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Words with Closed Syllables: Short-Vowel Patterns

Spelling Words

1. bandage  6. stretch  11. scrap  16. threat
2. chest  7. flock  12. shift  17. timid
3. drift  8. fond  13. smash  18. plaid
5. dusk  10. does  15. swept  20. twist

<table>
<thead>
<tr>
<th>Short a</th>
<th>Short e</th>
<th>Short i</th>
<th>Short o</th>
<th>Short u</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Short a can be spelled a or ai.
Short e can be spelled e or ea.
Short i can be spelled i or ui.
Short o is spelled o.
Short u can be spelled u or oe.
Complete, Declarative, and Interrogative Sentences

A **complete sentence** expresses a complete thought. It can tell who is what.

- Mr. Garcia is the gymnastics coach.
  - **Who?** Mr. Garcia
  - **Is what?** the gymnastics coach

A **complete sentence** can tell what is what.

- An oak tree is taller than an apple tree.
  - **What?** An oak tree
  - **Is what?** taller than an apple tree

A **complete sentence** can tell what happens.

- The rope swings back and forth.
- We ate in the cafeteria.

A **sentence fragment** is a word or phrase that does not express a complete thought.

- Tommy.
- Runs around the track.

1. Cindy climbs to the top of the rope in two minutes.
2. Ran on the track.
3. Gym is my favorite class at school.
4. The swimming pool.
5. In the cafeteria.
6. play handball after school
7. the baseball player
Complete, Declarative, and Interrogative Sentences

A **sentence fragment** does not express a complete thought.

- Climbed the rope ladder.

A **declarative sentence** expresses a complete thought. It is a statement and ends with a period.

- Juanita climbed the rope ladder.

1. The team meets in Casey’s backyard.
2. The meeting.
3. I will study for the test.
4. My brother made a new friend at school.

An **interrogative sentence** is a question and ends with a question mark.

- How should he climb down?

5. When will we go to the store?
6. The store open?
7. Why do you like.
8. Eat lunch at school?
Mentor Text: Character Description

*from “Rope Burn” by Jan Siebold*

p. 29

The few times I had tried to climb the rope, I barely got off the ground. It’s not like I have a huge hulk of a body to pull up. In fact, I’m kind of skinny. But my arm muscles would refuse to cooperate and I would just hang there.

<table>
<thead>
<tr>
<th>Richard’s Words</th>
<th>Richard’s Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I barely got off the ground.”</td>
<td>honest</td>
</tr>
<tr>
<td>“It’s not like I have a huge hulk of a body . . .”</td>
<td>funny</td>
</tr>
<tr>
<td>“I’m kind of skinny.”</td>
<td></td>
</tr>
<tr>
<td>“. . . arm muscles would refuse to cooperate.”</td>
<td></td>
</tr>
</tbody>
</table>
My older brother, Carlos, is eighteen. The boy knows how to dress! He always wears the coolest clothes, and his hair is always perfect. Why he wants to be friends with a goofy little kid like me is a mystery! Carlos drives me to soccer practice and teaches me everything he knows about soccer. When I ask him for something, he always says, “Sure, squirt!” Carlos is always nice to me. I think Mom makes him do it.

<table>
<thead>
<tr>
<th>Writer’s Words</th>
<th>Writer’s Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>“the boy knows”</td>
<td>cool</td>
</tr>
<tr>
<td>“goofy”</td>
<td>funny</td>
</tr>
</tbody>
</table>
Daily Writing Prompts

DAY 1  Writing Prompt:
Characters in movies or books often accomplish something important or difficult. Think about a character who has succeeded at something important or difficult. Then write a paragraph that describes such a character.

DAY 2  Writing Prompt:
Everyone has a friendship he or she values. Think of a friend who means a lot to you. Then write a paragraph that describes your friend and tells why the friendship is important to you.

DAY 3  Writing Prompt:
James is a character in the story “Rope Burn.” Think about James’s words and actions in the story. Then use details from the story to write a paragraph that describes James.

DAY 4  Writing Prompt:
Many people have special talents or skills. Think about someone you know who has a special talent or skill. Then write a paragraph that describes that person.

DAY 5  Writing Prompt:
Many people have had teachers who cared about their students. Think of a teacher you know who cares about students. Then write a paragraph that describes that teacher.
Prewriting: Using a Graphic Organizer

A good personal narrative has a clear beginning, middle, and ending. The beginning should state the conflict, or problem. The middle should retell the important events. The ending should state the resolution.

Organizing Ideas in a Graphic Organizer

<table>
<thead>
<tr>
<th>Beginning (Conflict or Challenge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted to be athletic, but I was uncoordinated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle (Main Events)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ending (Resolution or Insight)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Drafting: Beginnings

An effective beginning should draw readers in, making them want to read more. Effective beginnings
• grab the reader’s attention by using descriptive details, an interesting fact, or a dramatic scene.
• introduce the conflict.
• reveal how the writer feels about the topic.
You can use your graphic organizer to identify the information that should be included.

Conflict
I wanted to be athletic, but I was uncoordinated.

My two best friends were excited about learning to snowboard. “I’m in!” I said, not wanting to be left out. When we were actually in the snow at the top of the hill, with both feet strapped to a snowboard, I was secretly shaking. I’ve always wanted to be athletic, but “Uncoordinated” is my middle name.
An effective middle to a personal narrative

• tells about events in the order in which they happened.
• includes supporting details to make events clear and express the writer's personal voice.
• includes exact words to convey meaning, and vivid words to create strong images in the reader's mind.

Plot Events

• I took a snowboarding lesson.
• I learned to fall.
• I learned to slide and fall.

from “Learning to Fall”

“I guarantee you will fall!” yelled Mark, our instructor. “So you have to know how to fall the right way.” This news did not make me feel any better. Mark held his arms up in front of his chest, fists together, elbows bent. He said something about never sticking your hands and arms out straight. The words “you might break your wrist” sent me into a cold sweat. “When you fall,” Mark continued, “roll through your knees, up to your side, and onto your shoulder.”
Revising: Adding Details

from “Learning to Fall”

“I guarantee you will fall!” yelled Mark, our instructor. “So you have to know how to fall the right way.” This news did not make me feel any better. He said something about never sticking your hands and arms out straight. “When you fall,” Mark continued, “roll through your knees, up to your side, and onto your shoulder.” Snowboarding sounded less and less fun with each passing minute.

Example 2

“I guarantee you will fall!” yelled Mark, our instructor. “So you have to know how to fall the right way.” This news did not make me feel any better. Mark held his arms up in front of his chest, fists together, elbows bent. He said something about never sticking your hands and arms out straight. The words “you might break your wrist” sent me into a cold sweat. “When you fall,” Mark continued, “roll through your knees, up to your side, and onto your shoulder.”
I tried to smile, but I felt sick to my stomach. My knees wobbled badly. With each passing minute, snowboarding sounded less and less like fun.

Mark swooped down below us and called us down the slope one by one. First, we had to point one end of the board downhill. Next we had to slide and turn along one edge to stop. “Go!” Mark yelled when it was my turn. Then I really started shaking. I was frozen to the spot like an icicle. I was shaking so badly that the board began to move on its own. I looked helplessly at Mark as I picked up speed. “Tu-u-urn!” he yelled.
Sample Prompt

Most people face challenges they must overcome. Think about a time when you faced a challenge and overcame it. Now write to describe the experience and tell what you learned or gained from the experience.

Analyze the Prompt

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

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Words with Long Vowels and Vowel Digraphs

Spelling Words

1. needle  6. fade  11. eager  16. smoke
2. speech  7. obtain  12. shadow  17. twice
3. reason  8. faint  13. saying  18. human
5. thief  10. rayon  15. coach  20. niece

<table>
<thead>
<tr>
<th>/ā/</th>
<th>/ē/</th>
<th>/ī/</th>
<th>/ō/</th>
<th>/ū/</th>
</tr>
</thead>
</table>

- The /ā/ sound can be spelled ai, ay, or a-Consonant-e.
- The /ē/ sound can be spelled ee, ea, or ie.
- The /ī/ sound can be spelled i or i-Consonant-e.
- The /ō/ sound can be spelled ow, oa, or o-Consonant-e.
- The /ū/ sound is spelled u.
Imperative and Exclamatory Sentences; Interjections

• An imperative sentence is a command or a request.
• The subject of an imperative sentence is you (understood).
• Imperative sentences usually end with a period.

1. Please play catch with me.

2. She swung at the first pitch.

3. Throw the ball over the plate.

4. Cheer for your teammates.

5. Please run around the bases.

• An exclamatory sentence expresses strong feeling.
• Exclamatory sentences end with an exclamation point.
• A sentence can be both imperative and exclamatory.

6. What keen eyesight you have!

7. That was such an amazing pitch!

8. Run away right now!

9. What a great pitcher he is!

10. Throw the ball to the coach.
Imperative and Exclamatory Sentences; Interjections

- An **interjection** is a word or group of words that expresses a strong feeling.

- If an interjection **stands alone**, it is capitalized and followed by an **exclamation point**.

- If an interjection **begins a sentence**, it is capitalized and followed by a **comma**.

1. Wow!
   Wow, what a beautiful park!

2. oh
   oh that’s great

3. gosh
   gosh I’m happy

4. hey
   hey leave him alone
Mentor Text: Voice

from “Line Drive” by Tanya West Dean

p. 59

Growing up the oldest sister of three brothers doesn’t always make you a tomboy, but it helps. And having a mom who would rather punt a football than sew a quilt sets the stage for some great sports memories, too. Obviously, no one ever told me that girls couldn’t play baseball or ride a boy’s bike or wrestle Indian-style. I could smack a grimy hardball across the fence with the best of the neighborhood boys—and I was just a skinny, short girl with glasses. Mom taught us—her sons and daughters—how to do all those things. A former baton twirler and field hockey maven, my mom was the next best thing to a real coach.

<table>
<thead>
<tr>
<th>Tanya’s Words</th>
<th>Tanya’s Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Obviously, no one ever told me that girls couldn’t play baseball . . .”</td>
<td></td>
</tr>
<tr>
<td>“I could smack a grimy hardball across the fence with the best of the neighborhood boys . . .”</td>
<td></td>
</tr>
<tr>
<td>“. . . my mom was the next best thing to a real coach.”</td>
<td></td>
</tr>
</tbody>
</table>
Basketball is a game for the tall, the quick, and the guys who can jump. I’m not the tallest, the quickest, or the best jumper. But I have something else. I love the game! I love shooting hoops. I love to play a game of 2-on-2 with my friends. I even love practices and drills!

