegal

F. opened to everyone no matter what race they are

_____ integrated

G. to show or express strong disagreement with or disapproval of something

_____ protest

H. the rights that every person should have

_____ segregation

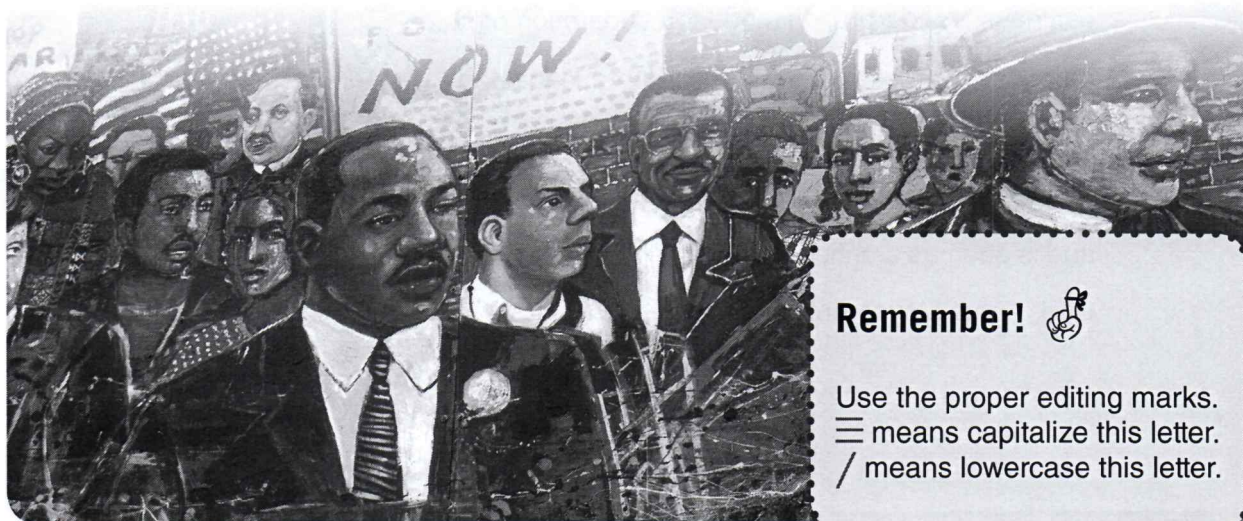
I. to stop separation based on race**Boost Your Learning!**

A good way to become familiar with **content words** is to read! If you are writing about a specific topic, make a trip to the library. Check out books on the topic and read up! If the books have glossaries, study them closely.

NAME: _____ DATE: _____

Directions: Do you remember the rules of capitalization? Practice your proofreading skills by correcting the capitalization errors in these sentences. Use the proper editing marks to fix the errors.

1. In 1954, the supreme court ruled that Segregation in schools was illegal.
2. In 1960, four african american college students took part in a peaceful Sit-In Protest at a woolworth's department store.
3. More than 200,000 people attended the march on washington on august 28, 1963.
4. In 1964, dr. Martin Luther King jr was awarded the nobel peace prize for encouraging and using a nonviolent approach in the struggle for Civil Rights.
5. Did you know that president Eisenhower told the governor of arkansas not to interfere with the Desegregation of little rock central High School?



Remember!

Use the proper editing marks.
 ≡ means capitalize this letter.
 / means lowercase this letter.

Boost Your Learning!

Always capitalize the names of ethnic groups and nationalities such as African Americans or Canadians. Also, capitalize government agencies and divisions such as the Supreme Court.



Editing

 Montgomery Bus Boycott

NAME: _____ DATE: _____

Directions: Read the paragraph. Think about what you learned this week, and then use editing marks and notes in the margins to indicate what you would do to make it stronger.

In december 1955, a bus Boycott began in montgomery, Alabama. Back then, it was against the Law for African Americans to sit in the front of a public bus. Furthermore, if all the bus seats were full, African Americans were expected to give up their seats to white people. Rosa Parks was a person who fought for what she believed in. She decided to take a stand—by sitting down! One day, parks refused to give up her seat to a white man. She was arrested and placed in jail for refusing to obey a Law. Her brave actions prompted a Boycott of the buses in montgomery. Originally, the Boycott was going to be for one day, but instead it lasted for 381 days! During that time, African Americans were able to peacefully express their strong disapproval of the forced separation of groups based on race. Over 40,000 African Americans refused to use public buses. The Boycott almost put the buses out of business. A court ruling made the separation of races on buses against the Law. African Americans had successfully worked together to change an unjust Law. Today, parks's courage remains an inspiration for many and is seen as a critical part of the Civil Rights Movement.

**This week I learned:**

- to use a strong introductory sentence to hook the reader
- to use content words correctly to improve my writing
- to use correct capitalization throughout my text



NAME: _____ DATE: _____

Directions: Read the facts about the 1963 March on Washington. Use the information to write an introductory sentence that will hook a reader's interest in the topic.

Over 200,000 people attended.

Dr. King delivered his "I Have a Dream" speech.

It took place on August 28, 1963.

It was a peaceful protest.

The march was for freedom and jobs.

Dr. King was the last speaker that day.

Dr. King spoke in front of the Lincoln Memorial.

No marchers were arrested.

The march was a key part of the Civil Rights Movement.

A. Philip Randolph organized the march.

A. Philip Randolph was an activist and a magazine editor.

The protesters gathered between the Washington Monument and the Lincoln Memorial.

The Civil Rights Act was passed on July 2, 1964.

President John F. Kennedy met with Dr. King after the march.



Introductory Sentence

DATE:

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.

- stays on topic
- does not include personal opinions
- does include facts, details, and definitions

abc

NAME: _____ DATE: _____

Directions: Complete the table by writing a definition and drawing a picture to illustrate the meaning of each word. The first one has been started for you.

WORDS	DEFINITIONS	PICTURES
discriminate	to treat unfairly because of race	
equality		
speech		
tolerance		
unity		

Time to Improve!

Revisit your informative/explanatory paragraph about the 1963 March on Washington on page 110. Did you use any of the content words above? If so, did you use them correctly? If you did not use the words, try adding some to make your paragraph stronger.

Remember!

Be sure you know the content vocabulary well so that you use the words correctly.

NAME: _____ DATE: _____

Directions: Write an example of a proper noun for each common noun listed below. Be sure to capitalize correctly. Have your examples relate to the March on Washington.

Common Nouns

protest

activist

memorial

monument

leader

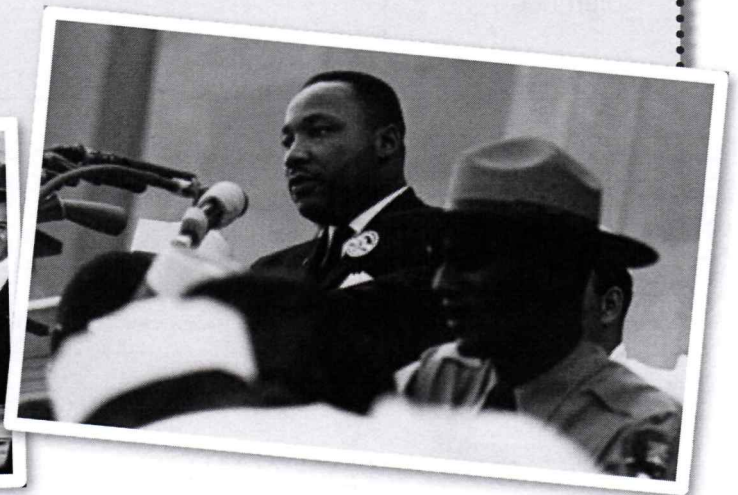
president

place

month

country

Proper Nouns

**Time to Improve!**

Revisit your informative/explanatory paragraph about the 1963 March on Washington on page 110. Check your text carefully for grammatical errors, especially capitalization errors of content words.



NAME: _____ DATE: _____

Directions: Write an informative/explanatory paragraph about the 1963 March on Washington. Include facts about what happened and who was involved.



Publishing
.....
March on Washington



NAME: _____ DATE: _____

Directions: Cut apart the statements about George Washington. Decide if each statement is a fact or an opinion. Place each statement in one of two piles: *Opinions* or *Facts*.

Opinions

Facts

Washington lived at Mount Vernon with his wife, Martha.

Washington was a hero to many Americans.

Washington was elected as the first president of the United States.

Washington was the best president the United States has ever had.

Washington made many poor decisions as commander of the Continental Army.

Washington was part of the Continental Congress.

Washington became a land surveyor when he was 16 years old.

Washington was a handsome man and a good leader.

NAME: _____ DATE: _____

Directions: Read the paragraph. If you notice any incorrect shifts in verb tense, circle them.

George Washington was a great leader. He is elected the first president of the United States in 1789. He took the job very seriously. Washington was skillful and smart. He helps make the young country strong. He defined the different roles of president, many of which we still have today. Washington does such a great job as president that he was re-elected in 1793. After eight years as president, he respectfully resigned. Washington was also a great leader during the Constitutional Convention. In 1787, he was chosen to run the meeting. His peers greatly respected and trusted him. During the convention, Washington helped create a new form of government. He also helps create the Constitution. Washington is also a great leader in the American Revolution. He was named commander of the Continental Army in 1775. During the war with Great Britain, he trains his men and made his army stronger. Washington relies on experience. He made smart decisions during the long war and won many battles. In 1781, Great Britain surrendered. Washington leads America to victory and independence. George Washington was known as "The Father of Our Country" because he was a great leader.

**Cursive Practice** *abc***Directions:** Use cursive to write a sentence that clearly states your opinion about Washington.

NAME: _____ DATE: _____

Directions: Using the same word over and over again can make for boring writing. Improve your writing skills by learning new words and using them. Write at least two synonyms for each word listed below.

also: _____

brave: _____

create: _____

great: _____

help: _____

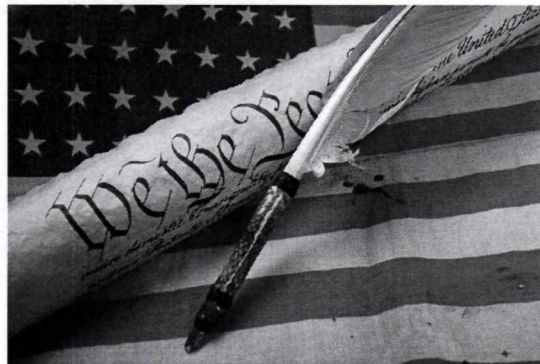
important: _____

leader: _____

respect: _____

smart: _____

strong: _____



Boost Your Learning! 🦋

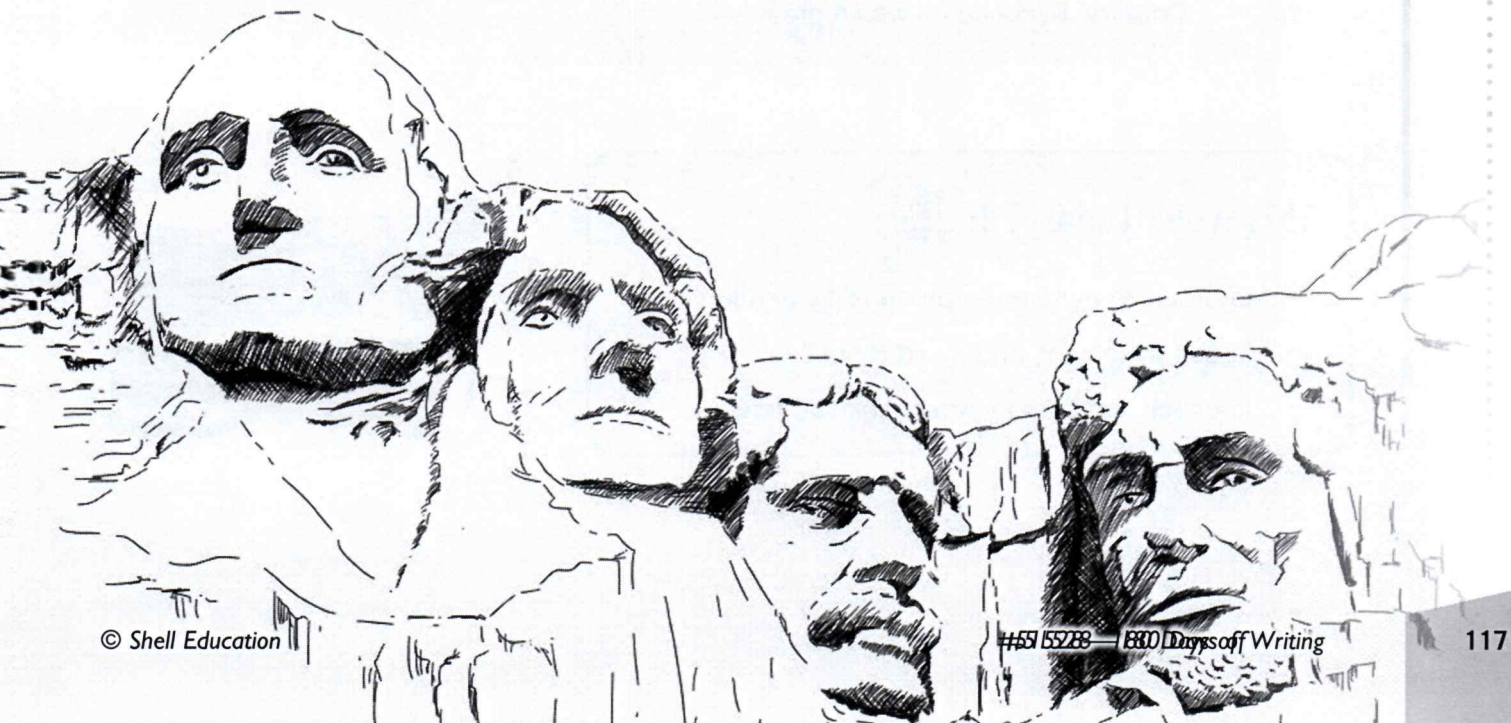
Words have two meanings called denotation and connotation.

Denotation is the dictionary definition of a word. **Connotation** is an idea or quality that the word makes you think and feel. For example, the words *home* and *house* have the same dictionary definition. But their connotations are different. *House* makes you think of the actual building where people live, whereas *home* makes you think cozy, comfortable, warm, and loving. Choose your words wisely!

NAME: _____ DATE: _____

Directions: Place an X next to any sentence that has an incorrect shift in verb tense. Circle the verb that has the wrong tense for each.

- _____ 1. George married Martha, and they live at Mount Vernon.
- _____ 2. Washington was part of the First Continental Congress, which decides that the colonies would no longer buy supplies from Britain.
- _____ 3. Washington knew the British had more weapons than he did.
- _____ 4. Washington suffered from stage fright, so he gave a very short first inaugural speech.
- _____ 5. Washington tricked Cornwallis by pretending that his army is camping in the North.
- _____ 6. Washington believes that the country had to have a strong government to be powerful.
- _____ 7. One time, Washington becomes upset with Congress because they took too long to make laws.
- _____ 8. Washington did not want to be a dictator, so he stepped down after eight years.
- _____ 9. Washington became sick with chills and a sore throat, and he died on December 14, 1799.
- _____ 10. Washington led America to victory in the Revolutionary War and helped make the country what it is today.



NAME: _____ DATE: _____

Directions: Read the paragraph. Think about what you learned this week. In the margins, write notes about how the author can improve the paragraph.

George Washington was a great leader. He is elected the first president of the United States in 1789. He took the job very seriously. Washington was skillful and smart. He helps make the young country strong. He defined the different roles of president, many of which we still have today. Washington does such a great job as president that he was re-elected in 1793. After eight years as president, he respectfully resigned. Washington was also a great leader during the Constitutional Convention. In 1787, he was chosen to run the meeting. His peers greatly respected and trusted him. During the convention, Washington helped create a new form of government. He also helps create the Constitution. Washington is also a great leader in the American Revolution. He was named commander of the Continental Army in 1775. During the war with Great Britain, he trains his men and made his army stronger. Washington relies on experience. He made smart decisions during the long war and won many battles. In 1781, Great Britain surrendered. Washington leads America to victory and independence. George Washington was known as "The Father of Our Country" because he was a great leader.

This week I learned:

- to organize my paragraph sensibly and logically
- to use synonyms and avoid repetition
- to check verbs for incorrect shifts in tense





NAME: _____ DATE: _____

Directions: Read each factual statement about President Abraham Lincoln. Then, write your opinion about the topic and Lincoln.

Topic: United States of America

Fact: Lincoln did not want the country to split apart over slavery. He wanted to keep the Union together. He said, "A house divided against itself cannot stand."

My Opinion: _____

Topic: Slavery

Fact: Lincoln did not believe in slavery. He did not want it to spread to the new states.

My Opinion: _____

Topic: The Civil War

Fact: Lincoln made General Ulysses S. Grant the commander of the Union Army. Grant helped the North win the Civil War. Lincoln had succeeded in keeping the Union together.

My Opinion: _____



NAME: _____ DATE: _____



Directions: Do you think Abraham Lincoln was a good president? Draft an opinion paragraph about him. Include reasons for why you do or do not think he was a good president. Use your notes on page 119 to help you.

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.

Remember!



A strong opinion paragraph includes:

- a clearly stated opinion in the beginning and end
- reasons and details that support your opinion
- well-organized and logically ordered thoughts on the topic

Cursive Practice *abc*

Directions: In your opinion, what other two U.S. presidents did an outstanding job while in the White House? Use cursive to write their names.

NAME: _____ DATE: _____

Directions: Circle the best synonym to replace each underlined word.

