



# Language Arts Transparencies

Grade 6

Copyright © by Harcourt, Inc.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Permission is hereby granted to individuals using the corresponding student's textbook or kit as the major vehicle for regular classroom instruction to photocopy entire pages from this publication in classroom quantities for instructional use and not for resale. Requests for information on other matters regarding duplication of this work should be addressed to School Permissions and Copyrights, Harcourt, Inc., 6277 Sea Harbor Drive, Orlando, Florida 32887-6777. Fax: 407-345-2418.

STORYTOWN is a trademark of Harcourt, Inc. HARCOURT and the Harcourt Logo are trademarks of Harcourt, Inc., registered in the United States of America and/or other jurisdictions.

Printed in the United States of America

ISBN 10 0-15-354627-1

ISBN 13 978-0-15-354627-3

If you have received these materials as examination copies free of charge, Harcourt School Publishers retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited and is illegal.

Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.

 **Harcourt**  
SCHOOL PUBLISHERS

[www.harcourtschool.com](http://www.harcourtschool.com)

ISBN-13: 978-0-15-354627-3

ISBN-10: 0-15-354627-1



9 780153 546273

# Words with Short Vowels and Vowel Digraphs

---

## Spelling Words

- |             |              |             |            |
|-------------|--------------|-------------|------------|
| 1. absences | 6. chess     | 11. glimpse | 16. pulse  |
| 2. against  | 7. biscuit   | 12. nozzle  | 17. rapid  |
| 3. album    | 8. depth     | 13. feather | 18. snack  |
| 4. circuit  | 9. cabinet   | 14. plastic | 19. solve  |
| 5. bronze   | 10. drenched | 15. publish | 20. system |

<b>short <i>a</i></b>	<b>short <i>e</i></b>	<b>short <i>i</i></b>	<b>short <i>o</i></b>	<b>short <i>u</i></b>	<b>vowel digraphs</b>

The short vowel sound can be spelled with one vowel or two vowels that work together.

# Kinds of Sentences

---

<b>Sentence Type</b>	<b>What it Does</b>	<b>End Punctuation</b>
Declarative	makes a statement	period (.)
Interrogative	asks a question	question mark (?)
Exclamatory	expresses a strong feeling	exclamation point (!)
Imperative	gives a command	period (.) or exclamation point (!)

1. Olivia looked at Maude in awe.
2. Jack, are you all right?
3. My new bike is so fast!
4. Move to the front of the room.
5. Hold on tight!
6. I'm never going to tell another joke as long as I live
7. When the chef cut the onion, he had tears in his eyes
8. Don't you have anything to add to that, Maxie

# Interjections

---

- An interjection is a word or group of words that expresses a strong feeling.
- Capitalize an interjection that stands alone.
- Use an exclamation point after an interjection that stands alone.
- Use a comma after an interjection if it begins a sentence.

1. Oops!  
Oops, I dropped it!
2. oh boy  
oh boy that's hot
3. gosh  
gosh I'm tired
4. wow  
wow that truck is huge

# Mentor Text: Word Choice

---

from “Maxx Comedy: The Funniest Kid in America” by Gordon Korman

p. 33

The heavy metal ripped the hose clear off the compressor. Dense white mist hissed out of it, filling up the trailer like a fog.

Up front in the cab, Olivia was the first to notice the blinking red warning light on the dashboard. “What’s that, Daddy?”

“Uh-oh,” said Mario. “Refrigeration failure.” He pulled over to the shoulder and jumped out, hurrying to the passenger side to help his wife and daughter down from the big rig. The three rushed to the back of the trailer. Mario unhooked the latch and rolled up the cargo door.

- **Sensory words** describe how things look, sound, feel, taste, and smell.
- **Vivid words** are strong and energetic.
- **Precise words** describe objects exactly.

<b>Sensory Words</b>	<b>Vivid Words</b>	<b>Precise Words</b>
heavy	ripped	compressor

# Student Model: Narrative Composition

---

Brian rode his black ten-speed bike to soccer practice. He listened to the hum of the air through the spokes. He felt the cool air against his face. When he came to the corner of South and Maple, he clamped the brake lever hard to make the tires squeal. He grabbed a plastic bottle of juice from his backpack. He wanted to take a few gulps before the light changed. He unscrewed the cap. The bottle tilted, bobbed, and leaped out of his hand. Deep purple grape juice splashed across his white soccer uniform. He turned around and headed home to change his clothes.

<b>Sensory Words</b>	<b>Vivid Words</b>	<b>Precise Words</b>
black	grabbed	ten-speed

# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Think about a strange or unusual place where you have spent time. Write a composition describing the place and what you did there.

## DAY 2

### Writing Prompt:

The selection tells what happens when the Carmodys' car breaks down on the way to an important event. Think about a time when you had trouble getting somewhere. Now write a composition describing where you were and what happened.

## DAY 3

### Writing Prompt:

In the selection, Max dreams about performing his comedy routine at a talent contest. Think about a time when you performed or played a sport in front of an audience. Now write a composition describing where you were and what you did.

## DAY 4

### Writing Prompt:

In the selection, Max is embarrassed when he accidentally records cow sounds on his comedy tape. Think of a time when you felt embarrassed. Now write a composition telling where you were and what happened.

## DAY 5

### Writing Prompt:

In the selection, Max is pleasantly surprised when the owner of a comedy club asks him to perform. Think of a time when you were pleasantly surprised. Now write a composition telling where you were and what happened.

# Creating a Story Map

A fictional narrative begins with a plan of organization. These are the elements required for a story:

- First, the writer identifies the setting and characters.
- Next, the writer explains the problem or conflict.
- Then, the writer develops the plot in a series of events.
- Finally, the writer tells how the conflict was resolved.

## Characters

Andy—16, fearful  
Matt—18, seasoned camper  
Grandpa

## Setting

field on Grandpa's farm  
next to woods  
summer evening

## Conflict

While camping, Andy fears an attack by a wild animal.

## Plot Events

## Resolution

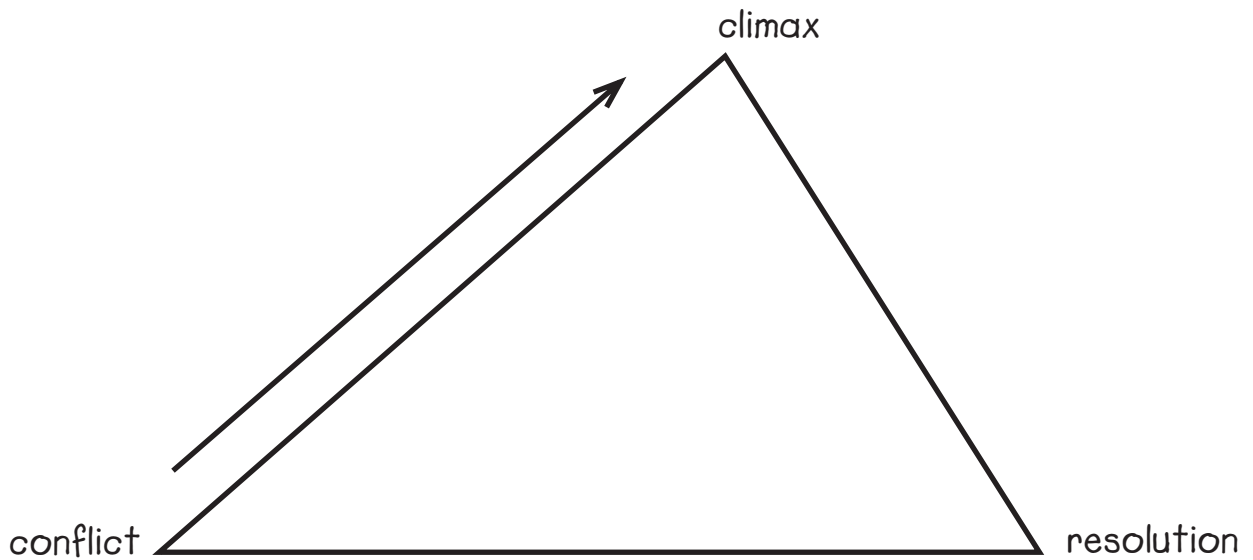


# Developing Conflict

---

The conflict increases, or becomes more involved, as the plot events unfold.

- The problem becomes more complicated or dangerous. The character(s) are more deeply involved in a struggle.
- Excitement or tension builds up to a climax, or high point.
- The problem or conflict is resolved.



# Writing Dialogue

---

**Dialogue** is the words characters say aloud. For dialogue, the writer should choose words that are natural to the characters and help show characters' personalities. Dialogue can also move the plot action along.

Set off characters' exact words using quotation marks (“ ”).

“Okay, boys,” Grandpa said cheerfully. “Don’t forget to put out your fire. I’ll just take this leftover food into the house. Don’t want to attract any bears!”

“G’night, Grandpa,” Matt called out. Andy waved but said nothing. He was worried.

## Writing Description

To describe characters, places, and actions, the writer should choose **vivid, precise words** and **unique imagery**.

As the boys sat by the fire, darkness crept over the field and fireflies twinkled like stars. The boys toasted marshmallows and then went to bed. But Andy’s mind raced. He wondered if mountain lions or bears lived in these woods.

Andy listened carefully to every noise. An owl hooted. Crickets chirped and frogs croaked in rhythm. Then Andy heard a rustling close by and a crackling of twigs. He was instantly wide awake. Something was walking in the campground, but what was it?

# Adding Details

Story details intensify the action and **create vivid mental pictures**. Try to find exactly the right word to report the action. Choose words that describe exactly how things look, sound, feel, taste, or smell. Imaginative comparisons can also add interest to your writing.

To improve your writing,

- elaborate by filling in details and expanding on ideas.
- add specific plot details to fill in story logic.
- add sensory details to clarify feelings and emotions.

As the boys sat by the fire, darkness crept over the field and fireflies blinked. The boys toasted marshmallows and **then went to bed**. But Andy's mind raced. He wondered if mountain lions or bears lived in these woods.

Andy listened carefully to every noise. An owl hooted. Crickets chirped and frogs croaked in rhythm. Then **Andy heard a rustling close by** and a crackling of twigs. **He was instantly wide awake**. Something was walking in the campground, but what was it?

## Elaboration:

They zipped themselves into their tents as they breathed in the cool summer night air. Andy heard Matt's snoring and knew he was asleep.

## Specific plot details:

The marshmallow bag—Matt must have left it outside! Andy shuddered at the thought.

## Sensory details:

Every inch of him listened intently. It seemed as though he could hear through his skin.

# Proofreading

---

## It Came From the Woods

It was a perfect Summer evening. Andy and his older brother Matt were camped out on the edge of Grandpa’s field, next to the forest. Their brite blue pup tents were pitched about fifteen feet out from the woods. Before them, a camp fire radiated warm light. With supper over, Grandpa helped the boys clean up and told tales of previous camping trips.

“Okay, boys, Grandpa said cheerfully. Don’t forget to put out your fire. I’ll just take this leftover food into the house. Don’t want to attract any bears!”

“G’night, Grandpa!” Matt called. Andy waved but said nothing. He is worried. Darkness was approaching, and he knew that many wild things hunted at night.

This was Andy’s first campout. Matt an Eagle Scout had taken several wilderness camping trips. As the boys sat by the fire, night crept over the field. And fireflies lit it up like wavering stars. Matt pulled a surprise out of his sleeping bag: marshmallows. The boys speered them on sticks and toasted them over the coals to a crispy brown. That made Andy feel better. “After all,” he thought, “Matt not worried.”

# Writing on Demand: Fictional Narrative

---

## Sample Prompt

Everyone has fears about facing some experiences. For example, many people are afraid of speaking or performing in front of a group.

Think about the experience that you fear most.

Write a narrative about a fictional experience involving your fear and how it affected the main character.

## Analyze the Prompt

1. What is the topic of the prompt?
2. Which words tell how to narrow the focus of the prompt?
3. Which words tell how to write about the topic?

### BUDGET THE TIME

Here's a good way to use 45 minutes:

Prewrite	= 10 minutes
Draft	= 25 minutes
Revise and Edit	= 10 minutes

# Words with Long Vowels and Vowel Digraphs

## Spelling Words

- |            |              |              |              |
|------------|--------------|--------------|--------------|
| 1. sneeze  | 6. conceited | 11. essay    | 16. approach |
| 2. arcade  | 7. entertain | 12. tomorrow | 17. globe    |
| 3. vacuum  | 8. quaint    | 13. coffee   | 18. polite   |
| 4. breathe | 9. aglow     | 14. stride   | 19. cubicle  |
| 5. belief  | 10. saying   | 15. easel    | 20. grief    |

The sound of <i>a</i> in <i>plate</i>	<i>/ā/</i> can be spelled <i>a-e, ai, ay</i>	
The sound of <i>e</i> in <i>free</i>	<i>/ē/</i> can be spelled <i>ee, ea, ie, ei</i>	
The sound of <i>i</i> in <i>mine</i>	<i>/ī/</i> can be spelled <i>i-e</i>	
The sound of <i>o</i> in <i>code</i>	<i>/ō/</i> can be spelled <i>o-e, oa, ow</i>	
The sound of <i>u</i> in <i>cube</i>	<i>/ū/</i> can be spelled <i>u,</i> <i>u-e, eu, uu</i>	

# Complete and Simple Subjects

---

- The **subject** of a sentence tells who or what the sentence is about.
- A **complete subject** includes all the words that tell whom or what the sentence is about.
- A **simple subject** is the main word or words in the complete subject. Sometimes the complete subject and the simple subject are the same.

1. The frightened little frog jumped onto the lily pad.      Simple Subject: *frog*  
Complete Subject: *The frightened little frog*
2. Lee writes extremely well.      Simple Subject: *Lee*  
Complete Subject: *Lee*
3. Rosie has climbed up a tree.
4. A cute yellow dog played in the yard.
5. The smartest kids with the best grades won prizes.
6. Go home right now!      Simple Subject: *you*  
Complete Subject: *you*
7. Pick up your clothes before dinner!
8. Mom is proud of me.
9. The notebook fell off the shelf with a thud.

# Complete and Simple Predicates

---

- A **complete predicate** includes all the words that tell what the subject is or does.
- A **simple predicate** is the main word or words in the complete predicate. Sometimes the complete predicate and the simple predicate are the same.

1. The whale jumped out of the water.      Simple Predicate: *jumped*  
Complete Predicate: *jumped out of the water*
2. The girl is a very good worker.
3. The tall tree towers over everything else in the yard.
4. A huge monster scared everybody away.
5. The angry young lion roars.      Simple Predicate: *roars*  
Complete Predicate: *roars*
6. The man in the green hat with a purple feather smiles.
7. The people listened.
8. The girl, who thought she couldn't write, wrote.



# Mentor Text: Word Choice

---

from "The Color of My Words" by Lynn Joseph

p. 60

On top of the gri gri  
I'm a strong, dark queen  
sitting on a throne  
of towering green.

I hold the leaves close  
as the wind blows past.  
I kiss the rain drops  
as the thunder blasts.

WORD CHOICE		
Sensory Words	Repetition	Rhyme
dark (sight)		queen/green

# Student Model: Lyric Poem

---

I love to sleep  
in my hammock  
with a soft, blue pillow.

I can smell  
the sweet smell  
of the blooming willow.

I can hear  
the deep croaking  
of a big, loud frog.  
Then I fall asleep  
and I sleep  
like a log.

## WORD CHOICE

Sensory Words	Repetition	Rhyme

# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Pretend you have just seen the moon for the first time. Write a poem about what it looks like and how it makes you feel.

## **DAY 2**

### **Writing Prompt:**

In the selection, a girl writes a story and reads it to a crowd of people. Think of a time when you performed for an audience. Now write a poem about what you observed and how you felt.

## **DAY 3**

### **Writing Prompt:**

Think about your favorite type of weather. Write a poem about an experience you had in your favorite type of weather. Describe what you did and how you felt.

## **DAY 4**

### **Writing Prompt:**

You just saw the first signs of autumn. Write a poem about what you saw and what it means to you.

## **DAY 5**

### **Writing Prompt:**

Have you ever thought a cloud looked like something else? Write a poem about clouds, how they look, and how you feel when you look at them.

# Words with Variant Vowels and Diphthongs

## Spelling Words

- |              |            |              |              |
|--------------|------------|--------------|--------------|
| 1. authentic | 6. awkward | 11. pound    | 16. booklet  |
| 2. launch    | 7. faulty  | 12. awesome  | 17. drowsy   |
| 3. boycott   | 8. applaud | 13. corduroy | 18. moisture |
| 4. turquoise | 9. jigsaw  | 14. shrewd   | 19. flaunt   |
| 5. withdrawn | 10. curfew | 15. soothing | 20. enough   |

Words containing the sound /aw/		Words containing the sound /oy/	
Words containing the sound /ew/	Words containing the sound /ow/	Words containing other sounds	

# Compound Subjects

---

- A **compound subject** is two or more subjects with the same predicate.
- If a compound subject is made of two subjects, use the word *and* to link them.
- If a compound subject is made of three or more subjects, use commas to separate them. You should also include the word *and* before the last subject.
- When a sentence has a compound subject, the verb and subject should agree in number.

1. Sam and Janet went to the store.
2. Sam, Janet, and Wendy bought milk and cookies.
3. My mother, my father, and my aunt rode the roller coaster.
4. The dog and the cat ate food from the table.
5. Matt, Susie, and you can be on my team.
6. Sandy played musical chairs at the party. Pat played musical chairs at the party.
7. Betsy and Rick eat cereal for breakfast every day. Their mother and their father eat cereal for breakfast every day.
8. Birds love sunflower seeds and squirrels love sunflower seeds and I love sunflower seeds.

# Compound Predicates

---

- A **compound predicate** is two or more predicates with the same subject.
- If a compound predicate is made of two predicates, use the word *and* or *but* to link them.
- If a compound predicate is made of three or more predicates, use commas to separate them. You should also include the word *and* or *but* before the last predicate.

1. Desiree hit a home run yesterday. Desiree struck out today.  
Desiree hit a home run yesterday but struck out today.
2. Luis counted to five. Luis opened his eyes, Luis looked for his hiding friends.  
Luis counted to five, opened his eyes, and looked for his hiding friends.
3. Bugs scare me. Snakes scare me. Barking dogs scare me.
4. Elephants can be found in Asia. Elephants are not native to Australia.
5. The plane took off from San Francisco. The plane flew for less than an hour. The plane landed safely in Los Angeles.
6. The hare and the tortoise raced. The hare learned who's faster. The tortoise learned who's faster.
7. Simon loved the book. Elizabeth loved the book. Simon hated the movie. Elizabeth hated the movie.
8. You really enjoy basketball and soccer. I really enjoy basketball and soccer. You and I hate football.

# Mentor Text: Voice

---

*from* “The Wright Brothers: A Flying Start” by Elizabeth MacLeod

pp. 87–88

The print shop was doing well, but the brothers wanted a new challenge. What to do next? Cycling was a growing sport, and Orville often competed in local races. (Wilbur preferred long rides in the country.) Friends were always asking the Wrights to repair their bicycles. So when they were in their early twenties, the brothers opened a bicycle shop called the Wright Cycle Company. They weren’t alone. More and more stores opened, and competition got tougher and tougher.

Business was slow. Wilbur thought again about going to college. He’d read and studied a lot while recovering from his accident, and his amazing memory retained most of what he read. But Orville convinced him to stay to help expand the bicycle business. Instead of just selling and repairing bicycles, they would also build them. That was just the kind of challenge Wilbur and Orville loved.

## VIEWPOINT WORDS AND PHRASES

- wanted a new challenge
- always asking
- tougher and tougher
- amazing memory
- the kind of challenge Wilbur and Orville loved

# Student Model: Personal Letter

---

654 Woodside Terrace

Anytown, USA 11111

October 5, 2008

Dear Grandma,

Mom said you're coming to visit in December, and I'm very happy about that. I look forward to playing lots of games with you again this year, including any terrific new ones you might decide to bring me (hint!). Not every kid is lucky enough to have such a fun-loving grandmother.

I'm sure Mom told you how great I've been doing in science. I'm really fortunate to have a scientist like you in the family. When I showed my teacher one of the books you wrote about plate tectonics, she was super impressed. Still, she said I'd have to prove myself on my own. She challenged me to make you proud of my work. I think you will be.

Do you still gobble up those delicious fruit snacks all the time? I hope you bring enough extra to share with a hungry guy like me.

See you soon!

Your awesome grandson,

Walt

## VIEWPOINT WORDS AND PHRASES

---

---

---

---



# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Imagine you have a pen pal from China. Think about what you would like to tell him or her about your school. Now write a personal letter describing your school to your pen pal.

## DAY 2

### Writing Prompt:

Imagine that one of your friends has moved to a different city. Think about how your life is different since your friend left. Now write a personal letter telling your friend how life is different for you since he or she moved.

## DAY 3

### Writing Prompt:

Imagine that you and your friend enjoy inventing things. Your friend has gone to visit his or her grandma for the summer. Write a personal letter to your friend, telling him or her about an idea you have for an invention.

## DAY 4

### Writing Prompt:

Imagine that you have met for the first time a person you have always admired. Write a letter to a friend, telling about the meeting you had.

## DAY 5

### Writing Prompt:

Imagine that you just returned from visiting a friend or family member who lives far away. Write a letter to the person you visited, telling him or her what you enjoyed about the trip.

# Words with Inflections *-ed, -ing*

## Spelling Words

- |               |             |                |                |
|---------------|-------------|----------------|----------------|
| 1. decorating | 6. supposed | 11. frightened | 16. invited    |
| 2. applying   | 7. exciting | 12. panicked   | 17. multiplied |
| 3. delaying   | 8. married  | 13. relayed    | 18. planning   |
| 4. employed   | 9. envied   | 14. preparing  | 19. lying      |
| 5. studying   | 10. studied | 15. replied    | 20. served     |

- If a word ends with a long vowel sound or two consonants, add *-ed* or *-ing*.  
Examples: *gush, gushing, gushed*
- If a word ends with a consonant that comes after a short vowel sound, you double the final consonant before adding *-ed* or *-ing*. Examples: *stop, stopped, stopping*
- If a word ends with a consonant and silent *e*, you drop the *e* and add the *-ed* or *-ing* ending. Examples: *probe, probed, probing*
- If a word ends with a *y*, change the *y* to *i* before adding *-ed*, but leave the *y* when adding *-ing*. Examples: *fry, fried, frying*

<b>Dropped the <i>e</i>; Added <i>-ing</i></b>	<b>Added <i>-ing</i></b>	<b>Changed the <i>y</i> to <i>i</i>; Added <i>-ed</i></b>
<b>Added <i>-ed</i></b>	<b>Doubled the final consonant; Added <i>-ing</i></b>	<b>Dropped the <i>e</i>; Added <i>-ed</i></b>

Words that have other spelling changes to the root word

# Simple and Compound Sentences

---

A **simple sentence** expresses only one complete thought. The subject, predicate, or both may be simple or compound.

1. Connie had cereal for breakfast.
2. Tamika and her younger brother played in the park.
3. Dwight enjoys reading mystery stories and watching detective shows.
4. Earl and Gary walked to the grocery and bought trail mix.

A **compound** sentence is made up of two or more simple sentences. Usually, the simple sentences are joined by a comma and a **coordinating conjunction** such as *and, but, or, or for*.

5. David loves watching birds in the flower garden, but Debbie is allergic to many flowers.
6. Luke and Matt play football every Friday, and Luke's sister watches and cheers.
7. Mom wants to buy a red convertible, but Dad wants to buy a green SUV.
8. Sam will help with the kitchen chores, or his parents will be very angry at him.

# Combining Sentences

---

A **compound sentence** is made up of two or more simple sentences. Usually the simple sentences are joined by a comma and a **coordinating conjunction** such as *and*, *but*, *or*, or *for*. Sometimes, the two simple sentences are joined by a **semicolon** instead of a comma and conjunction.

1. Simple sentences: Bob thought Fuzzy was growling. The cat was purring.  
Compound: Bob thought Fuzzy was growling, but the cat was purring.
2. Simple sentences: Omar sent a funny email to Jenny. She didn't think it was amusing.  
Compound: Omar sent a funny email to Jenny; she didn't think it was amusing.
3. The circus elephant lifted its trunk. My little brother got scared.
4. Darlene thought her haircut was awful. Everybody else liked it.
5. My aunt bought me new ice skates. I tried them out yesterday.
6. I went to the store. The sales clerk asked me what I wanted.
7. Sue dropped her backpack in the street yesterday. Nothing broke.
8. Darryl couldn't figure out the math problem. His little sister and her friend did!