I’m not the best player, but I know how to work with my teammates. It’s great to stop the other team with good defense, or outsmart them with set plays. I may not ever play pro basketball, but I will always love the game.

<table>
<thead>
<tr>
<th>Writer’s Words</th>
<th>Writer’s Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m not the tallest, the quickest, or the best jumper.”</td>
<td></td>
</tr>
<tr>
<td>“I love the game!”</td>
<td></td>
</tr>
<tr>
<td>“. . . but I know how to work with my teammates.”</td>
<td></td>
</tr>
<tr>
<td>“I may never play pro basketball. . .”</td>
<td></td>
</tr>
</tbody>
</table>
DAY 1  Writing Prompt:
Everyone has had to overcome a challenge. Think about a time when you overcame a challenge. Now tell what you did and how you felt about it.

DAY 2  Writing Prompt:
Most people have felt left out of some situation. Think about how Tanya West felt when she had to sit on the bench instead of play baseball. Now describe a time when you could not do something you wanted to do.

DAY 3  Writing Prompt:
In the selection, the author is embarrassed when she accidentally hits a pitcher with a baseball. Think about how you would feel in a similar situation. Now tell about a time when you felt embarrassed by an accidental mistake.

DAY 4  Writing Prompt:
People sometimes have to prove themselves to others. Think about a time when you had to prove your abilities. Now tell what you proved and how you felt about it.

DAY 5  Writing Prompt:
Everyone has experienced a happy event. Think about an event that made you feel very happy. Now tell where you were, who you were with, and what happened.
Words with Variant Vowels

Spelling Words

1. counter  6. awning  11. royalty  16. bamboo
2. fraud  7. laundry  12. powder  17. browse
3. oyster  8. feud  13. annoying  18. ointment
4. appoint  9. shawl  14. cashew  19. rooster
5. drawn  10. jewel  15. scoop  20. rescue

<table>
<thead>
<tr>
<th>ou/ow/</th>
<th>oy/oi/</th>
<th>aw/ô/</th>
<th>ew/oo/</th>
<th>eu/yoo/</th>
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<table>
<thead>
<tr>
<th>ow/ow/</th>
<th>oi/î/</th>
<th>au/ô/</th>
<th>oo/yoo/</th>
<th>ue/yoo/</th>
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</tbody>
</table>

- The /ow/ sound can be spelled ou or ow.
- The /oi/ sound can be spelled oy or oi.
- The /ô/ sound can be spelled aw or au.
- The /oo/ sound can be spelled ew or oo.
- The /yoo/ sound can be spelled eu or ue.
Subjects and Predicates

The **subject** tells who or what a sentence is about.

- The musicians play every day.
  
  **Who?** The musicians

- The new, shiny instrument was in its case.
  
  **What?** The new, shiny instrument

1. Philip has played the flute since 1994.

2. His flute is made of bamboo.

3. Celine’s grandmother convinced her to join the band.

4. The street performers attracted a crowd.

5. My oldest brother wants to play the trombone.

6. The wonderful music could be heard from far away.
The predicate of a sentence tells what the subject of the sentence is or does.

- The farmer is a hard worker.
- She brings baskets of vegetables to the market.

A complete sentence has both a subject and a predicate.

<table>
<thead>
<tr>
<th>subject</th>
<th>predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The marketplace is crowded with buyers and sellers.</td>
<td></td>
</tr>
</tbody>
</table>

A sentence fragment is missing either a subject or a predicate.

- The grocer. (missing predicate)
- Sells apples for a good price. (missing subject)

1. The river flooded.
2. The cormorant.
4. Emily loves to cook.
5. My grandfather
6. Always help out in the kitchen.
Mentor Text: Word Choice

from “Chang and the Bamboo Flute” by Elizabeth Starr Hill

p. 83

At last the river lowered and calmed. The sun sliced through the clouds and glittered on the water. Chang’s father said, “It’s safe to go back now.” Both of Chang’s parents thanked Mei Mei and her family for their kindness. Then they all squished through the muddy earth back to the wharf.

Vivid verbs
• sliced
• glittered
• squished

Precise adjectives
muddy
Student Writing Model: Autobiographical Narrative

It was show time, and I was a wreck. Our class had decided to raise money to help an organization build libraries. We’d voted to do a talent show as a fund-raiser.

Zach, Andy, Emily, and I had decided to form a band for the event. Emily has a silky smooth voice. Zach is an excellent piano player, and Andy is learning guitar. I play the drums.

The problem was that I’d never played before an audience in my life. Drumming at home was one thing. Getting up in front of an auditorium full of staring eyes was quite another.

As I sat down behind my drum kit, I could feel my palms becoming as wet as leaves after a rainstorm. The drumsticks felt as limp as overcooked spaghetti. I tried not to look at the audience taking their seats.

Before I could sink deeper into despair, Emily was at the microphone introducing our first song. That was my cue to get us started. I took a deep breath, closed my eyes, and tapped out the beginning beat.

I don't remember much of what happened after that. The one exception was the sound of applause after we’d finished our last song. I guess we must have sounded okay. I’m actually looking forward to the next time we play in public!

<table>
<thead>
<tr>
<th>The author describes this</th>
<th>With these words</th>
<th>The author thinks or feels this way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily’s voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the author’s palms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the drumsticks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Daily Writing Prompts

DAY 1 Writing Prompt:
Most families work together. Think about a way family members can work together to accomplish common goals. Write a paragraph describing a way members of a family can work together to do something important for all of them.

DAY 2 Writing Prompt:
Everyone has an activity he or she likes to do with friends. Think about a special activity you like to do with your friends. Write a paragraph in which you describe that activity and tell what makes it special.

DAY 3 Writing Prompt:
Everyone has had the opportunity to help another person. Think about a time in your life when you helped someone. Now write a brief narrative about what happened.

DAY 4 Writing Prompt:
Many people enjoy watching public performances. Think about a public performance you have seen that you really enjoyed. Write a paragraph in which you describe the performance and tell what you enjoyed about it.

DAY 5 Writing Prompt:
People show courage in different ways. Think about someone you know who has acted courageously. Now write a paragraph describing what that person did.
Words with Inflections -ed, -ing

**Spelling Words**

1. talked  
2. hurried  
3. smiling  
4. dropped  
5. clapping  
6. stepped  
7. worried  
8. worrying  
9. changing  
10. stayed  
11. buying  
12. dried  
13. picnicking  
14. scared  
15. driving  
16. obeyed  
17. playing  
18. tried  
19. carried  
20. hurrying

<table>
<thead>
<tr>
<th>Double consonant before adding ending</th>
<th>Drop final e before adding -ed or -ing</th>
<th>Change y to i before adding -ed</th>
<th>Add ending without changing root word</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

- For root words that end with a vowel and then a consonant, double the consonant and add the ending.
- For root words that end with e, drop the e before adding -ed or -ing.
- For root words that end with a consonant and y, change the y to i before adding -ed.
- For most other root words, simply add the ending.
Complete and Simple Subjects and Predicates

Every sentence has a subject and a predicate. The **subject** tells who or what the sentence is about. The **predicate** tells what the subject is or does.

- The **complete subject** includes all of the words in the subject.
- The **simple subject** is the main word in the complete subject.
- Sometimes the complete subject and the simple subject are the same.

1. Julia packed her bag for the trip.
2. The tiny cabins disappointed many passengers.
3. A large crowd waited at the dock.
4. The television reporters gathered by the entryway.

- The **complete predicate** includes all of the words in a sentence that tell what the subject is or does.
- The **simple predicate** is the verb or verbs in the predicate.

5. A huge storm cloud blew in from the west.
6. Rain delayed our travel.
7. The passengers stayed in their seats.
8. The storm rains flooded the intersection.
Complete and Simple Subjects and Predicates

Remember:

• Every sentence must have a subject and a predicate.

• The subject tells who or what the sentence is about, and the predicate tells what the subject is or does.

Subject + Predicate = Sentence
(who or what) + (is or does what)

Example (My entire family) arrived at the airport.

1. My mother checked our tickets.
2. Uncle Lee carried my backpack.
3. My brother and I took only one suitcase apiece.
4. Was a great adventure.
5. The plane flight.
6. My idea.
7. Really wants to visit the ancient ruins.
Mentor Text: Word Choice

from “The Daring Nellie Bly: America’s Star Reporter” by Bonnie Christensen

p. 116

On January 25, 1890—seventy-two days, six hours, and eleven minutes after the start of her journey—Nellie set foot in the Jersey City train station. A huge, cheering throng greeted her. Cannons roared. “The American girl will no longer be misunderstood,” declared the mayor. “She will be recognized as pushing and determined, independent, able to take care of herself wherever she may go.” Nellie Bly had won much more than her race against the clock.
April 18
A Big Event for Sunnyville
by Marcos Villanueva

A large group of Sunnyville residents gathered at Center Park yesterday morning. They came to witness the opening of our new City Hall. What a grand celebration it was!

"Today is a great day for our city!" Mayor Jan Peterson said. Then she officially opened the building by cutting the red ribbon in front of the entrance. After her speech, Mayor Peterson invited us in for a tour.

Sunnyville has not had a building for its government since the big fire last year. The old City Hall burned to the ground in that disaster. Our new City Hall is much better looking than the old one. It has rose-colored marble columns and large windows. The entryway has handsome bronze doors.

The offices in the building have the latest communications equipment and computer technology. I was able to write this story and send it to the newspaper from a public access computer in the lobby!

With its new City Hall, Sunnyville has arrived in the twenty-first century.
Daily Writing Prompts

DAY 1  Writing Prompt:
News stories are meant to grab readers’ attention. Think about an interesting news story you have recently read. Now write an attention-grabbing headline for the story and a brief summary of it.

DAY 2  Writing Prompt:
Imagine that you were present at the time and place of an important historic event. Think about what you saw and experienced. Now write a brief newspaper story about the event.

DAY 3  Writing Prompt:
Schools hold special events from time to time. Think about a special event your school has held. Now write a brief newspaper story about the event. Tell the story from your point of view. Include a headline.