1. Lincoln
- really liked
- reading books.

appreciated

loathed

loved

2. Lincoln was
- smart
- and learned things quickly.

rash

intelligent

quick

3. Lincoln did not
- think
- the government should allow slavery.

believe

consider

imagine

4. Lincoln gave a
- short
- speech at Gettysburg to honor the soldiers.

brief

tiny

long

5. Northerners were
- very sad
- about Lincoln's death.

composed

devastated

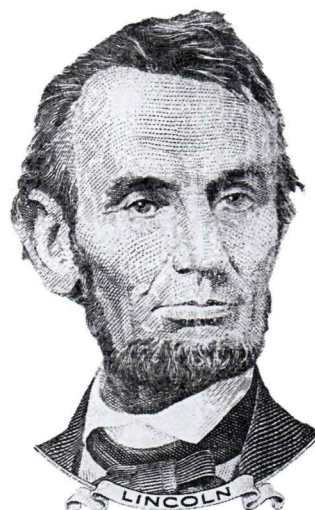
hurt

Time to Improve!

Revisit your opinion paragraph about President Lincoln on page 120. Did you overuse or repeat any words? If so, circle those words. Try to replace them with appropriate synonyms to make your paragraph stronger.

Remember!

Be sure you understand the connotative value of any word you choose. Don't just pick the first synonym that pops into your mind.



NAME: _____ DATE: _____

Directions: Decide if the verb tenses in each sentence are consistent or inconsistent. Circle the correct letter, and then use the letters to solve the riddle.

	Consistent	Inconsistent
1. Lincoln did not free the slaves until after the North has a small military victory.	P	B
2. Lincoln wanted to make sure the ex-slaves were given equal rights.	E	H
3. Lincoln ordered more weapons and increases the size of the army and navy.	O	A
4. Lincoln had dreamed that he is going to be killed.	N	R
5. Lincoln had succeeded and kept the Union together.	D	E

Riddle: Lincoln was the first U.S. president with a _____.

Time to Improve!

Revisit your opinion paragraph about President Lincoln on page 120. Do you have any inappropriate shifts in verb tense? If so, edit your text to correct them.



NAME: _____ DATE: _____

Directions: Do you think Abraham Lincoln was a good president? Write an opinion paragraph about him. Include reasons for why you do or do not think he was a good president.

Publishing
.....
Abraham Lincoln

NAME: _____ DATE: _____

Directions: Place check marks next to the sentences that could be included in an informative/explanatory text about the author Lois Lowry.

- _____ Lowry had always wanted to be a writer.
- _____ Lowry's books are extremely entertaining and thought provoking.
- _____ Lowry's first novel, *A Summer to Die*, was published in 1977.
- _____ Lowry's real name is Cena Ericson Hammersberg, but it was changed to Lois Ann shortly after she was born.
- _____ When she was 13 years old, Lowry's father gave her a typewriter.
- _____ Lowry has lived a very interesting life.
- _____ Only high school students should read Lowry's books.
- _____ Lowry's novel *The Giver* is told from the point of view of Jonas, an 11-year-old boy.
- _____ Lowry is one of the most beloved authors of all time.

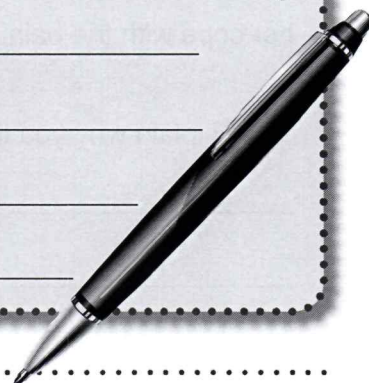


Directions: Briefly explain why you did not place a check mark next to all the sentences.

NAME: _____ DATE: _____

Directions: Read the paragraph. On the lines below, write a concluding sentence for the paragraph that summarizes the information and restates the main idea of the paragraph.

Lois Lowry's novel *The Giver* is about a society in which life is predictable and painless. Lowry's life was neither predictable nor painless. She travelled a long and winding road that included unexpected, and sometimes painful, twists and turns. Lowry always knew she wanted to be a writer. She even attended college to study writing. However, that is when her road took a turn. Lowry fell in love. She dropped out of college and got married. She soon had four children. She was busy taking care of her family and had very little time to write. Lowry also faced a staggering and heartbreaking loss at that time. Her sister had passed away from cancer. More than five years later, Lowry returned to college. She earned her degree and started to make a living as a writer. In 1977, her first novel, *A Summer to Die*, was published. That same year Lowry met the famous writer Stephen King. They have been friends ever since. King has sold over 350 million books. Many of his books have been made into movies. Then, the road suddenly twisted again for Lowry. She got divorced, and her parents became ill. Times were hard, but she kept writing. Her books, including *The Giver*, won multiple awards, and she gained success. One award *The Giver* won was the Newbery Medal. The medal is named after the 18th century British publisher named John Newbery. It is given to the best American children's book each year. Before long, tragedy struck Lowry again. In 1995, her son died in a plane crash. She was devastated. She turned to her writing to help her cope with the pain. _____



Cursive Practice *abc*

Directions: If you had the opportunity to write a biography on a famous woman, whom would you choose and why? Use cursive to write your answer.



Drafting
Lois Lowry

NAME: _____ DATE: _____

Directions: Reread the paragraph. Underline sentences you think should be deleted from the paragraph to make the paragraph stronger. Then, answer the question.

Lois Lowry's novel *The Giver* is about a society in which life is predictable and painless. Lowry's life was neither predictable nor painless. She travelled a long and winding road that included unexpected, and sometimes painful, twists and turns. Lowry always knew she wanted to be a writer. She even attended college to study writing. However, that is when her road took a turn. Lowry fell in love. She dropped out of college and got married. She soon had four children. She was busy taking care of her family and had very little time to write. Lowry also faced a staggering and heartbreaking loss at that time. Her sister had passed away from cancer. More than five years later, Lowry returned to college. She earned her degree and started to make a living as a writer. In 1977, her first novel, *A Summer to Die*, was published. That same year Lowry met the famous writer Stephen King. They have been friends ever since. King has sold over 350 million books. Then, the road suddenly twisted again for Lowry. She got divorced, and her parents became ill. Times were hard, but she kept writing. Her books, including *The Giver*, won multiple awards, and she gained success. One award *The Giver* won was the Newbery Medal. The medal is named after the 18th century British publisher named John Newbery. It is given to the best American children's book each year. Before long, tragedy struck Lowry again. In 1995, her son died in a plane crash. She was devastated. She turned to her writing to help her cope with the pain.

1. Explain why you think the sentences you underlined should be deleted.

Boost Your Learning!

Make sure that all the sentences are on topic. If a sentence is off topic or contains unnecessary information, it can be deleted.



NAME: _____ DATE: _____

Directions: Write the matching correlative conjunction to the bold word in each sentence. Use the pairs listed in the Word Bank.

Word Bank

neither/nor
rather/thaneither/or
both/andif/then
not only/but also

1. Lowry's novels contain **both** dark _____ humorous elements.
2. You can **either** buy Lowry's books _____ check them out from the library.
3. **If** I could download one more book, _____ I'd download *Number the Stars*.
4. I would **rather** write a book report on *The Giver* _____ *The Messenger*.
5. Lowry is **neither** weak _____ a quitter.
6. I believe **not only** young adults would like Lowry's books _____ adults.

Boost Your Learning!

Did you know that a comma is not necessary when using correlative conjunctions? You may not have to worry about commas, but you do need to pay attention to subject-verb agreement when using correlative conjunctions. When you have two subjects or two objects, the verb should agree with the second subject or object.

Examples

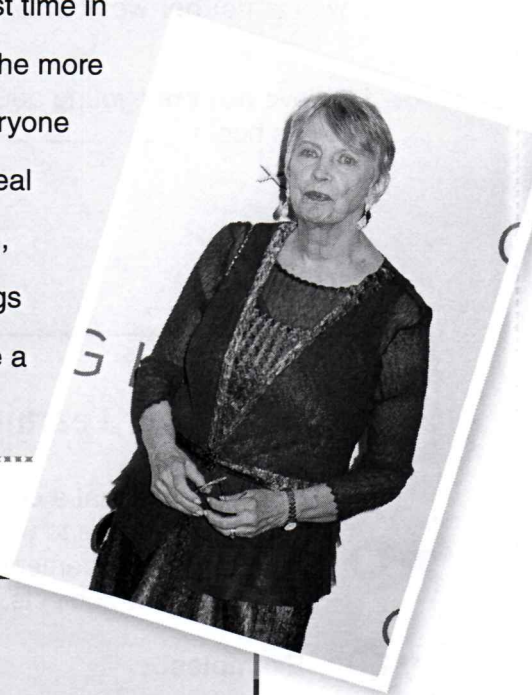
- **Neither** the books **nor** the bookmark was more than one dollar.
- **Neither** the author **nor** the illustrators were happy with the final copy.

Editing
Lois Lowry

NAME: _____ DATE: _____

Directions: Read the paragraph. Circle any correlative conjunction pairs you see. In the margins, indicate at least four changes you would make to improve this paragraph.

Imagine if you had neither bad memories nor good memories. Not only have you never experienced pain or loss, but you also have never felt true love or freedom. This is the type of society in which Jonas lives in Lois Lowry's *The Giver*. The science fiction novel has sold more than 10 million copies worldwide. Lowry has written many other novels, too. One is called *Number the Stars*. It is set during World War II and is about the Holocaust. Another one of Lowry's novels is called *A Summer to Die*. It is about two sisters. In *The Giver*, each member of the society is assigned a career at the age of 12. They do not get to choose their own careers. Jonas has just turned 12 years old and is named the Receiver. This means it is his job to absorb the memories of his society members' pasts. In doing so, he feels emotions such as sorrow and happiness for the first time in his life. The more Jonas learns about his society, the more he realizes things must change. Just because everyone feels the same does not make his society either ideal or exciting. He understands that living without pain, worry, or war means also never knowing the feelings of love, strength, or courage. Jonas wants to make a change, but will he be able to?

**This week I learned:**

- to stay on topic and avoid including unnecessary information
- how to properly use a correlative conjunction
- how to write a strong concluding statement



NAME: _____ DATE: _____

Directions: Read the list of facts about J.K. Rowling. If you were going to write an informative/explanatory paragraph about her life, use symbols or letters to show how you would group the following facts.

- _____ Rowling earned good grades in high school and graduated in 1983.
- _____ Rowling's first book was rejected by 12 different publishers.
- _____ A Harry Potter-themed land opened at Universal Studios in Florida.
- _____ Rowling attended the University of Exeter and studied French.
- _____ After college, Rowling bounced from job to job but was always writing in her spare time.
- _____ Rowling knew she would write seven books about Harry Potter, one for each year he was in school.
- _____ By 2004, Rowling had made \$1 billion from her Harry Potter books.
- _____ Rowling came up with the idea for Harry Potter while stuck on a train in England.
- _____ Rowling outlined the seven Harry Potter books before she finished the first one.
- _____ Rowling read any book she could find as a child.
- _____ Rowling's first Harry Potter book was published in 1997.
- _____ Rowling spent a lot of time developing the rules for the world in which Harry Potter lived.
- _____ Rowling continued reading and writing all through high school.
- _____ Rowling always wanted to be a writer even when she was very young.
- _____ Rowling's Harry Potter books were made into hit movies.
- _____ Rowling wrote life stories for almost all of the characters in the Harry Potter series.
- _____ Rowling's favorite book when she was a child was *The Little White Horse*.

NAME: _____ DATE: _____

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.

- includes a hook and a strong topic sentence
- stays on topic and stays organized
- ends with a concluding statement

abc

NAME: _____ DATE: _____

Directions: Draw lines through the statements that should not be included in a paragraph about J.K. Rowling's childhood titled "Growing Up."

Revising
J.K. Rowling

- Jane Austen is one of her favorite authors.
- As a child, she went by the name Jo.
- She has made over \$1 billion on the Harry Potter series.
- She was born on July 31, 1965.
- She wrote her first book at age 6.
- The first story she wrote as a child was about a rabbit.
- She has three children: Jessica, David, and Mackenzie.
- She has a younger sister named Diane whom she nicknamed Di and told all her stories to when they were young.
- She has written some books for adults.
- She loved C. S. Lewis's Narnia books when she was young.



Time to Improve!

Revisit your informative/explanatory paragraph about J.K. Rowling's life on page 130. Did you wander off topic? If so, revise your text to delete any unnecessary information. If you feel your paragraph is on topic, check to make sure it is logically organized. If necessary, reorder sentences to make your paragraph stronger.

NAME: _____ DATE: _____

Directions: Use the pairs of correlative conjunctions in the Word Bank to complete the sentences.

Word Bankneither/nor
rather/thaneither/or
both/andif/then
not only/but also

1. I would _____ stay home and read Harry Potter books _____ go to a party.
2. _____ her voice _____ her expression gave any clue as to how she felt about the book's ending.
3. _____ I go to the bookstore, _____ I will buy another Harry Potter book.
4. I have _____ read the books _____ watched the movies.
5. J.K. Rowling is _____ my favorite author _____ my role model.
6. You need to _____ check out the book from the library _____ listen to it online.

Time to Improve!

Revisit your informative/explanatory paragraph about J.K. Rowling's life on page 130. Did you use any correlative conjunctions? If so, did you use them correctly? If not, try adding one to your paragraph.

Remember!

You do not need to use commas with correlative conjunctions, but your subject and verb do have to agree.

NAME: _____ **DATE:** _____

Directions: Write an informative/explanatory paragraph about J.K. Rowling. Include facts about her life, including her accomplishments.

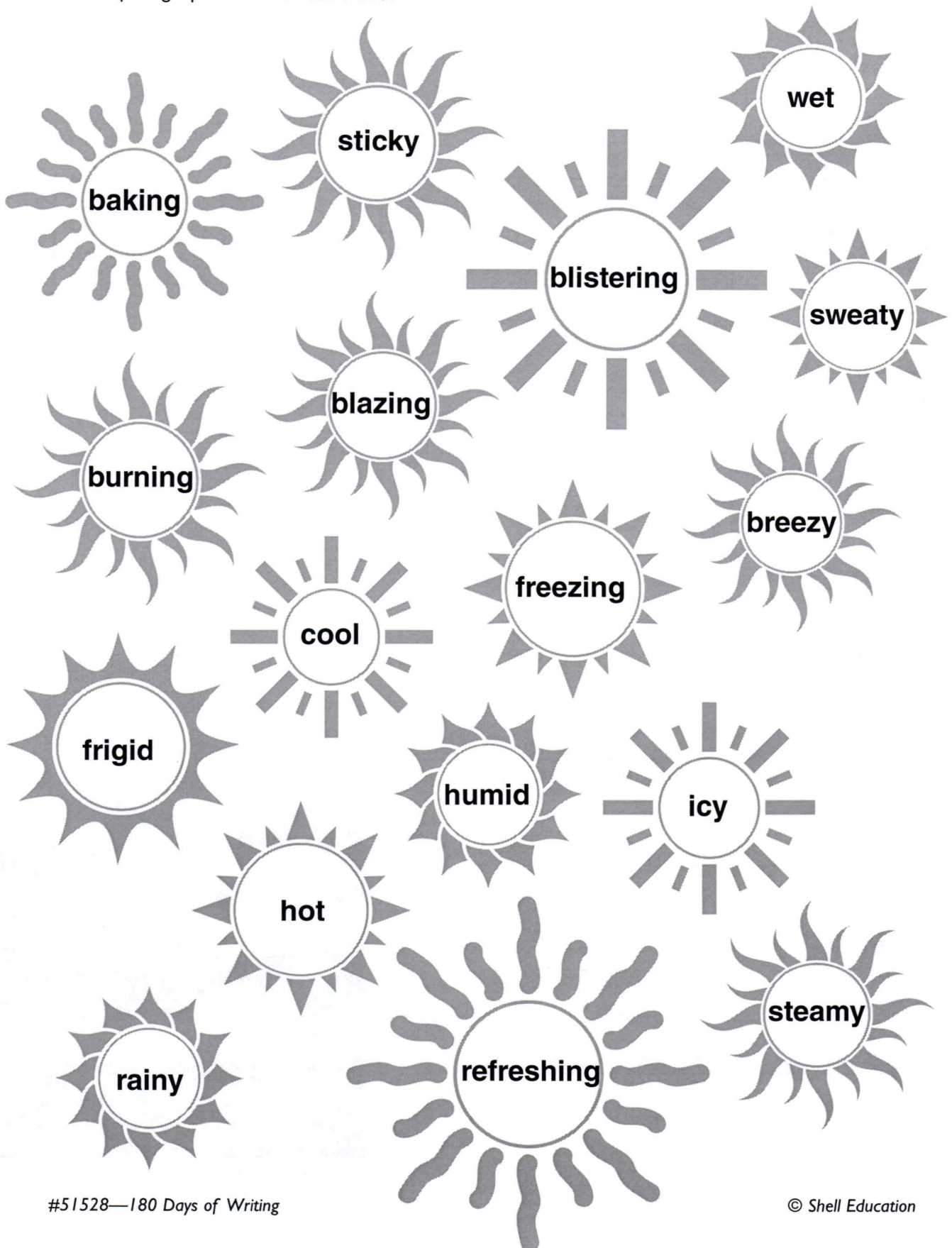


Publishing
.....
J.K. Rowling



NAME: _____ DATE: _____

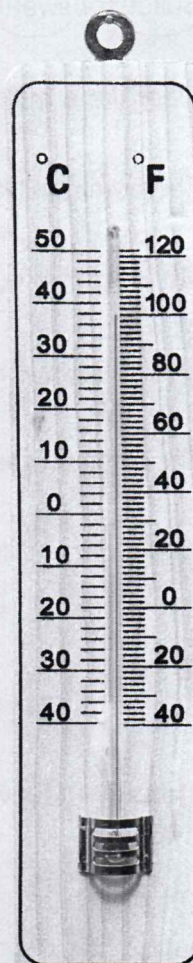
Directions: When the air temperature is high and lasts for more than a few days, a heat wave is in the works. Place check marks in the suns with descriptive words you would include in a narrative paragraph about a heat wave.