# Mentor Text: Voice

---

*from “Wilma Unlimited” by Kathleen Krull*

**p. 119**

Wilma practiced walking as often as she could after that, and when she was twelve years old, she was able to take off the brace for good. She and her mother realized she could get along without it, so one memorable day they wrapped the hated brace in a box and mailed it back to the hospital.

As soon as Wilma sent that box away, she knew her life was beginning all over again.

After years of sitting on the sidelines, Wilma couldn't wait to throw herself into basketball, the game she had most liked to watch. She was skinny but no longer tiny. Her long, long legs would propel her across the court and through the air, and she knew all the rules and all the moves.

## **VIVID WORDS AND PHRASES THAT SHOW THE AUTHOR'S PERSONAL VOICE**

- **memorable** day
- **hated** brace
- **throw herself into** basketball
- **long, long** legs
- **propel** her across the court

# Student Model: Short Story

---

“Be brave! Be brave!” Shawn told himself. He lifted the dreaded basketball and looked at the heartless hoop. He could feel the nervous sweat bathing his forehead.

“Are you going to shoot or just stand there?” Meredith taunted.

Shawn knew he wasn’t half as talented in sports as Meredith was. She was a star athlete and he was a dud. Still, his friends were counting on him to score a few precious points.

Once again, he squinted at the basket. It seemed like it was miles away. He didn’t think he could even throw a ball that far, much less actually get it to drop in. The unhappy clock continued to count off the seconds.

“Shoot! Shoot!” urged his teammates.

Shawn tried to imagine a rubber band attached from the basket to the ball. All he had to do was let the ball fly, and it would be yanked back to where it belonged. Instead of taking aim, he closed his blurry eyes and threw.

**VIVID WORDS AND PHRASES THAT SHOW THE  
AUTHOR’S PERSONAL VOICE**

# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Often people with special talents or abilities need to be encouraged to believe in themselves. Write a short story that describes such a situation.

## **DAY 2**

### **Writing Prompt:**

Animals can accomplish amazing feats, such as traveling many miles to find their way back home. Think of how a lost animal might find its way back home and write a short story about the journey.

## **DAY 3**

### **Writing Prompt:**

Wilma's mother was an important person in her life because she helped Wilma overcome her disability. Write a short story about someone who has helped you achieve a goal in your life.

## **DAY 4**

### **Writing Prompt:**

Write a short story using a game or another exciting event as a background for the characters and setting in the story.

## **DAY 5**

### **Writing Prompt:**

Think of people in your family or extended family. Now pick one family member and write a short story about that person.

# Grammar

---

## Kinds of Sentences

Sentence Type	End Punctuation
A <b>declarative</b> sentence makes a statement.	period (.)
An <b>interrogative</b> sentence asks a question.	question mark (?)
An <b>imperative</b> sentence gives a command.	period (.) or exclamation point (!)
An <b>exclamatory</b> sentence expresses a strong feeling.	exclamation point (!)

1. Great
2. When did you arrive
3. Jim is Angela's brother
4. Bring me that dictionary

- The **subject** of a sentence tells who or what the sentence is about.
- The **predicate** tells what the subject is or does.
- A **simple subject or predicate** only includes the main words of each.
- A **complete subject or predicate** includes all the words in each.

5. My mother came to school yesterday.
6. The huge panther climbed up the tree.
7. Are you serious?
8. Give me a helping hand, please.



# Grammar

---

- A **compound subject** is two or more subjects with the same predicate.
- A **compound predicate** is two or more predicates with the same subject.
- Use the word *and* to link two **compound subjects**. Use *and* or *but* to link two **compound predicates**.
- Use commas to separate three or more compound subjects or predicates.

1. Jed played baseball yesterday. Paul played baseball yesterday. Micaela played baseball yesterday.
2. This afternoon, I will do my homework. This afternoon, I will ride my bike.
3. I sing often. I dance often.

- A **simple sentence** contains only one thought.
- A **compound sentence** is made from two or more simple sentences.
- Join compound sentences with a comma and a **coordinating conjunction** like *and*, *but*, *or*, or *for*.

4. I raced out the door. The bus had already left.
5. The tiger is the largest member of the cat family. The cheetah is the fastest.

# Words with Consonant *-le*

---

## Spelling Words

- |            |             |              |             |
|------------|-------------|--------------|-------------|
| 1. nestle  | 6. frazzle  | 11. jumble   | 16. mantle  |
| 2. mangle  | 7. obstacle | 12. kindle   | 17. brittle |
| 3. feeble  | 8. tickle   | 13. dwindle  | 18. freckle |
| 4. crinkle | 9. hustle   | 14. swindle  | 19. muzzle  |
| 5. wobble  | 10. bridle  | 15. assemble | 20. cuticle |

If the syllable before *-le* ends in a consonant, the syllable is usually pronounced with a **short vowel**.

If the syllable before *-le* ends in a vowel, the syllable is usually pronounced with a **long vowel**.

Short Vowel Sound	Long Vowel Sound

# Prepositions

---

A **preposition** shows the relationship of a noun or a pronoun to another word in the sentence. The noun or pronoun that follows a preposition is the object of the preposition.

## Commonly Used Prepositions

about	behind	from	under
above	below	in	until
across	beside	of	up
after	between	on	with
around	by	over	
at	down	through	
before	for	to	

1. It was the afternoon of their first lesson.
2. Mr. Freeman winked at Benjy and laughed.
3. Becky and Benjy laughed with surprise.
4. He swung his leg slowly over the armchair.
5. He handed an envelope to Becky.
6. He looked at Becky.
7. Becky went into her bedroom.
8. Performers should not be stiff with fear.
9. Mr. Freeman played Beethoven's "Ode to Joy."
10. The outcome of the first lesson was good.

# Prepositional Phrases

---

A **prepositional phrase** is made up the preposition, the object of the preposition, and any words in between.

1. He spoke with a soft smile.
2. After the lesson Becky felt good.
3. Mr. Freeman said, “Lean on me.”
4. She held the handle of the case tightly.
5. He nearly knocked the vase off the mantel.
6. Benjy is interested (from, in) journalism.
7. Becky was nervous (about, across) the lesson.
8. Mr. Freeman relieved some (of, to) her fears.
9. Extra practice is good (over, for) performers.
10. A solo means you play (by, beside) yourself.
11. The high notes seemed to float (under, above) their heads.
12. They will play (until, about) four.
13. Soon Becky will be comfortable (with, down) herself.
14. Her violin rested easily (behind, on) her shoulder.

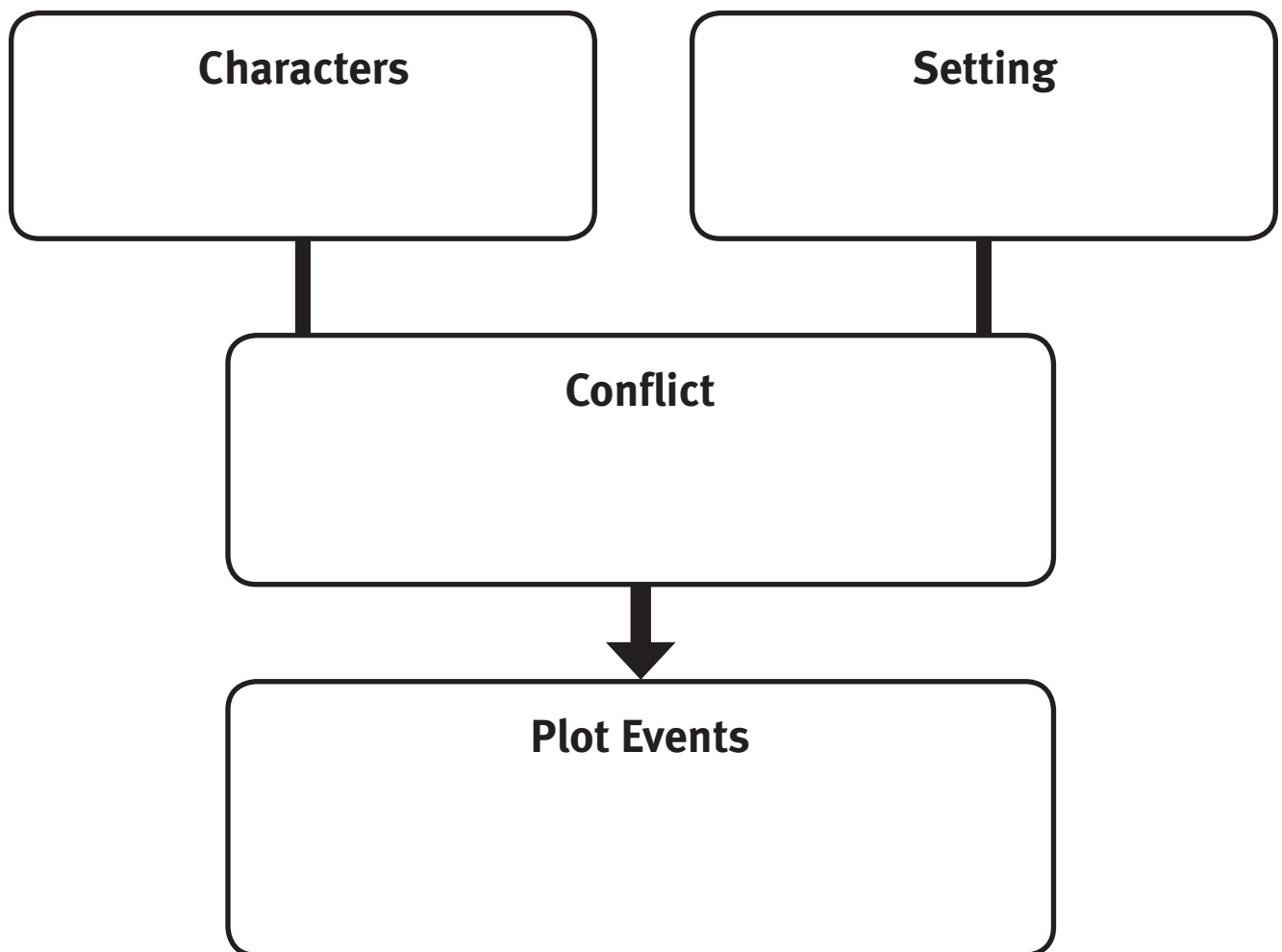
# Mentor Text: Ideas

---

*from* “Befuddled” by Pedro de Alcantara

p. 160

Becky went into her bedroom and got out her violin in its case. On her way into the living room she whacked her shin against the coffee table and nearly dropped the fiddle. She ground her teeth and tightened her grip on the handle of the case. She was glad that her mother wasn’t there to watch her being a klutz. At the same time, she was embarrassed that Mr. Freeman had witnessed her near disaster. “Sorry,” she mumbled, addressing her remark to the coffee table.



# Student Model: Realistic Story

---

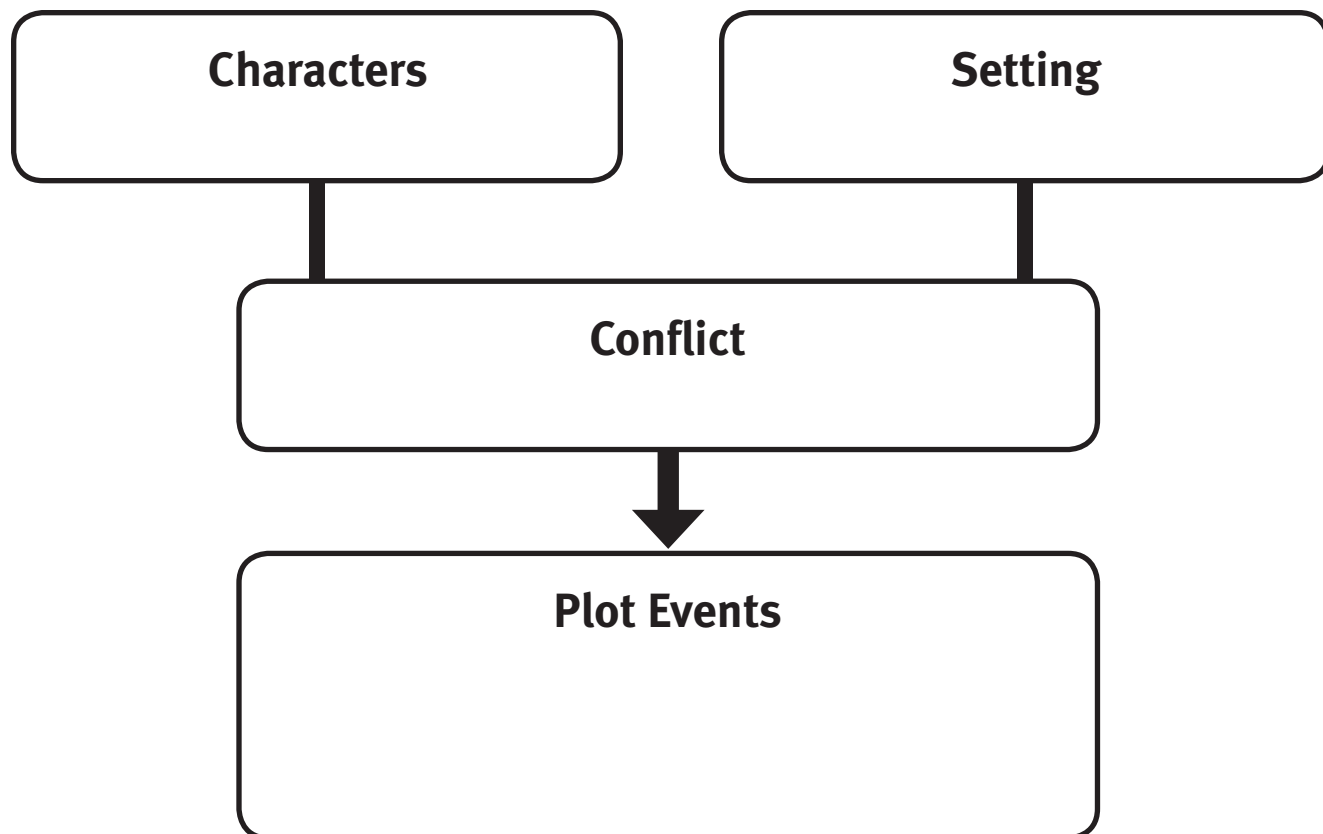
Tyler Elementary School’s number one speller stands alone on the stage. She has just won the Franklin County Spelling Bee. She holds the giant trophy tight.

“Hey, Pigpen! When are you going to clean up this messy locker?” The mischievous voice jars Donna out of her daydream. It is her best friend, Bart. He is grinning, but Donna winces anyway.

Donna is the best speller in her sixth-grade class. She is proud of this. It helps make up for the fact that she is so messy. When she opens her locker, a mountain of papers and supplies threatens to slide into the hall. Her socks may not match, but her spelling papers are crisp and clean and marked with an A+.

Donna grins at her friend. Even his kidding doesn’t dampen her glee today. Donna has won the right to represent her school in the county spelling bee. But then she thinks about the coming contest on Saturday. The familiar sinking feeling of panic fills her stomach with butterflies. The truth is, Donna has terrible stage fright.

“I can’t get up in front of all those people,” she thinks to herself. Donna just knows that when she stands before a crowd of parents, teachers, and kids, she will forget every word she ever knew how to spell.



# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Think about someone who has taught you something. What did you learn, and how did this person teach you? Write a paragraph telling about a time when someone taught you something.

## **DAY 2**

### **Writing Prompt:**

Think about a time when you had to speak in front of a group. What did you speak about and how did you feel? Write a paragraph describing the experience.

## **DAY 3**

### **Writing Prompt:**

Imagine a situation in which a boy or girl must face a realistic fear and overcome it. Think about a setting that could be a real place and characters with feelings that real people have. Write a story about what happens to that boy or girl.

## **DAY 4**

### **Writing Prompt:**

Imagine you are going on a family trip. Where would you go and what would you do? Write a story telling about your trip.

## **DAY 5**

### **Writing Prompt:**

Imagine you are asked to write a story for your school newspaper about the sixth-grade talent show. What realistic details would you include to help readers picture the events? Write a story for the newspaper.

# Summarizing

---

A story map can help you write a summary of a story. Here is how David used a story map to write a summary of “The Color of My Words.”

## Characters

Ana Rosa and her family

## Setting

a village in the Dominican Republic

## Plot Events

- The villagers see a “sea monster.” They want someone to write a story about it.
- Ana Rosa’s mother tells the villagers to let Ana Rosa write the story.
- Ana Rosa reads the story to the people.

## Summary of “The Color of My Words”

In this story, Ana Rosa learns how important it is to have someone who believes in her. Ana Rosa wants to be a writer. When a huge “sea monster” appears near her village, the people want someone to write a story about it. They don’t want Ana Rosa to do it, because she is only a child. Ana Rosa’s mother tells the villagers to give her daughter a chance. Ana Rosa writes a beautiful story, and all the people are amazed.



# Generating Questions

---

**Generating questions** can also help you organize your thoughts, form opinions, and make connections before you begin writing.

- Keep track of what you read by writing down questions.
- Write your questions on note cards.
- Keep your questions and answers together by recording your answers on the same note card.
- Use quotes from the text to support your opinions.

What is *my* opinion of the characters and events?

Ana Rosa's mother was brave to speak up. She was "definite and firm."

How does this connect to *my* life?

My brother persuaded his friends to let me play basketball.

What did the main character learn?

Ana Rosa learned that she can achieve her dream of becoming a writer.

# Writing from a List

---

A **list** can help you organize and focus your ideas to write your draft. Make a list telling the order in which you will present the ideas in your composition. Use phrases or short sentences to give a brief explanation of what each paragraph will cover.

Here is David’s sample list for writing a response to “The Color of My Words”:

1. Summarize the events.
2. State my opinions, connect to my life.
3. Compare Ana Rosa and Guario.
4. Tell what the main character learned.

# Incorporating Quotations

---

When writing a response to literature, it is important to include specific details from the text. Adding quotations can make your writing more interesting and support your opinions of the text.

<b>Sentence from David’s Response to Literature</b>	<b>Evidence from “The Color of My Words”</b>
I think she wants the villagers to know how smart her daughter is.	“The way Mami said it, so definite and firm, made people nod their heads in agreement.”
Guario works hard and thinks about the future.	“Guario always had his mind on the future. Sometimes I think he was tormented by all of us who didn’t particularly care what tomorrow was going to bring.”

# Proofread

---

I think Ana Rosas mother is brave to speak up. She is usually silent. When she tell people to give Ana Rosa a chance she is “definite and firm. I think she wants the villagers to know how smart her daughter is. My older brother spoke up for me once. When his friends wouldnt let me play basket ball with them he told them I was better than most kids my age. He persuaed them to give me a chance, and I proved him write.

# Writing on Demand: Response to Literature

## Sample Prompt

Read the following fable. Write a response telling what you think it means and how it relates to something in your life.

### The Ants and the Grasshopper

All through the summer, the ants worked tirelessly to find and store grain. They remembered the cold of winter from last year and how little food could be found. A grasshopper, enjoying the summer sun, watched the ants and laughed at their foolishness. There was plenty of food as far as he was concerned, so he danced and sang the time away. Winter soon came, as it always does. The ants ventured out one day and saw the grasshopper who had laughed at them. He was starving and weak. “You were right,” he said to the ants. “I should have taken time to store up food when it was in abundance, instead of suffering now when no food can be found.”

## Analyze the Prompt

1. What is this prompt about?
2. What is the first thing you should do?
3. What should you do next?

### BUDGETING TIME

Here’s a good way to use 45 minutes:

Prewrite	= 10 minutes
Draft	= 25 minutes
Revise and Edit	= 10 minutes

# Words with VCCV and VCCCV

---

## Spelling Words

- |              |               |               |              |
|--------------|---------------|---------------|--------------|
| 1. pattern   | 6. complaint  | 11. emphasize | 16. impact   |
| 2. associate | 7. instance   | 12. exclude   | 17. splendid |
| 3. exhale    | 8. dessert    | 13. disturb   | 18. stampede |
| 4. bulletin  | 9. difficulty | 14. mammoth   | 19. survival |
| 5. collapse  | 10. franchise | 15. necessary | 20. wander   |

VCCV	VCCCV

# Clauses and Phrases

---

- A **clause** has a subject and a predicate.
- An **independent clause** can stand alone as a sentence.
- A **dependent clause** cannot stand alone as a sentence.
- A **phrase** is a group of words that work together. Unlike a clause, a phrase does not have both a subject and a predicate.

Independent Clause	Dependent Clause
<p><b>Example:</b> <b>Saltz stomped into the room</b></p> <ul style="list-style-type: none"><li>• has a subject and a predicate</li><li>• expresses a complete thought</li> <li>• can stand alone as a sentence</li></ul>	<p><b>Example:</b> <b>when the door opened</b></p> <ul style="list-style-type: none"><li>• has a subject and a predicate</li><li>• does not express a thought; often begins with a subordinating conjunction</li><li>• cannot stand alone as a sentence</li></ul>

1. soccer is a great sport
2. because it was time to celebrate
3. he arrived at the house
4. before anyone else got there
5. while the team warmed up for the game
6. the crowd was roaring
7. we enjoyed the festivities
8. before the second half started

# Complex Sentences

- A **complex sentence** is made up of an **independent** and **dependent clause**.
- **Subordinating conjunctions** show how dependent clauses are related to independent clauses.

## Common Conjunctions

Time	Cause-Effect	Conditional	Contrasting
before	because	if	though
after	so that	as if	even though
as soon as	since	unless	although
when			

1. The game will be delayed unless it stops raining.
2. Although Lily likes to play soccer, she prefers football.
3. Joe got the ball as soon as the game began.
4. Since Stephan wants to get better, he watches the professionals play.

- When a sentence **begins** with a dependent clause, it is separated from the independent clause by a comma.

Before the game was over, Ed scored one more goal.

- When the dependent clause is **in the middle of a sentence**, two commas separate it.

Terry, who never comes to practice, hurt his foot on the first play.

- When a dependent clause **ends a sentence**, it does not need a comma.

Ryan forgot the water although he was reminded five times.

5. Jerry and Marcia who are cousins are on the same team.
6. Soccer which is the sport I love is played almost everywhere.
7. Jeff who played baseball in college coaches the Little League team.



# Mentor Text: Ideas

---

*from “S.O.R. Losers” by Avi*

**p. 193**

A lot of things happened that game. There was the moment, just like the first game, when their side, dressed in stunning scarlet, came plunging down our way. Mighty Saltz went out to meet them like a battleship. True to form (red face and wild) he gave a mighty kick, and missed. But he added something new. Leave it to my buddy Saltz. He swung so hard he sat down, sat down on the ball. Like he was hatching an egg.

<b>Focus</b>	<b>Ideas</b>
the game the players	This game is similar to the first game.
	The players are dressed in scarlet.
	Saltz gives a mighty kick and misses the ball.
	Saltz sits on the ball and looks like he is hatching an egg.

# Student Model: Ideas

---

Sally hated softball. Today when her gym teacher, Mrs. Henderson, led the class out to the softball fields, she got a knot in her stomach. Sally didn't have problems with other sports, but somehow each time she got up at bat, no matter what she did, she struck out.

All of Sally's classmates knew how bad she was at softball, and she was picked last when they were dividing into teams. Her three strikeouts just made her feel worse.

She didn't have much hope when she went to the plate. The teams were tied in the ninth inning, and Sally knew that her team wished that anyone else was hitting. When she picked up the bat, it felt like it weighed a hundred pounds, but she was determined to somehow hit the ball. Sally watched the pitcher wind up, keeping her eyes fixed on the ball. She saw it coming towards her and pulled her arms back and swung. For the first time ever, she had hit the ball! Sally gasped and started running toward first base, but something strange was happening. Her teammates were cheering louder than they usually did. The ball had gone over the softball diamond's fence. Sally had hit a homerun!

<b>Focus</b>	<b>Ideas</b>
Sally	Sally has never been good at softball.
	Sally is picked last.
	Sally strikes out three times.
	Sally doesn't have much hope.
	Sally hits the ball for the first time.

# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Think about a real person you know and admire. Write a passage describing that person with vivid details.

## **DAY 2**

### **Writing Prompt:**

Sometimes a character from a movie or a book reminds you of someone you know. Choose a character from a book or movie you are familiar with. Write a paragraph describing that character's personality and how they share certain qualities with the person you know.

## **DAY 3**

### **Writing Prompt:**

Think about "S.O.R. Losers." Was there a particular character or scene that you especially liked? Write a focused response giving clear ideas about why that character or scene appealed to you.

## **DAY 4**

### **Writing Prompt:**

Who is your favorite athlete or performer? Write a paragraph that describes the person, what he or she does, and why this person is your favorite. What qualities does this person have?

## **DAY 5**

### **Writing Prompt:**

Athletes face many conflicts they must overcome to achieve greatness. Think about some conflicts that athletes might face. Write about how they might resolve these conflicts to remain successful.

# Words with VCV Syllable Pattern

---

## Spelling Words

- |            |           |           |            |
|------------|-----------|-----------|------------|
| 1. report  | 6. future | 11. lemon | 16. panel  |
| 2. climate | 7. robot  | 12. limit | 17. sequel |
| 3. crusade | 8. humane | 13. linen | 18. valid  |
| 4. ego     | 9. tiger  | 14. major | 19. veto   |
| 5. retail  | 10. laser | 15. minor | 20. vital  |

<b>First Syllable with a Long Vowel Sound</b>	<b>First Syllable with a Short Vowel Sound</b>

# Clauses, Compound Sentences, and Complex Sentences

---

An **independent clause** has a subject and predicate and can stand alone as a sentence.

A **dependent clause** also has a subject and predicate, but it cannot stand alone as a sentence.

A **complex sentence** is formed when an independent clause combines with a dependent clause.

dependent clause ↓                      independent clause ↓  
Although they were tired, the dogs pulled the sled all day.

A **compound sentence** consists of two or more independent clauses joined by a conjunction.

independent clause ↓      conjunction ↓                      ↓ independent clause  
The dogs pulled the sled all day, but they could still run some more.

1. the mushers wore sealskin boots
2. until their paws began to freeze
3. because the temperature was forty degrees below zero
4. since it was too cold to run
5. it was difficult to continue
6. The dogs had been fed well and they were full of energy.
7. After we ate breakfast, we hitched the dogs to the sled.
8. We made slow progress but our visibility had been getting worse.



# Mentor Text: Conventions

---

*from* “The Great Serum Race” by Debbie S. Miller

**p. 217**

Togo and his team worked their way east to intercept the serum. When Leonhard passed villages, he told residents about the epidemic and advised them to stay away from Nome.

As the team approached the village of Shaktoolik, Togo picked up the scent of another dog team and sprinted forward. Leonhard could see a musher in the distance trying to untangle his string of dogs.

“On by!” Leonhard shouted to Togo. Togo followed the familiar directions and steered the team away from the confusion.

<b>Sentence</b>	<b>Punctuation</b>	<b>Usage</b>
1	period	signals the end of a sentence
2	comma	indicates a pause and separates the dependent and independent clauses
3	comma; period	indicates a pause and separates the dependent and independent clauses; signals the end of a sentence
4	quotation marks; exclamation mark	indicates that someone is speaking; indicates excitement

# Student Model: Skit

## Project Presentation Day

**Ms. Hall:** All right, class, this is the first day of our science presentations, and I'm going to ask Peter to tell us about his project.

**Peter:** *(coming to the front of the class, carrying a log)* Thank you, Ms. Hall. As many of you may know, before there were people on Earth, there were enormous dinosaurs.

**Ms. Hall:** What's that you're holding, Peter?

**Peter:** I'm getting to that, Ms. Hall. I've spent the last few weeks researching dinosaurs, and when I was in the woods the other day, I was fortunate to find this fossilized leg bone of a treeasaurus.

**Student:** It looks just like a log.

**Peter:** It may look like a log, but it is a genuine dinosaur bone.

**Ms. Hall:** Peter, I think you're not entirely prepared. Maybe we should start with someone else. *(Peter looks dejected and walks back to his seat.)* Juanita, would you tell us about what you've been studying?

**Juanita:** *(coming to the front of the class, carrying a canvas bag)* I've been studying astronomy, Ms. Hall. Recently our planet has been experiencing what scientists call a meteor shower, and I saw this meteor land in our backyard. *(She pulls a brick out of her bag.)*

**Ms. Hall:** Class, I think I heard the bell for lunch. *(putting her head down on her desk sadly)*

Sentence	Punctuation	Usage
1	colon; commas	
2	parentheses	
3	question mark	
4	period	



# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Think of a typical scene in your home at a time of excitement or celebration, such as the first day of school, the day before leaving on vacation, or Thanksgiving dinner. Write a skit describing a brief scene from your family life.

## DAY 2

### Writing Prompt:

What would animals say about us if they could talk? Write a skit in which animals (maybe your own pets) talk about the people around them.

## DAY 3

### Writing Prompt:

In “The Great Serum Race,” Dr. Welch is the person who diagnoses the first cases of diphtheria in Nome. Think about what this discovery might have meant to the community leaders of Nome and what their immediate reactions might have been. Now write a skit in which Dr. Welch breaks the news of the epidemic to the city council.

## DAY 4

### Writing Prompt:

Think of a typical argument among people of your age. Write a skit in which two or three friends are having a verbal disagreement. Show what the conflict is and how it is resolved.

## DAY 5

### Writing Prompt:

Take a trip in your private time machine to a moment in your own past. Write a skit in which the “present you” talks to the “past you.” What advice would you give yourself? How would the “past you” reply?

# Easily Confused Words

---

## Spelling Words

- |             |               |              |               |
|-------------|---------------|--------------|---------------|
| 1. accept   | 6. complement | 11. except   | 16. insight   |
| 2. adapt    | 7. compliment | 12. formally | 17. principal |
| 3. adopt    | 8. device     | 13. formerly | 18. principle |
| 4. affect   | 9. devise     | 14. illusion | 19. precede   |
| 5. allusion | 10. effect    | 15. incite   | 20. proceed   |

One letter spelled differently	More than one letter spelled differently

# Common Nouns

---

A **common noun** names any person, place, or thing. A noun can also name an idea or concept. A common noun begins with a lowercase letter.

The **firefighters** rescued the **child** from the **fire**.

↑ common nouns ↑

They had shown incredible **bravery**.

common noun ↑

1. A firefighter must be agile.
2. They rushed the heavy equipment across the field.
3. Suddenly, the wind caused the flames to roar toward them.
4. The smokejumpers were already in action.
5. They had removed trees, brush, and dry leaves from the fireline.
6. At the base, the dispatcher heard the good news.
7. He took a deep breath and smiled with joy.
8. Soon he would send the helicopter to the forest for the crew.

# Proper Nouns, Titles, and Abbreviations

A **proper noun** names a particular person, place, or thing. Each important word in a proper noun begins with an uppercase letter.

This dog is called **Boulder**.



proper noun

A **title** of respect is used with the name of a person. Titles begin with an uppercase letter and many are abbreviated with a period after them.

President Kelly      Mr. and Mrs. Nuñez      Dr. Jean Collins

**Abbreviations** for weights and measures begin with a lowercase letter.

Abbreviations for metric measurements do not have periods after them.

yard = yd.      meter = m

1. Firefighter Jake Ellison comes from a small town in Montana.
2. Dr. Shaw is on call at the base in Boise.
3. Ms. Cavelli owns the nearby Greentree Ranch.
4. This statue is called Smokejumper and it's by Raymond Barsky.
5. Sgt. Golden visited the scene to congratulate the crew.
6. A fire in Oregon spread over two km before it was stopped.
7. According to Mr. Levov, *mi.* is the abbreviation for mile.
8. The dispatcher's note said: drill on Sun., Aug. 3.
9. Students at Blythedale Elementary School on Central Blvd. wrote to the crew.

# Mentor Text: Conventions

from "Smokejumpers" by Elaine Landau

p. 241

The first step in controlling a wildfire is to rob it of the forest growth it needs to continue spreading. To do this, the smokejumpers build a *fireline*. A fireline is a wide strip of cleared land encircling the blaze. In creating a fireline, the firefighters remove all the trees, logs, brush, and dry leaves within the strip. The size of the fireline depends on how intense the fire is. Many firelines are just 2 ft. (60 cm) wide, while others may be 200 ft. (60 m) wide. Firelines are crucial in containing wildfires. Deprived of the fuel it needs to burn, the fire cannot advance.

Sentence	Punctuation	Usage

© Harcourt

# Student Model: News Story

## Firefighter Day

On October 4 the sixth graders at Parkville School in Bayonne, New Jersey, celebrated Firefighter Day. The celebration began with the visit of Capt. Peter Duluth from Firehouse 209. Mrs. Doyle welcomed him to Room 12. Capt. Duluth then spoke to the class and described what a firefighter's day is like. He also talked about the importance of fire prevention and gave the class some helpful tips. Afterwards, the students asked questions.

To put their information about fire safety to use, the students made posters and hung them in the school halls. Lastly, they made a giant thank you card to send to Firehouse 209.

Sentence	Punctuation	Usage

# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Imagine you are going to interview the principal of your school about his or her job. You will use the interview in a report about careers. Write a set of questions you will ask in the interview.

## DAY 2

### Writing Prompt:

Suppose you are giving a short report on your local radio station about a community event such as a fair, parade, or flower sale. Write a paragraph about what you will say.

## DAY 3

### Writing Prompt:

Imagine that your class is going to visit your local firehouse. Think about what you will see and do there. As a reporter for the school newspaper, your assignment is to write a news story about the visit.

## DAY 4

### Writing Prompt:

Think about an exciting event that you have witnessed. Write a news story about that event. Tell who was there and what happened.

## DAY 5

### Writing Prompt:

Imagine that a magazine for young people has been started in your community. Students are invited to submit articles. Write a brief news article about an after-school club or activity in your community.

# Prepositional Phrases; Clauses and Phrases; Complex Sentences

---

- A **preposition** shows the relationship of a noun or pronoun to another word in the sentence.
- The **object of a preposition** is the noun or pronoun that follows a preposition.
- A **prepositional phrase** is made up of the preposition, the object of the preposition, and any words in between.

1. Many bird colonies are located in southern Nebraska.
2. Getting food is a full-time job for the parents.
3. Hungry birds follow successful hunters to the food source.
4. These parasites take blood from nestlings.
5. Swallow bugs thrive best in the biggest colonies.

- An **independent clause** can stand alone as a sentence.
- A **dependent clause** cannot stand alone as a sentence.
- A **complex sentence** is made up of an independent clause and a dependent clause.
- **Subordinating conjunctions** show how dependent clauses are related to independent clauses.

6. Alicia, who always arrives on time, surprised us by showing up ten minutes late.
7. We forgot to get the mail even though we had been reminded several times.
8. The part will be canceled because we aren't prepared.



# Compound-Complex Sentences; Common and Proper Nouns

---

A **compound-complex sentence** has two or more independent clauses and at least one dependent clause.

**Example:** We watched the game, and we cheered for the home team even though we sat on the visitors' side of the field.

1. Charlie could not hear his watch. It had stopped. He was worried.
2. Trish reached the top of the mountain. She could hear her friend's cry. Her friend was nowhere in sight.

- A **common noun** names any person, place, or thing. A noun can also name an idea or concept. A common noun begins with a lowercase letter.
- A **proper noun** names a particular person, place, or thing. Each important word in a proper noun begins with an uppercase letter.

3. Cliff swallows are common in north america and mexico.
4. They build cone-shaped nests of mud and line them with grass and soft feathers.
5. In winter, they migrate to south america.
6. Dr. charles brown and his wife, mary, have studied the birds for 22 years.

# Words with Suffixes *-able*, *-ible*

---

## Spelling Words

- |                |               |                  |                    |
|----------------|---------------|------------------|--------------------|
| 1. noticeable  | 6. capable    | 11. destructible | 16. comprehensible |
| 2. passable    | 7. profitable | 12. excitable    | 17. credible       |
| 3. convertible | 8. applicable | 13. invincible   | 18. returnable     |
| 4. wearable    | 9. accessible | 14. sensible     | 19. permissible    |
| 5. avoidable   | 10. breakable | 15. edible       | 20. reproducible   |

<b><i>-able</i></b>	<b><i>-ible</i></b>

# Singular and Plural Nouns

---

- To form the plural of most nouns, add -s:

*girl/girls school/schools elephant/elephants*

- To form the plural of nouns ending in *s*, *ch*, *sh*, or *x*, add -es:

*cross/crosses bench/benches bush/bushes box/boxes*

- To form the plural of nouns ending in a consonant and *y*, change the *y* to *i* and add -es:

*family/families party/parties baby/babies*

1. Our tent blew away in hurricane wind. (tents, winds)
2. Arctic fox live in the northern polar region. (foxes)
3. We clutched our jacket about us and huddled in our sleeping bag.
4. One of Dad's wish is to visit Antarctica.
5. How do seal, penguin, and other creature survive in such weather?
6. Our watch stopped working in very cold temperatures.
7. We had many near miss but no accidents.
8. Several country have permanent camps in Antarctica. (countries)
9. The climate is too severe for pony to survive.
10. I know of two family that have gone on Antarctic cruises.

# Irregular Plural Nouns

To form the plural of many nouns ending in *f* or *fe*, change the *f* to *v* and add *-es*.

***loaf/loaves leaf/leaves wife/wives life/lives***

1. You will need coat and scarf even in the summer. (coats, scarves)
2. A gang of thief broke into several local church.
3. The shelf were empty and the bench were covered with sheet.
4. Pack the knife in those box and stick these label on them.

Some nouns follow no rules in the formation of their plurals. They are called irregular plurals.

***child/children deer/deer foot/feet goose/geese  
louse/lice man/men moose/moose mouse/mice  
ox/oxen sheep/sheep woman/women***

5. The child cut their foot on the sharp stone. (children, feet)
6. We saw three sheep, several hen, and a flock of goose on the farm.
7. The man danced mostly with their wife.
8. We put our tooth in little box beside our bed.

# Mentor Text: Sentence Fluency

from “Life Under Ice” by Mary M. Cerullo

p. 242

(1) Paul laughs and replies that what Bill saw was a giant isopod, an animal related to a shrimp. (2) Bill is amazed. (3) He’s seen thousands of isopods wriggling around in rocky tidepools, but each was only the size of a fingernail. (4) “This isopod had to be five inches long!”

(5) Paul explains that it’s a phenomenon called “gigantism” found in extremely cold seas. (6) Here in Antarctica you can find sea spiders as large as dinner plates, jellyfish the size of umbrellas, sponges big enough to stand inside, and sea stars almost two feet across!

	Sentence <b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Declarative	X					
Exclamatory						
Simple	X					
Compound						

# Student Model: Descriptive Composition

## A Summer Refuge

(1) Where do you go when you need a place to forget about school, homework, and everyday life? (2) I go with my dad to our cabin by the Black River. (3) I can throw a pebble from our front porch, and I listen for its splash in the water below.

(4) What do I do in the middle of nowhere? (5) I fish, and I swim. (6) I read books. (7) Sometimes I just listen to the birds. (8) A thrush yodels every morning, and a whippoorwill wakes me up at night. (9) What a big noise those little birds make!

(10) You'll find me by the river enjoying nature at my private summer refuge!

	Sentence <b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Declarative										
Interrogative	X									
Exclamatory										
Simple	X									
Compound										

# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Think about your school building and the pathways and playgrounds that surround it. Write a descriptive composition that creates a clear picture of the school building and its grounds. Use sensory details and a variety of sentence types.

## DAY 2

### Writing Prompt:

What would you see as a diver under the Antarctic ice? Think about what you learned by reading “Life Under Ice.” Then write a composition describing what you would observe on an Antarctic dive.

## DAY 3

### Writing Prompt:

Think of the setting of a story you have read or a movie you have seen. Write a descriptive composition that creates a clear picture of this place. Use sensory details and a variety of sentence types in your composition.

## DAY 4

### Writing Prompt:

Most people have trouble noticing the details of places that are very familiar to them. Think about the appearance of your classroom. Now write a composition that describes your classroom in detail.

## DAY 5

### Writing Prompt:

Things will probably look a little different in the distant future. Imagine that you are a resident of planet Earth five hundred years from now. Write a composition describing a typical scene in your community.

# Note-Taking

---

**Note cards** help writers take notes before writing. The note card below shows how one writer learned about polar bears before writing about them.

- First, the writer wrote the question to be answered at the top of the card.
- Next, the writer wrote down all the important information that answers the question.
- Finally, the writer recorded details about the source, or where the information was found.

## Do polar bears hibernate?

Not all polar bears hibernate. Female bears dig a den. They sleep off and on and give birth during the winter months. Male polar bears are still active in winter. They search for food.

Source:

Crossing, Norbert. The World of the Polar Bear. New York: Firefly Books, 2006.



# Outlining

---

Do polar bears hibernate?

Not all polar bears hibernate. Female bears dig a den. They sleep off and on and give birth during the winter months. Male polar bears are still active in winter. They search for food.

Source:

Crossing, Norbert. The World of the Polar Bear. New York: Firefly Books, 2006.

## Title: Polar Bears

- I. Introduction
- II. Spring
  - A. Weather gets warmer
  - B. Babies grow
    - 1. Born at less than 2 pounds
    - 2. Grow to 25 pounds in spring
- III. Summer
  - A. Time of relaxation
    - 1. Stay on icy rafts
    - 2. Sleep and lounge
  - B. Time to eat
- IV. Fall
  - A. Weather gets colder
  - B. Seal hunting
- V. Winter
  - A.
    - 1.
    - 2.
  - B.
    - 1.
    - 2.
- VI. Conclusion

# Topic Sentences

---

A **topic sentence** explains the main idea of a paragraph. The topic sentences below show how one writer used the outline to create topic sentences for each paragraph in the composition.

**Introduction:** Polar bears explore in spring, relax in summer, hunt in fall, and sleep or roam in winter.

**Spring:** Spring is a time of exploring.

**Summer:** Summer is a time to relax and eat.

**Fall:** Fall is a time of moving and hunting.

**Winter:** Winter is a time for some animals to sleep, or hibernate; for others, it is a time to roam.

**Conclusion:** Polar bears are the kings of the arctic.

The **draft** below shows how one writer used the outline and the topic sentence to write the paragraph about polar bears in winter.

## Winter

Winter is a time for some animals to sleep, or hibernate; for others, it is a time to roam. Some of them roam around. Females sleep on and off. They live off stores of fat. They give birth to baby bears. Not all polar bears hibernate.

### V. Winter

#### A. Females

1. Sleep on and off
2. Give birth

#### B. Males

1. Do not hibernate
2. Search for food

# Transitions

**Transitions** are words or phrases that connect related ideas. They improve the flow of the writing and help readers understand how ideas are related.

Here are some common transition words and phrases:

<b>Spatial Relationships</b>	<b>Time Relationships</b>	<b>Logical Relationships</b>	<b>Compare and Contrast</b>
above, below, near, beyond, behind, under	after, before, now, earlier, during, meanwhile, soon	so, therefore, because of, as a result of, for this reason, thus	like, unlike, instead of, just as, on one hand, different from

## Fall

Now a change is in the air. Days have started getting shorter and colder. Polar bears can feel the change, and they know that the ice will soon come back. *North*, they think, *go north*. Males and females with cubs begin to follow the coastline in search of an early freeze. They wait patiently for the ice to form a path to what every polar bear wants—seal-hunting grounds! Fall is a time of moving and hunting.

## Winter

Winter is a time for some animals to sleep, or hibernate; for others, it is a time to roam.

# Proofreading

---

## A Year in the Life of a Polar Bear

The snow Drift seems to shiver and shake. Suddenly, a white face with a black nose and black eyes pops up out of the snow. It is a polar bear! What do you know about polar bears? They live their whole entire lives in the cold north, and many of their actions depend on the changing whether of the seasons. They explore in spring, relax in summer hunt in fall, and sleep or roam in winter.

### Spring Explorations

Our look at a year in the life of a polar bear starts as a mother bear comes out of her den and takes a look around. The ground still cold with snow, but something wonderful is happening. Are the days getting longer? yes! Her twin babies, born during the winter, have grown from less than two pounds to a healthy 25 pounds. It is time to introduce them to their frozen Arctic world. Spring is a time of of exploring.

# Writing on Demand: Expository Composition

---

## Sample Prompt

Every community has problems it must overcome.

Think about a problem in your community.

Now write to describe the problem and at least one possible solution.

## Analyze the Prompt

1. What is the topic of the prompt?
2. Which words tell how to narrow the focus of the prompt?
3. Which words tell how to write about the topic?

## BUDGET THE TIME

Here's a good way to use 45 minutes:

Prewrite = 10 minutes

Draft = 25 minutes

Revise and Proofread = 10 minutes

# Words with Suffixes *-ous*, *-ious*, and *-eous*

---

## Spelling Words

- |                |               |                 |                  |
|----------------|---------------|-----------------|------------------|
| 1. poisonous   | 6. disastrous | 11. envious     | 16. advantageous |
| 2. glamorous   | 7. generous   | 12. industrious | 17. gorgeous     |
| 3. joyous      | 8. miraculous | 13. infectious  | 18. nutritious   |
| 4. adventurous | 9. studious   | 14. mysterious  | 19. nauseous     |
| 5. courageous  | 10. hilarious | 15. suspicious  | 20. outrageous   |

<b><i>-ous</i></b>	<b><i>-ious</i></b>	<b><i>-eous</i></b>

# Possessive Nouns

---

To form the possessive of most singular nouns, add an apostrophe and *s*: *Jack's bicycle*.

1. The girls concern for the dolphin was genuine. (girl's)
2. The waters cool breeze was a welcome relief.
3. Michael showed concern for the sea lions plight.
4. A crabs shell washed up on the beach.
5. When he heard the thunders roar, Jake was concerned.

To form the possessive of a plural noun that ends in *s*, add only an apostrophe: *the sea lions' pups*.

6. The sea lions cries could be heard down the whole beach. (lions')
7. Two girls bikes were found down by the cove.
8. Sharks fins could be seen from the seashore.
9. The boys helmets were full of sand.

# Possessive Nouns

---

In plural nouns that do not end in *s*, the possessive is formed by adding an apostrophe and *s*.

*men's women's children's deer's geese's trout's mice's*

1. Two deers antlers stuck out from the bush.
2. The mens hats were also camouflaged.
3. The mices tails were all that could be seen.
4. Five geeses feathers were all that were left.

An apostrophe is used to form a possessive noun. An apostrophe is not used to form a plural noun.

5. The Normans like to help their father fish. (plural, no apostrophe)
6. Ann Normans father fishes at the seashore.
7. Families love to gather at the seashore.
8. Three families gear was left by the rocky landing.
9. We brought our snorkels to look underwater.



# Mentor Text: Sentence Fluency

from “The Long Bike Ride” by Méлина Brown

p. 314

Maybe Michael and Jake were good swimmers, but no one could outdistance me on a bike.

Michael shook his head at me, then lay down on the sand. Jake said, “Show-off. We’ll see how far you ride when you wreck your new bike!” Then he lay down too.

I pedaled until the sand ended. The black cluster of rocks stopped me, blocking my way like a small mountain. I got off my bike and just stood there, a few feet from the waves. I still didn’t like the water, but I sure didn’t mind being near it. From a distance, the water looked as dark as the steel gray sky. But at my feet, it was so clear I could see the red and peach-colored starfish stretching on the rocks like sunbathers. They looked soft and furry, like velvet. I almost expected them to stand up and start swaying with the waves, dancing to the music of the ocean.

<b>Simple</b>	<b>Compound</b>	<b>Complex</b>
They looked soft and furry, like velvet.	I still didn’t like the water, but I sure didn’t mind being near it.	From a distance, the water looked as dark as the steel gray sky.

# Student Model: Summary

---

The article “About Sea Turtles” contains interesting information about sea turtles. They are mysterious but fascinating animals. They spend most of their lives at sea, but they do come to shore for one purpose—to lay eggs.