DAY 4  Writing Prompt:
Imagine that you could interview Nellie Bly. Write three questions you would ask her. Then respond as if you were Nellie Bly. Use what you have read about her to help you write your responses.

DAY 5  Writing Prompt:
Many people dream about going on adventures. Think about an adventure you would like to have. Now write a description of how your adventure begins.
Complete, Declarative, and Interrogative Sentences; Imperative and Exclamatory Sentences; Interjections

- A complete sentence expresses a complete thought. A sentence fragment is a word or a phrase that does not express a complete thought.
- A declarative sentence is a statement and ends with a period.
- An interrogative sentence is a question and ends with a question mark.

1. My talent is.

2. Will you be singing in the choir?

3. Sela plays the organ.

4. Eric also in choir?

- An imperative sentence is a command or a request.
- An exclamatory sentence expresses strong feeling.
- An interjection is a word or group of words that expresses a strong feeling.

5. Wow! That goo is green!

6. You must be part of the show.

7. Bring me the mop now!

8. Hey, you dance very well.
Subjects and Predicates; Complete and Simple Subjects and Predicates

- The **subject** of a sentence tells who or what a sentence is about.
- The **predicate** of a sentence tells what the subject of the sentence is or does.

1. The actors gathered backstage.
2. An eager crowd waited in the theater.
3. The play was a musical comedy.
4. Everyone liked the show.

- The **complete subject** includes all of the words in the subject. The **simple subject** is the main word in the complete subject.
- The **complete predicate** includes all of the words in the predicate. The **simple predicate** is the verb or verbs in the predicate.

5. The busy reporter took notes.
6. Laura wrote a newspaper article.
7. A photographer snapped some pictures.
8. The article and photographs appeared in the newspaper.
Words with Consonant -le

Spelling Words

1. drizzle    6. pickle    11. struggle    16. ripple
2. gobble     7. hobble    12. wiggle     17. article
3. meddle     8. topple    13. spindle    18. triple
5. bundle     10. vehicle   15. griddle    20. bugle

<table>
<thead>
<tr>
<th>-ble</th>
<th>-cle</th>
<th>-dle</th>
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</table>
Compound Subjects and Predicates

A **compound subject** is two or more subjects joined by the coordinating conjunction *and* or *or*.

1. Amalia is eating ice cream. → Amalia and Aitza are eating ice cream.  
   Aitza is eating ice cream.
2. José Manuel and his grandmother live in Puerto Rico.
3. Tomorrow my sister or my brother will join you.
4. Men celebrate the Night of San Juan.  
   Women celebrate the Night of San Juan.
5. My friend wants to go to the beach.  
   I want to go to the beach.

A **compound predicate** is two or more predicates joined by *and* or *or*. These predicates have the same subject.

6. The family walks to the beach. → The family walks or rides to the beach.  
   The family rides to the beach.
7. Every day my aunt visits the orchard and collects apples.
8. Then she peels the apples and makes a pie.
9. The vegetable vendor loaded his basket.  
   The vegetable vendor walked through the neighborhood.
10. Yesterday I went to the beach.  
    Yesterday I swam in the ocean.
Compound Subjects and Predicates

If there are three or more items in a **compound subject** or a **compound predicate**, use commas to separate them.

1. Amalia, Aitza, and Evelyn waved to José Manuel.

2. They will **go upstairs**, talk to his grandma, and **ask if he can join them**.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Predicates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn</td>
<td>played outside</td>
</tr>
<tr>
<td>Amalia</td>
<td>went to the beach</td>
</tr>
<tr>
<td>Aitza</td>
<td>jumped in the waves</td>
</tr>
<tr>
<td>José Manuel</td>
<td>watched the children</td>
</tr>
<tr>
<td>José Manuel’s grandma</td>
<td></td>
</tr>
<tr>
<td>Mami</td>
<td></td>
</tr>
</tbody>
</table>

3. ____________ stand on the street.

4. ____________ live here.

5. Evelyn ____________.
When we got home we found Mami waiting with her hands on her hips. She had just hung up the phone with José Manuel’s grandma. She had reason to be upset. Not only were we late for supper, but in our excitement we had forgotten to ask for permission before inviting José Manuel to the beach. We all looked down, not knowing what to do or say.
“My Sacramento Summer” is about a girl from France named Cassia, who spends a summer in Sacramento, California. Although Cassia knows some English, she refuses to speak it. She thinks her accent sounds silly. Then one day she meets Emily. Because she wants to talk with Emily, Cassia decides that she has to start speaking in English. I think this is an excellent story about someone overcoming the fear of not doing well. I identified with Cassia because I know what it is like to feel shy about doing something you think you can’t do well. The story showed that wanting to make a friend can give you courage to overcome your fears. It teaches an important lesson about facing challenges instead of avoiding them.
Daily Writing Prompts

**DAY 1**

**Writing Prompt:**
Everyone has read a good realistic fiction story. Think about a realistic fiction story you have enjoyed reading. Write a paragraph telling why you liked this story.

**DAY 2**

**Writing Prompt:**
Some stories are set in real places that are unfamiliar to you. Think of a story you have read that was set in an unfamiliar place. Write a paragraph telling what you learned about that place by reading the story.

**DAY 3**

**Writing Prompt:**
Write a response to “The Night of San Juan.” Begin by telling what the story is about. Then tell what you think is the story’s theme. Conclude by sharing your opinion about the story.

**DAY 4**

**Writing Prompt:**
Everyone has helped someone else overcome a problem. Think about a time when you helped someone. Describe what the problem was and how you helped the person solve the problem.

**DAY 5**

**Writing Prompt:**
Everyone has traditions that they share with their family. Think about a family tradition that you enjoy. Write two paragraphs describing the tradition and explaining why you enjoy it.
Before writing a response to literature, generate questions to help you focus on your ideas. These are some questions Justin asked himself about “Chang and the Bamboo Flute.”

- **What is the story about?** (Sum up the characters, setting, problem and solution.)
- **What is my opinion of the characters and events?**
  Chang’s father is kind. He says, “Supper will still be good.”
- **How does this connect to my life?**
  I have a friend who helped me like Mei Mei helped Chang.
- **What did the characters learn?**
  Family is important. Generosity will be rewarded.

Then use your responses to write a list of ideas to include in your response.

1. Summarize the story.
2. State my opinions. Connect to my life.
3. Describe my favorite characters.
4. Tell what the main character learned.
Drafting: Literature Summary

A response to literature should begin with a summary of the story. The summary should state what the main character learns and provide an overview of the characters, setting, and plot. You can use a story map to help you summarize a story.

Characters
Chang, Mei Mei, Chang’s mother, Chang’s father, Bo Won

Setting
a village near a river in China

Plot Events
• Chang’s mother loses her wok in a storm.
• Chang tries to trade his flute for a wok at the market.
• Bo Won convinces Chang to play the flute and Chang receives money for playing it.

Literature Summary—from Justin’s response to literature
In “Chang and the Bamboo Flute,” a boy learns that family is more important than possessions. Chang lives with his parents on a houseboat. When a storm damages their boat, Chang’s mother loses her wok, the family cooking pot, and is very upset. Chang offers to trade his precious flute to help his mother. Instead of trading his flute, he plays it to earn enough money to buy a wok.
Drafting: Body Paragraphs

The body of a response to literature should express the writer’s opinion about the text, share any connections the writer made to the text, and express ideas about one element of the story.

1. Summarize the events.
2. State my opinions. Connect to my life.
3. Describe my favorite characters.
4. Tell what the main character learned.

Second paragraph—from Justin’s response to literature

I think Chang’s friend, Mei Mei, is a very good friend to Chang. She goes with him to the market to keep his mind off the missing wok. Mei Mei also helps Chang bargain with a mean merchant. She reminds me of my best friend, Carlos, who helped me when I first moved here. I didn’t know anyone, but Carlos introduced me to all of his friends.
In an effective response to literature, every opinion and detail in a paragraph should support the paragraph's main idea. Delete any sentences that are off-topic.

*from Justin's first draft of his response to literature*

Chang’s father is my favorite character. He is brave, and he works hard to repair the boat. He comforts Chang’s mother when she cries about her lost wok. “Supper will still be good,” he says. Chang’s mother cooks their dinner in an old iron pot instead of using the wok. I also liked the blind storyteller, Bo Won. He shows up at exactly the right time and persuades Chang to play for the crowd at the market. Soon the crowd is throwing money to Chang for his flute-playing. Zhao only wants to give Chang pencils in exchange for his flute.
I think Chang’s friend, Mei Mei, is a very good friend. To Chang. She goes with him to the market to keep his mind off the missing wok. Mei Mei also helps Chang bargain. With a mean merchant. She reminds me of my best friend, Carlos, who helped me when I first moved here. I didn’t know anyone. But Carlos introduced me to all of his friends.
Sample Prompt

Most people have read works of literature. Choose a book, story, or other work of literature that you have read recently. Now write to express your opinions about that work of literature. Support your opinions with examples from the literature as well as from your own experience.

Analyze the Prompt

1. What is the topic of the prompt?
2. Which words tell you what your composition should focus on?
3. Which words tell how to support your opinions?

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Words with the VCCV Pattern

Spelling Words

1. suppose 6. appeal 11. collect 16. fiddler
2. hurricane 7. announcer 12. slippery 17. kennel
3. babble 8. tissue 13. common 18. squirrel
5. success 10. terrific 15. settler 20. summary

Double Letters

<table>
<thead>
<tr>
<th></th>
<th>r</th>
<th>b</th>
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<tbody>
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<td>p</td>
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<tr>
<td>s</td>
<td>n</td>
<td>m</td>
<td>t</td>
</tr>
</tbody>
</table>

In a word with the VCCV syllable pattern where the two consonants are the same, the words are divided into syllables between the consonant pair.
Simple and Compound Sentences

- A **simple sentence** is a group of words that describes one thought.
- A **compound sentence** is two or more simple sentences connected by a comma and a conjunction, such as *and, or, but, or for.*
- Use *and for* similar ideas, *but for* contrasting ideas, *or for* alternatives, and *for to show cause and effect.*

```
1. The cousins came to visit.  simple sentence
2. Ursula wanted to see the new trick, but the cousins needed to practice.  compound sentence
3. During the show, Ursula stayed inside.
4. Ah Sam’s hands stuck to the knives, for the weather was very cold.
```

- A simple sentence can have a **compound subject** or a **compound predicate,** and so can each part of a compound sentence.
- The conjunctions *and and or* can join the simple subjects in a compound subject or the verbs in a compound predicate.

```
5. Ursula and her mother stayed indoors.  simple sentence
6. Will you play music and sing for us?  simple sentence
7. Susie and Peter cheered loudly, and Marty stomped his feet.
8. Ursula was shy at first, but afterward she stood on the stage and waved.
```
Simple and Compound Sentences

• A run-on sentence is two sentences run together with nothing joining them.
• A comma splice is two sentences joined with only a comma.