NAME: _____ DATE: _____

Directions: Read the narrative paragraph about a boy experiencing his first heat wave. Circle any descriptive words or sensory details. Underline any similes or metaphors you find.

I had checked today's weather forecast on my app last night. It warned that it would be hot with temperatures over 100 degrees Fahrenheit (38 degrees Celsius). This dreaded heat wave was supposed to last for almost a week. I had never experienced a heat wave before. I knew it would be hot, but I had no idea just how hot. As I opened my front door, I felt as if I were stepping into an oven. The brisk breeze from my home's air conditioning shoved me, like an icy hand, into the stifling heat. The air tasted dry and stale. I coughed. My eyes stung from the bright glare of the sun. I blinked twice, giving them time to adjust. I could feel beads of sweat forming on my forehead and running down my temple. I reached back to close the door behind me. As I wrapped my hand around the door handle I could feel the flesh in the palm of my hand sear against the burning metal. I shrieked in pain and moaned aloud, "It's only 8 A.M.! How is it this hot already?" I had to walk one mile to reach the community pool. The thought of jumping into that refreshing icy cool water propelled me forward. I felt like a nomad crossing an urban desert. With each slow step I took, a new layer of sweat poured from my body. Would I ever make it to the pool?



Heat Waves

Drafting

Cursive Practice *abc*

Directions: Use cursive to write two activities you like to do on hot days.

NAME: _____ DATE: _____

Directions: Read each sentence and label it as a *simile* or a *metaphor*. Then, circle the word that is being compared to the already circled word.

1. (Bullets) of (sweat) dripped down my face. metaphor

2. (I) feel like a melting ice cream cone. _____

3. The community (pool) was a zoo. _____

4. My feet felt like (eggs frying) on a sidewalk. _____

5. This (place) is a sauna. _____

6. The asphalt was as hot as (lava). _____

7. The (car) was a furnace in the sun. _____



Directions: Write a weather-related sentence using a metaphor. Then, write one using a simile.

8. _____

9. _____

Boost Your Learning!

Using metaphors and similes is a great way to spice up your writing. However, be careful not to use too many. The action of your story can get lost in a sea of figurative language.



NAME: _____ DATE: _____

Directions: Use the  symbol to delete the commas and conjunctions. Then, use the  symbol to insert semicolons. The first one has been done for you.



1. It's too hot out,  I can't leave the house today.

2. The heat was horrible, and I could barely breathe.
3. I was suffering from heat exhaustion, and I felt dizzy and achy.
4. I was incredibly thirsty, so I drank a whole water bottle in ten seconds.
5. It was very hot in the restaurant, and I had to use a fan to keep cool.

Directions: Write two sentences. Include a semicolon in each sentence.

5. _____

6. _____

Boost Your Learning!

A **semicolon** can be used to join two closely related independent clauses instead of a conjunction. In most cases, you should not use a semicolon with a conjunction. That is the job of a comma.

NAME: _____ DATE: _____

Directions: Reread the paragraph. Add a few sentences to the end of the paragraph that describe how the boy felt when he finally jumped in the pool. Include descriptive words and sensory details. Include at least one simile or metaphor.

I had checked today's weather forecast on my app last night. It warned that it would be hot with temperatures over 100 degrees Fahrenheit (38 degrees Celsius). This dreaded heat wave was supposed to last for almost a week. I had never experienced a heat wave before. I knew it would be hot, but I had no idea just how hot. As I opened my front door, I felt as if I were stepping into an oven. The brisk breeze from my home's air conditioning shoved me, like an icy hand, into the stifling heat. The air tasted dry and stale. I coughed. My eyes stung from the bright glare of the sun. I blinked twice, giving them time to adjust. I could feel beads of sweat forming on my forehead and running down my temple. I reached back to close the door behind me. As I wrapped my hand around the door handle I could feel the flesh in the palm of my hand sear against the burning metal. I shrieked in pain and moaned aloud, "It's only 8 A.M.! How is it this hot already?" I had to walk one mile to reach the community pool. The thought of jumping into that refreshing icy cool water propelled me forward. I felt like a nomad crossing an urban desert. With each slow step I took, a new layer of sweat poured from my body. Would I ever make it to the pool?

This week I learned:

- the importance of descriptive words and sensory details and how they can paint a picture for the reader
- how to say a lot with a simple simile or metaphor
- when to use a comma and when to use a semicolon



NAME: _____ DATE: _____

Directions: Imagine you are trapped in a blizzard. There is snow everywhere, and you are the coldest you have ever been. Fill in the sensory detail chart below.

I see ...

I smell ...

I feel ...

I hear ...

I taste ...



Blizzards

Prewriting

NAME: _____ DATE: _____



This image shows a single page 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.

Remember!

A strong narrative paragraph:

- is very descriptive
- includes lots of sensory details
- paints a picture with words for the reader

Cursive Practice *abc*

Directions: Use cursive to write a sentence telling about the worst weather you have ever experienced.

NAME: _____ DATE: _____

Directions: Complete the similes.

1. I am as brave as _____.
2. I am as cold as _____.
3. Life is like a _____.
4. I eat like a _____.

Directions: Complete these sentences by writing metaphors.

5. The snow _____.
6. The weatherman _____.
7. The clouds _____.
8. The stars _____.

Time to Improve!

Revisit your narrative paragraph about a blizzard on page 140. Did you use any similes or metaphors? If so, did you use them correctly? If not, try adding one or two to your paragraph.

Remember!

A simile compares two different things using *like* or *as*.

A metaphor compares two different things directly.

NAME: _____ DATE: _____

Directions: Add either a comma or a semicolon to make each sentence correct.

1. I was freezing so I ordered hot chocolate.
2. Since you can't go skiing do you want to watch TV with me?
3. It's difficult to see out the window there's too much snow.
4. I need to walk the dog but it hasn't stopped snowing.
5. I shoveled snow for hours I am tired and sore.
6. If I cover the plants tonight they won't freeze.

Directions: Write a sentence that uses a comma correctly. Then, write a sentence that uses a semicolon correctly.

7. _____

8. _____

Time to Improve!

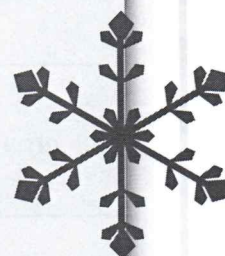
Revisit your narrative paragraph about a blizzard on page 140. Did you use any conjunctions or semicolons? If so, are they grammatically correct? If you did not use a semicolon, try to edit your paragraph to include one.

Remember!

To use a semicolon, you must have two independent clauses that are closely related to each other.

NAME: _____ DATE: _____

Directions: Imagine you are trapped in a blizzard. Write a narrative paragraph describing your experience.

Publishing
.....
Blizzards

NAME: _____ DATE: _____

Directions: There are three main purposes, or reasons, for writing. Read each description, and indicate what you think each author's purpose would be.

	Entertain	Inform	Persuade
1. a book about the American Revolution			
2. a collection of love poems			
3. a magazine advertisement about a new app			
4. a political speech			
5. a story about a boy who becomes a wizard			
6. a play about a mad prince			
7. a menu at an Italian restaurant			
8. an article about why dogs make better pets			
9. a book about Egypt's ancient pyramids			
10. an article about why you should recycle			

NAME: _____ DATE: _____

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

Have you ever read the poem "Stopping by Woods on a Snowy Evening"? Well you should! I believe it is an intriguing poem by Robert Frost, and one that you would enjoy. First, Frost's word choice and rhyme scheme are simple and easy to follow. This makes reading the poem pleasurable rather than stressful or frustrating. Although the words are humble, they manage to paint a beautiful snowy scene. Meanwhile, the pattern of the rhyme urges you to keep reading. Another reason you should read this poem is to experience the last two lines. They are powerful. Frost repeats the same line twice. I think he does this because the meaning of these lines is so important. I will not write the lines here; you have to read them for yourself! This brings me to the third reason you should read this poem, the meaning. For such a short and simple poem, its multiple meanings make it complex and fascinating. What I think the poem is trying to say may be entirely different from your understanding of what it is trying to say. There are many ways to interpret this poem, which is what makes it so great. I firmly believe you will enjoy this poem by Robert Frost. In fact, I think you should go read it right now!



Drafting
Robert Frost

1. What is the author's purpose for writing this paragraph? How do you know?

Cursive Practice *abc*

Directions: If you were going to write a poem about your life, what would you title it? Use cursive to write the title.

NAME: _____ DATE: _____

Directions: Write an antonym for each word.

1. whimsical: _____

2. complex: _____

3. dull: _____

4. riveting: _____

**Directions:** Match each word with its correct antonym.

_____ 5. professional

A. pessimistic

_____ 6. resolute

B. straightforward

_____ 7. optimistic

C. amateur

_____ 8. enigmatic

D. wavering

Boost Your Learning!

Antonyms can help us better understand tricky words. If you want to write about someone who is sad, but you don't want to use the word *sad*, what can you do? You can think of synonyms for the word, or you could think of antonyms for the word *happy*.



NAME: _____ DATE: _____

Directions: Using the correct punctuation and spelling is important. They both can change the meaning of a sentence. Proofread the sentences. Use the correct editing marks to fix the punctuation and spelling errors.

1. have you ever read the poem The Road Not Taken Well You should?
2. Did you know that Robert frost is my favorite Poet.
3. The road not taken is one of Robert Frost's most popular poems.
4. I find Poetry difficult to understand sometimes, but I still love it?
5. Oh, no. I can't find my favorite book of Poems. Help me.
6. What other poets do you like besides Robert Frost!
7. Frost's poem titled "the freedom of the moon" is my new favorite?
8. It took frost more than 20 Years to be become a successful Poet.



Editing
.....
Robert Frost

NAME: _____ DATE: _____

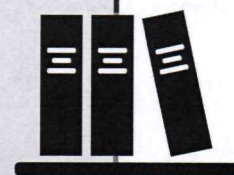
Directions: Read the paragraph. Then, complete the steps below.

Have you ever read the poem “Stopping by Woods on a Snowy Evening”? Well you should! I believe it is an intriguing poem by Robert Frost and one that you would enjoy. First, Frost’s word choice and rhyme scheme are simple and easy to follow. This makes reading the poem pleasurable rather than stressful or frustrating. Although the words are humble, they manage to paint a beautiful snowy scene. Meanwhile, the pattern of the rhyme urges you to keep reading. Another reason you should read this poem is to experience the last two lines. They are powerful. Frost repeats the same line twice. I think he does this because the meaning of these lines is so important. I will not write the lines here; you have to read them for yourself! This brings me to the third reason you should read this poem, the meaning. For such a short and simple poem, its multiple meanings make it complex and fascinating. What I think the poem is trying to say may be entirely different from your understanding of what it is trying to say. There are many ways to interpret this poem, which is what makes it so great. I firmly believe you will enjoy this poem by Robert Frost. In fact, I think you should go read it right now!

1. Underline the parts where the author persuaded you to read “Stopping by Woods on a Snowy Evening.”
2. If you were not persuaded, what could the author have done differently to persuade you?

This week I learned: 

- that powerful persuasive writing can compel readers to take action
- that antonyms can help define words that are difficult to understand and help you think of new words to use
- that checking punctuation is a vital part of good persuasive writing



NAME: _____ DATE: _____

Directions: Read the following poem by Emily Dickinson. List what you like about it and what you do not like about it.

If I Can Stop One Heart from Breaking

If I can stop one heart from breaking,

I shall not live in vain;

If I can ease one life the aching,

Or cool one pain,

Or help one fainting robin

Unto his nest again,

I shall not live in vain.

I LIKE

I DO NOT LIKE



Prewriting
.....
Emily Dickinson

NAME: _____ DATE: _____

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.

Remember!

- Clearly state your opinion at the beginning and end of your paragraph.
- Be sure your reasons support your purpose for writing.
- Be mindful of your punctuation.

Cursive Practice *abc*

NAME: _____ DATE: _____

Directions: Match each word from the Word Bank with its antonym.

Word Bank

often	boring	few	provide
reasonable	tiny	violent	dull

Words	Antonyms
seldom	_____
peaceful	_____
vivid	_____
exhilarating	_____
numerous	_____
immense	_____
deprive	_____
absurd	_____

Time to Improve!

Revisit your opinion paragraph about the poem by Emily Dickinson on page 150. Did you use any adjectives that you could replace with stronger, more persuasive words?



NAME: _____ DATE: _____

Directions: Read the paragraph. Edit it to fix the grammatical errors. Be sure to use the proper editing marks.

Emily Dickinson was born on december 10, 1830?

She grew up in amherst, Massachusetts! As a young girl, Dickinson enjoyed nature walks she collected flowers and pressed them in Books. She spent a lot of time in her family's garden tending to the flowers. Dickinson also went to church activities and dances. But one of her most beloved activities was writing Poetry. Dickinson began writing poems at a young age! Yet she rarely shared her poems with anyone. Dickinson was painfully shy. As she grew older, She became even more shy and reclusive. Although she seldom left her home, Dickinson's imagination supplied her with tons of ideas for her Poetry. After Dickinson passed away at the age of 55, her sister found a drawer full of Dickinson's work. She had written over 1,700 poems? Can you imagine writing that many poems.



Time to Improve!

Revisit your opinion paragraph on page 150 about Emily Dickinson. Carefully proofread the paragraph checking for proper punctuation. You don't want your reader to be distracted by grammatical errors.

Remember!

- Check your use of capital letters. Don't forget to capitalize proper nouns.
- Check the punctuation at the end of each sentence.
- Don't proofread too fast. Go slowly and read closely.

NAME: _____ DATE: _____

Directions: How do you feel about Emily Dickinson's poem? Write an opinion paragraph about your thoughts. Include details to support your opinion.



Publishing
.....
Emily Dickinson



NAME: _____ DATE: _____

Directions: Read the two character descriptions. Then, answer the questions at the bottom of the page.

LIZZIE

fifth grader who is wise beyond her years

lanky yet graceful and poised

shiny black hair full of spirals

cheerful smile that could brighten any room

kind and a great friend who always has words of wisdom

is inquisitive and loves to learn new things, especially about science

lives a very green life by walking to school and recycling

wants to help keep the planet clean and protect it from harm

has a great sense of humor and is always telling silly science-related jokes

LEO

elementary student

tall

dark hair

goofy

popular

class clown

likes television

plays sports

wants to be a professional athlete

1. Why is Lizzie's character description more helpful?

2. Write more specific details below for Leo's character description to make it more helpful.

NAME: _____ DATE: _____

Directions: Read this narrative text. Underline places where you feel more information about a character could have been included to make the description stronger and help the reader visualize the scene better.



Drafting
.....
Recycling

Lizzie walked into the school cafeteria. She was dragging a giant, blue bin behind her.

"Hey, Lizzie, is that your new lunchbox?" joked Leo.

"No, it isn't. And technically speaking it is a bin not a box. I'm hoping all the students will toss their cans and bottles in here instead of in the trash," replied a confident Lizzie.

"Busy Lizzie, always trying to save Earth one plastic bottle at a time," teased Leo while patting Lizzie on the head. The table full of fifth-grade boys nearby laughed at Leo's joke.

"All jokes aside, if we don't start recycling more we'll soon be living in heaping mounds of trash," stated Lizzie using her most serious voice. "It would be great if you could all start recycling here and at home."

"Some of us are too busy with basketball practice to be saving the planet, Lizzie," Leo said in his most serious voice (to mock Lizzie).

"Well, I've got to get to class. See you later, Leo."

"Why so early? Lunch isn't over yet," inquired Leo.

"Oh, you know, the early bird gets the worm!" shouted Lizzie as she left the cafeteria.

Little did Leo know that a local news reporter was waiting for Lizzie in her classroom. She was going to be featured on the nightly news for her efforts to save the planet.

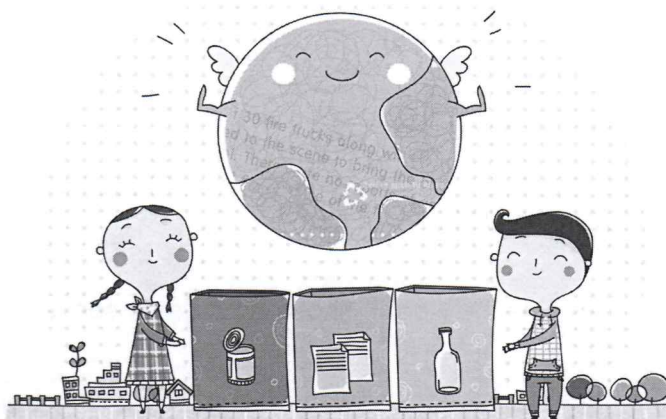
Cursive Practice *abc*

Directions: Use cursive to list one way that you could help protect the environment.

NAME: _____ DATE: _____

Directions: Draw a line to match the beginning of each proverb with its correct ending.

- | | |
|-----------------------|------------------------|
| 1. Don't judge a book | out of mind. |
| 2. Practice makes | perfect. |
| 3. There's no place | like home. |
| 4. Like father | saves nine. |
| 5. A stitch in time | best policy. |
| 6. Out of sight | keeps the doctor away. |
| 7. An apple a day | like son. |
| 8. Honesty is the | by its cover. |
| | out of mind. |

**Boost Your Learning!**

Proverbs are traditional short sayings that state a general truth or offer advice. An idiom is different from a proverb. An idiom is a phrase that has a separate meaning of its own and cannot be understood from the meaning of each individual word.