A mother sea turtle’s hind flippers are like a steam shovel, digging through layers and layers of sand. She digs a nest and lays hundreds of eggs. Why lay so many eggs? Baby sea turtle eggs, once they are buried, are on their own. When the time is right, on a moonlit night, the baby turtles dig their way out of the nest and scurry to the sea to begin life in the ocean. But they have to beware! Many other animals are predators of baby sea turtles.

Little is known about the life of these fascinating animals once they reach the sea, but scientists are getting more information every day!

<b>Simple</b>	<b>Compound</b>	<b>Complex</b>

# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Think of an animal with which you are familiar. Write a paragraph about that animal, varying the sentence structure so that you have at least one simple, one compound, and one complex sentence.

## **DAY 2**

### **Writing Prompt:**

Think about the things that make you unique. What interesting details make you who you are? Use these details to write a short summary paragraph about yourself, varying your sentences.

## **DAY 3**

### **Writing Prompt:**

Reread a chapter from your science textbook. Write a summary about what you have read, restating the most important ideas.

## **DAY 4**

### **Writing Prompt:**

Antoine read an article about the sea lion in “The Long Bike Ride.” Read a newspaper or magazine article that interests you and write a summary of it.

## **DAY 5**

### **Writing Prompt:**

Imagine you have been asked to write a book review for the school newspaper. Choose a book you are familiar with and write a summary of it. Vary your sentence structure to keep your readers’ interest.

# Words with Endings /ən/ and /əl/

---

## Spelling Words

- |               |             |              |             |
|---------------|-------------|--------------|-------------|
| 1. actual     | 6. example  | 11. medal    | 16. special |
| 2. beckon     | 7. foreign  | 12. peddle   | 17. sudden  |
| 3. burden     | 8. people   | 13. personal | 18. natural |
| 4. captain    | 9. informal | 14. pigeon   | 19. veteran |
| 5. comparison | 10. label   | 15. several  | 20. usual   |

Words Ending in /ən/	Words Ending in /əl/

# Subject Pronouns and Antecedents

---

- **Subject pronouns** can take the place of one or more nouns as the **subject** of a sentence. They include *I, you, he, she, it, we, and they*.
- The noun that a pronoun replaces is called an **antecedent**.

1. The tree was old. It was taller than the house.  
subject pronoun: *It*; antecedent: *The tree*
2. Wilma ran fast. She won the race.
3. Judy and I like to eat vegetables. We like to eat fish, too.
4. My friends are playing soccer. They play hard.
5. Juan and I went to the museum.  
We went to the museum.
6. Jason dried the dishes.
7. Maria and Carlos crossed the street.
8. The parrot squawked.

# Object Pronouns

---

- **Object pronouns** take the place of one or more nouns after an action verb or after a preposition.
- These pronouns are object pronouns: *me, you, him, her, it, us, and them.*

1. I sent an e-mail to my sister. *her*; follows the preposition *to*
2. Did that dog growl at Marcus and Sharon?
3. Carlos challenged Jason.
4. My sister pushed my brother and me.

## Gender and Number

- A pronoun's **gender** tells whether it is masculine, feminine, or neuter.
- A pronoun's **number** tells whether it is singular or plural.

5. We purchased a new CD.
6. Does Gina want to come with *her*?
7. Grandma brought presents for *him*.
8. They went to the movies.
9. The teacher helped *them*.

# Mentor Text: Organization

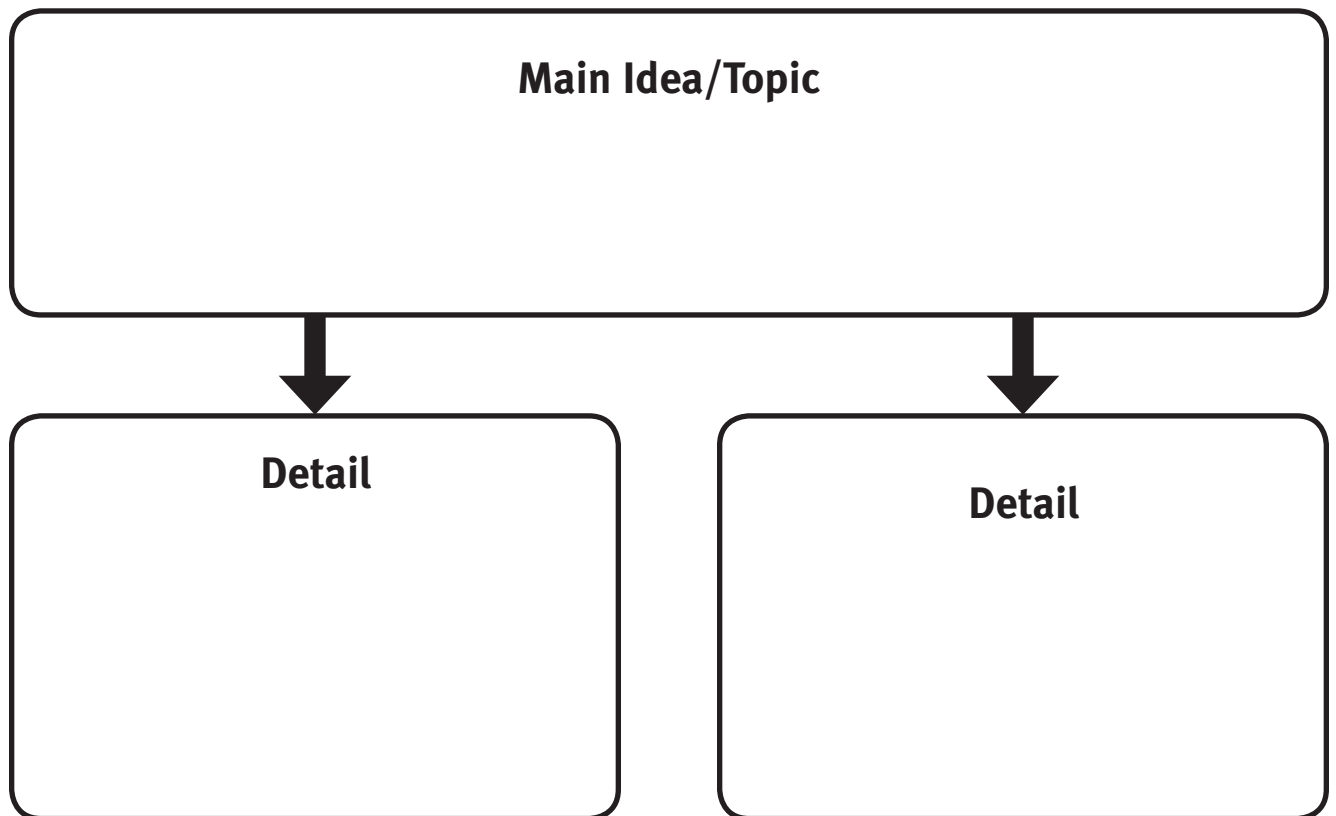
---

*from “Animal Instinct,” a Weekly Reader article*

Hours before giant waves pounded coastlines in South Asia in December 2004, many animals started behaving strangely. In Sri Lanka, elephants trumpeted frantically and fled to higher ground. Bats and flamingos deserted low-lying areas. Many other animals escaped unharmed.

Wildlife experts are amazed that many animals survived the tsunami. The series of huge waves killed thousands of people in South Asia and East Africa. Experts say animals might have sensed the approaching waves and moved to higher ground.

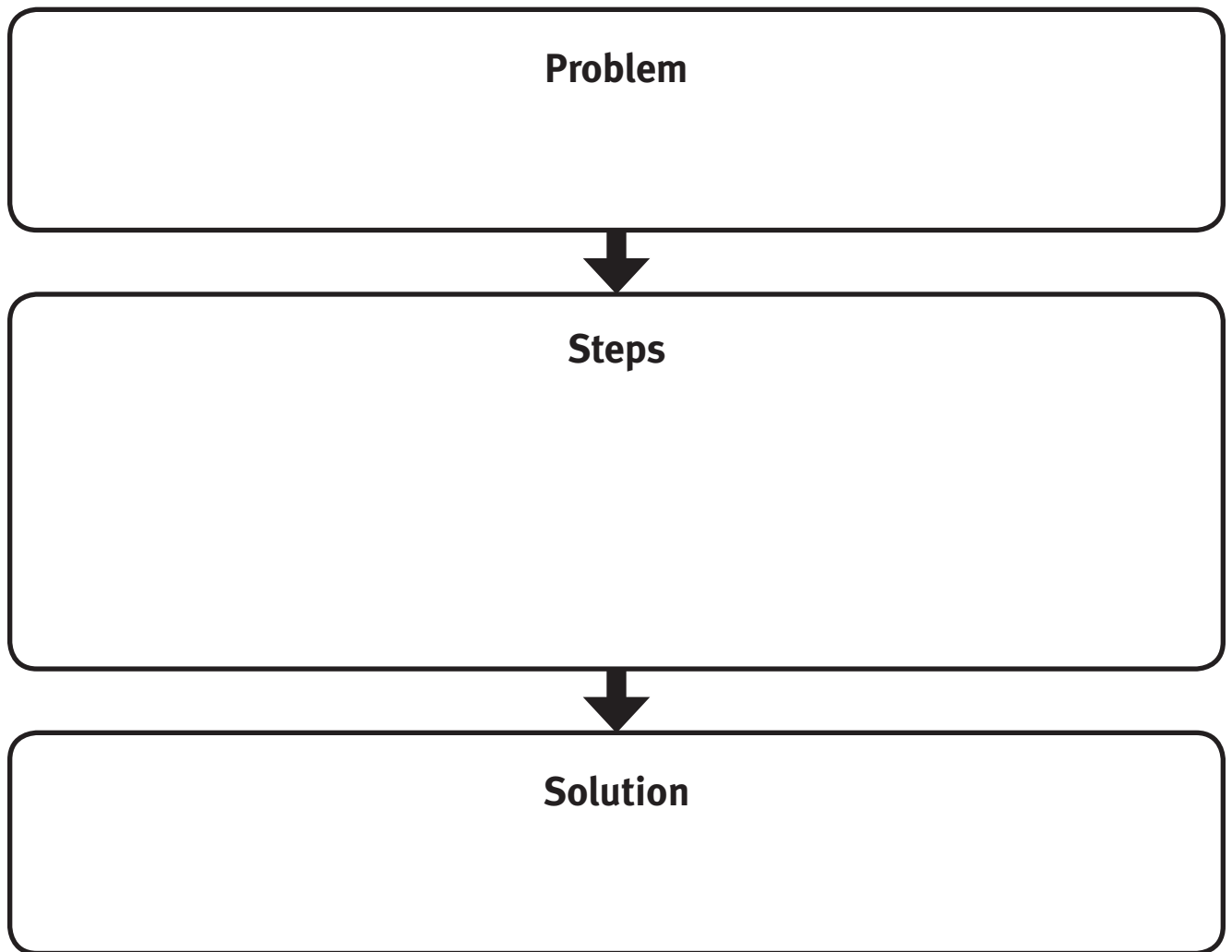
“I think animals can sense disaster. They know when things are happening in nature,” said an official at the national wildlife department in Sri Lanka.



# Student Model: Problem-Solution Composition

---

Our school sports complex was nearly completed, but there was no money left to build a concession stand. The Board of Education asked for community help. First, a local farmer donated the blocks to build the stand. Then an electrician and his son offered to do the wiring. Our principal sent out notices telling everyone to meet on Saturday for the stand-raising. Nearly 60 workers turned out to build the stand. It took all day, but by Saturday night, the final piece of our sports complex was done.





# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Imagine that you have difficulty getting ready for school on time. Write a composition in which you describe the problem and a possible solution.

## **DAY 2**

### **Writing Prompt:**

Write a short composition describing an invention you would like to create to solve a common household problem. Describe the invention and explain how it would solve the problem.

## **DAY 3**

### **Writing Prompt:**

In every location, people face problems created by the weather. Think of the problems caused by rain, snow, or storms in your area. Write a composition that describes how you or your family solve problems created by this kind of weather.

## **DAY 4**

### **Writing Prompt:**

Problems are often caused when something breaks. Think of a time when you had to fix a toy, mend a piece of clothing, or repair an important belonging. Describe the problems you faced as you fixed the item and how you solved them.

## **DAY 5**

### **Writing Prompt:**

Think about a problem in your community, such as a lack of recreation facilities. Write a letter to a city official in which you explain the problem and persuade him or her to take action to solve it.

# Words with Ending /ər/

---

## Spelling Words

- |             |             |              |             |
|-------------|-------------|--------------|-------------|
| 1. beggar   | 6. error    | 11. monitor  | 16. trader  |
| 2. burglar  | 7. calendar | 12. partner  | 17. traitor |
| 3. cedar    | 8. grammar  | 13. pillar   | 18. vapor   |
| 4. computer | 9. hanger   | 14. prisoner | 19. vinegar |
| 5. consumer | 10. lumber  | 15. rumor    | 20. whimper |

<b>/ər/ Ending Spelled <i>ar</i></b>	<b>/ər/ Ending Spelled <i>er</i></b>	<b>/ər/ Ending Spelled <i>or</i></b>

# Possessive Pronouns

A possessive pronoun takes the place of the possessive form of a noun.

- Some possessive forms are used before nouns.
- Other possessive forms can be used by themselves.
- Possessive pronouns do not contain apostrophes.

## Possessive Pronouns

	Singular	Plural
First person	my, mine	our, ours
Second person	your, yours	your, yours
Third person	his, her, hers, its	their, theirs

1. Donna dropped her ice cream cone.
2. Della had dropped hers on the floor.
3. The students enjoyed their trip to the zoo.
4. The white plate is mine.
5. I hurt my hand when I drew the bow.
6. It's too bad the cat broke \_\_\_\_ tail. (third person, singular)
7. \_\_\_\_ handbook tells you how to build a shelter. (second person, plural)
8. Stephen confused \_\_\_\_ keys with \_\_\_\_\_. (first person, plural; third person, singular)

# Reflexive and Indefinite Pronouns

**Reflexive pronouns** are formed by adding *-self* or *-selves* to some personal and possessive pronouns. A reflexive pronoun refers back to a noun or pronoun earlier in the sentence. It shows that the same person or thing is involved.

## Reflexive Pronouns

	Singular	Plural
<b>First person</b>	myself	ourselves
<b>Second person</b>	yourself	yourselves
<b>Third person</b>	himself, herself, itself	themselves

1. Grandma outdid herself making that delicious cake. (herself, Grandma)
2. The wolf pups warmed themselves by sleeping together.
3. After finishing my research paper, I will treat myself to a glass of milk and cookies.
4. The twins and I gave ourselves permission to relax.

An **indefinite pronoun** refers to persons, places, or things in a more general way than a noun does. Some indefinite pronouns include:

<i>anybody</i>	<i>everyone</i>	<i>none</i>	<i>somebody</i>
<i>each</i>	<i>nobody</i>	<i>some</i>	<i>something</i>

5. I felt something crawling up my arm.
6. Did anyone finish the extra credit assignment?
7. I asked if she wanted milk, and Janna said she'd have some.
8. When I opened the door, there was nobody there.

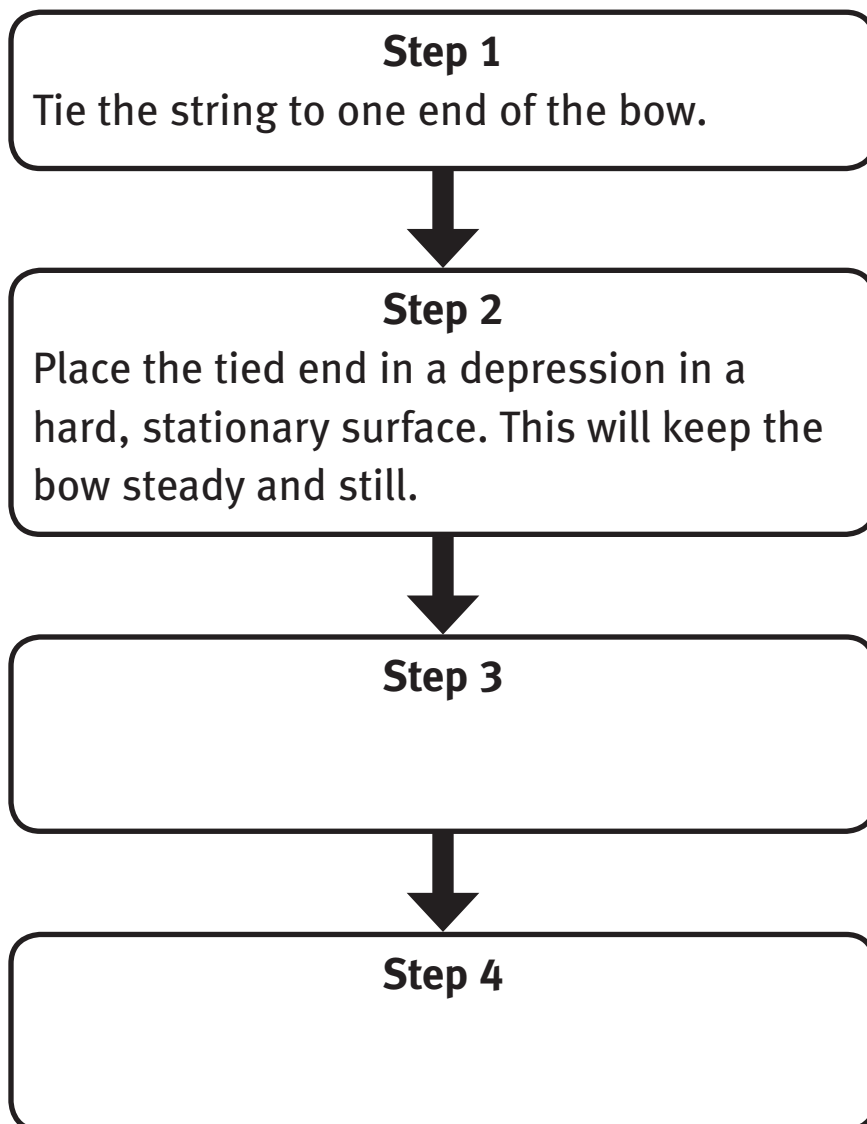
# Mentor Text: Organization

---

from “Brian’s Winter” by Gary Paulsen

p. 374

It proved to be difficult to string the bow. In spite of his scraping and shaping, the limbs were still very stout and the bow bent only with heavy pressure. He tied the string to one end, then put the tied end in a depression in a rock on the ground and used his weight to pull down the top end while he tied the cord in place.



# Student Model: How-to Essay

---

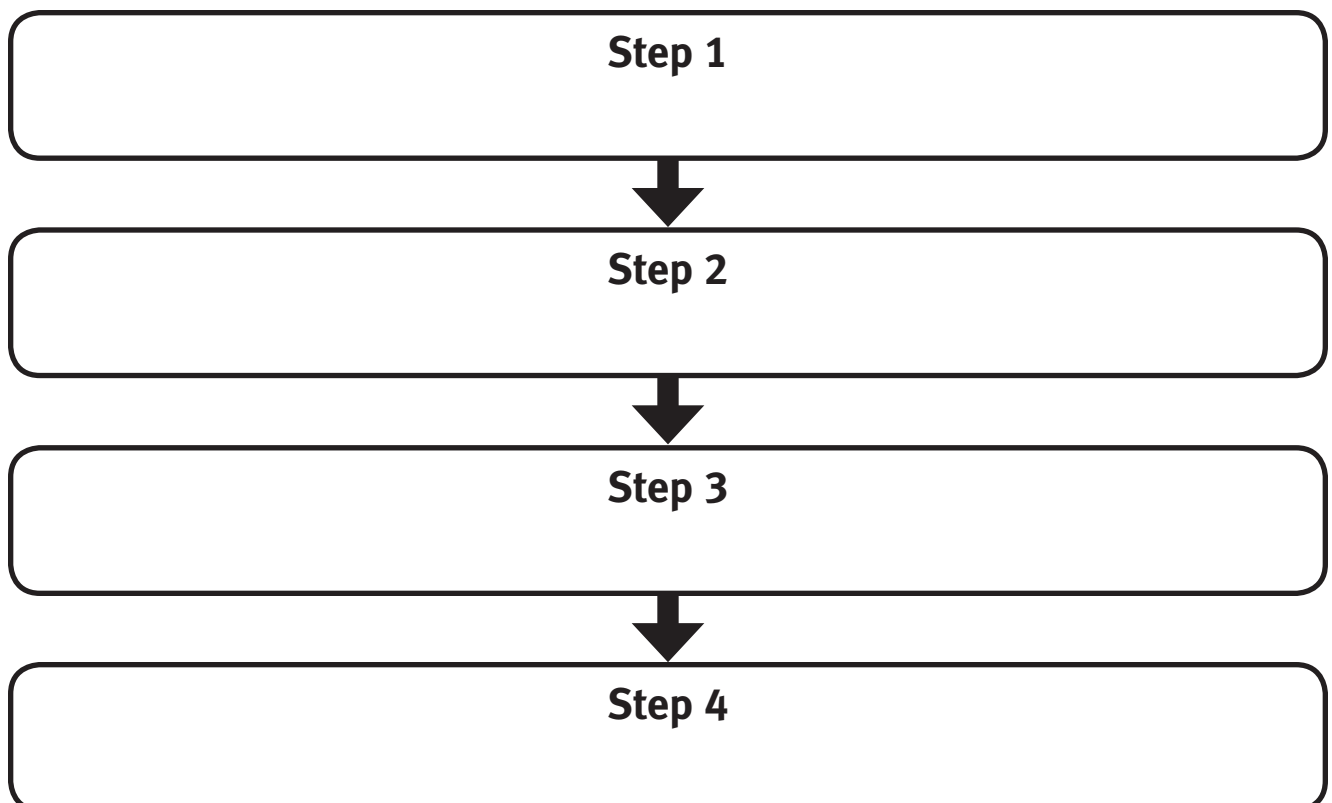
A lean-to is a simple shelter that will help you stay warm and dry in the wilderness. To build a lean-to, you will need a good building spot, a large object to use as a brace, stout sticks, smaller branches, and pieces of grass or leaves.

First, choose a place that is not too open or too confined. Avoid building in the center of a field or a thick tangle of brush. Instead, build halfway between the two. Keep in mind that it may rain. Your sleeping surface should not be in a low area that will get wet.

Once you have a site, find a sturdy brace to build your lean-to against. A fallen tree or big, long rock will do. You can even make a brace by tying a long branch between two trees, a few feet off the ground.

Next, lean sturdy sticks side by side along the brace. They should be at least four feet long. Check to be sure there is enough room under them for you to sleep, but not much extra room. Continue leaning sticks until the lean-to is long enough to cover you.

Now you are ready to pile small branches and twigs on top. Leave an opening at either end so that you can crawl in and out. To complete your lean-to, pile material such as leaves, grasses, and moss on top of the structure. The more you pile on, the warmer it will be inside. Now you have a shelter that will protect you.



# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Think of a simple snack you know how to make. Write the ingredients and tools needed to make it. Then list the steps in making the snack, in order.

## **DAY 2**

### **Writing Prompt:**

Imagine you are teaching someone how to log onto the Internet. The person doesn't know how to use a computer. Write an explanation that includes all the steps needed to access the Internet. Give simple definitions for any unfamiliar words.

## **DAY 3**

### **Writing Prompt:**

Imagine you are in the wilderness for one night. Write a how-to essay of the different steps you would need to take to ensure your wilderness trip was a success.

## **DAY 4**

### **Writing Prompt:**

Think of a task you do every day. Pretend you have hired an assistant and must teach him or her how to do the task. Write a how-to explanation. Be sure you include all the steps and explain any concepts that may be unfamiliar.

## **DAY 5**

### **Writing Prompt:**

Imagine you are a camp leader. You will teach campers how to play a game. Write instructions for campers. Be sure you do not leave out any essential information.

# Singular and Plural Nouns; Possessive Nouns

---

To form **plural nouns**

- **add -s** to most singular nouns (*boy, boys*).
- **add -es** to singular nouns ending in *x, ch, sh, s,* or *ss* (*box, boxes; lunch, lunches; guess, guesses*).
- **change y to i and add -es** to singular nouns that end in a consonant and *y* (*cherry, cherries*).
- **change f to v and add -es** to most nouns that end in *f* or *fe* (*knife, knives*).

Some nouns have irregular **plurals** (*child, children; mouse, mice*).