1. Run-on: The performers looked like parrots they wore brightly-colored costumes.
   
   Correct: The performers looked like parrots, for they wore brightly-colored costumes.

2. Comma splice: Ursula had a good time, she also learned a lesson.
   
   Correct: Ursula had a good time, but she also learned a lesson.

3. The Chinese lion had to leap carefully it might fall off the poles.

4. The performance was stunning, everyone enjoyed themselves.

5. Ah Bing lay down he stuck his feet in the air.

6. I stood near the bonfire, my feet were still freezing.
Mentor Text: Ideas

from “When the Circus Came to Town” by Laurence Yep

p. 184

Before anyone could sit on any of them, though, Ah Bing lay down on his back on one of them. Then he stuck his feet in the air like a dead beetle.

As Ah Sam handed her the benches, Ah Loo began to build a pyramid of benches on top of Ah Bing’s feet and climb up it. Higher and higher went the pyramid. Higher and higher went Ah Loo. Finally she was as high as the tallest building. Everyone had to lean far back to look up at her as she twirled and spun, graceful as a spider on a thread.

To me, getting down seemed trickier than going up. However, Ah Loo neatly took apart the pyramid as she climbed down.

While Mama and Papa caught their breath, Ah Sam quickly turned the benches into ramps and tables. Then Lung rolled out of our station on a unicycle, cycling up and down, quick and nimble as a flea. He did better on one wheel than I could have done running on two legs. And it was all on ordinary benches.

IDEA

The circus uses ordinary benches in extraordinary ways.
Saturday, February 27th

Yesterday was such a crazy day! I got home from school late, so I had to rush to dress up for the costume party. Then when I was painting my face in stripes, I knocked the face paints off the sink. They fell straight into the wastebasket! When I tried to get them out, I discovered that someone had just emptied the vacuum cleaner. Horrible! The dust had gotten all over the paints and ruined them.

Luckily, Mom helped me figure out how to finish my makeup. We mixed some cornstarch with water and used the paste to make my face white. Then Mom let me use her black eye makeup, and that’s what I finished the stripes with. My problem was solved. I think I made a very good zebra, and no one said anything about my unusual makeup. Maybe it wasn't such a bad day after all.
Daily Writing Prompts

DAY 1  Writing Prompt:
People enjoy attending all kinds of shows. Think about a show, such as the circus, that you have attended. Write a description of the show.

DAY 2  Writing Prompt:
Many people send postcards to friends back home when they visit new places. Think about a time when you visited a new place. Write a postcard telling about your visit to a new place.

DAY 3  Writing Prompt:
Everyone has experienced an unexpected event that turned out to be fun. Think about an unexpected but enjoyable event that you experienced. Write a journal entry telling about this event.

DAY 4  Writing Prompt:
Many people have an activity they like to do outdoors. Think about an outdoor activity you enjoy. Tell what the activity is and whether it is done in hot or cold weather.

DAY 5  Writing Prompt:
Everyone has been through a time when things seemed to go wrong, but everything eventually worked out fine. Think about a challenging time you went through that ended well. Write a journal entry recounting your challenge and how it ended.
Words with the VCCV Pattern

Spelling Words

1. entire
2. hospital
3. public
4. combine
5. golden
6. chimney
7. pretzel
8. survive
9. absorb
10. turmoil
11. wisdom
12. journey
13. condition
14. whisper
15. identify
16. establish
17. furnace
18. capture
19. marvelous
20. nursery

If a word has two consonants in the middle and each consonant has its own sound, then divide the word between the two consonants (as in *en/tire*).
Prepositions and Prepositional Phrases

- A **preposition** is a word that is used before a noun or pronoun to show a relationship between that noun or pronoun and another word.
- Some examples of prepositions are *by, to, in, for, at, after, under, during,* and *through.*

1. **During the war,** George Washington served as a general.
2. He had many soldiers **under his command.**
3. After the war, he became the first President.
4. He served from 1789 to 1797.
5. He is known for his strong leadership.
6. Washington, D.C., was named in his honor.
7. Have you ever been **in Washington, D.C.?**
8. There are historical buildings all **through** the city.
Prepositions and Prepositional Phrases

- The **object of a preposition** is the noun or pronoun that follows a preposition.
- A **prepositional phrase** is made up of a preposition, the object of the preposition, and any other words in between.

1. My research report is about Alexander Hamilton.
2. The report is due after the holidays.
3. Hamilton was born in the West Indies.
4. He went to work at a very early age.

- If a long prepositional phrase appears at the beginning of a sentence, add a comma at the end of the phrase.
  After their successful crossing, Washington’s troops prepared for battle.
- If a prepositional phrase appears in the middle or at the end of a sentence, do not add a comma.
  News of the Americans’ victory spread through the colonies.

1. The trip, across the Delaware River, was cold and dangerous.
2. During the Revolutionary War many soldiers were wounded.
3. Washington’s men marched through the night.
Mentor Text: Organization

from “When Washington Crossed the Delaware” by Lynne Cheney

p. 217

The Americans advanced. British officers tried to rally the redcoats, but soon they began to flee. When the American troops ran after them, Washington paused just long enough to give a few orders. Then, spurring his horse, he joined in the pursuit.

Within a few hours the battle was over. George Washington and his men had once again defeated the greatest military power in the world.
Student Writing Model: Biography

Benjamin Franklin was a writer throughout most of his life. In 1718, when he was only 12, his father sent him to work with his brother, a printer. When he was 16, he wrote a series of essays for his brother's paper. Then, at 17, he became the publisher of *The Pennsylvania Gazette*. Franklin’s most famous writings can be found in *Poor Richard’s Almanac*, which he published annually beginning in 1732. In his later years, he wrote his autobiography.
**Daily Writing Prompts**

**DAY 1**  
**Writing Prompt:**  
Many people are interested in reading about the lives of others. Interview a friend or relative. Then write a short biography of that person.

**DAY 2**  
**Writing Prompt:**  
People are curious about different periods in history. What other place and time would you choose to live in? Explain what events happened there and why you would like to have witnessed them.

**DAY 3**  
**Writing Prompt:**  
You have learned about many people important to the Revolutionary War. Choose one person. Write a biography of that individual.

**DAY 4**  
**Writing Prompt:**  
People like to accomplish things during their lives. Think of what you may accomplish by the time you are 75. Then write a biography of yourself as if someone else is writing about you when you are 75.

**DAY 5**  
**Writing Prompt:**  
Some colonists wanted to avoid going to war. Imagine that you are one of those colonists. Write a short letter to King George trying to get him to change his policies in order to avoid war.
Words with VCCCV

Spelling Words

1. congress  6. complain  11. umbrella  16. portray
2. English  7. complex  12. merchandise  17. technique
3. fortress  8. distrust  13. remembrance  18. accomplish
5. conclude  10. explode  15. goggles  20. membrane

<table>
<thead>
<tr>
<th>VCC-CV</th>
<th>VC-CCV</th>
<th>VC-CCV</th>
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</thead>
<tbody>
<tr>
<td>blend or digraph in the first syllable (Eng-lish)</td>
<td>blend or digraph in the second syllable (ex-plode)</td>
<td>blend or digraph in the third syllable (re-mem-brance)</td>
</tr>
</tbody>
</table>

To spell a two- or three-syllable word with three consonants in the middle, divide the word into syllables. If two consonants form a blend or a digraph, divide the word before or after those consonants. Then spell the word, one syllable at a time.
Clauses and Phrases; Complex Sentences

- A phrase is a group of words that does not have a subject or a predicate. A phrase cannot stand alone as a sentence.
  Examples: remembered for centuries; a gesture of friendship
- An independent clause contains both a subject and a predicate. It expresses a complete thought and can stand alone as a sentence.
  Examples: Leonardo lived in Italy. Charlie Dent was a pilot.

1. famous for his paintings (phrase)
2. he wanted to create (independent clause)
3. resisted her efforts
4. suddenly she left
5. collecting art was his hobby
6. for a long time

A dependent clause has a subject and a predicate, but it does not express a complete thought. It cannot stand alone as a sentence. Dependent clauses often begin with connecting words such as because, although, when, which, that, and since.
Examples: when he laughed; which my sister likes; because I can’t

7. Because she feels sleepy. (dependent clause)
8. After the movie was over.
9. That idea is very good.
10. Since we are friends.
### Clauses and Phrases; Complex Sentences

- A **complex sentence** is made up of an independent clause and one or more dependent clauses.
  - **Example:** *I felt so happy when you arrived.*

- A **dependent clause** can appear at the beginning, in the middle, or at the end of a complex sentence.

- When a dependent clause appears at the beginning of a sentence, it is followed by a **comma**.
  - **Example:** *When you arrived, I felt so happy.*

1. When you finished your project, I was proud of you.

2. Quinn will come if you invite him.

3. Because Tanya loves green, she painted her room the color of a lime.

4. Although I've lived in Portland for years, I've never been on that street.

5. Sebastian’s sister answered the phone when he called their house.
Mentor Text: Organization

from “Leonardo’s Horse” by Jean Fritz

p. 239

But how could such a large bronze sculpture stand on two legs? First they built a steel skeleton inside the body of the horse to support the sides, and then they inserted steel tubes in the two legs. The tubes were bolted to steel anchor plates below the hooves and embedded in concrete.

Finally, the horse was complete. Everyone stood back and looked up at him. They agreed that he was ready for his new home.

First Event
They built a steel skeleton.

Next Event

Next Event

Last Event
“Leonardo’s Horse” by Jean Fritz tells the story of Charlie Dent, a man who decided to make a sculpture of a horse designed by Leonardo da Vinci. Leonardo had designed the statue five hundred years earlier but was never able to complete it. Because Charlie loved Leonardo’s art, he decided to build the horse. His dream was to give it to the Italian people as a gift. Creating the horse was a huge job. Sadly, Charlie died in 1994, before the horse was completed. After he died, Charlie’s friends and family continued his work. The horse was finally finished in 1999. It was sent to Italy, where it stands today.
Daily Writing Prompts

**DAY 1**  
**Writing Prompt:**  
Everyone has visited a friend’s home. Imagine that a friend is visiting your home. Write a paragraph giving step-by-step directions from your school to your home.