NAME: _____ DATE: _____

Directions: Introductory words, phrases, and clauses need commas. Insert commas to make the sentences grammatically correct.

1. Actually I recycle as many items as I can.
2. Although he remembered to recycle the aluminum cans he forgot to recycle the plastic bags.
3. Because the bag had a hole in it all of the plastic bottles fell out.
4. Before I could go to the recycling center I had to charge my electric car.
5. If you recycle aluminum cans you need to rinse them clean first.
6. Yes the recycling center is just around the corner.
7. While I was waiting in line the recycling machine broke.
8. Samuel do you want to go to the recycling center with me?



Boost Your Learning! 🦉

Prepositional phrases and clauses that begin sentences require commas. Some prepositions that are commonly used in introductory clauses include: *although*, *after*, *if*, and *before*. And remember, introductory words and interjections require commas, too!





NAME: _____ DATE: _____

Directions: Reread the narrative. Add adverbs on the lines. Find the proverb and underline it. Finally, add any missing commas.

Lizzie _____ walked into the school cafeteria. She was dragging a giant blue bin behind her.

"Hey Lizzie is that your new lunchbox?" joked Leo _____.

"No it isn't. And technically speaking it is a bin not a box. I'm hoping all the students will toss their cans and bottles in here instead of in the trash" replied a confident Lizzie.

"Busy Lizzie, always trying to save Earth one plastic bottle at a time," teased Leo while patting Lizzie on the head _____. The table full of fifth-grade boys nearby laughed at Leo's joke.

"All jokes aside if we don't start recycling more we'll soon be living in heaping mounds of trash," stated Lizzie using her most serious voice. "It would be great if you could all start recycling here and at home."

"Some of us are too busy with basketball practice to be saving the planet, Lizzie" Leo said in his most serious voice (to mock Lizzie).

"Well I've got to get to class. See you later, Leo."

"Why so early? Lunch isn't over yet," inquired Leo _____.

"Oh you know, the early bird gets the worm!" shouted Lizzie as she left the cafeteria.

Little did Leo know that a local news reporter was waiting for Lizzie in her classroom. She was going to be featured on the nightly news for her efforts to save the planet.

This week I learned:

- that narratives should include detailed character descriptions
- what a proverb is
- that an introductory phrase or clause needs a comma

NAME: _____ DATE: _____

Directions: Think of a character you would like to include in a narrative about saving energy. Then, complete the character profile.

CHARACTER PROFILE

Name:

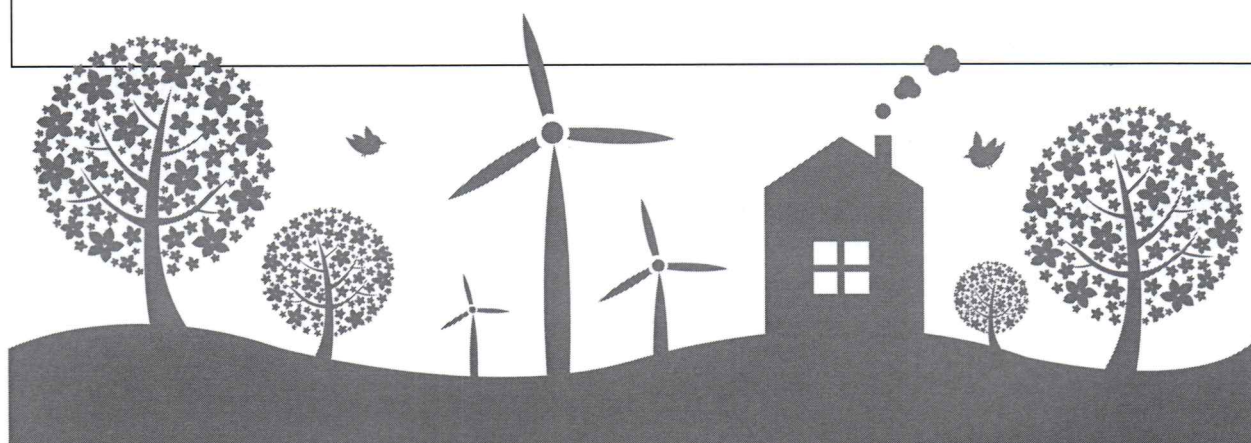
Age:

Physical Description

Personality Traits

Favorite Things

Skills



Prewriting
.....
Saving Energy

NAME: _____ DATE: _____

DATE: _____



Directions: Draft a narrative paragraph about saving energy. Include a specific character who saves energy and how he or she does it. Use your character description from page 159 to help you.

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.

Remember!



A strong narrative paragraph:

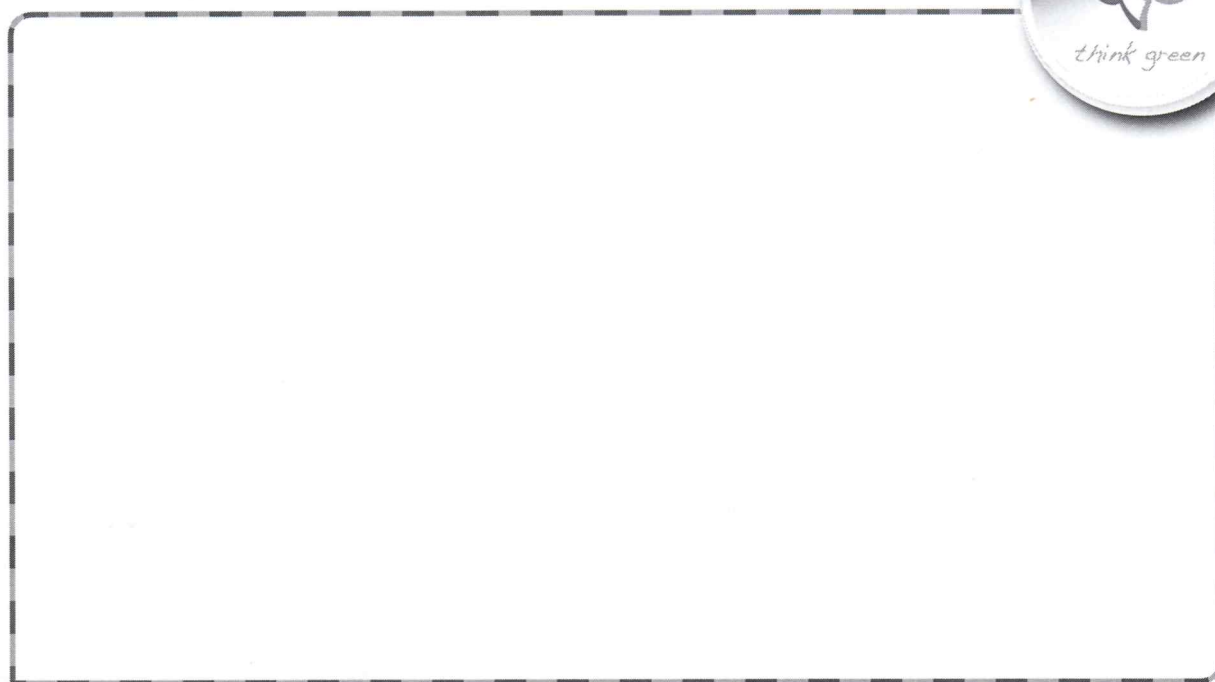
- includes a hook to grab the reader's attention
- includes lots of details about the character and setting
- includes a problem and a solution

Cursive Practice *abc*

Directions: Use cursive to list two different sources of energy.

NAME: _____ DATE: _____

Directions: List as many proverbs as you can think of.

Directions: Choose your favorite proverb listed above and illustrate it.



Time to Improve!

Revisit your narrative paragraph about saving energy on page 160. Did you use a proverb? If so, is it worded correctly? Is it used in the right context? Check it by looking up its meaning on the Internet. If you did not use a proverb, try adding one to your narrative.

Remember!

Proverbs are traditional short sayings that state a general truth or offer advice.

NAME: _____ DATE: _____

Directions: Sentences require commas after introductory elements. Read each sentence. If it is correct, write C on the line. If it is incorrect, write / on the line, and then use the proper editing marks to fix it.

1. Although it is a good idea to put your computer to sleep you
_____ would save more energy by turning it off.
2. Determined, to save energy I bought more modern appliances.

3. Because of the solar panels on our roof, we save lots of money
_____ on our energy bills.
4. Franklin how are those new light bulbs working for you?

5. Did you know, if you wash your clothes in cold water you would
_____ save energy?
6. Yes I think, it is extremely important to save energy.

7. To tell you the truth, I am really good about remembering to turn
_____ off the lights.
8. While I have saved enough money to buy new bulbs, I haven't
_____ saved enough to buy solar panels.

Time to Improve!

Revisit your narrative paragraph about saving energy on page 160. Are there any introductory elements? If so, did you include a comma? If you did not use any introductory elements, try adding one so that you can practice using this comma rule.

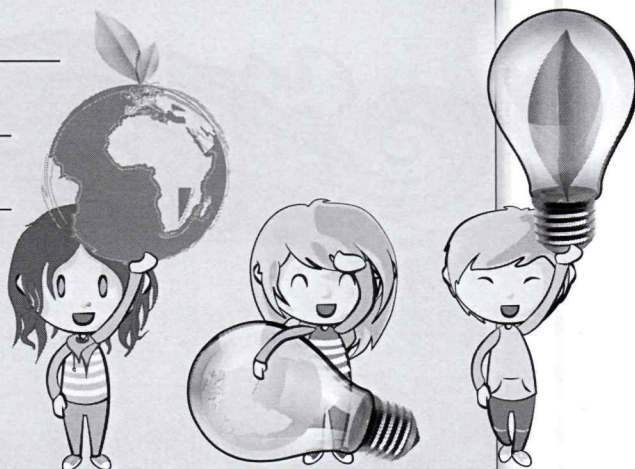


NAME: _____ DATE: _____

Directions: Write a narrative paragraph about saving energy. Include a specific character who saves energy and how he or she does it.



Publishing
.....
Saving Energy

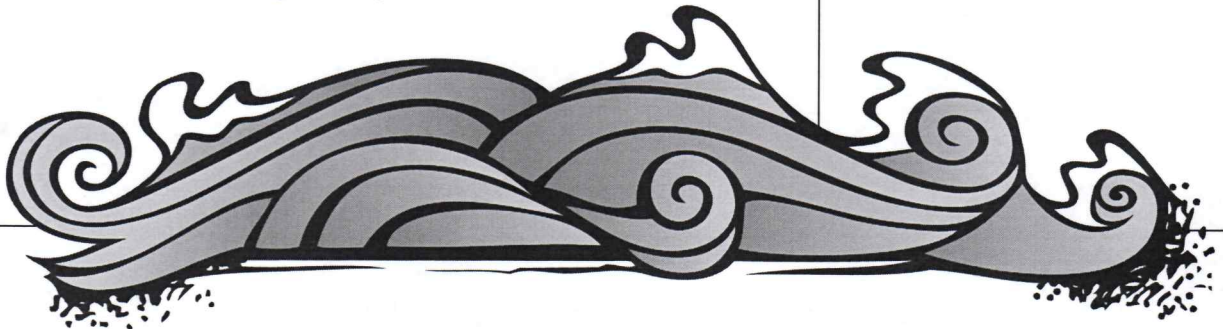


NAME: _____ DATE: _____

Directions: When writing informative/explanatory paragraphs, pictures can help the reader better understand what you are writing about. If you were going to write a paragraph about tsunamis, which pictures described below do you think would be helpful? Write *yes* if you think a picture would be helpful. Write *no* if you think it should not be included.

A **tsunami** is an extremely large wave in the ocean that is typically caused by an earthquake under the ocean. Tsunamis are incredibly dangerous and cause mass amounts of destruction.

Illustration Descriptions	Yes or No?
1. a topographic map that shows the mountain ranges and the tectonic plates that caused them	
2. a diagram that shows how a tsunami-detecting system works and is used by the U.S. National Oceanic and Atmospheric Administration to help warn people about incoming tsunamis	
3. a drawing showing how a tsunami wave gains energy and what it looks like as it approaches a shoreline	
4. a diagram that shows the inside of a volcano and explains how it erupts to form a new island	
5. a map showing Earth's various tectonic plates that move and shift creating earthquakes	



NAME: _____ DATE: _____

Directions: Read the paragraph. Circle any content words you do not know. Look them up in a dictionary when you have finished reading. Then, answer the question.

Did you know that in less than one minute, a calm, peaceful ocean can transform into one of the most powerful and deadly forces on Earth? That is what happens when tsunamis occur. Tsunamis are enormous waves. They rush on shore causing death and destruction. Earthquakes are one of the main causes of tsunamis. Earth's continents shift and move. This is due to plate tectonics. Earth's crust is made of large chunks, or plates, that slip and slide on Earth's mantle. Sometimes, the plates forcefully collide causing earthquakes. This can happen under the ocean floor, too. When it does, earthquakes occur that release large amounts of energy into the ocean. This energy creates tsunamis. Volcanic explosions and meteors can also cause tsunamis; however, most tsunamis are a result of underwater earthquakes. Tsunamis gain speed as they travel across the ocean. They can move as fast as 600 mph (965 kph). The faster they go, the more power they gain. When tsunamis approach the shore, giant waves begin to form. These waves can reach as high as 100 feet (30 meters). When they crash on shore, they may destroy everything in their paths. Buildings, cars, and people are no match for these mighty waves. When a tsunami hits, it is important to get to higher ground as quickly as possible. There are warning systems in place, but scientists continue to work on these systems to improve them. It is important that people understand and respect the power of tsunamis.

1. What about this paragraph tells you that it is an informative/explanatory text?

Cursive Practice *abc*

Directions: Use cursive to write one other natural disaster that you can think of.



Drafting
Tsunamis



NAME: _____ DATE: _____

Directions: Read the words in the cluster. Highlight all the words that are related to science topics. Choose five of those science-related words, and write your own definitions for them.



1. _____
2. _____
3. _____
4. _____
5. _____

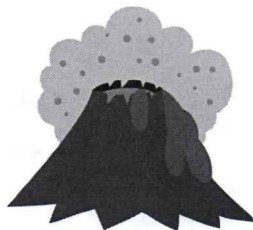
Boost Your Learning!

A good way to learn the content words related to a topic you wish to write about is by reading nonfiction materials about that topic. Head to the library or surf the Internet. Read articles and books about the topic. Keep a list of the content words that you repeatedly come across. Then, add definitions to those words to create a mini glossary on the topic.

NAME: _____ DATE: _____

Directions: A critical part of editing text is checking spelling. It is important to know how to properly spell words. Look at each row and circle the word that is spelled correctly.

- | | | |
|--------------------|------------------|------------------|
| 1. sunami | tsunami | tsoonami |
| 2. plate tectonics | plate techtonics | plate tecktonics |
| 3. floding | fludding | flooding |
| 4. osean | oceane | ocean |
| 5. volcanoe | volcano | volcaneo |
| 6. astteroid | asterdoid | asteroid |
| 7. earth quake | earthquake | earthquick |
| 8. shoreline | shore line | shorline |



Directions: Correct each misspelled word in the table.

Incorrect	Correct
sizemograph	
Hawaiv	
wavlength	
distrucktion	



NAME: _____ DATE: _____

Directions: Read the informative/explanatory paragraph. Underline 10 science-related content words. Then, find and correct 10 misspelled words.

Did you know that in less than one minute, a calm, peaceful ocean can transform into one of the most powerful and deadly forces on Earth? That is what happens when tsunamis occur. Tsunamis are enormous waves. They rush on shore causing death and destruction. Earthquakes are one of the main causes of tsunamis. Earth's continents shift and move. This is due to plate tectonics. Earth's crust is made of large chunks, or plates, that slip and slide on Earth's mantle. Sometimes, the plates forcefully collide causing earthquakes. This can happen under the ocean floor, too. When it does, earthquakes occur that release large amounts of energy into the ocean. This energy creates tsunamis. Volcanic expulsions and meteors can also cause tsunamis; however, most tsunamis are a result of under water earthquakes. Tsunamis gain speed as they travel across the ocean. They can move as fast as 600 mph (965 kph). The faster they go, the more power they gain. When tsunamis approach the shore, giant waves begin to form. These waves can reach as high as 100 feet (30 meters) high. When they crash on the shore, they may destroy everything in their paths. Buildings, cars, and people are no match for these mighty waves. When a tsunami hits, it is important to get to higher ground as quickly as possible. There are warning systems in place, but scientists continue to work on these systems to improve them. It is important that people understand and respect the power of tsunamis.

This week I learned:

- that illustrations can help the reader better understand the text
- to use the proper content words related to the topic
- that it is important to check the spelling of content words



NAME: _____ DATE: _____

Directions: Place a check mark next to each statement that would be useful if you were going to write an informative/explanatory paragraph about avalanches.

- ☐ Avalanches are large amounts of snow that slide down mountains.
- ☐ The word *avalanche* means “a snow slide.”
- ☐ I am terrified of avalanches and will not go skiing again!
- ☐ Is climate change causing the polar ice caps to melt?
- ☐ The path of an avalanche has three parts: starting zone, track, and run out zone.
- ☐ Loud noises do not always cause avalanches.
- ☐ The Swiss Alps are a great winter vacation spot.
- ☐ Many avalanches happen during or right after a storm.
- ☐ Avalanches travel very fast.
- ☐ Rescue dogs are used to help people who are trapped by avalanches.
- ☐ I think I could outrun an avalanche.
- ☐ Avalanches occur on steep slopes such as mountainsides.
- ☐ Many things can cause avalanches, including wind and the weight of falling snow.
- ☐ Mount Kilimanjaro is the tallest mountain on the African continent.
- ☐ There are two main types of avalanches: loose-snow avalanches and slab avalanches.
- ☐ People can start avalanches.
- ☐ Snowflakes form in a variety of shapes.
- ☐ There are several ways to stay safe in avalanche areas, including carrying a shovel and wearing a radio beacon.
- ☐ Snowmobiles are way more fun than sleds.