To form **possessive nouns**

- **add 's** to form most singular possessive nouns (*Jeff's*).
- **add only an apostrophe** to plural nouns that end in *s* (*dolphins'*).
- **add 's** to form the plural of most irregular nouns (*children's*).

1. Joelle picked six lilies and five roses.
2. It was days before the ponies and foxes were found.
3. Three wolves chased the mice.
4. The children caught many trout.
5. The girls jackets were left on the bus.
6. My dog leash and bowl are lost.
7. The lion tracks were everywhere.
8. The women shoes were in the back of Joaquin shop.



# Pronouns

- **Pronouns** take the place of nouns.
- Some pronouns are used as the subject of sentences (*I, you, he, she, it, they, and we*).
- Some pronouns are used as the direct object or object of the preposition in sentences (*me, us, you, him, her, it, and them*).
- The **antecedent** is the word or words to which a pronoun refers. The words must agree in gender and number.
- **Possessive pronouns** show ownership and take the place of possessive nouns (*mine, his, her, their, our, your, and its*).
- **Reflexive pronouns** reflect the action back to the noun or pronoun just named (*myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves*).
- **Indefinite pronouns** refer to a person or thing not named specifically (*someone, anyone, everyone, no one, few, some, many, both, others, anybody, somebody, everybody, something, nothing, and everything*).

1. Marcus, Patricia, and Lorna like to tell stories late at night, so they often gather around a campfire.
2. Marcus made popcorn because snacks are important to him.
3. The night was warm and calm, so it was a perfect night for a story.
4. The storyteller spoke, and the crowd listened closely to her.
5. The listeners were enthralled by the story because it was scary.
6. Someone gave me this book to read.
7. I told myself that it couldn't be true.
8. Was that our pizza you ate?
9. Everyone told themselves it was only a movie.

# Words Borrowed from Spanish and French

---

## Spelling Words

- |              |             |              |               |
|--------------|-------------|--------------|---------------|
| 1. adobe     | 6. patio    | 11. ballet   | 16. croissant |
| 2. barbecue  | 7. rodeo    | 12. beret    | 17. envelope  |
| 3. barracuda | 8. sombrero | 13. bouquet  | 18. plateau   |
| 4. embargo   | 9. tornado  | 14. campaign | 19. sergeant  |
| 5. mosquito  | 10. cargo   | 15. cassette | 20. depot     |

Words from Spanish	Words from French

# Adjectives

---

- **Adjectives** modify or describe nouns and pronouns. They tell *what kind, which one, how many, or how much* to make the noun or adjective more specific and definite.
- *A, an, and the* are special adjectives called **articles**.
- Some **pronouns** may be called adjectives when they are used to modify nouns: *his* inventions, *her* watch.
- **Proper adjectives** are formed from proper nouns: *France*, the *French* language.

1. John Harrison made many precise clocks. (*Many, precise*)
2. No clock had ever kept accurate time on a long voyage.
3. The strange clock amazed everyone.
4. His dream was to win the Longitude Prize. (*His, the*)
5. An English ship was about to set sail.
6. Endless waves rocked the ship.
7. Rain and storms drenched its equipment.
8. The young man with little education had built an ingenious masterpiece.

# Comparing with Adjectives

- The **comparative form** of an adjective compares two persons, places, or things.
- The **superlative form** of an adjective compares three or more persons, places, or things.

<b>Adjective</b>	<b>Comparative Form</b>	<b>Superlative Form</b>
light	lighter	lightest
heavy	heavier	heaviest

1. H2 was small but heavy than H1.
2. H4 was the light of all Harrison's clocks.
3. H3 was the pretty clock so far.
4. Do you know any inventor who was smart than Harrison?

- Some adjectives have irregular comparative and superlative forms.

<b>Adjective</b>	<b>Comparative Form</b>	<b>Superlative Form</b>
good	better	best
bad	worse	worst
much	more	most
little	less	least

5. Harrison gave every clock his good effort.
6. Harrison probably felt that Maskelyne was his bad enemy in the world.
7. No matter how well a clock performed, Maskelyne wanted much proof.
8. The king needed little proof.

# Mentor Text: Voice

---

*from* “The Man Who Made Time Travel” by Kathryn Lasky

p. 423

For John Harrison himself time was becoming a problem—it was running out. At sixty, he was tired from his work on H3 but not too tired to design a new pocket watch for himself. Not having the skills of a watchmaker, he asked a fellow clockmaker, John Jeffreys, to build it for him.

It was a perfect little watch, and he admired it greatly. And then he had an idea. Could a pocket watch be made accurate enough for use on a ship? The more John Harrison considered this possibility, the more sense it made.

<b>Use of Language</b>	<b>Voice</b>
Time was becoming a problem—it was running out.	dramatic; sense of urgency

# Student Model: Journal Entry

---

What an exciting day! Aunt Roma took me with her to the Midland Research Institute where she works. I thought it would be boring. Was I wrong! From the moment we walked into the lab, I was hooked. The test tubes gleamed. Everywhere I looked, there were machines that looked as though they belonged on a space shuttle.

Aunt Roma explained what each machine was for and how it worked. We talked about her project. She is investigating the connection between certain genes and lung cancer. Best of all, I was her assistant for the day. Even though I was just organizing data, I felt like I was part of something important. Imagine learning about these tiny units inside of us that tell our bodies how to run!

As I watched the researchers going quietly about their work, I thought about how they could change the world. Genetic research is the future! Now I am sure I want to be part of that future.

<b>Use of Language</b>	<b>Voice</b>

# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Think about an issue affecting your school. Write a journal entry describing how you feel about the issue.

## **DAY 2**

### **Writing Prompt:**

Recall an experience that made you laugh. Write a journal entry recreating the scene and describing what happened. Use sensory details to help readers share the experience. Be sure you use first-person point of view.

## **DAY 3**

### **Writing Prompt:**

Imagine you were present when a great discovery was made. Write a journal entry, including the date and details of the occasion. End with a summary of what this event means to the future.

## **DAY 4**

### **Writing Prompt:**

Think about a trip you took recently. Where did you go? Who were you with? Write a journal entry describing your trip.

## **DAY 5**

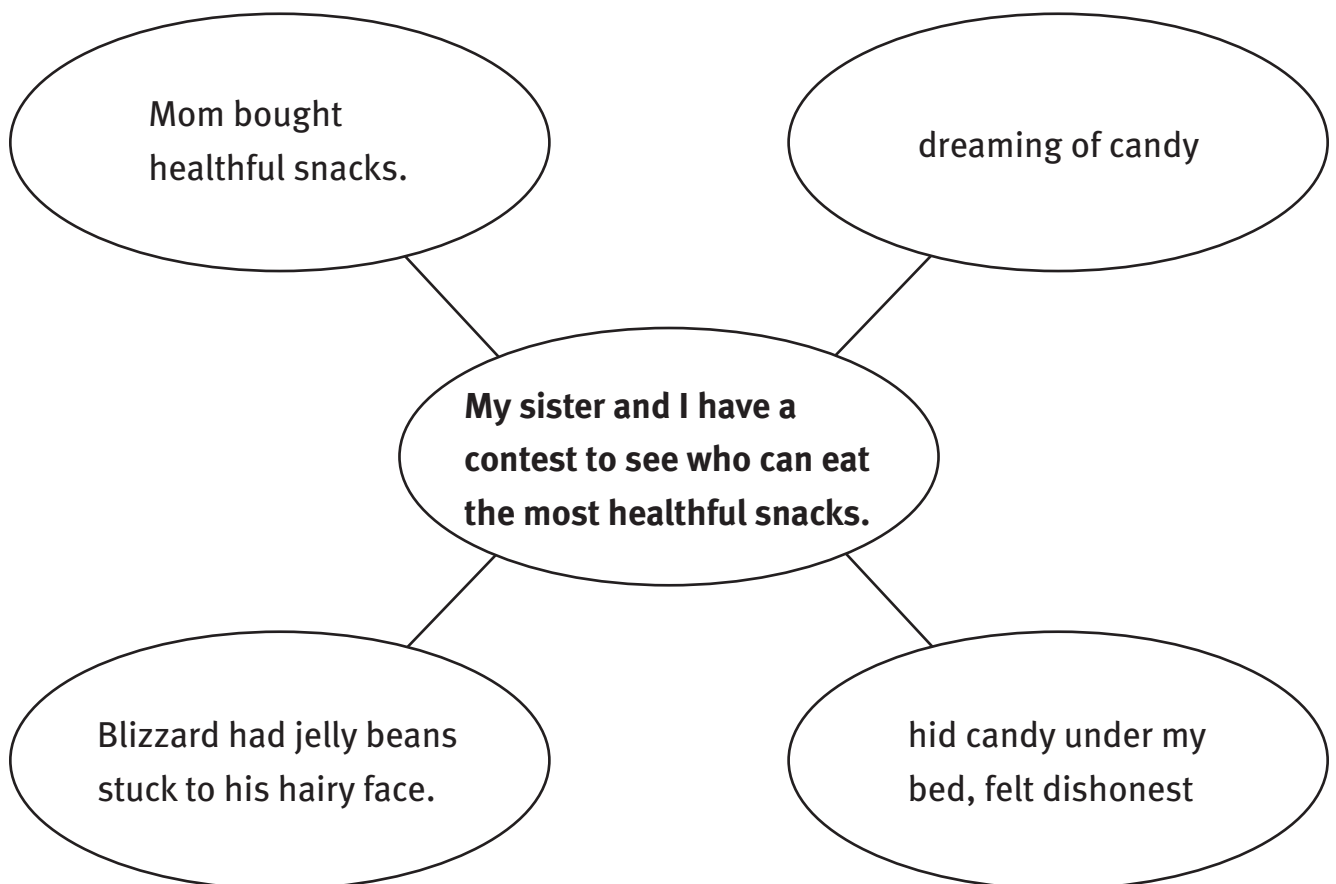
### **Writing Prompt:**

What do you see yourself doing fifteen years from now? How will you get to that point? Write a journal entry about your career plans and hopes. Describe what you think your life will be like then. Explain your feelings about your future.

# Brainstorming Ideas

Once you choose the topic for your autobiographical narrative, brainstorm as many details about it that you can remember. Write the topic in the center of a word web. Write the details in the ovals around it. Details should include

- things that happened.
- how things looked, tasted, smelled, felt, and sounded.
- how you felt.





# Organizing by Chronological Order

---

Events in an autobiographical narrative are arranged in the order in which they occurred, or chronological order. A sequence chart helps writers organize narratives. Adding specific details will help you write about how the event made you feel.

**Mom suggests a healthful eating contest.** Amanda and I eat too much junk food; mom offers a bookstore gift card as a prize.

**Our house becomes free of junk food.** Mom takes us shopping for healthful snacks.

**I am grumpy and dreaming of sweets.** Amanda and I argue; watching kids eat junk food is difficult.

**I buy jellybeans and hide them.** I hide the bag under my mattress but feel dishonest.

**Busted! Blizzard finds and eats my candy.** Jellybeans are stuck to his hairy face.

**I tell the truth and start over.** Amanda wins the prize, and I decide to cut back on sweets (but not cut them out).

# Developing Beginning, Middle, and End

---

An autobiographical narrative has the following parts:

- a **beginning**—describes the setting, characters, and conflict; suggests the writer’s personality
- a **middle**—develops the conflict by showing how the problem gets more complicated; tells how the writer felt
- an **end**—tells how the conflict was resolved and what the writer learned

The summary below shows how one writer organized events from the sequence chart and added details to develop character and conflict.

**Beginning:** healthful eating contest; prize will be \$20 gift card to bookstore; house becomes junk food free zone; I am worried; Amanda does not favor sweets as much, so it is easier for her

**Middle:** get grumpy; eating lunch is torturous, watching kids eat chips, candy, cookies; hide jellybeans under bed; feel dishonest; Blizzard eats jellybeans; wrappers on floor; Amanda sees candy stuck to Blizzard’s hairy face; Amanda is suspicious

**End:** Amanda wins the contest; I tell the truth and feel relieved; start over; cut back on sweets

# Combining Sentences

Too many simple sentences create writing that is choppy and disconnected.

- Combine sentences to show how the ideas are related, such as by time order or by cause and effect.
- Add words and phrases to sentences that show how they relate to the sentences around them or to the big picture.

Original Sentences	Revised Sentences
<b>Flat sentence:</b> Mom suggested a contest.	<b>Transition to show time order:</b> I knew I was in trouble <i>as soon as</i> Mom suggested a healthful eating contest.
<b>Ideas not connected:</b> I also thought it wasn't fair. My sister Amanda doesn't care much for sweets.	<b>Conjunction to show relationship:</b> However, I also thought it wasn't fair <i>because</i> my sister Amanda doesn't care much for sweets.
<b>Idea not put into time frame:</b> We helped Mom buy new snacks.	<b>Transition to show time order:</b> <i>We began by helping</i> Mom buy healthful snacks.
<b>Ideas not connected:</b> My beloved chips, cookies, and candy disappeared. I felt like the captain of a sinking ship.	<b>Clause to show time:</b> <i>As I watched</i> my beloved chips, cookies, and candy disappear off the kitchen cabinet shelves, I felt like the captain of a sinking ship.

# Proofreading

---

## The Candy Sneak

I new I was in trouble as soon as Mom suggested the contest. It's true that my relationship with junk food is too cozy. However, I though the contest wasn't fair because my sister, Amanda doesn't care that much about sweets. Whether I wanted to or not, we began a one month healthful eating contest

We began by helping Mom throw out the junk food. As I watched my beloved chips, cookies and candy slide into the trash, I felt like the captain of a sinking ship. Amanda just hummed and smiling. I knew she was thinking shed win the prize. Mom said the winnner could have a \$20 gift card to the bookstore, which she knew would hook me. In addition to being a junk food junkie, I also a book junkie.

# Writing on Demand: Autobiographical Narrative

---

## Sample Prompt

Everyone has the experience of doing something for the first time, such as trying a new food or competing for a prize.

Think about a memorable first-time experience that you have had.

Now write an autobiographical narrative about the first time you had an experience with unforgettable results.

## Analyze the Prompt

1. What is the topic of the prompt?
2. Which words tell how to narrow the focus of the prompt?
3. Which words tell how to write about the topic?

### BUDGETING TIME

Here's a good way to use 45 minutes:

Prewrite	= 10 minutes
Draft	= 25 minutes
Revise and Edit	= 10 minutes

# Prefixes *im-*, *in-*, *ir-*, *il-*

---

## Spelling Words

- |                  |                |                   |                 |
|------------------|----------------|-------------------|-----------------|
| 1. inability     | 6. inattentive | 11. insecure      | 16. impassive   |
| 2. inaccessible  | 7. impress     | 12. irresponsible | 17. ineffective |
| 3. inadequate    | 8. inaudible   | 13. immobile      | 18. illogical   |
| 4. inadmissible  | 9. indigestion | 14. immovable     | 19. illuminate  |
| 5. inappropriate | 10. irrational | 15. impartial     | 20. improper    |

<i>im-</i>	<i>in-</i>	<i>ir-</i>	<i>il-</i>

# Verbs and Verb Phrases

---

- Verbs are words that can show action or state of being.

1. The breeze felt chilly on her face.
2. Jeffrey untied the boy's shoelace.
3. This sand is grimy and hard.
4. I found a spider on my bed.
5. The girls are happy that today is Friday.

- A verb phrase contains a main verb and one or more helping verbs.  
These are some helping verbs:

<i>am</i>	<i>is</i>	<i>are</i>	<i>was</i>	<i>were</i>	<i>will</i>
<i>can</i>	<i>shall</i>	<i>should</i>	<i>would</i>	<i>could</i>	

6. Wendy is planning a party.
7. She was considering a costume party.
8. She will invite her entire class.
9. Wendy will send the invitations this week.
10. I am wearing my favorite outfit.

# Main Verbs and Helping Verbs

---

- A **verb phrase** consists of a main verb and one or more helping verbs. Verb phrases can be found in questions and statements.

Are you going to the movies today?  
I am going to the movies today.

1. Will Jack and Karen go with us to the movies?
2. Can you tell me the name of the movie?
3. You will be surprised by the title.
4. This is going to be a lot of fun.
5. I am looking forward to this night.

- Forms of *have* and *do* can also be main or helping verbs.

*have*     *has*     *had*     *do*     *did*     *done*

6. Have you completed your assignment?
7. I did my homework last night.
8. We had too many problems.
9. Did your mother help you?
10. My dad has helped me before.



# Mentor Text: Voice

---

*from “Maniac Magee” by Jerry Spinelli*

**p. 449**

And there stood Maniac, turning the Knot, checking it out. Some say there was a faint grin on his face, kind of playful, as though the Knot wasn't his enemy at all, but an old pal just playing a little trick on him. Others say his mouth was more grim than grin, that his eyes lit up like flashbulbs, because he knew he was finally facing a knot that would stand up and fight, a worthy opponent.

He lifted it in his hands to feel the weight of it. He touched it here and touched it there, gently, daintily. He scraped a patch of crust off with his fingernail. He laid his fingertips on it, as though feeling for a pulse.

<b>Use of Language</b>	<b>Quality of Voice</b>
And there stood Maniac, turning the Knot, checking it out.	
the Knot wasn't his enemy at all, but an old pal just playing a little trick on him	

# Student Model: Autobiographical Narrative

---

## Kite Strings

Jesse and I both love kite flying, but I'm an expert. I have been flying kites since the age of three. My dad used to take me kite flying on Saturday mornings during the months of April and May when the weather was good. Now I'm confident enough to fly them on my own. I have learned the ins and outs, ups and downs, and swoops and twirls of flying a kite.

Last Saturday, my kite flying skills were really put to the test. Jesse and I were kite flying at the beach. We each had our own kite, and we were dueling to see whose kite could soar the highest. As Jesse's kite swooped and swirled, I kept mine high and straight, tugging on the string when it seemed his kite might dip too low. Suddenly, Jesse's kite swooped closer to mine. Then it began to plummet toward the beach.

"Look out!" Jesse yelled still tugging on his kite string.

His warning came just in time. With a quick flick of my wrist, I was able to maneuver my kite out of harm's way.

Use of Language	Quality of Voice

# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Think of some things you like to do on the weekends. Which is your favorite? Write an autobiographical narrative about a memorable experience you had while enjoying this activity. Remember to use a compelling voice and first-person point of view.

## DAY 2

### Writing Prompt:

Who are your closest friends? Choose one, and write an autobiographical narrative about an adventure you had with your best friend.

## DAY 3

### Writing Prompt:

Think about a time when you used patience and skill to achieve a goal, like Maniac Magee. Write an autobiographical narrative describing what you did and how you felt.

## DAY 4

### Writing Prompt:

Imagine you are Maniac Magee. Tell how you feel about the knot from the first-person point of view. As Maniac, tell what you feel and think about the knot and the crowd around you. Remember to use the pronouns *I* and *me*.

## DAY 5

### Writing Prompt:

Think about a successful day in your life. Write an autobiographical narrative about your experience.

# Words with Suffixes *-ant*, *-ent*, *-ist*

---

## Spelling Words

- |               |                |                 |                |
|---------------|----------------|-----------------|----------------|
| 1. compliant  | 6. significant | 11. participant | 16. cartoonist |
| 2. contestant | 7. irritant    | 12. scientist   | 17. efficient  |
| 3. immigrant  | 8. observant   | 13. biologist   | 18. pollutant  |
| 4. informant  | 9. resident    | 14. columnist   | 19. obedient   |
| 5. inhabitant | 10. panelist   | 15. medalist    | 20. confident  |

### Words with suffix *-ant*

### Words with suffix *-ent*

### Words with suffix *-ist*

# Action Verbs and Their Objects

---

An **action verb** tells what the subject does, did, or will do. A **direct object** is the noun or pronoun that receives the action of the verb. The direct object tells who or what receives the action.

**EXAMPLE 1:** I bought a book.

1. My father told a story.
2. Tom sent an urgent e-mail.
3. Get the ball, please!
4. Connie promised to bring dessert to the party.
5. Jorge read the magazine article last night.

An **indirect object** tells to whom, to what, for whom, or for what the action of the verb is done. Some verbs that take indirect objects are: *ask, buy, get, give, make, send, show, and tell*.

**EXAMPLE 2:** I bought you a book.

6. Lynn bought her mom a beautiful bouquet of roses.
7. The people asked the politician about his campaign.
8. Some important scientists told us about their discoveries.
9. Patsy gave her sister a watch for her birthday.
10. The judges rewarded the gymnast with a gold medal.

# Linking Verbs

---

A **linking verb** connects the subject of a sentence to a word that renames or describes it. If the subject is linked to a noun or pronoun, that word is called a **predicate nominative**. If the subject is linked to an adjective, that word is called a **predicate adjective**.

**EXAMPLE 1:** The Martian is a visitor.

**EXAMPLE 2:** The Martian feels happy.

1. My cousin became a police officer yesterday.
2. That dog is beautiful.
3. Judith became hysterical when she couldn't find her cell phone.
4. The elephant is a mammal.
5. Many of the people who visit Orlando are tourists.

## Action verb or linking verb?

1. Alan's grandmother is a principal of a high school.
2. Will you show me your new sneakers?
3. Everyone feels terrific today, right?
4. Eventually, Luis became calm.
5. Jamal got his brother a CD for his birthday.

# Mentor Text: Sentence Fluency

from “The Kid Who Named Pluto” by Marc McCutcheon

pp. 470–472

(1.) On March 13, 1930, which coincidentally was Percival Lowell’s birthday, the Lowell Observatory announced the great discovery. (2.) The public was enthralled. (3.) How big was the new planet? How far away was it? Could it be seen without a telescope? (4.) Although many questions could not be answered right away, the question of what to name the new planet created an immediate clamor. Suggestions poured in from astronomers and citizens around the world.

One person wrote in to suggest the name *Zymal* because that was the last word in the dictionary and this was the last word on planets in the solar system. Another wrote, “Why have only one lady in our planetary system?” and suggested *Idana* to accompany Venus.

(5.) Nearly 100 different names were suggested in all, but the final decision was left up to the members of the Lowell Observatory. At first they favored *Cronus*.

Examples	Sentence Types
(1.) On March 13, which coincidentally was Percival Lowell’s birthday, the Lowell Observatory announced the great discovery.	complex, declarative
(2.) The public was enthralled.	
(3.) How big was the new planet?	
(4.) Although many questions could not be answered right away, the question of what to name the new planet created an immediate clamor.	
(5.) Nearly 100 different names were suggested in all, but the final decision was left up to the members of the Lowell Observatory.	

# Student Model: Letter of Request

---

Robert M. Jones  
123 Main Street  
Anytown, CA 00000  
January 17, 20\_\_

Dr. Marisa Lopez  
Museum of Science  
1300 Museum Road  
Anytown, CA 00000

Dear Dr. Lopez:

I am a sixth-grade student at P.S. 12 in Anytown. I'm writing to you because my teacher asked us to write a report about astronomy. I'm particularly interested in comets. I plan to do a lot of research about them, but I think it would be informative and interesting if I could also interview an astronomy expert.

When I thought about a person I should speak to, your name popped into my head immediately. I love the astronomy book you wrote for kids! I also know that you have taught astronomy at UCLA for many years, and that you are the head of the astronomy department at the Museum of Science. Last month, I went to the lecture you gave at the museum, and I thought you explained comets perfectly.

Will you please allow me to interview you for about an hour? If so, would you like to see a list of specific questions beforehand, or would you prefer for us to just chat about comets?

You can reach me by phone at (555) 555-1212, or feel free to send an email to cometboy@webservice.com. Thanks.

Sincerely,





# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

You would like to be a volunteer at your local park. Write a letter to the Park Board asking them what kinds of positions are available for volunteers and what qualifications are needed for each position.

## DAY 2

### Writing Prompt:

You have just read a book by your favorite author. Write a letter asking him or her to visit your school during Book Week. Include why you like that author's books.

## DAY 3

### Writing Prompt:

Imagine you have been assigned to write a report about a topic in astronomy. Write a letter of request to an expert in the field. You might choose to ask for an interview, seek answers to some hard questions, or inquire about recommendations of good books, magazines, or websites.

## DAY 4

### Writing Prompt:

Imagine you were born on the same day as a total eclipse of the moon. Write a letter to a planetarium asking for information on moon eclipses and for information on the one that happened around your birthdate.