**DAY 2**  
**Writing Prompt:**  
People often dream up imaginative devices to make life easier. Imagine a device that would make your life easier. Now write a paragraph about this device.

**DAY 3**  
**Writing Prompt:**  
Think of a nonfiction selection you have read recently. Think about what it was about and what you enjoyed about the text. Now write a summary of it.

**DAY 4**  
**Writing Prompt:**  
Many people admire someone from the past. Think of a historical figure you admire. Now write a paragraph explaining why you admire this person.

**DAY 5**  
**Writing Prompt:**  
Everyone uses inventions. Think of an invention that is important in your daily life. Now write a paragraph explaining why it is important to you.
Compound Subjects and Predicates; Simple and Compound Sentences

- A **compound subject** is two or more subjects joined by the coordinating conjunction *and or or*.
- A **compound predicate** is two or more predicates joined by *and or or*. These predicates have the same subject.

1. Inez and Gabe found a recipe for flan.
2. They made some flan and brought it to the fair.
3. Their flan and a cake tied for first place.

- A **simple sentence** is a group of words that describes one thought.
- A **compound sentence** is two or more simple sentences connected by a comma and a conjunction, such as *and, or, but, or for*.

4. Inez cracked some eggs. Gabe cracked some eggs.
5. Inez beat the eggs. She also added sugar.
Prepositions and Prepositional Phrases; Clauses and Phrases; Complex Sentences

- A **preposition** is a word or phrase that is used before a noun or pronoun to show a relationship between that noun or pronoun and another word.

- The **object of a preposition** is the noun or pronoun that follows a preposition.

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

1. Lauren found onions in the vegetable drawer.

2. Before we started cooking, we cleared off all the counters.

- A **phrase** is a group of words that is missing a subject or a predicate. A phrase cannot stand alone as a sentence.

- An **independent clause** contains both a subject and a predicate. It expresses a complete thought and can stand alone as a sentence.

- A **dependent clause** has a subject and a predicate, but it does not express a complete thought. It cannot stand alone as a sentence.

- A **complex sentence** is made up of an independent clause and one or more dependent clauses.

3. I tried to frost my cake. But the frosting was too cold.

4. When I spread the frosting. Bits of cake stuck to the knife.
Words with the VCV Pattern

Spelling Words

1. enemy 6. define 11. minute 16. private
2. balance 7. eleven 12. model 17. radar
3. basis 8. fanatic 13. novel 18. second
5. decent 10. humor 15. pretend 20. editor

Long Vowel Sound in First Syllable:  |  Short Vowel Sound in First Syllable:

In words with the VCV pattern:

- If there is a long vowel sound in the first syllable, break the word before the next consonant.
  (V/CV) ba•sis

- If there is a short vowel sound in the first syllable, break the word after the next consonant.
  (VC/V) bal•ance
Common and Proper Nouns

- A noun is a word that names a person, a place, or a thing.
- A common noun names any person, place, or thing. It is generic, not specific.
- Begin a common noun with a lowercase letter, unless it is the beginning of a sentence.

1. The box slid across the floor.
2. The girl found a beanbag on the deck.
3. The _____ sleeps in the _____.
4. The _____ used a _____ to cook the _____.

- A proper noun names a particular person, place, or thing.
- Names of organizations, magazines, and newspapers are proper nouns.
- Titles of books, songs, and works of art are also proper nouns.
- Begin each important word of a proper noun with a capital letter.

<table>
<thead>
<tr>
<th>Common Noun</th>
<th>Proper Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>Albert</td>
</tr>
<tr>
<td>ocean</td>
<td>Atlantic Ocean</td>
</tr>
<tr>
<td>ship</td>
<td>John Ena</td>
</tr>
</tbody>
</table>

5. I would like to visit _____. (proper noun)
6. Can we sail to that ____? (common noun)
7. My friend _____ would make a good sailor. (proper noun)
8. We could use your _____ to practice sailing. (common noun)
Common and Proper Nouns

• An **abbreviation** is a shortened form of a word. Use a period after most abbreviations.

• Capitalize the first letter of abbreviations for titles and the first letter of abbreviations of proper nouns.

<table>
<thead>
<tr>
<th>Titles of People</th>
<th>Mr. (mister)</th>
<th>Mrs. (mistress)</th>
<th>Jr. (junior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capt. (captain)</td>
<td>Dr. (doctor)</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Addresses</th>
<th>St. (street)</th>
<th>Ave. (avenue)</th>
<th>Blvd. (boulevard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hwy. (highway)</td>
<td>Rd. (road)</td>
<td>Lt. (lane)</td>
<td></td>
</tr>
</tbody>
</table>

| Directions in Addresses | N. (north) | S. (south) | E. (east) | W. (west) |

1. Doctor Anne Bonney  Dr. Anne Bonney

2. East Harbor Avenue

3. Mistress Mary Reade

4. Schooner Boulevard

5. South Stern Street

6. Mister William Kidd

7. Leeboard Lane

8. Captain James Cook
Mentor Text: Sentence Fluency

from “Sailing Home: A Story of a Childhood at Sea” by Gloria Rand

p. 281

(1) Mother taught us how to read and count. (2) She was a good teacher. (3) Father was a good teacher, too.

(4) “Name that planet,” he’d say, pointing to a bright steady light in the dark night sky. (5) Before long we could tell planets from stars, and even understood about celestial navigation. (6) As a special treat Father gave us our own set of signaling flags, and we learned to send messages. (7) From the stern of the ship we sent messages to Father at the bow, and he signaled messages back to us.

<table>
<thead>
<tr>
<th>Type of Sentence</th>
<th>Number of Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>simple sentence</td>
<td>✓</td>
</tr>
<tr>
<td>complex sentence</td>
<td></td>
</tr>
<tr>
<td>compound sentence</td>
<td></td>
</tr>
<tr>
<td>compound predicate</td>
<td></td>
</tr>
</tbody>
</table>
The sea was constantly changing. The children spent many hours on the deck, where the brisk sea air refreshed them. On sunny days, the sky was a clear, deep blue. The sea was unpredictable, however. One day small waves would gently and silently rock the boat, but the next day the waves would grow larger and larger, pounding the boat and leaping onto the deck with fury.
Daily Writing Prompts

**DAY 1**
Writing Prompt:
Everyone has a place they would like to visit. Think about a real or imaginary place you would like to visit by ship. Now explain why you would visit this place.

**DAY 2**
Writing Prompt:
Everyone has a friend. Think about a friend or classmate you know well. Now describe your friend's appearance and personality to show what he or she is like.

**DAY 3**
Writing Prompt:
Everyone has read a story set in a memorable or unusual place. Think about a story with a setting that you found interesting. Now describe that setting.

**DAY 4**
Writing Prompt:
Holidays are important events. Choose a favorite holiday. Now explain why it is your favorite.

**DAY 5**
Writing Prompt:
The children aboard the *John Ena* had to be careful to stay safe at sea. Think about the dangers they faced. Now explain what they did to stay safe.
Title: What We Learn from Animals

I. Introduction

II. Aquarium
   A. The animals in it
   B. What we learn from them

III. _________________
   A. _________________
   B. _________________
   C. What we learn from them

IV. Visiting animals
   A. Working dogs
   B. What we learn from them

V. Conclusion

Elena’s Notes
Animals We Learn From
Aquarium – fish, snails
Mammals – rabbit, hamster
Visiting animals – working dogs
The purpose of an **introduction** is to “set the stage” for the rest of your composition. A good introduction
- introduces the topic in an interesting way.
- states the topics that will be discussed in the essay.
- has a topic sentence that states the focus of the composition.

You can use the body of your outline to identify the information that should be included in your introduction.

**from “What We Learn from Animals”**

Our classroom used to be like most other fifth-grade classrooms. Then we started collecting animals. Now we have fish, snails, a rabbit, and a hamster. Those are just the creatures that live in our room. Many more come to visit us each month. The animals aren’t there just for fun, though; they help us learn.
A good body paragraph in an expository nonfiction piece has clear organization. The topic sentence states the most important idea. The other sentences give details that support this idea. You can use your outline to draft your body paragraphs.

**IV. Visiting animals**

A. Working dogs

B. What we learn from them

Twice a month we have Visiting Animal Day. One time, a police officer brought his K-9 dog to our classroom. On another day, we had a visit from a guide dog trainer. We learned a lot about how animals help people. We have posted pictures of our animal visitors.
Revising: Rearranging Sentences

In a well-organized expository composition, the ideas in each paragraph should be in a clear, logical order. The sentences might be organized by sequence of events or from general to specific.

*from “What We Learn from Animals”*

**Example 1**
We love to watch Hector, our hamster, race around his cage and turn his exercise wheel. We had to coax Ruby out with carrots. She got loose and hid under a cabinet in the corner of the room. Observing these animals helps us learn about their traits. Caring for them helps us learn to be responsible.

**Example 2**
I like to take care of the aquarium. Snails help clean the bottom of the tank. If each part of the community isn't working together just right, the fish may die. The rocks, water, plants, animals, and fish in our aquarium make up an entire community. We take turns feeding the fish and cleaning the tank.
Proofreading: Punctuation and Capitalization

_from “What We Learn from Animals”_

We love to watch hector our hamster race around his cage and turn his exercise wheel. One day ruby our rabbit got loose and hid under a cabinet in the corner of the room. we had to coax her out with carrots. Observing these animals helps us learn about their traits. Caring for them helps us learn to be responsible
Writing on Demand: Expository Composition

Sample Prompt

Most students have a favorite outdoor place to play. Think about your favorite outdoor place to play. Now write to explain why you like it.

Analyze the Prompt

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

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Words with Prefixes re-, un-, non-

Spelling Words

1. reenter 6. replay 11. unable 16. nonconductor
2. refried 7. retake 12. uninformed 17. nonproductive
3. reconsider 8. remake 13. undesirable 18. nonexistent
5. reform 10. replant 15. unwise 20. nondairy

<table>
<thead>
<tr>
<th>Words with prefix re-</th>
<th>Words with prefix un-</th>
<th>Words with prefix non-</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

- The prefix re- means “again.”
- The prefixes un- and non- both mean “not” or “the opposite of.”
Singular and Plural Nouns

- A **singular noun** is a word that names one person, place, thing, or idea.