NAME: _____ DATE: _____

Directions: Draft an informative/explanatory paragraph about avalanches. Include facts about what an avalanche is, how it begins, and what types of destruction it can cause. Use the facts from page 169 to help you.

Remember! 

A strong informative/explanatory paragraph:

- opens with a hook and ends with a concluding statement
- includes facts, details, and definitions not personal opinions

Remember!

A strong informative/explanatory paragraph:

- opens with a hook and ends with a concluding statement
- includes facts, details, and definitions not personal opinions
- does not include unnecessary information

Cursive Practice *abc*

Directions: Have you ever experienced a natural disaster? Use cursive to write a sentence about your experience.

NAME: _____ DATE: _____

Directions: Use the words from the Word Bank to match each word to its correct definition.**Word Bank**storm
vegetationterrain
snowpackslope
hazardslab
fracturehard freeze
dense

1. _____—closely packed together
2. _____—a thick flat piece or slice
3. _____—plants that cover a particular area
4. _____—a crack or break
5. _____—a mass of snow on the ground that is tightly packed by its own weight
6. _____—the surface features of an area of land
7. _____—ground that slants downward or upward
8. _____—bad weather in which there is a lot of rain, snow, or strong winds
9. _____—temperatures cold enough to damage or kill vegetation
10. _____—a source of danger

Time to Improve!

Revisit your informative/explanatory paragraph about avalanches on page 170. Did you remember to use content-specific words? If so, did you use them correctly? If you did not, add them.

Revising
Avalanches

NAME: _____ DATE: _____

Directions: Practice your spelling skills by unscrambling the avalanche-related words. You can use the Word Bank to help you.

Word Bank

vegetation

slope

snowpack

hard freeze

hazard

dense

terrain

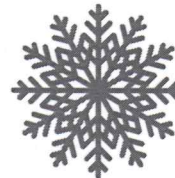
fracture

1. polse _____

2. rinaret _____

3. carrtufe _____

4. neovettgia _____



Directions: Complete the spelling of the word by filling in the blanks. You can use the Word Bank to help you.

5. ____ ow ____ k

7. ____ n ____ e

6. ____ z ____

8. ____ e e ____

Time to Improve!

Revisit your informative/explanatory paragraph about avalanches on page 170. Are there any misspelled words? If so, correct them.

NAME: _____ DATE: _____

Directions: Write an informative/explanatory paragraph about avalanches. Include facts about what an avalanche is, how it begins, and what types of destruction it can cause.



NAME: _____ DATE: _____

Directions: Choose the best audience for each book below by drawing a line connecting the two.

Book Title**Audience***New Medicines for Headaches*

children

Photosynthesis

history teachers

Green Eggs and Ham

auto mechanics

Teaching the American Revolution

doctors

Car Engine Repair Manual

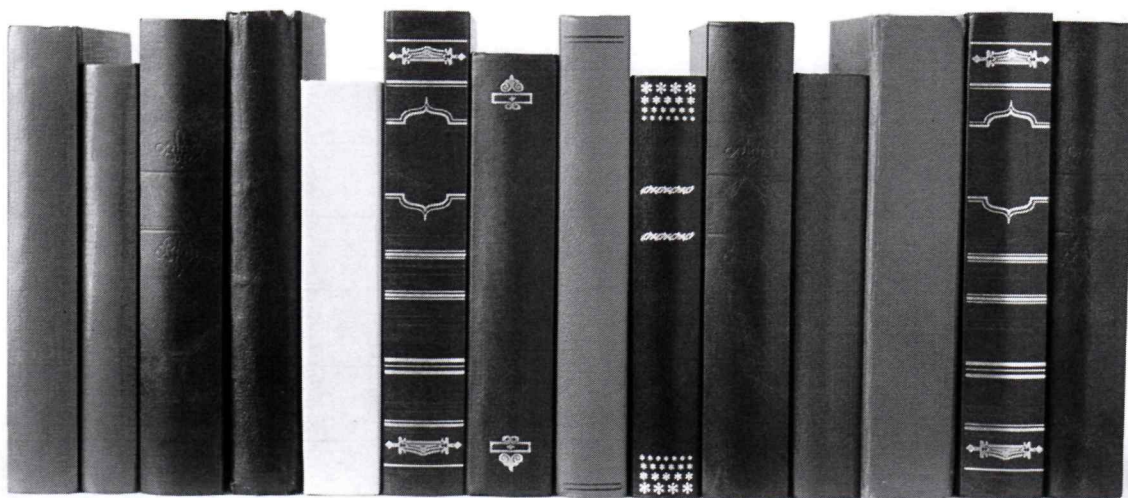
tourists

A Guidebook for Hawaii

runners

How to Train for a Marathon

science students

**Boost Your Learning!**

Your audience is who will read the text you are writing. It is important to keep your audience in mind when you are writing. For example, an email you write to a close friend will be very different from an email you write to your principal. How much you write, how formal your writing is, and what information you include will all depend on your audience.

NAME: _____ DATE: _____

Directions: This author was asked to write an opinion piece on rides at an amusement park. The article is going to appear in a local family magazine for parents. Do you think the author used the right tone? Do you think the correct information was included? Draw stars in the margins where you think the author did a good job writing for this audience. Underline the places where you think the author could improve the paragraph.

I have been to tons of amusement parks, but Wizard World has the absolute best rides. The Wacky Wand roller coaster is excellent. It has five loops, two steep drops, and a surprise at the end that I won't spoil. There is a 42" height requirement, which is not bad since I recommend this ride for older children and parents. Next to this ride is Fodor's Food Court. Here you'll want to totally grab and stuff your face with some Magical Macaroons. These colorful cakes are like the best things ever. Oh my gosh! I can't even tell you. They are like totally beyond tasty. And don't even get me started on the cookies, candy, and ice cream. I gobbled down way too many sweet treats and got like really, really sick. Ugh! Barf! Anyway, another fun ride is the Wacky Wizard Hats. As long as you do not get motion sickness, you will have a blast climbing into a colorful hat and spinning in circles at high speeds. The younger children in your family will adore Merlin's Magic Castle. Your little ones will ride unicorns through a castle filled with funny scenes involving the most famous wizard of all, Merlin. They will roar with laughter as they watch Merlin fumble with magic spells. In my opinion, Wizard World has the best rides and is fantasy-filled fun for the whole family.



Cursive Practice *abc*

Directions: Use cursive to describe your favorite amusement park ride.



NAME: _____ DATE: _____

Directions: Underline the hyperbole in each sentence.**Example:** This guidebook weighs a ton!

1. I've been waiting in line for a million years.
2. I am going on a ton of rides today.
3. I am dying to ride the Wacky Wizard Swings.
4. This line is moving slower than a snail.
5. In the blink of an eye, the ride was over.
6. That drop at the end was a mile long!
7. Ride it again? That's the best idea ever!
8. Just looking at that ride makes me feel like I have butterflies in my stomach.

**Directions:** Write your own sentence using a hyperbole.

Boost Your Learning!

Hyperbole is a form of figurative language. It is the use of exaggeration to create humor or make a point. If you are writing for a serious audience with a formal tone, then you should avoid using hyperboles. This form of figurative language is better for more informal forms of writing.



NAME: _____ DATE: _____

Directions: We use commas to separate adjectives, nouns, or verbs of three or more in a series. Read each sentence. Place commas where they are needed.

1. Scared dizzy and sick is how I felt after going on that ride.
2. Next time we come, I need to wear comfortable shoes a watch and a jacket.
3. I can't decide if I want to drink ice-cold water juice or frozen lemonade.
4. It was a long day of eating food riding rides and waiting in line.
5. This place is more crowded than the mall the museum and the airport.
6. I can't decide if the log ride swings or roller coaster was my favorite ride.
7. My sister brother mom and dad went with me to the amusement park.
8. Which do you like better: the amusement park the beach the water park or the zoo?



Boost Your Learning!

Sometimes the last comma placed in a series of items is called an **Oxford comma**. This is because Oxford University Press uses **serial commas**. Most of the press and publishing companies use serial commas but not all of them. It is always best to use a serial comma to avoid any confusion.



NAME: _____ DATE: _____

Directions: Reread the paragraph. Add a review of another ride on the lines. In your review, be sure to use the proper tone and include at least one hyperbole.

I have been to tons of amusement parks, but Wizard World has the absolute best rides. The Wacky Wand roller coaster is excellent. It has five loops, two steep drops, and a surprise at the end that I won't spoil. There is a 42" height requirement, which is not bad since I recommend this ride for older children and parents.



Anyway, another fun ride is the Wacky Wizard Hats. As long as you do not get motion sickness, you will have a blast climbing into a colorful hat and spinning in circles at high speeds. The younger children in your family will adore Merlin's Magic Castle. Your little ones will ride unicorns through a castle filled with funny scenes involving the most famous wizard of all, Merlin. They will roar with laughter as they watch Merlin fumble with magic spells. In my opinion, Wizard World has the best rides and is fantasy-filled fun for the whole family.

This week I learned:

- the importance of writing to an audience and choosing the correct tone
- what a hyperbole is and how it can add humor to my writing and help make a point
- when to add commas to separate items in a series





NAME: _____ DATE: _____

Directions: Knowing how to write for different audiences is an important skill to learn. It is okay to write in a relaxed or informal tone for some audiences. Other audiences require formal, factual writing. Draw lines from each item to the correct type of audience.

FORMAL
INFORMAL

- an essay for your teacher
- a letter to the president of the United States
- a text message to your best friend
- a postcard to your cousin
- a note for your parents
- an email to your principal
- a petition for your mayor
- a story for your grandparents



Directions: Choose the type of tone (formal or informal) for each pair of sentences.

1. Washington led his soldiers to victory. He helped the United States win the Revolutionary War. _____
2. I don't really want to go swimming today. Maybe we can catch a movie instead. Is that cool? _____

NAME: _____ DATE: _____

DATE: _____

Directions: Do you like the food served at amusement parks? Draft an opinion paragraph describing how you feel about amusement-park food. Include details to support your opinion. Use the information on page 179 to help you.

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.

Remember!



A strong opinion paragraph:

- clearly states your opinion at the beginning and end of your paragraph
- gives reasons to support your opinion
- is written for your audience and stays on topic

Cursive Practice *abc*

Directions: What is your favorite food to eat when you visit an amusement park? Why? Use cursive to write your answer.

NAME: _____ DATE: _____

Directions: Rewrite each sentence without a hyperbole.

1. It's going to take me forever to finish all this popcorn.

2. If I don't eat soon I'm going to die.

3. I can smell churros from a mile away.

Directions: Rewrite each sentence using a hyperbole.

4. It took me a very long time to finish my dinner.

5. The plate of pasta was very heavy.

.....

Time to Improve!

Revisit your opinion paragraph about amusement-park food on page 180. Did you use any hyperboles? If not, revise your paragraph to include at least one hyperbole.

Revising
.....
Food

NAME: _____ DATE: _____

Directions: Write a sentence that uses the three words listed. Don't forget the commas!

1. strawberry blueberry cherry

2. churro popcorn lollipop

3. breakfast lunch dinner

4. water juice milk

5. jogged ran crawled

**Time to Improve!**

Revisit your opinion paragraph about amusement-park food on page 180. Did you list any series of items? If so, did you include the proper punctuation? Check your paragraph to be sure!

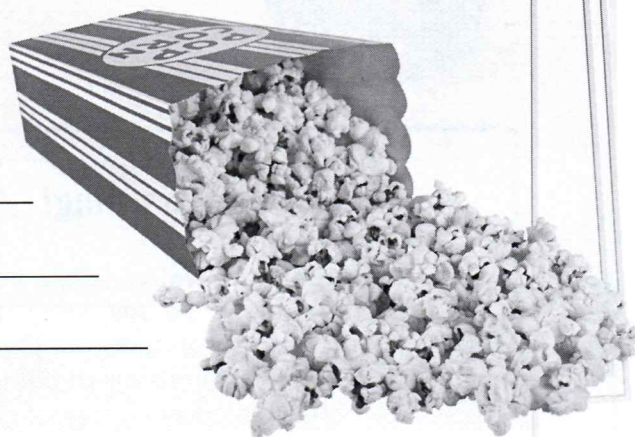
Remember!

Serial commas can help make confusing sentences clear.

Example: I love snickerdoodle, peanut butter, and chocolate chip cookies.

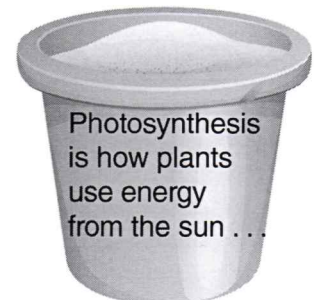
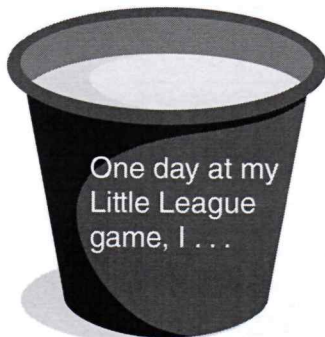
NAME: _____ DATE: _____

Directions: Do you like the food served at amusement parks? Write an opinion paragraph describing how you feel about amusement-park food. Include details to support your opinion.

Publishing
.....
Food

NAME: _____ DATE: _____

Directions: Place a check mark by each sand pail that could most likely be from a personal narrative. Draw an X through each sand pail that is most likely not part of a personal narrative.



Boost Your Learning!

A **personal narrative** tells a true story from your life. It uses words such as *me*, *my*, and *I*. It generally focuses on one small moment or event from your life. It has a beginning, a middle, and an end. It includes lots of details and descriptions. Sometimes it even has dialogue.

NAME: _____ DATE: _____

Directions: Read the paragraph. Circle the phrases that help you visualize the story and make you feel like you are there. Then, answer the question below.

It was a sweltering day in July. My mom decided to take my little sister and me to the nearby beach to escape the intense heat. We had already been to the beach many times that summer, but this time would be different. This trip to the beach would include our giant dog, Midi. She is a black Newfoundland. Newfoundland dogs are built for the water. They even have webbed feet! We knew Midi would love the ocean. We arrived at the beach and to our surprise it was not crowded. The parking lot was a ghost town. The tourists must have thought it was too hot to be outside. As soon as my mom opened the back of her car, Midi leapt out. Her tail was wagging wildly like a flag in high winds. She could not stay still no matter how many times my mom yelled, "Midi, sit!" Midi led the way, dragging my mom behind her through the scorching hot sand. My sister and I had to run as fast as we could to keep up and to keep our feet from burning. My sister and I ran straight into the refreshingly cold ocean. We turned around expecting Midi to join us only to find her digging a deep hole in the sand. When she was done digging, she jumped in the giant hole and curled up in a tight, but big, ball. I thought to myself, "What in the world is she doing?" I ran over to her. "Jeez! Don't you want to go swimming, Midi?" I asked as I tried to drag her giant furry body into the ocean. She would not budge. That is the day we learned our huge water dog was terrified of water!

1. How do you know this is a personal narrative?

Cursive Practice *abc*

Directions: Use cursive to write your favorite summer activity.



NAME: _____ DATE: _____

Directions: Underline the interjection in each line.

1. That baseball game was amazing! Wow!
2. Oh, that's where the beach ball went.
3. Good grief, this pool is crowded.
4. "Hooray!" I yelled. "I get to go to summer camp!"
5. Yes, that is definitely a mosquito bite.
6. "Hey, where did all the hot dogs go?" he asked.
7. I didn't miss the fireworks. Phew!
8. Argh, I lost one of my sandals.

**Directions:** Write two sentences that include interjections.

9. _____

10. _____

Boost Your Learning!

Interjections express emotions such as surprise, anger, pain, frustration, or joy. A comma or an exclamation point follows most interjections.

Example: Ouch! I just stubbed my toe on the boardwalk.

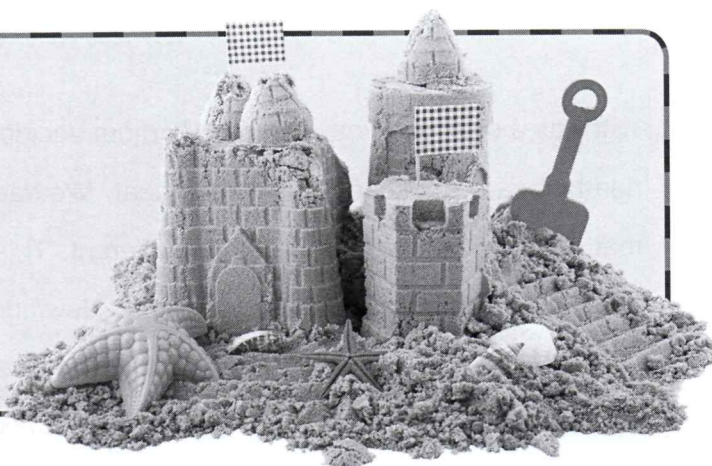


NAME: _____ DATE: _____

Directions: Think about grammar and punctuation. Read the list of common errors found in text. Then, correct any grammatical errors you find in each sentence.