## DAY 5

### Writing Prompt:

You are in charge of refreshments after the class play. Write a short letter to an area juice vendor asking for price quotes.

# Word Parts *over-*, *under-*, *sub-*

---

## Spelling Words

- |                  |                   |                   |                 |
|------------------|-------------------|-------------------|-----------------|
| 1. overbearing   | 6. overhang       | 11. underdone     | 16. submerge    |
| 2. overcast      | 7. overindulge    | 12. underestimate | 17. substandard |
| 3. overconfident | 8. overlay        | 13. underrated    | 18. underground |
| 4. overdevelop   | 9. overpower      | 14. undertake     | 19. subcontract |
| 5. overdraft     | 10. undercarriage | 15. underwent     | 20. subtitle    |

<b>Words with <i>over-</i></b>	<b>Words with <i>under-</i></b>	<b>Words with <i>sub-</i></b>

# Simple Tenses: Present Tense

- The **present tense** of a verb shows that the action is happening now or that it happens over and over.

## Present Tense for Regular Verbs

Singular Subjects ( <i>he, she, it, or a singular noun</i> )	Rule
most verbs verbs ending in <i>s, ss, sh, ch, x, z</i> verbs ending in consonant + <i>y</i>	Add <i>s</i> . Add <i>es</i> . Change <i>y</i> to <i>i</i> and add <i>es</i> .

## Present Tense for *Be* and *Have*

Subject	Forms of Be	Forms of Have
<i>I</i>	am	have
<i>he, she, it, or a singular noun</i>	is	has
<i>we, you, they, or a plural noun</i>	are	have

1. People (visit, visited) unusual museums.
2. Many small towns (will feature, feature) quirky places for the curious.
3. One museum (specialized, specializes) in postcards.
4. Old locks and keys (capture, captured) people's attention in Terryville, Connecticut.
5. Hundreds of clocks (enchancing, enchant) onlookers at a museum in New Hampshire.
6. People \_\_\_\_\_ (to gape) at an enormous ball of twine—almost 9,000 pounds—in Kansas.
7. A museum in Pennsylvania \_\_\_\_\_ (to display) mushrooms.
8. The Winchester Mystery House \_\_\_\_\_ (to provide) an interesting stop in San Jose, Texas.
9. The world's largest jackrabbit statue \_\_\_\_\_ (to stand) in the middle of Odessa, Texas.

# Subject-Verb Agreement; Easily Confused Verbs

A verb must **agree** in number and person with its subject. Use a singular verb with a singular subject and a plural verb with a plural subject. Always use a plural verb with *you*.

1. Twenty vacationers (climbs, climb) aboard the bus.
2. The tour (take, takes) them around the country.
3. Mrs. Jessup (like, likes) the Elephant building best.
4. Dr. Fern and his wife (favor, favors) the big mushroom building.
5. Everyone (cheer, cheers) at the fancy castle.

## Some verbs are **easily confused**.

**lie** (rest or recline)

**lay** (put or place)

**sit** (be seated; perch)

**set** (put something down)

**rise** (get up)

**raise** (move to a higher place;  
grow)

**bring** (to transport from a farther  
place to a nearer place)

**take** (to transport from a nearer  
place to a farther place)

6. My neighbor (rises, raises) early each morning.
7. For part of the day, the sightseers (set, sit) in the bus.
8. Please (take, bring) this note to the front office.
9. At the Cupcake Museum, a huge dog (lays, lies) in front of the entrance.

# Mentor Text: Sentence Fluency

---

*from* “Buildings in Disguise” by Joan Marie Arbogast

p. 500

By the early 1950s, storybook parks opened from east to west. Complete with buildings and characters borrowed from childhood stories, these parks brought nursery rhymes and fairy tales to life. Fairy tale-type castles that welcomed guests to their parks years ago still welcome guests today.

At Story Land in Glen, New Hampshire, Cinderella greets guests outside the Cinderella castle. Guests can even arrive at the castle by way of a pumpkin carriage!

Story Land has several mimetic structures throughout its park. As young visitors climb in and out of a walk-in shoe house, it’s easy to see how mimetic structures bring nursery rhymes to life.

Sentence	Sentence Structure
1	
2	
3	
4	
5	
6	
7	

# Student Model: Essay of Explanation

---

Have you ever noticed that different buildings have different “personalities”? One reason is that buildings have different kinds of architectural features. These help make buildings unique.

Some buildings have columns in front. These come in different styles. A rather plain column might be in the Doric style, while an ornamental column might be Corinthian. Other column styles include Ionic and Tuscan.

The windows on a building can also make it distinctive. If a window has a pointed arch at the top, it might be Gothic. Many homes have six-by-six windows with 12 small panes. Picture windows with no panes are popular, too.

When you look up, you might notice differences in roofs. The gabled roof is often used on houses, and the gambrel roof is common on barns.

The decorative elements of architecture give each building its own character. Study the building in which you live. What features make it special?

# Daily Writing Prompt

---

## **DAY 1**

### **Writing Prompt:**

You have been asked to write an essay for a museum newsletter directed to young people. Your topic is to describe some of the curious exhibits at the museum.

## **DAY 2**

### **Writing Prompt:**

Suppose you have a summer internship as a student guide at a national park. Think of a park and write an explanation for it that you might give to a group of visitors before they begin their tour.

## **DAY 3**

### **Writing Prompt:**

Imagine you have been hired to write a brochure for a building in your community. Select a building, and think about its unique characteristics and how it is used. Now write to describe its features and uses.

## **DAY 4**

### **Writing Prompt:**

A local newspaper has invited you to submit an opinion piece about the fate of a historical building in your community. Write an essay explaining why you do or do not think the building is worth preserving.

## **DAY 5**

### **Writing Prompt:**

Think of a monument or landmark that you have seen or would like to see. Write an essay that explains what the monument means to you.

# Adjectives; Main and Helping Verbs

---

- **Adjectives** modify or describe nouns or pronouns. They tell *what kind, which one, how many, or how much*. Proper adjectives begin with a capital letter.
- **Comparative** adjectives compare two things using the word *more* or the ending *-er*. **Superlative** adjectives compare three or more things using the word *most* or the ending *-est*.
- A **verb phrase** contains a main verb and one or more helping verbs. Verb phrases can be found in statements and questions.

1. One puppy is a Chinese pug.
2. Those three chubby puppies are Australian terriers.
3. That was the (good) play I have ever seen!
4. This cookie tastes (delicious) than that one.
5. I have a (small) amount of free time today than I will have tomorrow.
6. He will get a haircut today.
7. John went last week when the shop was closed, so he has been waiting for it to open up again.
8. Do you need a haircut, too?



# Action and Linking Verbs; Present Tense Verbs

---

- An **action verb** describes an action or activity. The noun or pronoun that receives the action is the **direct object**. The noun or pronoun that receives the action indirectly is the **indirect object**.
- A **linking verb** joins the subject of the sentence to words in the predicate. These words in the predicate are **predicate nominatives** (nouns or pronouns) or **predicate adjectives**.
- A **present tense verb** shows that the action is happening now or that it happens over and over. A verb must agree in a number and person with its subject.

1. Raymond taught them a song.
2. I made my brother a mask.
3. This city is gigantic.
4. My uncle is a tour guide.
5. He is happy with his job.
6. My sister (attend, attends) band camp every year.
7. Thousands of spectators (watch, watches) the show each week.
8. My cousin (like, likes) to ride her bike.

# Words with Greek and Latin Word Parts—Body Language

---

## Spelling Words

- |               |                |                 |               |
|---------------|----------------|-----------------|---------------|
| 1. pedal      | 6. dentist     | 11. manipulate  | 16. memorize  |
| 2. peddler    | 7. dentures    | 12. manufacture | 17. tripod    |
| 3. pedestrian | 8. vocalize    | 13. vocalist    | 18. podium    |
| 4. pedestal   | 9. manual      | 14. memoir      | 19. memorable |
| 5. dental     | 10. manuscript | 15. memorial    | 20. maneuver  |

<b><i>ped/pod</i></b>	<b><i>dent</i></b>	<b><i>voc</i></b>	<b><i>man</i></b>	<b><i>mem</i></b>

# Simple Tenses: Past Tense

---

- A verb in the **past tense** describes an action that was started and completed in the past.
- Many past-tense verbs **end in -ed**.

1. Last summer, my family visit Greece. (visited)
2. We stay with relatives in Athens.
3. On the first evening, my brother and I climb the Acropolis.
4. We look at the amazing ruins and enjoy the view.
5. We remain there until sunset and then slowly walk home.

- When a verb **ends in a consonant followed by y**, change the *y* to *i* and add *-ed*. (*try/tryed*)
- When a single-syllable verb **ends in one vowel followed by one consonant** (but not *w* or *y*), double the consonant and add *-ed*. (*trip/tripped*)
- When a verb **ends in an e**, drop the *e* and add *-ed*. (*live/lived, believe/believed*)

6. We hurry from place to place during our week in Greece. (hurried)
7. It seemed that we never stop moving.
8. At the end, we race to catch our plane.
9. Aunt Effie cry at the airport.
10. My mom promise that we could return some day.

# Simple Tenses: Future Tense

- A verb in the **future tense** describes an action that will occur in the future.
- To form the future tense, add the **helping verb *will*** to the main verb: We will sail to the island of Crete tomorrow.

1. Tomorrow afternoon, I start my project on Socrates.
2. First, I go online for information.
3. At six o'clock, my mom take me to the library.
4. My sister pick me up at eight o'clock.

- The verb tense you use often depends on information in the sentence or paragraph. Look for **context clues** that tell you when to use the past, present, or future tenses.

Every year, my mom travel as part of her work. I hate it when she goes because my dad cook for me. Last year, mom use her frequent-flyer miles to take me with her to Greece. I love the food and the big hotel we stay in. Mom says she take me on another trip next year. Poor dad cook for himself again!

- |           |                         |          |       |
|-----------|-------------------------|----------|-------|
| 5. travel | <u>travels, present</u> | 9. love  | _____ |
| 6. hate   | _____                   | 10. stay | _____ |
| 7. cook   | _____                   | 11. take | _____ |
| 8. use    | _____                   | 12. cook | _____ |

# Mentor Text: Ideas

---

*from “Ancient Greece” by Kim Covert*

p. 547

The games did not start again until 1896. That year, Athens hosted the first modern Olympic Games. Athletes from 14 nations competed in the 1896 Olympics.

The Olympics are now held every two years. The games alternate between summer and winter. Many cities around the world have hosted the Olympics.

The Olympics returned to Athens in 2004. Workers upgraded stadiums and created new ones to hold all the events. About 10,500 athletes from 200 countries competed. Tourists watched the modern competitions and visited the ancient sites.

**1896 Olympics**  
first modern Olympic  
Games

**Both**  
held in Athens

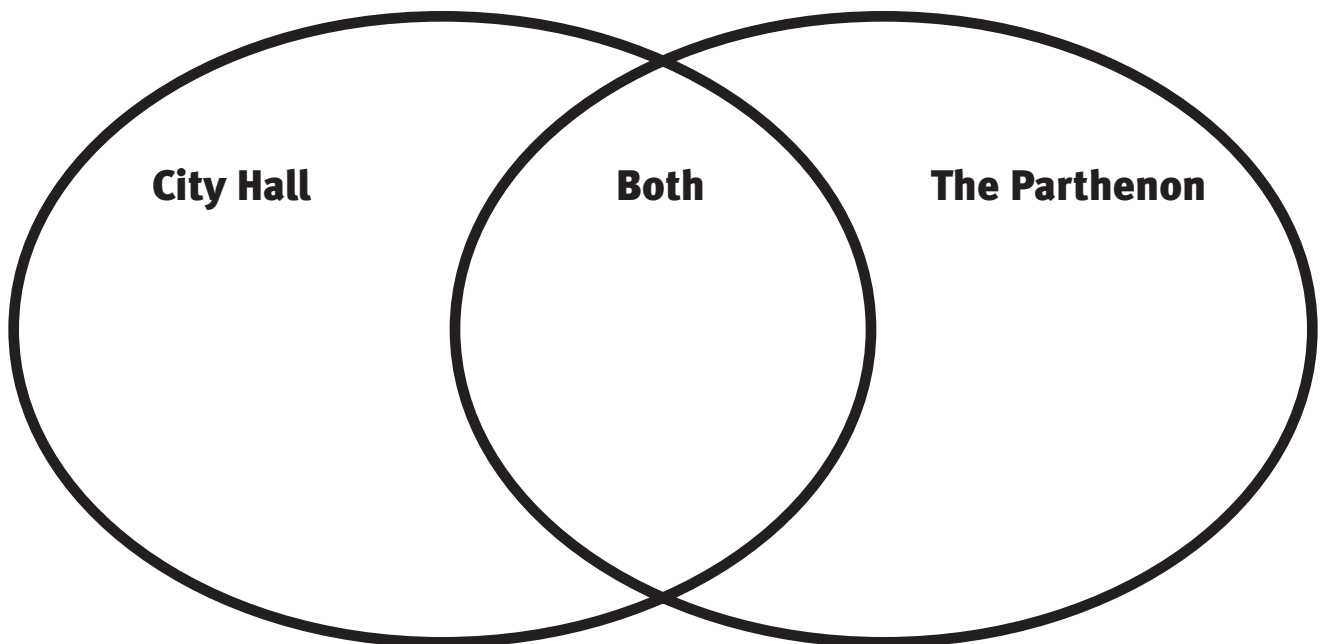
**2004 Olympics**  
recent summer Olympic  
Games

# Student Model: Compare-and-Contrast Composition

---

City Hall in my town is a lot like the Parthenon in Athens. Both buildings are very big and important-looking. City Hall has a rectangular shape, just like the Parthenon. It also has tall white columns, which look a lot like the ones on the Parthenon. City Hall is on a hill so everyone can see it. Likewise, the Parthenon was built on the Acropolis, a big hill in Athens.

Of course, there are many differences between the two buildings, too. The Parthenon is much bigger and older than City Hall. Its columns go all around the outside of the building, but the columns on City Hall are just at the front of the building. The biggest difference, though, is that the Parthenon is a ruin. It doesn't even have a roof. People go to work in City Hall every day, rain or shine.



# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Cats and dogs are very different. Write a composition describing the similarities and differences of these popular pets.

## DAY 2

### Writing Prompt:

Think about two places that are special to you—places where you enjoy spending your time. What do they have in common? How are they different? Write a composition describing the similarities and differences of these places.

## DAY 3

### Writing Prompt:

Choose two movies that you have enjoyed recently. Were they different or similar? Write about how they are similar and how they are different.

## DAY 4

### Writing Prompt:

Write a composition comparing and contrasting life today with life as it might have been 2,500 years ago in ancient Greece.

## DAY 5

### Writing Prompt:

Think about how you were five years ago. Write a compare-and-contrast composition describing how you and your younger self are alike and different.

# Taking Notes

Note cards help writers take notes before writing. The note card below shows how one writer learned about animals of the Nile River.

- First, the writer labeled the note card to keep track of the information. This card is labeled *living things* because it is about animals of the Nile River.
- Next, the writer wrote the question to be answered at the top of the card. This tells the specific information that will be listed on the note card.
- Then, the writer noted all the important information that answers the question.
- Finally, the writer recorded details about the source, or where the information was found.

(living things)

## **What kinds of animals live in or near the Nile River?**

Large and small animals live in or near the Nile. The hippo is the largest mammal that lives there. Hippos live in the water. They walk along the bottom and eat vegetation. The Nile crocodile lives there. It is the largest crocodile in Africa. The Nile is home to many birds and fish. One bird, the ibis, was sacred to the ancient Egyptians.

Roberts, J.M. *Ancient History*. London: Duncan Baird Publishers, 2002.



# Outlining

Outlines help you organize your ideas before writing.

- Research reports should begin with an introduction of the topic.
- The writer used information gathered on note cards during the note-taking process to fill in the body of the outline. This outline has three sections before the conclusion.
- Research reports should end with a conclusion of the topic.

## Title: The Nile River

### I. Introduction

### II. Ancient History

#### A. Transportation

#### B. Life-giving Floods

1. Akhet: flooding
2. Peret: planting
3. Shemu: drought

### III. Animals of the Nile

#### A.

- 1.
- 2.

#### B.

- 1.
- 2.

### IV. Nile Today

#### A. Aswan Dam

1. Lake Nasser
2. Controlled Flooding

#### B. Economic Force

### V. Conclusion

(living things)

#### What kinds of animals live in or near the Nile River?

Large and small animals live in or near the Nile. The hippo is the largest mammal that lives there. Hippos live in the water. They walk along the bottom and eat vegetation. The Nile crocodile lives there. It is the largest crocodile in Africa. The Nile is home to many birds and fish. One bird, the ibis, was sacred to the ancient Egyptians.

Roberts, J.M. *Ancient History*. London: Duncan Baird Publishers, 2002.

# Writing Topic Sentences

A topic sentence explains the main idea of a paragraph. The topic sentences below show how one writer used the outline to create topic sentences for each paragraph in the composition.

- Introduction:** The Nile River has been an important river to the people of Egypt since ancient times.
- Ancient History:** Because the ancient Egyptians were surrounded by desert, the Nile River was a life-giving source for them.
- Animals of the Nile:** The Nile River is a giver of life not only to humans, but also to animals.
- Nile Today:** Modern Egypt still depends on the Nile River as a source of life.
- Conclusion:** The Nile always has been and will continue to be a life-giving force in Egypt.

A first draft of a composition is the first version of the text with complete sentences. The draft below shows how one writer used the outline and topic sentence to create a first draft of the paragraph about animals of the Nile.

The Nile is a giver of life not only to humans, but also to animals. One of these animals is the hippopotamus. This vegetable-eating animal lives in the Nile River for most of its life. Its main competitor for dominance in the river is the Nile crocodile. This fearsome reptile is one of the biggest crocodiles in the world.

## III. Animals of the Nile

A.

1.

2.

B.

1.

2.

# Adding Transitions

**Transitions** are words or phrases that connect related ideas. They improve the flow of the writing and help readers understand how ideas are related. Transitions can be found within and between paragraphs.

Here are some common transition words and phrases that convey relationships between ideas:

<b>Spatial Relationships</b>	<b>Time-Order Relationships</b>	<b>Cause-and-Effect Relationships</b>	<b>Compare and Contrast</b>
above, behind, through, back, inside, left	after, then, now, once, during, meanwhile, finally	so, therefore, because of, due to, for this reason, thus, it is evident	like, unlike, instead of, similarly, on one hand, more than

## Ancient History

Because the ancient Egyptians were surrounded by desert, the Nile River was a source of life. The Nile provided fish for food as well as a strong, sturdy reed—papyrus—that the Egyptians used to make boats to sail up and down the river. The ancient Egyptians could transport themselves and their goods across and up and down the river. The Nile, however, was more than just a way of transporting people and goods. It also gave the ancient Egyptians land to farm on.

It seems odd to look forward to a flood, but that’s just what the ancient people of Egypt did. The time of flooding was called akhet. When the Nile flooded, it brought up silt from the riverbed. This silt was rich in minerals. It provided fertile land for farmers to grow crops in the desert.

# Proofreading Lists of Sources

---

## Source List

Parsons Marie. "The Nile River." <<http://touregypt.net/magf4a.htm>>

Roberts, J. M. Ancient History. London: Duncan Baird Publishers, 2002.

ThinkQuest. Animal Life." <[http://library.thinkquest.org/general\\_facts\\_about\\_life\\_.htm](http://library.thinkquest.org/general_facts_about_life_.htm)>

# Writing on Demand: Expository Composition

---

## Sample Prompt

The Trojan War was a 10-year battle between Troy and the city-states of Greece.

Think about some causes of the Trojan War.

Write an explanation of the reasons for this war.

## Analyze the Prompt

1. What is the topic of the prompt?
2. Which words tell how to narrow the focus of the prompt?
3. Which words tell how to write about the topic?

### BUDGETING TIME

Here's a good way to use 45 minutes:

Prewrite	= 10 minutes
Draft	= 25 minutes
Revise and Edit	= 10 minutes

# Words with Greek and Latin Word Parts— Social Studies

## Spelling Words

- |              |                |                 |                  |
|--------------|----------------|-----------------|------------------|
| 1. biology   | 6. demonstrate | 11. microwave   | 16. metropolis   |
| 2. biography | 7. geology     | 12. psychology  | 17. police       |
| 3. biome     | 8. geography   | 13. archaeology | 18. cosmopolitan |
| 4. democracy | 9. geometry    | 14. microscopic | 19. policy       |
| 5. epidemic  | 10. archaic    | 15. political   | 20. politician   |

Word Part, Meaning	Spelling Words
<i>bio</i> , “life”	
<i>ology</i> , “study of”	
<i>demo</i> , “people”	
<i>epi</i> , “among”	
<i>arche</i> , “original”	
<i>graph</i> , “write”	
<i>micro</i> , “small”	
<i>poli</i> , “city-state”	
<i>cosmo</i> , “world”	
<i>geo</i> , “earth”	

# Principal Parts of Verbs

## Present and Present Participle

- A verb in the **present tense** describes an action that is happening now.
- A verb in the **present participle tense** describes an action that is ongoing.
- To form the present participle, use one of the **helping verbs** *is*, *are*, or *am* and **add -ing** to the end of the main verb.

1. Maria bakes bread. (present)
2. Mom and Dad are setting the table.
3. Maria is singing while she cooks.
4. Dad decides to sing, too.
5. We are all pitching in to help.

## Past and Past Participle

- A verb in the **past tense** describes an action in the past.
- A verb in the **past participle tense** describes an action that was started in the past but is ongoing or continuous.
- To form the past participle of regular verbs, use one of the **helping verbs** *has* or *have* and **add -ed** to the end of the main verb.

6. The wooden soldiers fascinated Sara. (past)
7. The soldiers have stood in this spot for years.
8. I have begun a toy car collection.
9. John invited us over to see his baseball card collection.
10. We have started a collector's club.

# Principal Parts of Verbs

- The **principal parts of verbs** include the present, present participle, past, and past participle tenses.
- The **present participle** combines a helping verb *is*, *are*, or *am* with a main verb ending in *-ing*.
- The **past participle** of a regular verb combines a helping verb *have* or *has* with a main verb ending in *-ed*.

1. I have found some old photographs. (past participle)
2. Grandmother kept them in the attic.
3. She has given me a lot of details about the photos.
4. I am gaining a lot of information about my family.
5. Pictures tell a lot about life.

Present	Past	Present Participle	Past Participle
make	made	(is, are, am) making	(has, have) made
go		(is, are, am)	(has, have)
learn		(is, are, am)	(has, have)
laugh		(is, are, am)	(has, have)



# Mentor Text: Ideas

from “The Emperor’s Silent Army” by Jane O’Connor

p. 576

Altogether, the three pits of warriors and horses make up an unstoppable army. All the warriors are stationed strategically, exactly as they would have been on a real battlefield. For example, rows of kneeling soldiers with crossbows alternate with rows of standing archers. This way, while one row is firing, the other row has time to reload their bows. The crossbow was by far the most powerful weapon of the time. The Chinese were using crossbows as early as 400 B.C. In Europe, however, crossbows didn’t come into use for at least another 1,300 years.

Topic	Compare	Contrast
figurines and real soldiers	The terracotta soldiers were positioned in the same way as a real army would be positioned.	The figurines are made of terracotta and are not able to move like real soldiers could.
alternating rows of archers		
crossbows in China and in Europe		

# Student Model: Compare-and-Contrast Composition

---

Rome is the name of a city now, but long ago both Rome and Greece were countries in the Mediterranean. Some people believe Rome's way of life grew out of the Greek way of life after the Trojan War. Both countries had a similar belief in the gods and goddess on Mount Olympus in Greece. They also built similar temples, homes, and stadiums.

However, these two countries had different kinds of government. Greece, unlike Rome, was made up of city-states that ruled themselves. At one time or another, the city-states were monarchies, oligarchies, tyrannies, and democracies.

Rome, on the other hand, was a republic like the United States. The Republic of Rome was first ruled by two consuls who got advice from a group of wealthy men called the Senate. After a while, Rome created a government run by an emperor and a Senate. The emperor had all of the power, but he took advice from the Senate.

Unlike modern societies, no matter who ruled in Rome and Greece, one thing consistently the same: women were not a part of the government.