- A **plural noun** is formed by adding an *s* to a word that names more than one person, place, thing, or idea.

- Nouns ending in *sh, ch, ss, s,* or *x* are made plural by adding *es.*

1. There are several **snails** on that **rock.**

2. There is a pointer on the face of a **compass.**

3. The sea stars have five arms and one brain.

4. The students ate their lunches in the cafeteria.

5. Students need **hall pass** to walk in the hall.

6. The workers used an **ax** to cut down the trees.

Singular nouns that end in a consonant and a *y* are made plural by changing the *y* to an *i* and adding *es.*

7. The jar is filled with **pennies.**

8. The book is a collection of short **story.**

9. Four Shetland **pony** lived on the farm.

10. There were hundreds of **daisy** in the field.
Singular and Plural Nouns

• Some singular nouns do not change spelling when they become plural.
  A deer walked down to the shore.
  Five ____ walked down to the shore.

• Some singular nouns have a special spelling for their plural form.
  A ____ flew overhead.
  Hundreds of ____ flew overhead.

• Add es to most nouns that end in a consonant plus an o.
  Please slice the tomato.
  Please slice ten ____.

• If a singular noun ends in f, change the f to a v and add an es to form the plural.
  The wolf drank from the river.
  Seven ____ drank from the river.

1. I caught twelve ____ all day.
2. Many ____ and woman were swimming in the ocean.
4. Several ____ have damaged the town.
5. My mother cut the orange and gave me both ____.
Compound Sentences

• All beaches have tides, but the ones at Cobscook Bay are special.

Complex Sentences
People often confuse dolphins and porpoises because they look so much alike. Both are graceful swimmers, and both are mammals. Most dolphin species live in salty ocean waters. So do most porpoises.

However, there are many differences between dolphins and porpoises. A major difference is their size. Dolphins measure between 4 and 30 feet long, but most porpoises do not grow beyond 7 feet in length.

You can tell the difference between dolphins and porpoises by the shape of their body parts. Both dolphins and porpoises have a torpedo-shaped body. Although dolphins have beak-like snouts, porpoises' snouts are rounded. Another difference is that a porpoise's teeth are shaped like a spade, while those of a dolphin are cone-shaped.

When you look carefully, you can see important differences between creatures that seem alike. The dolphin and the porpoise are each very unique.
Daily Writing Prompts

**DAY 1**  
**Writing Prompt:**  
Think about a scientific topic that interests you. Write a paragraph telling what you already know about the topic and what you would like to find out.

**DAY 2**  
**Writing Prompt:**  
Wild animals are different from tame animals in some ways. Think about a wild animal you have studied. Write a composition comparing this animal to a tame animal, such as a dog, cat, cow, or horse.

**DAY 3**  
**Writing Prompt:**  
Think about the animals you read about in this selection. Choose two animals to compare and contrast. Write a composition that explains how they are alike and how they are different.

**DAY 4**  
**Writing Prompt:**  
Marine biologists do different things in their jobs. Think about the marine biologists in the selection. Write a paragraph comparing the job of a marine biologist with a job in your community such as teacher or bus driver. Explain how the jobs are alike and how they are different.

**DAY 5**  
**Writing Prompt:**  
There are many kinds of ecosystems. Think of an ecosystem you have read about. Write a composition comparing that ecosystem to a coastal tidal zone.
Words with Suffixes -able, -ible, -ment, -less

Spelling Words

1. development 6. irresistible 11. amazement 16. boundless
2. dispensable 7. admissible 12. priceless 17. ageless
3. capable 8. appointment 13. judgment 18. aimless
5. divisible 10. apartment 15. embarrassment 20. worthless

<table>
<thead>
<tr>
<th>-able</th>
<th>-less</th>
<th>-ment</th>
<th>-ible</th>
</tr>
</thead>
</table>

- The spelling of the root word may change when the suffix -able or -ible is added.
- The suffix -less means “without.”
- The suffix -able usually means “capable of being.”
- The suffix -ment can mean “capable of being” or “the act, process, or fact of.”
- The suffix -ible usually means “capable of being.”
Possessive Nouns

- **Possessive nouns** show ownership.
- **Singular possessive nouns** are formed by adding an apostrophe and an *s* to singular nouns.

1. The oar belonging to Stormalong was huge. *Stormalong's oar was huge.*
2. That boat belongs to Jess. *That is Jess's boat.*
3. Could you pass me the ____ log?
4. Russ shoes are muddy.
5. The ____ signal is very weak.
6. This is the ____ favorite subject.

- **Plural nouns** can also be made into possessives.
- **Plural nouns** that end in *s* only need an apostrophe added after the *s* to make them possessive.

7. The boats belonging to the captains were floating in the harbor.  
   The captians' boats were floating in the harbor.
8. The dresses' buttons were shaped like flowers.
9. Those are the sailors' meals.
10. The boxes' labels tell what is inside.
Possessive Nouns

- **Irregular plural nouns** can show ownership.
- If a plural noun does not end in *s*, it can be made possessive by adding an apostrophe and an *s*.

1. The cries of the geese could be heard from far away.
   The geese’s cries could be heard from far away.

2. The hats belonging to five women blew off in the wind.

3. The paths of two deer were blocked by a fallen tree.

4. The mouths of the children fell open when they saw Stormalong.

5. The spines on the cacti were prickly.
Mentor Text: Conventions

from “Stormalong” by Mary Pope Osborne

p. 336

By the time Stormy was twelve, he was already six fathoms tall—or thirty-six feet! “I guess you’re going to have to go out into the world now,” his friends said sadly. “The truth is, you’ve grown too big for this town. You can’t fit in the schoolhouse, and you’re too tall to work in a store. Maybe you should go to Boston. It’s a lot bigger than Cape Cod.”

Stormy felt like an outcast as he packed his trunk, hoisted it over his shoulder, and started away. And when he arrived in Boston, he discovered something that made him even sadder. Although the city had more buildings than Cape Cod, they were just as small. Worse than that, his huge size and foghorn voice scared the daylights out of everyone he met.

<table>
<thead>
<tr>
<th>COMMON NOUNS</th>
<th>PROPER NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>Places</td>
</tr>
<tr>
<td>city</td>
<td></td>
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</tbody>
</table>
You only had to take one look at Pecos Bill to know he was the toughest man around. Not just in Texas, but in the entire United States of America. His size was like that of an ordinary man, but his hair was wild and bushy. In fact, his mustache was so shaggy it covered most of the lower half of his face. When he spoke to anyone in town, they were always surprised because they never saw his mouth move. But the best way you knew he was tough was to look into his eyes. His chocolate-colored eyes always had a determined, uninviting expression.

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</tr>
<tr>
<td>Places</td>
<td>Places</td>
</tr>
</tbody>
</table>
Daily Writing Prompts

**DAY 1**

**Writing Prompt:**
Everyone would like to do amazing things. Imagine that you are the main character in a tall tale. Write a paragraph telling what you would be like, and what impossible things you would be able to do.

**DAY 2**

**Writing Prompt:**
Life on a farm is quite different from life at sea. Think about which you are better suited for. Write a paragraph telling which is a better place for you to live and work, and why.

**DAY 3**

**Writing Prompt:**
Paul Bunyan is an extraordinary character. Think about what you have read about him. Then write a description of Paul Bunyan. Use details to tell what he was like.

**DAY 4**

**Writing Prompt:**
Clipper ships were large, fast, graceful boats used to carry cargoes long distances. However, there are different ways to transport cargo. Write a description of another type of transportation, telling what it is like and what it is used for.

**DAY 5**

**Writing Prompt:**
Everyone is nervous in a new setting. Imagine that Stormy came to your school as a new student. Think of what problems his size and strength might cause, and how you and your friends could help him solve these problems. Then write a paragraph describing his first day at school.
### Words with Endings /ən/, /əl/, /ər/

#### Spelling Words

1. barrel  
2. cannon  
3. capitol  
4. civil  
5. clever  
6. discover  
7. frozen  
8. general  
9. hidden  
10. inventor  
11. mayor  
12. pepper  
13. polar  
14. proper  
15. sandal  
16. saucer  
17. original  
18. theater  
19. tutor  
20. musical

Some words end with an unaccented syllable pronounced /ən/, /əl/, or /ər/.
Pronouns and Antecedents

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun’s **antecedent** is the noun or nouns to which the pronoun refers.

1. The teacher picked up the book and paged through the **book**.
   The teacher picked up the book and paged through **it**.

2. Pedro watched his **brother** and his **sister** fill ice cube trays.
   Pedro watched **them** fill ice cube trays.

3. A puddle of water formed on the sidewalk, and then it evaporated.

4. Zara met two classmates and went with them to the library.

5. Mr. Jones put on a jacket before he went outside.

6. Steve reread the essay before turning it in.

A pronoun should always agree in **gender** and **number** with its antecedent.

7. After Mrs. Zan collected samples, she did an experiment.

8. Kate and I will go to the lake if you will drive **us** there.

9. Mr. Abir opened the door, and then _____ shut ______.

10. Amy told the class to go outside, and _____ waited for _____ there.
Pronouns and Antecedents

- A **pronoun** can refer to a noun that appeared in a previous sentence.
- Look for an **antecedent** that matches the pronoun in number and gender.

1. Nani read about the water cycle. **She** learned about evaporation.

2. Mario sat beside Henri. **They** went to lunch together.

3. Do you know where Gloria is? **She** was supposed to be here at noon.

4. Cody put ice cubes in the glass. Then **he** poured juice over **them**.

5. Dark clouds moved in front of the sun. Eli saw **them** and went back for an umbrella.
The molecules in a liquid are moving all the time, pushing and pulling each other, attaching to and breaking away from neighboring molecules. The molecules in the blue drop break apart because they are pushed and pulled all over the jar by other water molecules. The energy that keeps the molecules moving is heat. This heat can come from the sun or the room in which the jar is standing. Without heat, water would not remain a liquid.