Common Errors Found in Text

- misspelled words
- wrong or missing punctuation at the ends of sentences
- capitalization errors
- misplaced or missing commas



1. Do you want to go to the fair with me.
2. I love to eat, popcicles ice cream and frozen lemonaid in the summer.
3. we should go catch fireflies tonight!
4. They just left to dig for clams at the beech.
5. Yes I like to camp hike and fish.
6. All I want to do is sit by the ocean and read The Hunger Games.
7. I luv taking naps in a hammock?
8. Have you ever been to, florida.

Boost Your Learning! 🚀

Sometimes a good way to catch grammatical errors is to read the text from the bottom to the top. Start with the last sentence and work your way up. This way you will focus on the grammar and not the plot or main idea of the text.



NAME: _____ DATE: _____

Directions: Reread the paragraph. Think about what you learned this week. On another sheet of paper, write a review of the paragraph. Describe what you like and do not like about the narrative. Include suggestions on how the author could improve the paragraph.

It was a sweltering day in July. My mom decided to take my little sister and me to the nearby beach to escape the intense heat. We had already been to the beach many times that summer, but this time would be different. This trip to the beach would include our giant dog, Midi. She is a black Newfoundland. Newfoundland dogs are built for the water. They even have webbed feet! We knew Midi would love the ocean. We arrived at the beach and to our surprise it was not crowded. The parking lot was a ghost town. The tourists must have thought it was too hot to be outside. As soon as my mom opened the back of her car, Midi leapt out. Her tail was wagging wildly like a flag in high winds. She could not stay still no matter how many times my mom yelled, "Midi, sit!" Midi led the way, dragging my mom behind her through the scorching hot sand. My sister and I had to run as fast as we could to keep up and to keep our feet from burning. My sister and I ran straight into the refreshingly cold ocean. We turned around expecting Midi to join us only to find her digging a deep hole in the sand. When she was done digging, she jumped in the giant hole and curled up in a tight, but big, ball. I thought to myself, "What in the world is she doing?" I ran over to her. "Jeez! Don't you want to go swimming, Midi?" I asked as I tried to drag her giant furry body into the ocean. She would not budge. That is the day we learned our huge water dog was terrified of water!

This week I learned:

- the features of a personal narrative
- how to include interjections in my writing
- proofreading tips to help me catch grammatical errors



NAME: _____ **DATE:** _____

Directions: Think about your favorite vacation. What was your favorite part of that vacation? Fill out the graphic organizer based on your answer.

**Who (characters)****When and Where (setting)****Sensory Details****What I Thought****Beginning****Middle****End**

NAME: _____ DATE: _____

DATE: _____



Directions: Draft a narrative describing your favorite vacation. Include details about where you went, who you went with, and the events that occurred while you were on the trip. Use the graphic organizer on page 189 to help you.

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.

Remember!

A strong narrative paragraph:

- uses words such as *me*, *I*, and *my*
- is very descriptive and includes lots of sensory details
- includes a beginning, a middle, and an end

Cursive Practice *abc*

Directions: Use cursive to write the destination of your dream vacation.

NAME: _____ DATE: _____

Directions: How many interjections can you think of? List them in the Interjection Bank. Then, use interjections from the list to complete the sentences.

INTERJECTION BANK

1. _____ can I have another scoop of ice cream?
2. _____ I forgot my baseball glove.
3. _____ did you see that whale's tail?
4. _____ there's a giant spider under the picnic table.
5. _____ I hate burnt marshmallows.

Time to Improve!

Revisit your personal narrative about your favorite vacation memory on page 190. Did you include any interjections? If not, try to revise your narrative to include at least one interjection to add more detail and emotion.

NAME: _____ DATE: _____

Directions: Use the checklist to help you proofread and edit the paragraph.

Proofreading Checklist

- ☐ All words are spelled correctly.
- ☐ Each sentence ends in a period, a question mark, or an exclamation point.
- ☐ Proper nouns and the first word of each sentence are capitalized.
- ☐ There are no misplaced or missing commas.
- ☐ Quotation marks are used correctly.



I hate roosters! They are loud creepy and unpredictable. Last summer, my family and I took a trip to hawaii. Following a long hike through the lush, tropickal rainforest I took a restroom break. The restroom was a cold concreate room that looked like a prison cell. As I was washing my hands, I saw something move out of the corner of my l. It was a rooster! "Ahh. What is that thing doing in here!" I yelled. I turned to run out of the restroom only to find three more roosters staring at me. They were blocking my exit. Help! I screamed as loud as I could. "I'm trapped!" After an eturnity, the feathery fiends found there way out. I ran out of the structure only to find my entire family laughing hysterically. later that day I found out that my dad had herded those wild roosters into the restroom. He thought it would be funny. I was not amused then, and I am not amused now. I will get him back. Oh yes I will get him back.

NAME: _____ DATE: _____

Directions: Write a narrative describing your favorite vacation. Include details about where you went, who you went with, and the events that occurred while you were on the trip.



Publishing
.....
Vacation Memories



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: Driverless Cars

Day 1 (page 14)

Computer-controlled cars can magically steer and brake all by themselves! These futuristic cars are decked out with tons of special cameras and sensors. Thanks to this cool car, your hands and mind are now free to do other fun things.

Day 2 (page 15)

Smiley faces: It was freezing in the barren Nevada desert that winter morning, but I was sweating bullets. My hands were shaking like leaves in a blustery wind. The sleek chrome steering wheel calmly tilted side to side like a seesaw, but no one was holding it. "This car is like a spider. It has eyes everywhere!" laughed Mr. Cogs. "Some spiders can have up to 12 eyes. This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes," proudly proclaimed Mr. Cogs.

Day 3 (page 16)

1. metaphor
2. simile
3. simile
4. metaphor

Day 4 (page 17)

1. "Mr. Cogs, how does it know when to stop and when to go?" I asked. (Rule 2)
2. "This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes." (Rule 3)
3. "Plus, I don't see any eyes on this thing." (Rule 1)

Week 2: Smart Homes

Day 1 (page 19)

Possible answers include at least one piece of technology for each room in their smart home.

Day 4 (page 22)

1. Mr. Tech, how did you know I needed more milk?
2. First, I ask Mr. Tech to prepare my dinner. Next, I tell him to bake my dessert.
3. I can use my phone to control the window shades, lights, and air temperature.
4. Commas separate three or more items in a series.
5. Commas separate introductory elements.
6. Commas indicate a direct address.

Day 5 (page 23)

See Narrative Writing Rubric on page 210.

Week 3: Cone Snails

Day 1 (page 24)

explain; facts; guidebooks; inform; magazine articles; news stories; reasons and examples; research reports

Day 2 (page 25)

"It looks pretty." and "Don't pick it up!"; "They may be small." and "They are one of the most dangerous animals on Earth."; "It releases its venom." and "The toxins spread."; "The prey is paralyzed." and "It can't move to escape."; "There is no antivenin or cure." and "Doctors can help keep a patient alive until the venom wears off."

Day 3 (page 26)

1. but
2. or
3. so
4. and

Day 4 (page 27)

1. The aquarium has cone snails in a tiny saltwater tank, but you can't touch them.
2. The collector saved his money for a whole year, and he used it to buy a cone snail shell.
3. Scientists want to study cone snail venom, for they think it may cure cancer.
4. The tourist stepped on a cone snail, yet he lived to tell the tale.
5. The geographic cone snails are the most venomous, so it's a good idea to keep away from them.

Day 5 (page 28)

Example answers:

1. It looks pretty, **but** don't pick it up!
2. They may be small, **yet** they are one of the most dangerous animals on Earth.
3. It releases its venom, **and** the toxins spread.
4. The prey is paralyzed, **so** it can't move to escape.
5. There is no antivenin or cure, **but** doctors can help keep a patient alive until the venom wears off.

ANSWER KEY *(cont.)*

Week 4: Blue-Ringed Octopuses

Day 1 (page 29)

They are found in Japan and Australia.; Their skin is gray, yellow, or tan with light blue rings.; When they are threatened, the rings on their skin turn bright blue.; They are about the size of golf balls.; They use a powerful poison to paralyze their prey.

Day 4 (page 32)

Example answers:

1. The blue-ringed octopus is shy, **but** it will attack if it is provoked.
2. The venom attacks the nervous system, **and** it paralyzes the victim.
3. There is no antivenin for the toxin, **yet** doctors can save your life.
4. They are found in the ocean, **but** only in Japan and Australia.

Day 5 (page 33)

See Informative/Explanatory Writing Rubric on page 209.

Week 5: Yeti

Day 1 (page 34)

Yetis are the most interesting creatures in the world.; Books on yetis are fun to read.; Yetis' eyes are scary.; Yetis have too much hair.; The Loch Ness Monster is cooler than the yeti.

Day 2 (page 35)

Example answers:

I believe! I think that yetis are real. Many people have seen these mythical monsters walking around in the Himalayas. Mysterious footprints have also been found in that mountainous region. I think those footprints belong to yetis. Furthermore, people have been talking about yetis for a very long time. Yeti lore dates back to 326 B.C.E. Back then, Alexander the Great demanded that his people bring him a yeti. Unfortunately, they were unable to find one for their king. I think this is because yetis are intelligent. They are good at hiding and are clever hunters. This is why no one has captured a yeti yet. **Additionally, I believe yetis are shy.** They do not want to be discovered. They do not trust humans. This explains why we do not see them very often. **However, just because we don't see them doesn't mean they don't exist. We must be patient and observant.** Then, we will get to interact with yetis soon enough. **I think if we are nice to them, they will be nice to us. I firmly believe yetis do exist.**

Day 3 (page 36)

Example answers:

1. People should not be allowed to climb Mount Everest.

Opinion: I believe people should not be able to climb Mount Everest.

Reason: I think it is dangerous, and people could get hurt.

2. It is okay to hunt wild animals.

Opinion: I believe people should not hunt wild animals.

Reason: I think it is mean, and there is enough food that they do not need to hurt innocent animals.

3. Yetis do exist.

Opinion: I believe yetis are make-believe.

Reason: I think yetis are fake because no one has ever taken a real picture of one.

Day 4 (page 37)

Example answers:

In my opinion, yetis are frightening. We do not know much about them. **However**, many yetis have shown up in books, movies, and television shows. These yetis scare me. **To begin with**, they are very large with enormous feet. They are covered in messy, white hair.

Furthermore, they have bright red eyes. Fictional yetis are frightening in other ways. **Specifically**, they have an extremely eerie walk. Their long limbs lumber through the forest. **Lastly**, these yetis are usually shown hurting people or animals. **In conclusion**, I believe yetis are terrifying!

Day 5 (page 38)

Student answers will vary but may include such things as there is no clearly stated opinion in the beginning of the paragraph, there are no transitional words, and the organization could be improved, but the author does provide reasons for his opinion and includes details.

ANSWER KEY *(cont.)*

Week 6: Loch Ness Monster

Day 3 (page 41)

I believe a monster lurks in the depths of Loch Ness. Underlined sentences will vary.

Day 5 (page 43)

See Opinion Writing Rubric on page 208.

Week 7: Haunted Houses

Day 2 (page 45)

1. scary monsters
2. scared of the dark
3. loud noises

Day 4 (page 47)

1. extremely
2. believe
3. frightened
4. furious
5. shrieked
6. enormous

Week 8: Trick or Treating

Day 1 (page 49)

Example answers:

Pros: you have fun with friends, you get free candy, you can wear costumes

Cons: candy is not healthy, being out late can be dangerous, eating too much candy can cause cavities

Day 3 (page 51)

Example answers:

1. Delete repetitious phrases.
2. Combine sentences.
3. Delete excessive synonyms.

I trick or treated until midnight, and I was exhausted.

Day 4 (page 52)

Example answers:

candy: treats, sweets, chocolates; **party:** gathering, festivity, celebration, bash, event; **night:** nighttime, dark, witching hour, bedtime, twilight; **scary:** terrifying, frightening, creepy, bloodcurdling; **fun:** enjoyable, pleasurable, cool, amusing, entertaining; **cold:** frigid, frosty, chilly, crisp, freezing

Day 5 (page 53)

See Opinion Writing Rubric on page 208.

Week 9: Campaigning

Day 1 (page 54)

A candidate must convince the voters that he or she is the best person for the job.; There are two main political parties: the Democratic Party and the Republican Party.; Candidates take part in debates to discuss important issues.; Candidates use buttons and slogans to get people to remember their names.; Every four years on Election Day, people vote for the next president of the United States.; Candidates travel all across the country to give speeches.; The National Conventions are an important part of the election process.

Day 2 (page 55)

Homework is hard work, too.; I think math is the hardest, but I guess it is not as hard as campaigning.; I love the Internet.; It's cool to see what sport stars and movie stars have to say on it.; I like flat screen TVs.; I think they're really cool.; I also like 3-D TVs.

Day 3 (page 56)

Example answer:

The author could have included information about the two parties. Then, the author could have clarified what a primary election is and how it works. The author could have explained what a fund-raiser is and defined lobbyists. The author could have included examples of the "other things" campaign money is used for. Finally, the author could have stated the date of Election Day.

Day 4 (page 57)

1. Congress must follow the rules written in the U.S. **Constitution.** (Rule 5)
2. The Lincoln **Memorial** is located in Washington, D.C. (Rule 4)
3. President Andrew Jackson was also known as "**Old Hickory**". (Rule 1)
4. Did you know **President** Franklin Roosevelt won four presidential elections in a row? (Rule 2)
5. Barack Obama was the nation's first **African American** president. (Rule 3)

Day 5 (page 58)

Example answers:

The author could explain why candidates need to know about current events and U.S. history. The author could include examples of current events or U.S. history that candidates should know for a debate. The author could have included specific examples of debates from history. The author should have stayed on topic and not talked about baseball. The author needs to capitalize "United States" and "Americas."

ANSWER KEY *(cont.)*

Week 10: Voting

Day 1 (page 59)

Fill out your ballot carefully.; Study the candidates and their platforms.; Go to your local polling place and sign in.; You must register to vote before you can vote in an election.; Cast your ballot by dropping it in a ballot box or pressing a button on a machine.

Day 4 (page 62)

1. **Everyone** who is 18 or older and is an **American** citizen has the right to vote. **That** is what it says in the **United States Constitution**. **Yet**, year after year, many people do not vote. **They** do not even vote for the president!
2. **Did** you know that **Teddy Roosevelt** was shot while on the campaign trail? **He** was giving a speech when someone shot him in the chest. **He** did not stop his speech, but he did not win the election either. **Not** enough people voted for him.
3. **Many** people think **Hillary Clinton** was the first woman to run for president of the **United States**, but this is not true. **The** very first woman to try was **Victoria Woodhull**. **She** tried to become president before the **Nineteenth Amendment** was passed. **That** means women could not even vote when **Woodhull** ran for office!

Day 5 (page 63)

See Informative/Explanatory Writing Rubric on page 209.

Week 11: Cliff Camping

Day 2 (page 65)

steep, jagged, swirls, painful, anxious, “click, snap, clack,” nervous, rough and gritty, trembling, sweat dripping, muddy paste, sticks, rugged, ache, deafening wind, whips, beating furiously, tiny particles, crunchy and sharp, Yuck, fear, focus, numb, worn out, never-ending

Day 3 (page 66)

The idioms should be matched up as follows:

- at the drop of a hat—without any hesitation
- best of both worlds—having all the advantages
- every cloud has a silver lining—be optimistic
- cut corners—doing something badly to save money
- cross that bridge when you come to it—deal with a problem when it becomes necessary
- once in a blue moon—happens rarely
- last straw—the final problem in a series of problems
- a penny for your thoughts—a way of asking what someone is thinking

Day 4 (page 67)

1. hooked
2. screamed
3. climb
4. will be
5. choose
6. present
7. future
8. past
9. present
10. past

Week 12: Skydiving

Day 4 (page 72)

I smack the ground like a ton of bricks. The air leaves my lungs, and I **roll** onto my back. The colorful parachute gracefully **falls** around my aching body. I **catch** my breath as my eyes slowly focus on the plane high in the distant sky. I try to sit up, but I’m trapped! I am tangled in a maze of parachute chords. I **turn** and twist for a few seconds, but I have no energy left. I give up the struggle and let my muscles relax. I feel the moisture from the ground **start** to soak through my jumpsuit. The grass **begins** to make my fingers itch at the same time as a sneeze builds in my stuffy nose. I **look** into the gleaming blue sky. I finally realize what I have done. I **jumped** out of the plane!

Day 5 (page 73)

See Narrative Writing Rubric on page 210.

ANSWER KEY *(cont.)*

Week 13: The Mars Rover

Day 1 (page 74)

Characters: Serena, Miss Jemison, Miss Tan, Mr. Manning

Setting: Jet Propulsion Laboratory (JPL) in California

Problem: Serena is not interested in space but has to write a newspaper article on the Mars rover *Curiosity*.

Event 1: Serena tours JPL with her teacher.

Event 2: Serena visits the control room for the rover *Curiosity*.

Event 3: Serena learns about Mars and *Curiosity*.

Solution: Serena witnesses a new discovery being made about Mars and becomes very interested in space.

Day 2 (page 75)

"You're going to love this, Serena!" said Miss Jemison, the sponsor of the school newspaper.

"I'm not so sure, Miss J. Space bores me," the fifth grader said. The two stood in front of a large black sign. On the left side of the sign were three large, red letters: JPL. A blue NASA logo decorated the right side. A young woman walked over and introduced herself.

"Hello, my name is Ms. Tan. I am an engineer on team *Curiosity*. I'll be your guide today."

"Ms. Tan, what does JPL stand for?" inquired Serena with her pen ready to write the answer in her notebook. She wasn't over the moon about this assignment, but she was determined to write a great article for the school paper.

"It stands for Jet Propulsion Laboratory. Please follow me and we can begin our tour." As they walked through the building, Ms. Tan explained that *Curiosity* is a rover that is currently exploring Mars. She described the years of hard work and planning it took to develop *Curiosity*.