<b>Topic</b>	<b>Compare</b>	<b>Contrast</b>

# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

What are your two favorite activities? Write a compare-and-contrast composition about how the activities are alike and different.

## DAY 2

### Writing Prompt:

Think about two different ways of creating art, such as sculpting and drawing. Write a composition describing how the two artforms are similar and different.

## DAY 3

### Writing Prompt:

Write a composition comparing and contrasting life today with life as it might have been more than two thousand years ago in ancient China.

## DAY 4

### Writing Prompt:

Think about the foods you eat often. Write a composition comparing and contrasting two kinds of food. Be sure to use compare-and-contrast clue words, such as *like*, *similarly*, *but*, and *however*.

## DAY 5

### Writing Prompt:

Write a compare-and-contrast essay telling how you and one of your friends are alike and different.



# Regular and Irregular Verbs

To form the past tense and the past participle of **regular verbs**, add *-ed*.

- If the verb ends in *e*, drop the *e* before adding *-ed*.
- If the verb ends in *y*, change the *y* to *i* and add *-ed*.
- If the verb ends with a vowel and a consonant and the accent is on the final syllable, the consonant is usually doubled before adding *-ed*.

The past tense and past participle of **irregular verbs** do not follow a usual pattern.

## Examples:

**regular verb:** *race*

My friend and I **raced** to the store yesterday.

**regular verb:** *toss*

Sally **tossed** the ball in the air.

**regular verb:** *hug*

The friends have **hugged** and said goodbye.

**irregular verb:** *go*

James **went** to the museum last week.

That was the first time he had **gone** there.

1. The weatherman caught a cold.
2. When I have played my new CD 100 times, I will be tired of it.
3. Who walked to school today?
4. To show that she understood, Nastasia nodded her head.
5. The bell rang just as Matt was about to give the answer.
6. Matt wished for a new bicycle for his birthday.
7. The talent scout smiled at the contestants.
8. Jessie blew an amazing bubble!

# Common Irregular Verbs

**Irregular verbs** do not follow a pattern. The chart below lists the past tense and past participle forms of the irregular verbs *be*, *have*, and *do*.

<b>Irregular Verb</b>	<b>Past Tense</b>	<b>Past Participle</b>
be	I <b>was</b> you <b>were</b> he, she, it <b>was</b> we <b>were</b> they <b>were</b>	been
have	had	had
do	did	done

1. *be*: Cindy and Richard \_\_\_\_\_ late yesterday, but I \_\_\_\_\_ on time.
2. *have*: Grandpa \_\_\_\_\_ three pancakes for breakfast yesterday, but I already had \_\_\_\_\_ four before he started eating.
3. *do*: Mom says that if I have \_\_\_\_\_ my homework, I can play outside.

## More Irregular Verbs

<b>Irregular Verb</b>	<b>Past Tense</b>	<b>Past Participle</b>
go	went	(has, have, had) gone
wear	wore	(has, have, had) worn
see	saw	(has, have, had) seen
buy	bought	(has, have, had) bought
swim	swam	(has, have, had) swum

4. I have \_\_\_\_\_ (go) to the movies every Friday night for months.
5. Sergio \_\_\_\_\_ (buy) a new pair of shoes.
6. When we visited my aunt, we all \_\_\_\_\_ (swim) in her pool.

# Mentor Text: Conventions

---

*from* “The Sons of the Dragon King” by Ed Young

p. 595

The Dragon King had just returned to his palace when an old servant from the home of his second son, Chi Wen, ran into the throne room.

“A thousand pardons, Your Highness, but I must tell you that your son Chi Wen does nothing all day, nothing at all, but stand upon his roof and stare into the distance. This does not seem befitting the son of a king!” the servant exclaimed.

Indeed it did not. Indeed, such behavior from the son of a king could not be tolerated. The Dragon King slipped his peasant disguise back on and set off for the region where Chi Wen lived. As he approached his son’s house, he saw someone standing high on the roof, gazing intently into the distance. It was Chi Wen himself.

<b>Regular</b>	<b>Irregular</b>
returned	ran

# Student Model: Essay of Explanation

---

Some drivers are complaining, but the recent replacement of speed bumps on the streets surrounding the school was a fabulous idea. The safety of children is important. Speed bumps have slowed down the traffic. They also have helped reduce the number of vehicles traveling near the school.

Children's safety has to be a priority for everyone. Before the speed bumps were installed, there were several instances of children who narrowly escaped serious injury after being hit by a car. Since the speed bumps were put in, there have been no accidents or injuries to students going to and from school.

Since the speed bumps have been in place, it has forced people to drive slower. Drivers are forced to slow down to go over the bumps or risk damage to the bottom of their cars. Because people are driving slower, they are more aware of their surroundings and are able to drive more cautiously.

Traffic around the school was terrible before the speed bumps. Now that there are speed bumps, the number of cars and trucks that travel on the streets near the school has been reduced. There are no more traffic jams in the morning!

Because of the new speed bumps, children's safety has been improved, traffic has been slowed, and the number of vehicles traveling near the school has been reduced. What is there to complain about?

Regular Verbs	Irregular Verbs



# Daily Writing Prompts

---

## DAY 1

### Writing Prompts:

Think about a time you had to explain the rules of your favorite game to a friend. Write an essay describing the game, its rules, and how it is played.

## DAY 2

### Writing Prompts:

Legends have provided societies with explanations that answered their important questions. Using your imagination, come up with your own legend that provides an explanation as to why people walk with their feet and not with their hands.

## DAY 3

### Writing Prompts:

Think about a book or a story you enjoyed reading. Decide what qualities you would look for in another book or story you want to read. Give at least three qualities, and explain why they are important to you. Support your ideas with specific examples.

## DAY 4

### Writing Prompts:

Write an essay to your school principal clearly stating your explanation as to why improvements need to be made to the school gymnasium. Be specific in your explanation and state possible suggestions regarding this issue.

## DAY 5

### Writing Prompts:

You have just returned from a vacation to an exotic island. Write an essay to a friend who wants to visit this island. Explain how your friend should prepare for the trip. Be sure to include what the person should bring, what the person can expect to see, and things the person can do.

# Words with Word Parts *-ation, -ition, -ion*

---

## Spelling Words

- |                 |                   |                 |                    |
|-----------------|-------------------|-----------------|--------------------|
| 1. accusation   | 6. dehydration    | 11. definition  | 16. observation    |
| 2. adaptation   | 7. destination    | 12. rejection   | 17. emotion        |
| 3. animation    | 8. preparation    | 13. ignition    | 18. duplication    |
| 4. application  | 9. specialization | 14. opposition  | 19. celebration    |
| 5. conversation | 10. variation     | 15. recognition | 20. transportation |

<b><i>-ation</i></b>	<b><i>-ition</i></b>	<b><i>-ion</i></b>

# Perfect Tenses

## Present Perfect Tense

- The **present perfect** tense is formed by using **has/have** with the past participle of a verb.

1. We have visited the pyramids many times.
2. We have seen the movie about the Nile River.
3. Kurt has been there before.
4. She has talked to her friend five times this week.
5. In the Nile River, the fishermen have caught many fish over the years.

- **Present perfect** tense describes an action that
  - happened at some indefinite time in the past.
  - began in the past and continues in the present.

We **have been** to Egypt before.

↖ Shows something that happened at an indefinite time.

They **have visited** Egypt every year since 1972.

↖ Shows something that happened in the past and continues in the present.

6. Jake **has lived** in New York for eight years.
- 

7. We **have seen** that movie.
- 

8. They **have run** that race many times.
-

# Perfect Tenses

## Past Perfect

- The **past perfect** is formed by using the past tense of *have*, *had*, and the past participle form of a verb.
- The **past perfect** is used to describe an action that occurred before a certain time in the past.

past of *have*      past participle  
    ↓              ↓  
I **had eaten** three pieces of fish when the pharaoh arrived.

1. I ate the cookies.

---

2. She saw a mummy.

---

3. We rode camels.

---

## Future Perfect

- The **future perfect** is formed by using *will have* with the past participle.
- The **future perfect** shows an action that will be completed before some other action.

*will have*      past participle  
    ↓              ↓  
I **will have finished** building before dinnertime.

4. They will have forgotten the problem by tomorrow.

5. By the end of this month, Susan will have collected fifty dollars for her trip.

# Mentor Text: Conventions

---

*from “Secrets of the Sphinx” by James Cross Giblin*

**p. 620**

(1.) Today, instead of open desert, the Sphinx looks out on souvenir stands and fast-food outlets. (2.) They stand less than two hundred yards away from the Sphinx’s paws. (3.) These shops are part of the ever-expanding suburbs of Cairo, whose population has grown from two million to seventeen million in just forty years. (4.) With this growth have come cars, sewage, and air pollution, all of which have created problems for the Sphinx and the pyramids.

<b>Sentence</b>	<b>Verbs</b>	<b>Tenses</b>
1.		
2.		
3.		
4.		

# Student Model: Descriptive Composition

---

(1.) There is a great play place at the end of my block. It's like a small park. There is a garden in the back and the front part is all soft, green grass. (2.) But our little park has not always been so nice. (3.) Our little park had once been a vacant lot full of trash. (4.) Then the neighborhood got together, cleaned it up, planted the garden and laid down the grass. My neighborhood is mostly buildings without any yards, so that park is really important to us. (5.) So, when we heard the city decided to sell it to a developer for a parking lot, the whole neighborhood got together again. (6.) We wrote letters to newspaper. Then we got lucky. (7.) A group that had saved other public spaces saw our letters. (8.) They bought the space for the neighborhood. (9.) The group has become very active in our sprawling city. (10.) By next year, the group will have helped five other neighborhood parks like ours.

Sentence	Verbs	Tenses
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Write a descriptive composition about something you experienced on a trip. It can be a class trip or a family trip. Choose something funny, scary, annoying, or surprising.

## **DAY 2**

### **Writing Prompt:**

Write a paragraph describing something that has changed in your neighborhood. Include how you or others feel about the change. Include why the change is or is not important.

## **DAY 3**

### **Writing Prompt:**

Imagine that you are a worker living in a workers' settlement as described in "Secrets of the Sphinx." Write a composition describing your surroundings. You can choose to be a craftsperson, baker, farmer, or laborer.

## **DAY 4**

### **Writing Prompt:**

Imagine that you could go any place you wish. The place can be real or imaginary. Describe your experiences and what you see in this place. Include how you feel about your journey.

## **DAY 5**

### **Writing Prompt:**

Describe what you see and experience on a typical day on your way to school. Make sure the reader can visualize your images.

# Past and Future Tense; Principal Parts of Verbs

- A verb in the **past tense** describes an action that was started and completed in the past.
- A verb in the **future tense** describes an action that will occur in the future.

1. Yesterday, you **look** great!
2. We **go** to the movies on Friday.
3. The student **study** hard last night.
4. Who **bring** salad to our picnic tomorrow?
5. I **let** my hair grow longer from now on.

The **principal parts** of verbs include the present, present participle, past, and past participle. Present participle verbs take a helping verb (is, are, am) and add *-ing*. Past participle verbs take a helping verb (have, had) and often—but not always—use the past tense of the verb. Some past participle verbs are irregular.

<b>Present</b>	<b>Past</b>	<b>Present Participle</b>	<b>Past Participle</b>
build	built	(is, are, am) building	(has, have) built
cook		(is, are, am)	(has, have)
	took	(is, are, am)	(has, have)
		(is, are, am) jumping	(has, have)
		(is, are, am)	(has, have) gone



# Regular and Irregular Verbs: Perfect Tenses

To form the past and the past participle of a **regular verb**, add *-ed* or *-d*.  
The past and past participle of **irregular verbs** are formed in several other ways.

Verb	Past	Past Participle
1. to sing	_____	(has, have, had) _____
2. to bring	_____	(has, have, had) _____
3. to go	_____	(has, have, had) _____
4. to shake	_____	(has, have, had) _____
5. to get	_____	(has, have, had) _____
6. to know	_____	(has, have, had) _____

- The **present perfect tense** is formed by using *has/have* with a past participle.
- The **past perfect tense** is formed by using *had* with a past participle.
- The **future perfect tense** is formed by using *will have* with a past participle

7. My friend will have eaten dinner by eight o'clock.
8. The boy had raced home as fast as he could.
9. I have loved this TV show for many years.
10. My father will have driven for ten hours by the time we arrive.

# Words with Prefix + Root + Suffix; Words with Root + Root

---

## Spelling Words

- |                   |                  |                  |               |
|-------------------|------------------|------------------|---------------|
| 1. postponement   | 6. uncomfortable | 11. telescope    | 16. telephone |
| 2. misinformation | 7. unbeatable    | 12. thermometer  | 17. octopus   |
| 3. uncertainly    | 8. unexpectedly  | 13. microscope   | 18. process   |
| 4. improvement    | 9. reexamination | 14. mischievous  | 19. transport |
| 5. indestructible | 10. unmistakable | 15. prescription | 20. aquatic   |

Prefix + Root + Suffix	Root + Root	Other

# Progressive Forms

- Every verb has **present, past, and future** tenses.
- Every verb also has **progressive forms** for each tense. The progressive forms of verbs show **continuous, or ongoing action**.
- To form the present progressive, use the **present tense of *to be* (*am, is, are*)** before the verb. Then **add *-ing*** to the present tense verb.

## Present Progressive

I **am flying**.

She **is flying**.

They **are flying**.

1. The wind \_\_\_\_\_ (howl) in your ears. (is howling)
2. The planets \_\_\_\_\_ (spin) as they orbit the Sun.
3. You \_\_\_\_\_ (stand) on a frozen, lifeless planet.
4. The distant Sun \_\_\_\_\_ (shine) weakly.
5. Pluto's orbit \_\_\_\_\_ (take) it farther from the Sun.
6. The other planets \_\_\_\_\_ (travel) in a more circular orbit.
7. The Sun \_\_\_\_\_ (burn) with a tremendous heat.
8. Space scientists \_\_\_\_\_ (plan) to send a space probe to Neptune.

# Progressive Forms

- The **past progressive** form tells about a past action that was ongoing or continuous.
- To form the past progressive, use the **past tense** of *to be* (*was, were*) before the verb. Then **add -ing** to the present tense verb.

## Past Progressive

I was flying.

He was flying.

We were flying.

1. The telescope \_\_\_\_\_ (send) clear pictures from space. (was sending)
2. The astronauts \_\_\_\_\_ (train) to prepare for this mission.
3. Billions of years ago, the planets \_\_\_\_\_ (form).

- The **future progressive** form tells about an action that will be ongoing or continuous in the future.
- To form the future progressive, use the **future tense** of *to be* (*will be*) before the verb. Then **add -ing** to the present tense verb.

## Future Progressive

I will be flying.

You will be flying.

They will be flying.

4. The rocket \_\_\_\_\_ (speed) into space next year. (will be speeding)
5. In the future, people \_\_\_\_\_ (zip) all over the solar system.
6. In one hundred years, people \_\_\_\_\_ (laugh) about our old-fashioned ways of traveling in space.

# Mentor Text: Organization

from “Next Stop Neptune” by Alvin Jenkins

p. 670

As you approach Venus, you see a smooth, unbroken white cloud surface covering the entire planet. These clouds are several miles thick and are not made of water, like the clouds on Earth, but of tiny droplets of sulfuric acid. Below them, there is a thick layer of haze. Going lower, you finally emerge from the haze into clear air about 20 miles above the surface of Venus. When you finally stand on solid ground, you find yourself in an extremely hot environment. It’s hotter here than inside a fireplace with a roaring fire.

The ground is covered with slabs of rock, and barren mountains rise in the distance. Your vision seems blurred and warped by the thick atmosphere. It’s very overcast during the day, and a soft yellowish light seems to come from everywhere.

	<b>Detail from Text</b>	<b>Spatial Order/Clue Words</b>
<b>First</b>	Venus’s atmosphere appears smooth and cloud-covered.	The description begins above Venus’s atmosphere. Clue: <i>as you approach Venus</i>
<b>Next</b>		
<b>Then</b>		
<b>Finally</b>		

# Student Model: Persuasive Paragraph

---

Some people think money spent on space exploration is wasted, but they are wrong. The money we spend to explore space is very important to us and repays us in many ways. Most importantly, by exploring space, we may be saving the lives of future humans. As Earth grows more crowded and polluted in the future, we may have to find other places to live. Space exploration moves us closer to the goal of being able to live in space. Next, it satisfies a basic human need: to explore and learn. It also gives us information about the universe. This tells us more about who we are, how we began, and where we fit into the universe. Also, important (and more practical) is the fact that the space program has brought us many improvements through new technology. We live better because of products and devices developed for space travel or through experiments conducted in space. You see, spending money to explore space is one investment we cannot afford to lose.

	<b>Detail from Text</b>	<b>Order of Importance/ Clue Words</b>
<b>First</b>		
<b>Second</b>		
<b>Third</b>		

# Daily Writing Prompts

---

## **DAY 1**

### **Writing Prompt:**

Think about what you want to do after school today. Write an e-mail to a friend in which you explain your idea and convince him or her to join you.

## **DAY 2**

### **Writing Prompt:**

Write a letter to your teacher in which you persuade him or her to teach a unit on a topic that interests you. Offer evidence to support your request. Put your ideas in a logical order.

## **DAY 3**

### **Writing Prompt:**

Write a letter to the editor of the local paper about an issue that is important in your community, state, or country. Be sure you explain the issue, state your opinion clearly, and support your opinion with good reasons.

## **DAY 4**

### **Writing Prompt:**

Think about whether you believe there is life on planets other than Earth. Write a paragraph to convince others that your opinion is right.

## **DAY 5**

### **Writing Prompt:**

Think about something that you wish your friends or family could do together. Write a paragraph to convince them to participate.

# Focusing an Opinion Statement

---

A persuasive composition begins with a **clearly stated opinion**. The writer needs to have an exact purpose for writing and state the purpose clearly. Look at the notes for an opinion statement below.

- First, the writer summarized a problem or issue that concerned her.
- Next, the writer wrote two opinions about this problem. The first one is too narrow and does not address the concern about safety. The second one is too general. Why is it dangerous to ride bikes to school and the park? What action could the writer suggest that readers take? Neither of these opinions could be developed into a strong persuasive argument.
- To focus the topic, the writer worded the opinion to suggest a specific action that could solve the problem.

**Issue:** Bike riders want bike paths to safely ride their bikes to school and the park.

**Weak, General Opinions:**

I should be able to ride *my* bike to school.

It is too dangerous to ride bikes to school and the park.

**Focused Opinion:**

Our town should build safe bike paths that lead to our school and park.



# Selecting Reasons and Support

Writers list the reasons they have for holding an opinion. Then they brainstorm or research to gather as much support for their opinion as possible. Support may be:

- facts from reliable sources, such as encyclopedias or experts
- examples of actions or situations that show the reason for the opinion
- arguments that use logical reasoning

**Opinion:** Our town should build safe bike paths that lead to our school and park.

Reasons	Supporting Details
Fewer accidents and injuries would happen.	<ul style="list-style-type: none"><li>• injuries of bike riders on streets</li><li>• street traffic too fast</li><li>• bike paths are safer and free of vehicles</li></ul>
More people riding bikes means fewer cars used.	<ul style="list-style-type: none"><li>• ride to school, to work, and for fun</li><li>• need to cut back on using fuel</li><li>• less pollution would lead to a cleaner environment</li></ul>
More people would ride bikes and get exercise.	<ul style="list-style-type: none"><li>• healthier than riding in a car</li><li>• good form of exercise</li></ul>

# Building the Argument

---

To convince readers, a persuasive composition should give **specific reasons** supported with **accurate details**.

The reasons are often listed from least important to most important. The outline below shows how the writer ordered reasons and details to build to the most important.

- I. More people would ride bikes and get exercise.
- II. More people riding bikes means fewer cars and cleaner air.
- III. Fewer bike-automobile accidents and injuries.

A draft of a composition is the first version of the text with complete sentences. The draft below shows how one writer used notes from the graphic organizer to draft a paragraph of a persuasive composition.

More people would ride bikes and get exercise.

- healthier than riding in a car
- good form of exercise

First, bike paths would encourage more people to ride bikes. Riding bikes is a great way to get exercise. In an article on fitness, Rebecca Cohen of the County Health Department reports that biking from five to nine miles per hour is a moderate form of exercise. It burns calories without causing injuries the way running and team sports can. The latest health poll reports that Americans need to exercise. Think how much healthier we would be if we rode bikes every day.

# Using Connotations

Many words have connotations. Connotations are the ideas or feelings suggested by a word, beyond its dictionary definition.

Connotations may be positive or negative. Words with strong emotional connotations cause readers to react in a positive or negative way.

Words in Context	Connotation
<u>good</u> form of exercise	somewhat positive but too general
<u>excellent, moderate</u> form of exercise	very positive; points out specifically what makes it good
<u>dangerous</u> practice of riding bikes on the street	negative, in a general way
<u>life-threatening</u> practice of riding bikes on the street	negative, in a specific way; serious; results are clear
pollution that <u>dirtyes</u> the air	somewhat negative
pollution that <u>fouls</u> the air	very negative; suggests dirtiness that is offensive and horrible

# Proofreading For Errors

---

Finally, bike paths would help prevent serious injuries. In the past five years five bike riders have been injured while riding on busy streets in town. We all remember what happened last year two students were injured at the intersection of Fourth street and Lincoln road. Popular destinations like Schools and Parks should have access to bike paths. Bike paths offer a safe route and less chance of injuries. Bike riders will feel healthier and will be contributing to a “greener” environment.

# Writing on Demand: Persuasive Composition

---

## Sample Prompt

Many young people use the Internet. Adults worry about the safety of children as they “surf the net.”

Some people argue that adults should keep track of what children see on the Internet. Do you agree or disagree?

Write a persuasive composition stating your opinion and your reasons for holding this opinion.

## Analyze the Prompt

1. What is the topic of the prompt?
2. Which words tell how to narrow the focus of the prompt?
3. Which words tell how to write about the topic?

### BUDGETING TIME

Here’s a good way to use 45 minutes:

- |                 |              |
|-----------------|--------------|
| Prewrite        | = 10 minutes |
| Draft           | = 25 minutes |
| Revise and Edit | = 10 minutes |

# Words with Silent Letters

---

## Spelling Words

- |           |              |              |              |
|-----------|--------------|--------------|--------------|
| 1. aisle  | 6. glistened | 11. reign    | 16. thistle  |
| 2. align  | 7. knotty    | 12. bustle   | 17. knock    |
| 3. rhythm | 8. knuckle   | 13. shepherd | 18. wrestle  |
| 4. crumbs | 9. often     | 14. soften   | 19. wrinkled |
| 5. fasten | 10. plumber  | 15. sword    | 20. yolk     |

<b>Silent <i>t</i></b>	<b>Silent <i>w</i></b>	<b>Silent <i>k</i></b>	<b>Silent <i>g</i></b>	<b>Silent <i>e</i></b>

<b>Silent <i>l</i></b>	<b>Silent <i>b</i></b>	<b>Silent <i>h</i></b>	<b>Silent <i>s</i></b>

# Contractions

- **Contractions** are words made by combining two words and omitting some letters.
- An **apostrophe** replaces the missing letters.
- Many contractions combine pronouns and verbs.

*I am* = I'm

*I have* = I've

*we will* = we'll

*you are* = you're

*you have* = you've

*you will* = you'll

*she is* or *has* = she's

*he had* = he'd

*she would* = she'd

*they are* = they're

*they had* = they'd

*they shall* = they'll

1. You'd enjoy reading this article about *Titanic*. (You would)
2. She's eager to see the museum exhibit on *Titanic*. (She is)
3. We've looked up several Web sites devoted to the famous ship.
4. For my next project, I'm going to write a report on the building of *Titanic*.
5. The captain was not with the survivors, for he'd gone down with the ship.
6. We will never forget the lesson of this tragedy.
7. Most of *Titanic's* passengers vanished; they had frozen or drowned.
8. They shall never be forgotten.
9. Some passengers acted heroically, and they are remembered for their courage.
10. James Joseph Brown's wife was such a person; she is known as the "unsinkable Molly Brown."

# Contractions

- Contractions and possessive pronouns are often confused.
- The **possessive pronouns** *your*, *their*, *its* and *whose* do not need an apostrophe because they are not contractions.