Proofreading Checklist

___ There are no run-on sentences.

___ The subjects and verbs agree.

___ Pronouns and antecedents are used correctly.

___ The spelling is correct.

___ The first word in each sentence is capitalized.

___ Proper nouns are capitalized.

___ Sentences are punctuated correctly.
Last winter I visited my cousin Dotan in Kansas City, Missouri. While touring the downtown area one day, we were caught in a huge hailstorm. Hailstones the size of golf balls began to bounce off the sidewalk. Dotan and I ran for cover under a storefront awning. I had to cover my ears because the pounding sound was so loud. Walking was treacherous because hailstones covered the sidewalk, making it easy to slip and get hurt. Luckily, the storm only lasted five minutes. Thirty minutes later, life returned to normal.
Daily Writing Prompts

DAY 1  Writing Prompt:
Some people have never seen snow before. Imagine that you meet someone who has never seen a snowflake. Write a paragraph describing snowflakes to this person.

DAY 2  Writing Prompt:
Most science textbooks have information about water and its properties. Find a lesson in a science textbook that explains some aspect of water. Write a short summary of the lesson.

DAY 3  Writing Prompt:
Precipitation—rain, snow, or hail—can cause many things to happen. Think about a memorable time when precipitation caused an exciting experience or made you change your plans. Write a cause-and-effect paragraph that tells what happened and why.

DAY 4  Writing Prompt:
Imagine that you are a water molecule. Write a short story about your travels as you evaporate, condense inside a cloud, fall to earth, and see the countryside on your way downhill to a body of water.

DAY 5  Writing Prompt:
It is important not to waste water. Think about what you can do to conserve water. Write a short essay explaining what you can do to use less water.
Common and Proper Nouns; Singular and Plural Nouns

• A **noun** names a person, a place, a thing, or an idea.

• A **common noun** names any person, place, thing, or idea. A common noun begins with a lowercase letter, except when it begins a sentence.

• A **proper noun** names a particular person, place, thing, or idea. A proper noun begins with a capital letter.

1. The waves carried a **surfboard** onto the **sand**.

2. My friend, **Janella**, waded in the **surf**.

3. I saw my **English teacher**, Mr. Kim, at the **restaurant**.

4. I'd like to visit **Oregon**.

1. The waves carried a **surfboard** onto the **sand**.

2. My friend, **Janella**, waded in the **surf**.

3. I saw my **English teacher**, Mr. Kim, at the **restaurant**.

4. I'd like to visit **Oregon**.

• A **singular noun** names one person, place, thing, or idea.

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

To form plural nouns:
• add -s to most singular nouns.
• add -es to nouns ending in sh, ch, ss, s, or x.
• change y to i and add -es to singular nouns that end in a consonant and y.

5. This **iris** is blue, but the other ______ are white.

6. I bought one **drink** and Sally bought two ______.

7. I took a **cherry** from the big bowl of ______.

8. After the first **echo**, I heard many more ______.

Grade 5, Lesson 15

Grammar
Possessive Nouns; Pronouns and Antecedents

- **Possessive nouns** show ownership.
- **Singular possessive nouns** are formed by adding apostrophe s to singular nouns.
- **Plural nouns** that end in s only need an apostrophe added after the s to make them possessive. Plural nouns that do not end in s can be made possessive by adding an apostrophe plus s.

1. Leon sandwich is in the refrigerator.
2. The boys backpacks are in the car.
3. Where are the people lunch orders?
4. The children toys are scattered in the living room.

- A **pronoun** is a word that takes the place of one or more nouns.
- A pronoun’s **antecedent** is the noun or nouns to which the pronoun refers. The pronoun must match its antecedent in gender and number.

5. Ted used up all of the paint in his project.
6. Elaine and her friends are hoping they will get to see the new movie.
7. The door squeaks when it is opened.
8. Mrs. Herrera is having dinner at her favorite diner.
Words with Prefixes *im-*, *in-*, *ir-*, *il-*

**Spelling Words**

1. inactive  
2. inaccurate  
3. irregular  
4. irrelevant  
5. ineffective  
6. imbalance  
7. immature  
8. impatient  
9. imperfect  
10. impossible  
11. illegal  
12. illiterate  
13. illegible  
14. inaction  
15. independent  
16. invalid  
17. indefinite  
18. injustice  
19. irreplaceable  
20. impolite

<table>
<thead>
<tr>
<th>im-</th>
<th>in-</th>
<th>ir-</th>
<th>il-</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

The prefixes *im-*, *in-*, *ir-*, and *il-* usually mean “not.” When one of these prefixes is added to a root word, the spelling of the root word remains the same. For example, adding the prefix *ir-* to the root word *regular*, forms the word *irregular*.
Subjective- and Objective-Case Pronouns

**Subject pronouns** take the place of one or more nouns in the subject of a sentence.

<table>
<thead>
<tr>
<th>Singular subject pronouns</th>
<th>I, you, he, she, it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural subject pronouns</td>
<td>you, we, they</td>
</tr>
</tbody>
</table>

1. Mr. Cox is an English teacher, and he knows a lot about short stories.
2. My books are in my locker, and they belong there.
3. Maria wrote a story. She told A.J. about the characters.
4. We can finish the project.
5. I talked to Kevin, and he thinks it's fantastic!
6. My friends and I have copies, and they will read it soon.

**Object pronouns** take the place of nouns and are used after verbs and prepositions.

<table>
<thead>
<tr>
<th>Singular object pronouns</th>
<th>me, you, him, her, it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural object pronouns</td>
<td>us, you, them</td>
</tr>
</tbody>
</table>

7. Who will help you?
8. My sister helped me.
9. We formed a writing group with them.
10. We will read this book and discuss it.
11. My mother bought a copy for my brother and me.
Subjective- and Objective-Case Pronouns

• *I* is a **subject pronoun**.
  I invented a new game.
• *I* follows other nouns and pronouns in the **subject**.
  Lucy, Rick, and *I* played the games together.
• *Me* is an **object pronoun**
  My friends told *me* it was fun.
• *Me* follows other nouns and pronouns in the **predicate**.
  My friends told Jess, Nadia, and *me* to wait outside.

1. Andre and *I* are writing a story together.

2. Ella is working on the story with Andre and *me*.

3. While Ella draws the pictures, Andre and ____ write the words.

4. Our English teacher told Andre and ____ to create an outline.

5. He and ____ worked on the plot for a long time.

6. Ella told Andre and ____ that the pictures are finished.

7. When the story is done, Ella, he, and ____ will present it to the class.
from “The School Story” by Andrew Clements

p. 411

Natalie held one of the paperbacks with both hands. She was proud. It wasn’t the real book yet, but it was so close.

Zoe held the other reading copy. She was proud, too, but she was also indignant. “What does she mean, the orders aren’t so great? What’s the matter with these people? They should be selling these books like crazy. Their publicity people must stink, that’s all I can say.”

Natalie said, “Remember how my mom said that every year there are more than five thousand new children’s books published in the United States? They can’t all be bestsellers, Zoe. It’s amazing to get one published at all.”

Zoe made a face and shrugged. Actually, Zoe had heard only about half of what Natalie had said. Natalie and Ms. Clayton kept on talking, but Zoe was busy. She was having a brainstorm. It took only about thirty seconds for the whole idea to take shape, and when it had, Zoe held up the reading copy and said, “Can I have this one, Natalie?”

Natalie smiled and said, “Of course you can.”

<table>
<thead>
<tr>
<th>Character</th>
<th>Words</th>
<th>Actions</th>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie</td>
<td>“They can’t all be bestsellers.” “It’s amazing to get one published at all.”</td>
<td>• holds book close • gives a copy to Zoe</td>
<td>humble, kind, thoughtful</td>
</tr>
<tr>
<td>Zoe</td>
<td>“What’s the matter with these people?” “They should be selling these books like crazy.”</td>
<td>• makes faces • shrugs • doesn’t listen</td>
<td>proud, critical, intense</td>
</tr>
</tbody>
</table>
Student Writing Model: Narrative Paragraph

“Please give it back!” said Jake as he reached for the book in Olivia’s hand.

“No way,” sneered Olivia. “I checked this book out of the library yesterday. I haven’t even had a chance to look at it yet.”

Jake closed his eyes and took a deep breath. “Look,” he said to his younger sister. “I was just looking at the pictures when you came and grabbed it out of my hands. I’m not going to read it. Can you just let me finish looking through it?”

“Nope,” Olivia replied, shaking her head emphatically.

“Come on, Olivia,” said Jake sweetly. “I’ll give it right back.”

Olivia’s resolve softened. “You’ll give it right back?”

“Yes,” said Jake.

“OK. You can have it for two minutes—starting now,” she said.

After a minute had passed, Olivia joined her brother. Several minutes later, the two of them were still looking at the pictures together.

<table>
<thead>
<tr>
<th>Character</th>
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<th>Personality</th>
</tr>
</thead>
</table>
| Jake      | “Please give it back.”
            | “Can you just let me finish looking through it?” | • closes his eyes
            |                                            | • takes a deep breath
            |                                            | • speaks sweetly |
| Olivia    | “No way!”
            | “Nope!”
            | “You can have it for two minutes—starting now.” | • sneers
            |                                            | • shakes her head |

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Daily Writing Prompts

DAY 1  Writing Prompt:
Many people have creative jobs. Think of two creative jobs you would like to have. Write a paragraph comparing and contrasting the two jobs.

DAY 2  Writing Prompt:

DAY 3  Writing Prompt:
Imagine that two people are working together to solve a problem. Think about what the problem might be and what the characters say and do to solve it. Now write a scene about these two characters.

DAY 4  Writing Prompt:
Many books have unforgettable characters. Think about a favorite character of yours. Now write a paragraph describing the personality of that character.

DAY 5  Writing Prompt:
Many readers write letters to their favorite authors. Write a letter to your favorite author. Ask that author questions about his or her writing, hobbies, or future plans.
Prewriting: Using a Graphic Organizer

Story Idea
Girls get stuck together with gum

Characters
- Lena
- Sophie

Setting
- Lena’s bedroom
- The hair salon

Conflict
The girls are stuck indoors and are bored.

Plot Events
- Lena has an idea for a gum-chewing contest.
- The girls get gum stuck in their hair.
- Lena’s mother takes the girls to the hair salon.

Resolution
The girls get new, shorter hairstyles.
Drafting: Developing Paragraphs

Characters
• Lena
• Sophie

Setting
• Lena's bedroom
• The hair salon

Conflict
The girls are stuck indoors and are bored.