"This is our control room for *Curiosity*," said Ms. Tan.

"You are just in time!" said Mr. Manning, the chief engineer. "We just made a huge discovery! We found out that the Red Planet is actually blue!"

"What do you mean?" Serena asked Mr. Manning.

"Well, *Curiosity* drilled a hole on Mars's surface. It studied the soil sample in its onboard lab and sent us the results. The soil is blue!" said Mr. Manning.

Ms. Tan chimed in, "So Mars is a blue planet covered in red dust! How cool is that?"

Serena looked around beaming. "So cool! So, Ms. Tan, how does a girl become an engineer?" All of a sudden, Serena was very interested in space.

Day 3 (page 76)

1. whispered
2. groaned
3. hissed
4. giggled
5. yelled

Day 4 (page 77)

1. "*Curiosity* has a high-powered magnifying glass onboard," explained the engineer.
2. I asked, "Does the rover run on batteries?"
3. The commander yelled, "The rover has landed on Mars!"
4. "Will you be sending any more rovers to the planet?" I asked.
5. "Will we ever send a rover to another planet?" I wondered.
6. I asked the engineer, "What was your favorite subject in school?"
7. "I don't want to leave the space museum," moaned the child.
8. "Houston, we have a problem," radioed the astronaut.

Week 14: The Orion

Day 3 (page 81)

Possible synonyms include: laughed, stammered, mocked, gasped, yelled, screamed, snapped, and whispered.

Day 4 (page 82)

1. "Sally, we're almost there! Come quick and see," shouted Marco.
2. Sally squealed, "**It's** so exciting. Only 264 days later and there it is!"
3. "I can't believe all the dust we are turning up," declared Marco.
4. "The landing gear is down, right?" asked Sally, a little worried.
5. Marco checked the screen and replied, "Yes, we are ready for landing."
6. "Oh, no! What's that noise?" cried Sally.
7. Marco yelled, "**It's** an alarm! There's a crater in our landing zone."
8. "Don't panic! I know how to fix this," Sally stated calmly.
9. "You did it! The alarm stopped! Great work, Sally!" cheered Marco.
10. Sally proudly proclaimed, "No, we did it! We just landed on Mars!"

Day 5 (page 83)

See Narrative Writing Rubric on page 210.

ANSWER KEY *(cont.)*

Week 15: Atlantis

Day 1 (page 84)

This quotation should have a check mark: "... there occurred violent earthquakes and floods, and in a single day and night ... the island of Atlantis was swallowed up by the sea and disappeared ..."—Plato, *Timaeus*

Day 4 (page 87)

1. Have you ever seen the animated movie The Journey to Atlantis?
2. The cover art for Christina Balit's book, Atlantis: The Legend of a Lost City, is beautiful.
3. If I ever write a book about Atlantis, I'm going to include a chapter called "Gold Galore."
4. "Amor in Atlantis" is a poem about finding love in the ancient civilization.
5. My teacher asked me to write a short story about Atlantis, so I wrote "The Search for the Sunken City."
6. The book Atlantis Rising should be underlined rather than in quotation marks.

Week 16: Amelia Earhart

Day 1 (page 89)

Amelia Earhart disappeared in 1937 while flying around the world.; Earhart was the sixteenth woman to receive a pilot's license.; The United States spent \$4 million trying to find Earhart after her plane went missing.; Earhart attended different flying schools.

Day 4 (page 92)

1. underline it
2. use quotation marks
3. use quotation marks
4. underline it
5. use quotation marks
6. underline it
7. use quotation marks

Day 5 (page 93)

See Informative/Explanatory Writing Rubric on page 209.

Week 17: Nutrition

Day 1 (page 94)

Clearly state your opinion in the first sentence; Support your opinion with reasons; Support your reasons with details and examples; Restate your opinion in the last sentence.

Day 2 (page 95)

1. Young children should eat only healthy foods.
2. Keeps them healthy, improves brain development, and develops healthy habits.

Day 3 (page 96)

- Transitional words help provide reasons: first; another reason; to start with; most importantly; second; next; one last reason
- Transitional words help provide examples and details: for example; specifically; in other words; in particular; moreover; additionally
- Transitional words signal a conclusion: in conclusion; finally; to summarize

Day 4 (page 97)

Across

2. brain
6. vitamins
7. vegetables
8. overweight

Down

1. cavities
3. fruits
4. diabetes
5. diet

Day 5 (page 98)

I believe young children should eat only healthy foods. A healthy diet will help keep children healthy. They will be less likely to be overweight. **For example**, healthy foods provide children with energy to exercise and participate in sports. **Additionally**, children will have stronger immune systems, so they will not get sick as often. They will be better equipped to fight off infections, such as the common cold. There is less of a chance that children will suffer from **diabetes** and heart disease if they eat healthy foods. **In fact**, even their teeth will be healthy because they may have fewer **cavities**. Another benefit of a healthy diet for children is **brain** development. Studies show that children who eat healthy **proteins**, such as eggs, can **concentrate** better. Leafy green foods, such as spinach and kale, are full of vitamins and can help new brain cells grow. **Moreover**, children can improve their memory skills by eating foods low in sugar and high in fiber, such as cauliflower. **Lastly**, children who eat healthy foods form good eating habits. They are more likely to choose fruits and vegetables over sweet treats as they get older. Their healthy habits stay with them as they grow. **Nutritional** food will help children become strong, healthy adults. In conclusion, I believe children should eat only healthy foods.

ANSWER KEY *(cont.)*

Week 18: Exercise

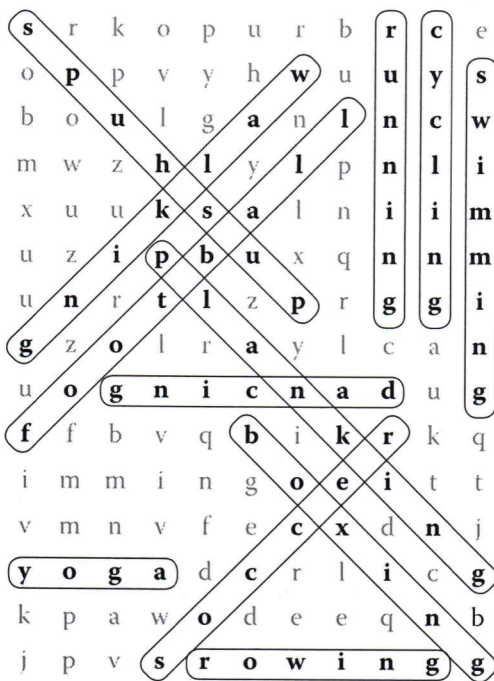
Day 1 (page 99)

Example answers: running, jogging, walking, power walking, weight lifting, soccer, football, swimming, dancing, yoga, sit-ups, pushups, planking, cross-fit, boxing, cycling, rowing.

Day 3 (page 101)

1. **First**—indicates order
2. **Furthermore**—expands on an idea
3. **For example**—provides an example
4. **In conclusion**—provides order

Day 4 (page 102)



Day 5 (page 103)

See Narrative Writing Rubric on page 210.

Week 19: Montgomery Bus Boycott

Day 3 (page 106)

- E. activist
- D. boycott
- A. civil disobedience
- H. civil rights
- I. desegregate
- C. illegal
- F. integrated
- G. protest
- B. segregation

Day 4 (page 107)

1. In 1954, the **Supreme Court** ruled that **segregation** in schools was illegal.
2. In 1960, four **African American** college students took part in a peaceful **sit-in protest** at a **Woolworth's** department store.
3. More than 200,000 people attended the **March on Washington** on **August** 28, 1963.
4. In 1964, **Dr. Martin Luther King Jr.** was awarded the **Nobel Peace Prize** for encouraging and using a nonviolent approach in the struggle for **civil rights**.
5. Did you know that **President** Eisenhower told the governor of **Arkansas** not to interfere with the **desegregation** of **Little Rock Central** High School?

Day 5 (page 108)

Capitalization corrections (in order): December, boycott, Montgomery, law, Parks, law, boycott, Montgomery, boycott, boycott, law, law, Parks's

Week 20: March on Washington

Day 3 (page 111)

All pictures will vary.

discriminate—to treat unfairly because of race

equality—the state of being equal

speech—using spoken words to express thoughts in front of a group of people

tolerance—sympathy and acceptance of habits, feelings, or beliefs that are different from one's own

unity—the quality of being one

Day 4 (page 112)

Example answers:

protest—March on Washington

activist—A. Philip Randolph

memorial—Lincoln Memorial

monument—Washington Monument

leader—Dr. Martin Luther King Jr.

president—President John F. Kennedy

place—Washington, D.C.

month—August

country—United States of America

Day 5 (page 113)

See Informative/Explanatory Writing Rubric on page 209.

ANSWER KEY *(cont.)*

Week 21: George Washington

Day 1 (page 114)

Opinions

Washington was the best president the United States has ever had.; Washington was a handsome man and a good leader.; Washington made many poor decisions as commander of the Continental Army.; Washington was a hero to many Americans.

Facts

Washington became a land surveyor when he was 16 years old.; Washington was part of the Continental Congress.; Washington was elected as the first president of the United States.; Washington lived at Mount Vernon with his wife, Martha.

Day 2 (page 115)

George Washington was a great leader. He **is** elected the first president of the United States in 1789. He took the job very seriously. Washington was skillful and smart. He **helps** make the young country strong. He defined the different roles of president, many of which we still have today. Washington **does** such a great job as president that he was re-elected in 1793. After eight years as president, he respectfully resigned. Washington was also a great leader during the Constitutional Convention. In 1787, he was chosen to run the meeting. His peers greatly respected and trusted him. During the convention, Washington helped create a new form of government. He also **helps** create the Constitution. Washington **is** also a great leader in the American Revolution. He was named commander of the Continental Army in 1775. During the war with Great Britain, he **trains** his men and made his army stronger. Washington **relies** on experience. He made smart decisions during the long war and won many battles. In 1781, Great Britain surrendered. Washington **leads** America to victory and independence. George Washington was known as "The Father of Our Country" because he was a great leader.

Day 3 (page 116)

- also: furthermore, moreover, plus, additionally
- brave: heroic, daring, gallant, fearless, courageous
- create: build, set up, start, plan, produce, establish
- great: valuable, wonderful, excellent, marvelous
- help: aid, benefit, guide, support, advise, use
- important: critical, vital, significant, meaningful
- leader: commander, captain, head, director, chief
- respect: honor, admire, esteem, appreciate
- smart: brilliant, resourceful, sharp, wise, genius
- strong: firm, forceful, able, active, steady, tenacious

Day 4 (page 117)

1. George married Martha, and they **lived** at Mount Vernon.
2. Washington was part of the First Continental Congress, which **decided** that the colonies would no longer buy supplies from Britain.
5. Washington tricked Cornwallis by pretending that his army **was** camping in the North.
6. Washington **believed** that the country had to have a strong government to be powerful.
7. One time, Washington **became** upset with Congress because they took too long to make laws.

Day 5 (page 118)

Students' notes may include organizing the paragraph in chronological order and fixing the incorrect verb tenses.

Week 22: Abraham Lincoln

Day 3 (page 121)

1. loved
2. intelligent
3. believe
4. brief
5. devastated

Day 4 (page 122)

1. B
2. E
3. A
4. R
5. D

Riddle: beard

Day 5 (page 123)

See Opinion Writing Rubric on page 208.

ANSWER KEY *(cont.)*

Week 23: Lois Lowry

Day 1 (page 124)

Lowry had always wanted to be a writer.; Lowry's first novel, *A Summer to Die*, was published in 1977.; Lowry's real name is Cena Ericson Hammersberg, but it was changed to Lois Ann shortly after she was born.; When she was 13 years old, Lowry's father gave her a typewriter.; Lowry's novel *The Giver* is told from the point of view of Jonas, an 11-year-old boy.; Student answers will vary, but students should note that they did not place check marks next to the sentences that stated opinions.

Day 3 (page 126)

That same year Lowry met the famous writer Stephen King.; They have been friends ever since.; King has sold over 350 million books.; The medal is named after the 18th century British bookseller named John Newbery.; It is given to the best American children's book each year. Students should explain that they deleted the sentences about Stephen King and John Newbery because they were off topic and contained unnecessary information.

Day 4 (page 127)

1. and
2. or
3. then
4. than
5. nor
6. but also

Day 5 (page 128)

neither/nor; Not only/but also; either/or

Week 24: J.K. Rowling

Day 1 (page 129)

Students may organize facts in categories: Early Years, Early Writing Career, After Harry Potter Was Published

Day 3 (page 131)

Jane Austen is one of her favorite authors.; She has made over \$1 billion on the Harry Potter series.; She has three children: Jessica, David, and Mackenzie.; She has written some books for adults.

Day 4 (page 132)

1. rather/than
2. neither/nor
3. if/then
4. both/and
5. not only/but also
6. either/or

Day 5 (page 133)

See Informative/Explanatory Writing Rubric on page 209.

Week 25: Heat Waves

Day 1 (page 134)

baking; blazing; blistering; burning; dry; hot; humid; steamy; sticky; sweaty

Day 2 (page 135)

I had checked today's weather forecast on my app last night. It warned that it would be hot with temperatures over 100 degrees Fahrenheit (38 degrees Celsius). This dreaded heat wave was supposed to last for almost a week. I had never experienced a heat wave before. I knew it would be hot, but I had no idea just how hot. As I opened my front door, I felt as if I were stepping into an oven. The brisk breeze from my home's air conditioning shoved me, like an icy hand, into the stifling heat. The air **tasted dry and stale.** I coughed. My **eyes stung from the bright glare** of the sun. I blinked twice, giving them time to adjust. I could feel beads of sweat forming on my forehead and running down my temple. I reached back to close the door behind me. As I wrapped my hand around the door handle **I could feel the flesh in the palm of my hand sear against the burning metal. I shrieked in pain and moaned aloud,** "It's only 8 A.M.! How is it this hot already?" I had to walk one mile to reach the community pool. The thought of jumping into that **refreshing icy cool water** propelled me forward. I felt like a nomad crossing an urban desert. With each slow step I took, a new layer of sweat poured from my body. Would I ever make it to the pool?

Day 3 (page 136)

1. bullets and sweat (metaphor)
2. I and melting ice cream cone (simile)
3. pool and zoo (metaphor)
4. feet and eggs frying (simile)
5. place and sauna (metaphor)
6. asphalt and lava (simile)
7. car and furnace (metaphor)

Day 4 (page 137)

1. It's too hot out; I can't leave the house today.
2. The heat was horrible; I could barely breathe.
3. I was suffering from heat exhaustion; I felt dizzy and achy.
4. I was incredibly thirsty; I drank a whole water bottle in ten seconds.
5. It was very hot in the restaurant; I had to use a fan to keep cool.

ANSWER KEY *(cont.)*

Week 26: Blizzards

Day 3 (page 141)

Example answers:

1. I am as brave as a lion.
2. I am as cold as ice.
3. Life is like a roller coaster.
4. I eat like a bird.
5. The snow blanketed the hill.
6. The weatherman is a chicken.
7. The clouds are balls of cotton.
8. The stars are like sparkling diamonds.

Day 4 (page 142)

1. I was freezing, so I ordered hot chocolate.
2. Since you can't go skiing, do you want to watch TV with me?
3. It's difficult to see out the window; there's too much snow.
4. I need to walk the dog, but it hasn't stopped snowing.
5. I shoveled snow for hours; I am tired and sore.
6. If I cover the plants tonight, they won't freeze.

Day 5 (page 143)

See Narrative Writing Rubric on page 210.

Week 27: Robert Frost

Day 1 (page 144)

1. inform
2. entertain
3. persuade
4. persuade
5. entertain
6. entertain
7. inform
8. persuade
9. inform
10. persuade

Day 2 (page 145)

Example answer:

The author's purpose is to persuade the reader to read Robert Frost's poem. The author gives three reasons for the reader to read the poem: it uses simple words and rhymes, it has a powerful set of lines at the end of the poem, and it has multiple meanings that are worth discovering.

Day 3 (page 146)

Student answers will vary for questions 1–4, but may include:

1. whimsical: practical, boring, common, reasonable
2. complex: simple, easy, clear, plain
3. dull: active, witty, bright, exciting, smart
4. riveting: boring, dull, uninteresting, tiresome
5. C. amateur
6. D. wavering
7. A. pessimistic
8. B. straightforward

Day 4 (page 147)

1. **Have** you ever read the poem "The Road Not Taken"? Well, **you** should!
2. Did you know that Robert **Frost** is my favorite **poet**?
3. "The **Road Not Taken**" is one of Robert Frost's most popular poems.
4. I find **poetry** difficult to understand sometimes, but I still love it.
5. Oh, no! I can't find my favorite book of **poems**. Help me!
6. What other poets do you like besides Robert Frost?
7. Frost's poem titled "**The Freedom of the Moon**" is my new favorite.
8. It took **Frost** more than 20 **years** to become a successful **poet**.

Day 5 (page 148)

1. Student underlines will vary.
2. Student responses will vary but should include specific details as to what the author could have done differently to make his or her opinion more persuasive.

ANSWER KEY *(cont.)*

Week 28: Emily Dickinson

Day 3 (page 151)

seldom—often
peaceful—violent
vivid—dull
exhilarating—boring
numerous—few
immense—tiny
deprive—provide
absurd—reasonable

Day 4 (page 152)

Emily Dickinson was born on **December** 10, 1830. She grew up in **Amherst**, Massachusetts. As a young girl, Dickinson enjoyed nature walks. **She** collected flowers and pressed them in **books**. She spent a lot of time in her family's garden tending to the flowers. Dickinson also went to church activities and dances. But one of her most beloved activities was writing **poetry**. Dickinson began writing poems at a young age. Yet, she rarely shared her poems with anyone. Dickinson was painfully shy. As she grew older, **she** became even more shy and reclusive. Although she seldom left her home, Dickinson's imagination supplied her with tons of ideas for her **poetry**. After Dickinson passed away at the age of 55, her sister found a drawer full of Dickinson's work. She had written over 1,700 poems! Can you imagine writing that many poems?