## Possessive Pronouns

***your*** = belonging to you

***their*** = belonging to them

***its*** = belonging to it

***whose*** = belonging to whom

## Contractions

***you're*** = you are

***they're*** = they are

***it's*** = it is or it has

***who's*** = who is or who has

1. (It's, Its) a long dive to the wreck of the *Titanic*.
2. (It's, Its) broken bow and stern lie 2000 feet apart.
3. (Who's, Whose) ready to describe the wreck?
4. The story of the *Titanic* is a tale (who's, whose) moral stings in the telling.

- Some contractions are formed by combining a verb with the word *not*. In these contractions, the apostrophe replaces the *o* in *not*.

*do not* = don't

*does not* = doesn't

*can not* = can't

*could not* = couldn't

*has not* = hasn't

*have not* = haven't

*was not* = wasn't

*were not* = weren't

*should not* = shouldn't

5. The captain shouldn't have ordered the ship to top speed. (should not)
6. The iron rivets weren't able to withstand the impact.
7. The years haven't dimmed the appeal of this tragic story.
8. You can't imagine the panic and dread of the doomed passengers.



# Mentor Text: Organization

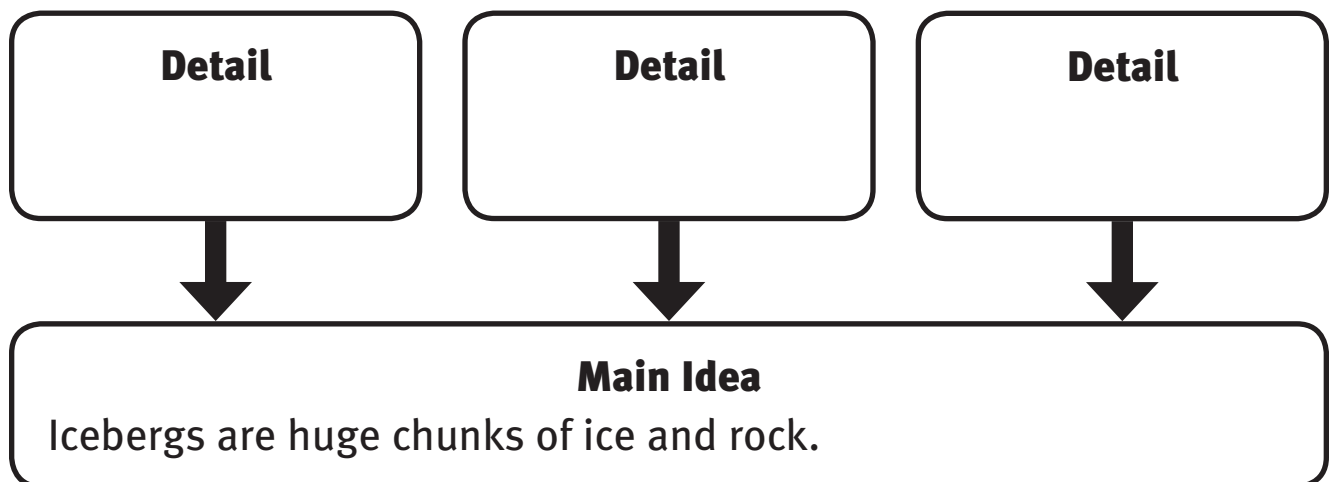
from “The Incredible Quest to Find the *Titanic*” by Brad Matsen

p. 699

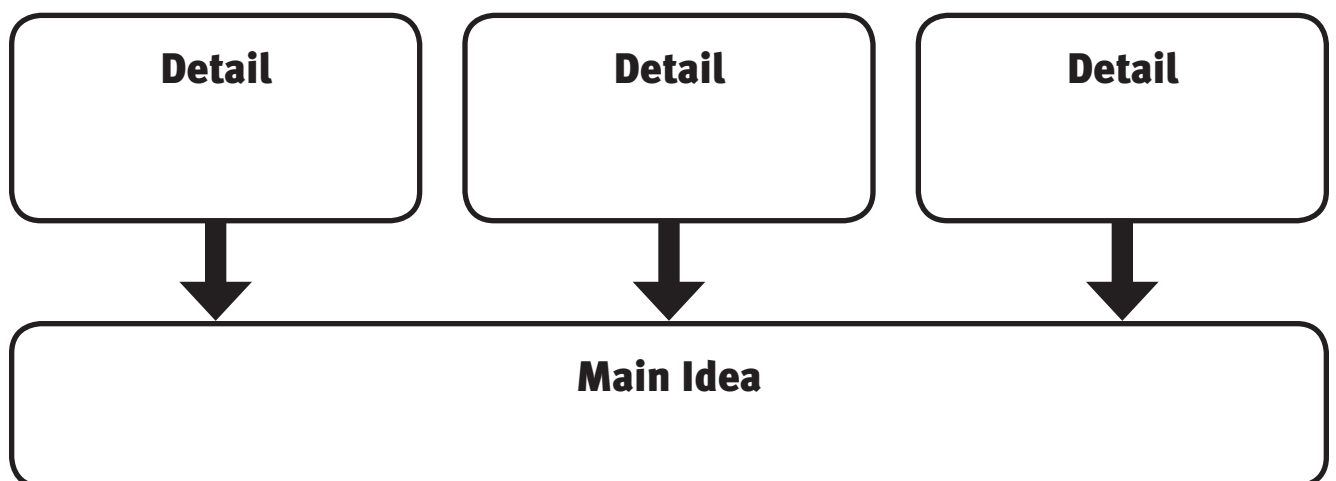
Icebergs are huge chunks of ice and rock. They float like ice cubes in a glass of water. Some icebergs are as large as ships. Others are larger than the state of Delaware. Only 10 percent of an iceberg sticks up above the water. The rest of it is hidden beneath the water’s surface.

Icebergs break off from enormous, slow-moving rivers of ice called glaciers. A glacier is made of snow that hardens into solid ice. The force of gravity pulls the ice downward from higher land. Glaciers flow from mountains to the sea, where pieces break off to form icebergs. The icebergs are driven by wind and water currents out into the open sea.

## Paragraph 1



## Paragraph 2



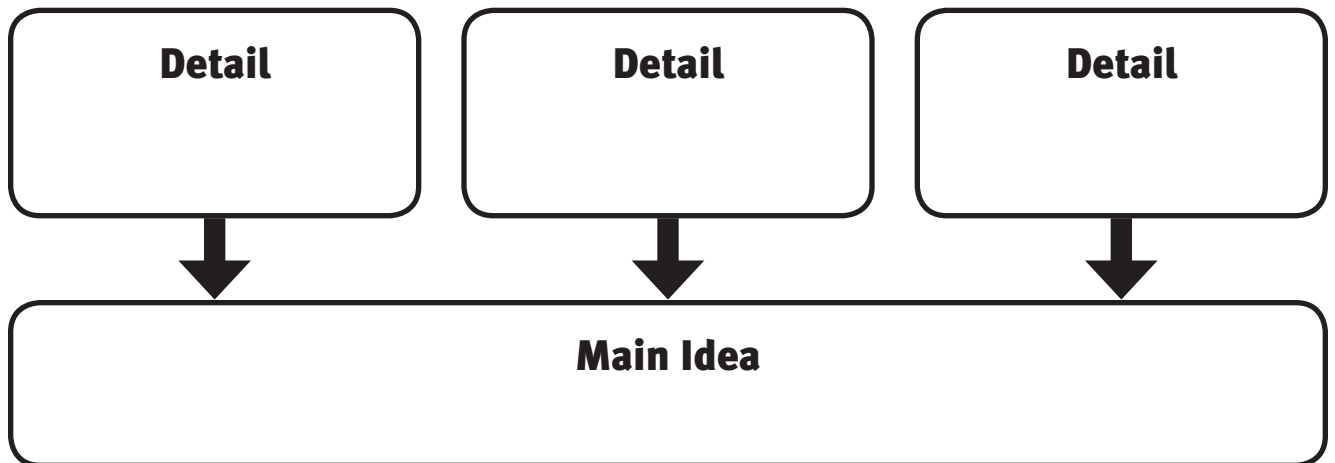
# Student Model: Review

---

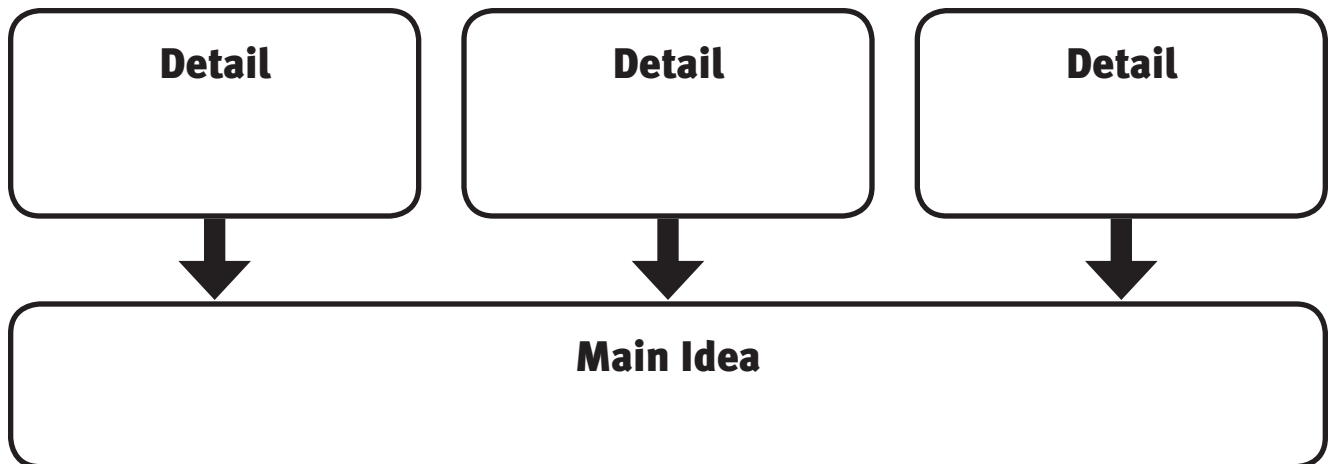
Several years ago, my family and I took a vacation to see all five of the Great Lakes. On that trip, park rangers at a state park told us the Great Lakes were formed when glaciers melted. Since then, I have been very interested in learning more about glaciers. I have read several books about the Ice Age, the last time North America was covered with glaciers. We even watched a movie about glaciers at one of my birthday parties. I love to learn about glaciers, so I decided to write my book review on a fabulous nonfiction book about glaciers titled *Glacier Movement* by T. E. Smith.

The book focuses on how glaciers move. How can a huge block of ice move without something pushing it? According to the book, it pushes itself. A glacier is so deep and heavy that it flows under its own weight. When ice gets more than 50 meters deep, it becomes “plastic.” It is made up of layers that slide past each other. Friction and pressure also melt some of the ice. This meltwater acts like oil to help the glacier slide.

## Paragraph 1



## Paragraph 2



# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Think of a movie you have seen or a book you have read about an exploration. Write a review of the book or movie, describing its plot and highlighting your favorite parts.

## DAY 2

### Writing Prompt:

Write a review of a live performance you have seen, such as a concert, play, or sports competition. Organize your review chronologically from the start of the performance to the end.

## DAY 3

### Writing Prompt:

Write a review of a book you have read recently. Give the title, author, genre, and your overall impression of the book. Tell about the book's contents, plot, or characters. Then give your opinion about the book and your reasons.

## DAY 4

### Writing Prompt:

Write a book review about "The Incredible Quest to Find the *Titanic*." Organize the review in a logical way, such as by main ideas and details or chronologically through the events of the story.

## DAY 5

### Writing Prompt:

Write a review of an event you attended. Tell what happened and why the event was important to you. Include details in the order in which they happened. Be sure to include your opinion of the event.

# Related Words

---

## Spelling Words

- |                  |             |               |                |
|------------------|-------------|---------------|----------------|
| 1. ability       | 6. family   | 11. precise   | 16. commercial |
| 2. able          | 7. muscle   | 12. precision | 17. similar    |
| 3. decompose     | 8. muscular | 13. relate    | 18. similarity |
| 4. decomposition | 9. meter    | 14. relative  | 19. offense    |
| 5. familiar      | 10. metric  | 15. commerce  | 20. offensive  |

Root Word	Related Word

# Adverbs

---

- An **adverb** modifies a verb, an adjective, or another adverb.
- Adverbs tell *how, when, where, how often, how much, and to what extent*.

The boy laughed **quietly**. (*how*)

Ben looked **everywhere** for his missing notebook. (*where*)

She rang the doorbell **twice**. (*how often*)

I was **extremely** late this morning. (*to what extent*)

1. The lion roared loudly.
2. My brother runs daily in the park.
3. The robot quickly moved across the room.
4. Did you go anywhere during your vacation?
5. He might play basketball tomorrow.
6. Are you quite sure that you heard a sound?
7. Tina can spell really (good/well). (well)
8. Felicia's spelling is also (good/well).
9. Are you (good/well) today, or do you still have a cold?
10. Today is a (good/well) day.

# Comparing with Adverbs

- To form the comparative of adverbs ending in *-ly*, add **more** or **less**.  
I can see **more clearly** with glasses than without them.
- To form the superlative of adverbs ending in *-ly*, add **most** or **least**.  
Dad runs the **most rapidly** of all the runners in his club.

1. A horse eats \_\_\_\_\_ than a rabbit. (quietly)
2. Of all the children in her class, my little sister dances the \_\_\_\_\_. (gracefully)
3. Darnell sings \_\_\_\_\_ than Greg does. (beautifully)
4. We got the results \_\_\_\_\_ than expected. (quickly)

- Do not use more than one **negative** in a sentence.
- Do not use a **negative** in a sentence with any of these adverbs: *scarcely, hardly, barely*.

**Incorrect:** My team did not score no points in the game.

**Correct:** My team did not score any points in the game.

**Correct:** My team scored no points in the game.

**Incorrect:** I had such a big breakfast that I cannot hardly eat lunch.

**Correct:** I had such a big breakfast that I can hardly eat lunch.

5. Hayley \_\_\_\_\_ barely wake up this morning. (could not, could)
6. I think humans could \_\_\_\_\_ live on Mars. (ever, never)
7. Nobody said \_\_\_\_\_ when the dog barked. (anything, nothing)
8. The lion is so old, it hardly roars \_\_\_\_\_. (anymore, no more)

# Mentor Text: Word Choice

---

*from “Eager” by Helen Fox*

p. 729

Charlotte had evidently taken a large bite of the cookie and was munching contentedly. The rest of it was squashed in her tiny fists and something red and syrupy oozed between her fingers. The cookie did not fit Eager’s understanding of cookie. Cookies were hard. They made crumbs. They were not soft and they did not exude sticky lumps.

He stared at Charlotte in dismay. He had never seen her in such a mess! Grumps would be back at any moment and, worse, Mrs. Bell might come downstairs to check on his progress. The thought of failure was intolerable to him. He would never be trusted with the baby again. It surprised him to realize how much he had enjoyed the morning. He would have to remove the red stuff before anyone saw her. But how?

## **Vivid Words/Sensory Details**

large bite

munching contentedly

# Student Model: Persuasive Letter

---

Dear Mom,

I believe that we should hang a bird feeder on our enormous elm tree and put a decorative birdbath in our yard. First of all, think of how much joy birds can bring into our lives. They sing sweetly and fill the air with their beautiful melodies. The morning would be much more pleasurable waking up to the enjoyable sounds of cardinals, chickadees, and sparrows. Birds are colorful and the sight of them right outside our window would be terrific.

Birds need water for drinking and washing themselves. The birdbath will be a perfect location for all birds, many of which feast on flies and mosquitoes. That means they gobble up those pesky insects that buzz around and ruin many outdoor activities. We should welcome these feathered friends to our yard!

## Vivid Words/Sensory Details



# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Imagine that you lived in the days before the airplane was invented. Write a letter to a friend, telling him or her that you saw an airplane for the first time. Use persuasion to try and make your friend take you seriously.

## DAY 2

### Writing Prompt:

Think about something that you and a friend or relative might disagree about. Write a persuasive letter to the person with whom you disagree. Include facts and details that will help you convince the person to share your opinion.

## DAY 3

### Writing Prompt:

Pretend it is the year 2400, that you are a robot, and that the robots have gone on strike asking for more vacation time. Write a persuasive letter to your employer telling him or her why you need more time off each year.

## DAY 4

### Writing Prompt:

Think of a book you have recently read. Write a persuasive letter to someone telling him or her why he or she should or should not read the book.

## DAY 5

### Writing Prompt:

You would like to send e-mails to your grandmother, but she is reluctant to learn how to e-mail. Write a persuasive letter to her that lists the reasons that support your idea.

# Unusual Plurals

## Spelling Words

- |               |             |             |                |
|---------------|-------------|-------------|----------------|
| 1. allergies  | 6. pianos   | 11. chiefs  | 16. batteries  |
| 2. data       | 7. loaves   | 12. lenses  | 17. mosquitoes |
| 3. bacteria   | 8. canoes   | 13. quizzes | 18. spacecraft |
| 4. yourselves | 9. thieves  | 14. heroes  | 19. crisis     |
| 5. potatoes   | 10. scarves | 15. oxen    | 20. vetoes     |

<b>Changed <i>i</i> to <i>y</i> and Added <i>-es</i></b>	<b>Changed <i>f</i> to <i>v</i> and Added <i>-es</i></b>	<b>Added <i>-es</i></b>	<b>Added <i>-s</i></b>	<b>Other Plural Forms</b>

# Quotation Marks and Colons

## Direct Quotations

- A **direct quotation** is a person's exact words just as they are spoken.
- A direct quotation is always set off from the rest of the sentence by commas, a question mark, or an exclamation point.
- Begin the first word in a direct quotation with an uppercase letter and quotation marks. Periods and commas are always placed inside quotation marks.  
Carlos said, "I think I can find the book."
- Question marks and exclamation points are placed inside quotation marks if the quote itself is a question or the quote is said with exclamation.  
"Can you do anything?" asked Cherie.
- If a period would normally end the direct quotation, but more words follow the quotation in that same sentence, the period becomes a comma.  
"A new family moved in next door," said Sarah.

1. "I beg your pardon"? asked Franco.
2. "now, let's go." said Joe.
3. Beth said, "That's funny. I never heard any these songs.
4. Carly said, "this is great!"
5. Darah said, "we get to dance on stage."
6. "They never agree", said Mrs. Alken.
7. "come on," said Juan enthusiastically.
8. They shouted, "watch out Trudy!"

# Quotation Marks and Colons

---

## Divided Quotations

- A **divided quotation** is when a speaker tag interrupts a direct quotation. An example of a speaker tag is *he said*. When a speaker tag interrupts a direct quotation, it should be set off by commas. All other direct quotations rules still apply to punctuation and capitalization.

“I’m thinking of the planets,” said Eva, “and if they have water.”

1. They used to be best friends said Tom but now they’re enemies.
2. Everything is so sticky said Kim but we are going to clean it up later.

## Colons

- **Use a colon** after a statement to introduce a list or series.  
Buy these items at the grocery store: milk, eggs, and bread.
- **Do not use a colon** immediately after a verb or preposition.  
When you go to the store, buy milk, eggs, and bread.
- **Use a colon** after the greeting of a formal or business letter.  
Dear Senator Smith:  
I am writing to tell you of a problem in our...

3. When you come to class bring a pen, paper, and your textbook.
4. Bring the following to class a pen, paper, and your textbook.

# Mentor Text: Word Choice

from “The Phantom Tollbooth” by Norton Juster; adapted by Susan Nanus

p. 750

**Clock:** Too often we do something simply because time tells us to. Time for school, time for bed, whoops, 12:00, time to be hungry. It can get a little silly, don’t you think? Time is important, but it is what you do with it that makes it so. So my advice to you is to use it. Keep your eyes open and your ears perked. Otherwise it will pass before you know it, and you’ll certainly have missed something!

Things have a way of doing that, you know. Being here one minute and gone the next. In the twinkling of an eye. In a jiffy. In a flash!

## Word Choice Reminders

- **Vivid words** are strong and energetic.
- **Precise words and phrases** describe exact ideas and things and state the writer’s views.
- **Sensory words** describe how things look, sound, feel, taste, and smell.

<b>Sensory Words</b>	<b>Vivid Words and phrases</b>	<b>Precise Words and Phrases</b>
hungry	ears perked	Time for school.

# Student Model: Word Choice

In America today there is a problem with kids being unhealthy. Perhaps one reason for that problem is the food we are given in school. The food is full of sugar and loaded with fat. All the nutrients have been cooked out of the vegetables. The food is not healthy for kids to eat. Kids need healthy food choices at school.

Imagine that every day for lunch you got to choose between soggy pizza, overcooked canned vegetables, starchy white bread with no nutritional value or sugar-soaked cakes, and milk made with corn syrup. Pretty healthy, yummy stuff, don't you think? Well, that's the choice that most kids have at my school, and many of us are tired of it.

Some may say that it is expensive to give kids fresh, well-made food. They may be right. But look at the health of American kids today. Then ask yourself, is the cheap food really worth it?

Another argument that some give is that kids won't eat healthy food. We will. Try giving us fresh vegetables, a salad bar, and tastily prepared food. If it tastes good, we will eat it. We will learn that nutritious food can taste good. And that is a healthy lesson we all need to learn.

If you feed us healthy food, we will be healthier people. Kids deserve to be able to make good, smart choices when it comes to what we eat. Schools should be the kind of place where we can make those smart choices.

<b>Sensory Words and Phrases</b>	<b>Vivid Words</b>	<b>Precise Words and Phrases</b>
	loaded	food

# Daily Writing Prompts

---

## DAY 1

### Writing Prompt:

Some students and parents at your school think there is too much homework. They want to limit the amount of homework that teachers assign students. Write a persuasive composition stating your position and supporting it with convincing reasons.

## DAY 2

### Writing Prompt:

Milo is someone who doesn't take charge of his own life. He lets others make decisions for him. Write a persuasive composition about taking charge of one's life and making decisions about what to do.

## DAY 3

### Writing Prompt:

Some people think that it is wrong to advertise junk food during TV shows directed at children. Write a persuasive composition stating your position and supporting it with convincing reasons.

## DAY 4

### Writing Prompt:

Azaz thinks that words are more important than numbers. Imagine you are Azaz and write a persuasive composition meant to convince Rhyme and Reason of Azaz's point of view.

## DAY 5

### Writing Prompt:

Think of something in your school or community that you think should be changed. Write a persuasive composition stating your position and supporting it with convincing reasons. Decide on the audience before you begin to write.

# Progressive Forms; Contractions

---

- To make the **present progressive**, use the appropriate present tense of *to be*. Then add *-ing* to the present tense verb.
- To make the **past progressive**, use the appropriate past tense of *to be*. Then add *-ing* to the present tense verb.
- To make the **future progressive**, use the appropriate future tense of *to be*. Then add *-ing* to the present tense verb.

1. He \_\_\_\_\_ (go) to the store now.
2. Their plane \_\_\_\_\_ (land) at ten tomorrow.
3. Who \_\_\_\_\_ (hum) while I gave my speech?
4. My friend and I \_\_\_\_\_ (see) interesting things while we are on vacation.

**Contractions** are words that are formed by combining two words. An apostrophe replaces the missing letter or letters.

5. If you go out when it is raining, you will get wet.
6. I did not tell you that I am having a party on Saturday?
7. She does not know who is listening to that loud music.
8. When I have finished reading this book, she will borrow it.



# Adverbs; Quotation Marks and Colons

---

- An **adverb** modifies a verb, an adjective, or another adverb.
- When comparing with adverbs, use *-er* or *more* to compare two actions or descriptions. Use *-est* or *most* to show that one action or description has more of its quality than any other. Do not use double negatives!

1. Dad will watch TV \_\_\_\_\_ (when?)
2. I looked \_\_\_\_\_ for my baseball glove. (where?)
3. The woman sang \_\_\_\_\_ (how?)

- A **direct quotation** is always set off from the rest of the sentence by commas, a question mark, or an exclamation point.
- Periods and commas are **always** placed inside quotation marks. Question marks and exclamation points are placed inside quotation marks if the quote itself is a question or an exclamation.
- Use a **colon** to introduce a list if it does **not** immediately follow a verb.

4. I hate that show he said
5. Max had four pets a dog a cat and two goldfish
6. Dan asked Where are you going