Day 5 (page 153)

See Opinion Writing Rubric on page 208.

Week 29: Recycling

Day 1 (page 154)

Example answer:

1. Lizzie's description is more helpful because it is more detailed and insightful. It tells a lot about her, which would make it easier to write a story about her.

Day 3 (page 156)

1. Don't judge a book by its cover.
2. Practice makes perfect.
3. There's no place like home.
4. Like father like son.
5. A stitch in time saves nine.
6. Out of sight of mind.
7. An apple a day keeps the doctor away.
8. Honesty is the best policy.

Day 4 (page 157)

1. Actually, I recycle as many items as I can.
2. Although he remembered to recycle the aluminum cans, he forgot to recycle the plastic bags.
3. Because the bag had a hole in it, all of the plastic bottles fell out.
4. Before I could go to the recycling center, I had to charge my electric car.
5. If you recycle aluminum cans, you need to rinse them clean first.
6. Yes, the recycling center is just around the corner.
7. While I was waiting in line, the recycling machine broke.
8. Samuel, do you want to go to the recycling center with me?

Day 5 (page 158)

Example answers:

Lizzie **slowly** walked into the school cafeteria. She was dragging a giant, blue bin behind her.

"Hey Lizzie, is that your new lunchbox?" joked Leo **humorously**.

"No, it isn't. And technically speaking, it is a bin not a box. I'm hoping all the students will toss their cans and bottles in here instead of in the trash," replied a confident Lizzie.

"Busy Lizzie, always trying to save Earth one plastic bottle at a time," teased Leo while patting Lizzie on the head **kiddingly**.

The table full of fifth-grade boys nearby laughed at Leo's joke. One boy laughed so hard, he shot water out his nose.

"All jokes aside, if we don't start recycling more, we'll soon be living in heaping mounds of trash," stated Lizzie using her most serious voice. "It would be great if you could all start recycling here and at home."

"Some of us are too busy with basketball practice to be saving the planet, Lizzie," Leo said in his most serious voice (to mock Lizzie).

"Well, I've got to get to class. See you later, Leo."

"Why so early? Lunch isn't over yet," inquired Leo **quizzically**.

"Oh, you know, the early bird gets the worm!" shouted Lizzie as she left the cafeteria.

Little did Leo know that a local news reporter was waiting for Lizzie in her classroom. She was going to be featured on the nightly news for her efforts to save the planet.

ANSWER KEY *(cont.)*

Week 30: Saving Energy

Day 4 (page 162)

1. I; Although it is a good idea to put your computer to sleep, you would save more energy by turning it off.
2. I; Determined to save more energy, I bought more modern appliances.
3. C
4. I; Franklin, how are those new light bulbs working for you?
5. C
6. I; Yes, I think it is extremely important to save energy.
7. C
8. C

Day 5 (page 163)

See Narrative Writing Rubric on page 210.

Week 31: Tsunamis

Day 1 (page 164)

1. No
2. Yes
3. Yes
4. No
5. Yes

Day 2 (page 165)

1. It includes facts and content words. There is also a graphic.

Day 3 (page 166)

cells; climate; earthquakes; ecosystem; horizon; scientists; species; stars; tsunami

Day 4 (page 167)

- | | |
|--------------------|---------------|
| 1. tsunami | 5. volcano |
| 2. plate tectonics | 6. asteroid |
| 3. flooding | 7. earthquake |
| 4. ocean | 8. shoreline |

Correct: seismograph, Hawaii, wavelength, destruction

Day 5 (page 168)

Science-related words: ocean; Earth's crust; Earth; tsunamis; Earthquakes; continents; plate tectonics; crust; mantle energy; Volcanic; meteors; scientists

- | | |
|----------------|----------------|
| 1. continents | 6. explosions |
| 2. tectonics | 7. underwater |
| 3. mantle | 8. destroy |
| 4. collide | 9. mighty |
| 5. ocean floor | 10. scientists |

Week 32: Avalanches

Day 1 (page 169)

Avalanches are large amounts of snow that slide down mountains.; The word *avalanche* means "a snow slide"; The path of an avalanche has three parts: starting zone, track, and run out zone.; Loud noises do not always cause avalanches.; Many avalanches happen during or right after a storm.; Avalanches travel very fast.; Some mountain resorts start small avalanches to help avoid big avalanches.; Rescue dogs are used to help people who are trapped by avalanches.; Avalanches occur on steep slopes such as mountainsides.; Many things can cause avalanches, including wind and the weight of falling snow.; There are two main types of avalanches: loose-snow avalanches and slab avalanches.; People can start avalanches.; There are several ways to stay safe in avalanche areas, including carrying a shovel and wearing a radio beacon.

Day 3 (page 171)

1. dense
2. slab
3. vegetation
4. fracture
5. snowpack
6. terrain
7. slope
8. storm
9. hard freeze
10. hazard

Day 4 (page 172)

1. slope
2. terrain
3. fracture
4. vegetation
5. snowpack
6. hazard
7. dense
8. hard freeze

Day 5 (page 173)

See Informative/Explanatory Writing Rubric on page 209.

ANSWER KEY *(cont.)*

Week 33: Rides

Day 1 (page 174)

<i>New Medicines for Headaches</i>	doctors
<i>Photosynthesis</i>	science students
<i>Green Eggs and Ham</i>	children
<i>Teaching the American Revolution</i>	history teachers
<i>Car Engine Repair Manual</i>	auto mechanics
<i>A Guidebook for Hawaii</i>	tourists
<i>How to Train for a Marathon</i>	runners

Day 3 (page 176)

1. a million years
2. a ton of rides
3. I am dying
4. slower than a snail
5. In the blink of an eye
6. a mile long
7. the best idea ever
8. butterflies in my stomach

Day 4 (page 177)

1. Scared, dizzy, and sick is how I felt after going on that ride.
2. Next time we come, I need to wear comfortable shoes, a watch, and a jacket.
3. I can't decide if I want to drink ice-cold water, juice, or frozen lemonade.
4. It was a long day of eating food, riding rides, and waiting in line.
5. This place is more crowded than the mall, the museum, and the airport.
6. I can't decide if the log ride, swings, or roller coaster was my favorite ride.
7. My sister, brother, mom, and dad went with me to the amusement park.
8. Which do you like better: the amusement park, the beach, the water park, or the zoo?

Week 34: Food

Day 1 (page 179)

Formal: an essay for your teacher, a letter to the president of the United States, an email to your principal, a petition for your mayor

Informal: a text message to your best friend, a postcard to your cousin, a note for your parents, a story for your grandparents

1. formal
2. informal

Day 3 (page 181)

Example answers:

1. It's going to take me a long time to eat all this popcorn.
2. I'm very hungry and really want to eat.
3. I can smell churros from far away.
4. It took me forever to finish my dinner.
5. The plate of pasta weighed a ton.

Day 5 (page 183)

See Opinion Writing Rubric on page 208.

Week 35: Summer Activities

Day 1 (page 184)

On the last day of school, I . . . ; One day at my Little League game, I . . . ; The best summer day I ever experienced was . . . ; My favorite vacation happened last summer when I . . .

Day 2 (page 185)

Example answer: It is a personal narrative because it is a true story about an event in someone's life. The author uses words like *I* and *me* and includes lots of descriptions, details, and dialogue.

Day 3 (page 186)

1. Wow!
2. Oh,
3. Good grief
4. Hooray!
5. Yes,
6. Hey,
7. Phew!
8. Argh,

Day 4 (page 187)

1. Do you want to go to the fair with me?
2. I love to eat **popsicles**, ice cream, and frozen **lemonade** in the summer.
3. **We** should go catch fireflies tonight!
4. They just left to dig for clams at the **beach**.
5. Yes, I like to camp, hike, and fish.
6. All I want to do is sit by the ocean and read The Hunger Games.
7. I **love** taking naps in a hammock.
8. Have you ever been to **Florida**?

ANSWER KEY *(cont.)*

Week 36: Vacation Memories

Day 3 (page 191)

Example answers: oops; no; yes; phew; rats; ugh; hmm; hi; aww; hooray; please; shoot; wow; eek; eww

Day 4 (page 192)

I hate roosters! They are loud, creepy, and unpredictable. Last summer, my family and I took a trip to **Hawaii**. Following a long hike through the lush, **tropical** rainforest, I took a restroom break. The restroom was a cold **concrete** room that looked like a prison cell. As I was washing my hands, I saw something move out of the corner of my **eye**. It was a rooster! "Ahh! What is that thing doing in here?" I yelled. I turned to run out of the restroom only to find three more roosters staring at me. They were blocking my exit. "Help!" I screamed as loud as I could. "I'm trapped!" After an **eternity**, the feathery fiends found **their** way out. I ran out of the structure only to find my entire family laughing hysterically. **Later** that day, I found out that my dad had herded those wild roosters into the restroom. He thought it would be funny. I was not amused then, and I am not amused now. I will get him back. Oh yes, I will get him back.

Day 5 (page 193)

See Narrative Writing Rubric on page 210.

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.
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.
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.
Points	5	4	3	2	1	0

Total Points: _____

OPINION WRITING ANALYSIS

Directions: Record each student's rubric scores (page 208) 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 6	Week 8	Week 18	Week 22	Week 28	Week 34	Total Scores
Student Name							
Average Classroom Score							

INFORMATIVE/EXPLANATORY WRITING ANALYSIS

Directions: Record each student's rubric score (page 209) 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 4	Week 10	Week 16	Week 20	Week 24	Week 32	Total Scores
Student Name							
Average Classroom Score							

NARRATIVE WRITING ANALYSIS

Directions: Record each student's rubric score (page 210) 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 2	Week 12	Week 14	Week 26	Week 30	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>d</u> avid gobbled up the grapes.
/	lowercase symbol	My mother hugged Me when I came home.
◦	insert period symbol	The clouds danced in the sky ◦
sp ○	check spelling symbol	sp I (laffed) 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?

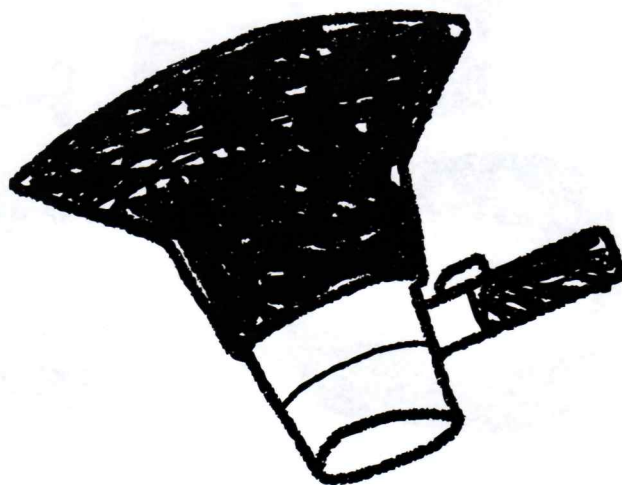
Incorporate a sentence or two that reflects on what you have written.

Have I used correct spelling, grammar, and punctuation?

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

Opinion Writing

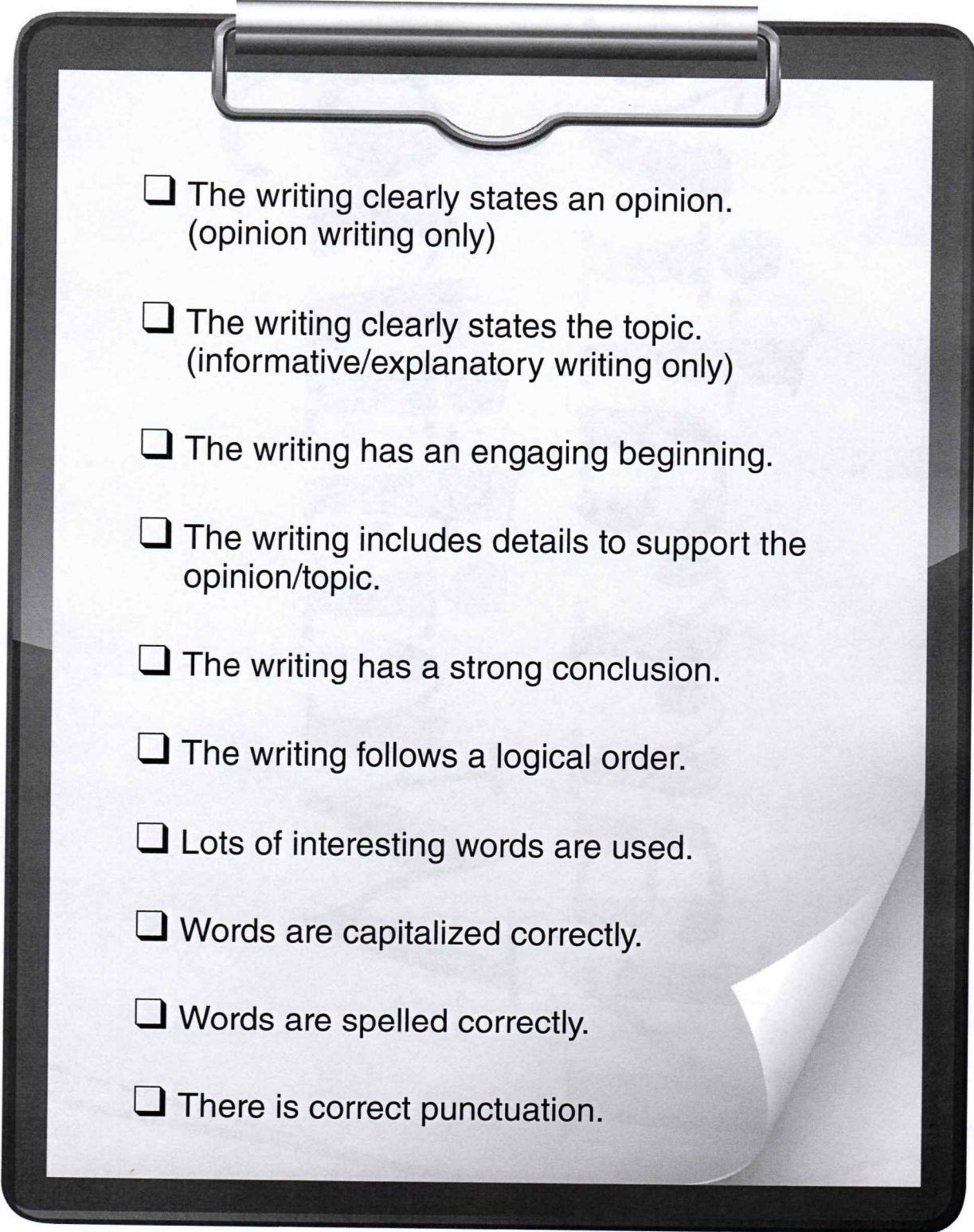
Informative/Explanatory Writing



Narrative Writing

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.

CONTENTS OF THE DIGITAL RESOURCE CD

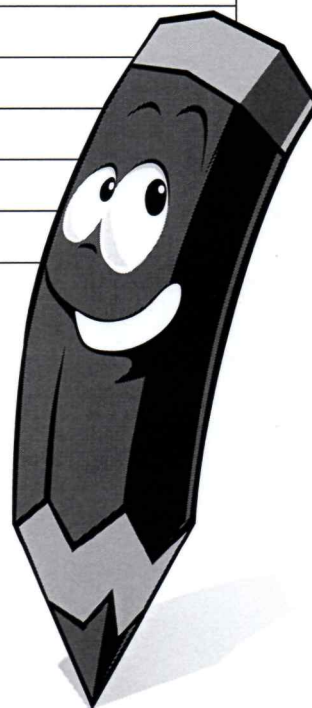
Teacher Resources

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



NOTES

PRACTICE - ASSESS - DIAGNOSE

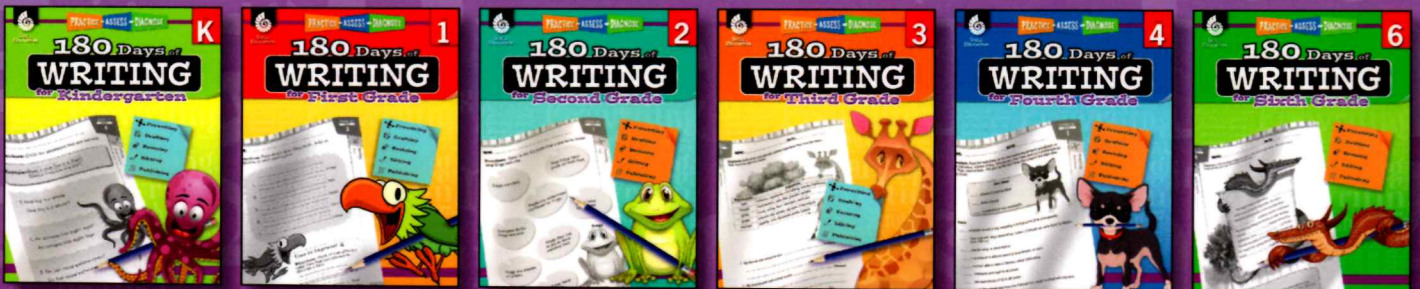
Provide quick and purposeful daily practice to build mastery with writing skills.

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:




**SHELL
EDUCATION**