Plot Events
• Lena has an idea for a gum-chewing contest.

Resolution
The girls get new, shorter hairstyles.

from “Double Bubble Trouble”
It was raining outside, so Lena and Sophie were trapped inside. They were bored. Lena rummaged through her closet, looking for a CD. She discovered some packs of bubble gum and had an idea. She held up the CD and the bubble gum and said “Let’s have a contest!”

“We each chew a piece of gum and chomp to the beat of the music,” said Lena. “The first person to chew off the beat loses.”

Thirty minutes later, the girls happily emerged from the salon with their new haircuts.
Drafting: Writing Dialogue

Dialogue is the words the character in a story say to one another. Dialogue is written in the first person and in the present tense.

Put a character’s exact words in quotation marks.

Tell which character said each line.

Begin a new paragraph with each change of speaker.

from “Double Bubble Trouble”

“What kind of contest?” Sophie asked.

“We each chew a piece of gum and chomp to the beat of the music,” said Lena. “The first person to chew off the beat loses.”

“You’re on!” said Sophie.
Revising: Consolidating Information

An effective draft uses a variety of sentence lengths and types. One way to add variety and make the writing clearer and easier to read is by consolidating, or combining, sentences.

Example 1
It was raining outside. Lena and Sophie were trapped inside.
It was raining outside, so Lena and Sophie were trapped inside.

Example 2
Suddenly, the wad of gum shot out of Sophie’s mouth. The gum landed in Lena’s hair.

Example 3
The girls stood up. They were stuck together by their hair.
...Lena rummaged through her closet, looking for a CD. She discovered some packs of bubble gum and had an idea. She held up the CD and the bubble gum and said, “Let’s have a contest!” What kind of contest? Sophie asked.

“We each chew a piece of gum and chomp to the beat of the music” said Lena. The first person to chew off the beat loses. “You’re on!” said Sophie.
## Sample Prompt

Many people dream about becoming famous.  
Think of how a fifth grader might become famous.  
Now write to entertain readers with a story about a fifth grader who becomes famous.

## Analyze the Prompt

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

## BUDGET TIME

Here is a good way to use 45 minutes.  

- **Prewrite** = 10  
- **Draft** = 25  
- **Revise and Proofread** = 10
Words with Suffixes -ant, -ent, -eer, -ist, -ian

Spelling Words

1. accountant
2. applicant
3. attendant
4. defiant
5. volunteer
6. expectant
7. hesitant
8. quadrant
9. resistant
10. servant
11. dependent
12. indulgent
13. insistent
14. urgent
15. auctioneer
16. accompanist
17. artist
18. cellist
19. technician
20. pioneer

<table>
<thead>
<tr>
<th>-ant</th>
<th>-ent</th>
<th>-eer</th>
<th>-ist</th>
<th>-ian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- When deciding whether to use -ant or -ent, it is sometimes helpful to know which vowel is used in the spelling of another form of the word—for example, dependence/dependent or hesitate/hesitant.

- When adding a suffix to a root word that ends in y, it is necessary to change the y to an i before adding the suffix.
Possessive and Reflexive-Case Pronouns

Possessive Pronouns Before a Noun

- A possessive pronoun shows ownership. It takes the place of a possessive noun, such as Mary’s.
- The possessive pronouns my, your, his, her, its, our, and their are used before a noun.

1. Eva showed her story to Alexis.
2. I will show you my story later.
3. The coffee urn landed on its side.
4. Olivier was enjoying his meal.
5. We gathered on 90th Street near where our home is.
6. Is the limousine belonging to you parked in the street?
7. The pizza belonging to him flew into the air.
8. The cafe belonging to them will open next week.

Possessive Pronouns That Stand Alone

The possessive pronouns mine, yours, his, hers, its, ours, and theirs stand alone.

9. Which notebook is hers?
10. The one with the blue cover is mine.
11. Tonya and Margie left theirs at home.
12. I think this one is yours.
A reflexive pronoun is used when a direct object or object of a preposition in a sentence is the same as the subject.

- Singular reflexive pronouns end with -self.
- Plural reflexive pronouns end with -selves.

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Reflexive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>myself</td>
</tr>
<tr>
<td>you</td>
<td>yourself</td>
</tr>
<tr>
<td>he</td>
<td>himself</td>
</tr>
<tr>
<td>she</td>
<td>herself</td>
</tr>
<tr>
<td>it</td>
<td>itself</td>
</tr>
<tr>
<td>you</td>
<td>yourselves</td>
</tr>
<tr>
<td>we</td>
<td>ourselves</td>
</tr>
<tr>
<td>they</td>
<td>themselves</td>
</tr>
</tbody>
</table>

1. He hurt ______ by tripping on the red ball.
2. If you don’t respect ______, it’s hard for you to respect others.
3. The neighbors treated ______ to dinner at the new cafe.
4. I disappointed ______ by not writing down all the details.
5. Do the two of you want to eat with us or by ______?
Mentor Text: Voice

_from “Nothing Ever Happens on 90th Street” by Roni Schotter_

p. 448

The door to the building slammed and a gust of wind sent dead leaves soaring and dipping like crazy kites. Alexis Leora nodded to Eva and stepped gracefully down the steps to do her warm-up exercises. Alexis was a dancer. When she wanted to, she could hold an extremely long leg straight up against her ear like a one-legged woman with three arms. But she couldn’t smile. Eva decided it was because Alexis Leora was lonely.

“Writing?” Alexis Leora asked Eva.

“Yes,” Eva answered.

Alexis Leora did six deep knee bends and then sighed. “Stretch,” she said sadly. “Use your imagination. If your story doesn’t go the way you want it to, you can always stretch the truth. You can ask, ‘What if?’ and make up a better story.”

<table>
<thead>
<tr>
<th>Details About the Character</th>
<th>What the Character Is Like</th>
<th>Author’s Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• stepped gracefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• couldn’t smile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Writing Model: Skit

Chuck and his brother Will are rushing out of their apartment building. Will slams the door behind them.

Chuck: Oh no! We left the bouquet of flowers for Mom’s birthday inside the house. Give me your keys, and I’ll run inside and get them.

Will: Oops. I locked my keys inside.

Chuck: Will! That’s the third time this week! We’re already late for the party. What are we going to do?

Will: I’ve got a fabulous idea! We’ll pick some of the flowers that are growing in the grassy spot in front of our apartment. We’ll worry about the keys later.

Chuck: I guess that will work. Mom always says “It’s the thought that counts.” But we need something to tie them together.

Will: I know! Here, use my shoelace.

Chuck: Well, it’s not beautiful, but this is going to have to do. Let’s go.
Daily Writing Prompts

**DAY 1**

**Writing Prompt:**

Friends often share advice with each other about how to solve problems. Think about useful advice you have received from a friend. Describe the situation and the advice that was given.

**DAY 2**

**Writing Prompt:**

The people in a community often get to know their neighbors. Think about a neighbor that you know well. Write the story of how you met your neighbor and tell what he or she is like.

**DAY 3**

**Writing Prompt:**

Imagine a situation involving two characters and a funny chain of events. Write a skit about the situation. Use the characters’ words and actions to show what they are like.

**DAY 4**

**Writing Prompt:**

Eva used her imagination to cause interesting things to happen in her neighborhood. Think of something else she might have done and what effects it could have had. Write a cause-and-effect paragraph to describe your idea.

**DAY 5**

**Writing Prompt:**

The characters in “Nothing Ever Happens on 90th Street” are all unique. Choose two characters. Write a paragraph comparing and contrasting the characters.
Words with Suffixes -ous, -eous, -ious

Spelling Words

1. courteous  6. curious  11. gracious  16. spontaneous
2. hazardous  7. furious  12. ambitious  17. religious
3. humorous  8. glorious  13. discourteous  18. delicious
5. porous  10. fictitious  15. anxious  20. ridiculous

<table>
<thead>
<tr>
<th>-ous</th>
<th>-eous</th>
<th>-ious</th>
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</table>

- The suffixes -ous, -eous, and -ious all mean “having the quality of” or “relating to.”
- When you add the suffix -ous, -eous, or -ious to a word, you sometimes have to make a spelling change to the root or root word, such as dropping a final vowel or changing y to i.
Adjectives and Articles

- An **adjective** describes a noun or pronoun. Adjectives can tell *what kind, how many, or which one*.
- The adjectives *a, an,* and *the* are called **articles**.
- *A* is used before a nonspecific singular noun that begins with a consonant sound.
- *An* is used before a nonspecific singular noun that begins with a vowel sound.
- *The* can be used before a specific singular or plural noun.

1. Silkworms are **beautiful** creatures.
2. A caterpillar eats constantly.
3. I see two cocoons.
4. Please keep these cocoons in darkness.
5. The thread is strong.
6. ____ spider’s web is made of silk.
7. She made ____ intricate design.
8. Is that ____ mulberry tree?
9. Six of ____ eggs are in the box.
10. That is ____ excellent idea.
Adjectives and Articles

- When comparing two or more things with adjectives, add -er to shorter adjectives to compare two things. Add -est to compare more than two.
- Add more to longer adjectives to compare two things. Add most to compare more than two.

1. This light is brighter than that one. The spotlight is the brightest of all.

2. This book is more interesting than that one. It is the most interesting book I've ever read.

3. Which of these two fabrics is __________?

4. Silk is the __________ fabric of all.

5. The red fabric fades __________ than the yellow one.

- The adjectives good and bad become better and worse when comparing two things. They become best and worst when comparing more than two things.
- It is incorrect to use more with better or worse and most with best or worst.

6. Mrs. Rudak is the best seamstress I know.

7. She is __________ at sewing than I am.

8. The __________ part for me is threading the needle.

9. Which is __________, poking your finger or dropping the needle?
Mentor Text: Word Choice

from “Project Mulberry” by Linda Sue Park

p. 474

First we tried cutting a window into one of the cartons. This was a little scary. I picked the carton that held eight caterpillars—I knew I’d left the corner egg pockets empty, so that was where I cut the window. I used nail scissors and poked a hole with the point, then made tiny tiny snips to cut a square. All the while I was praying that none of the caterpillars had moved into that space overnight.

I pulled out the little cardboard square and let out a huge breath. It was fine—there wasn’t any caterpillar under it. But I couldn’t really see any of the other ones either, unless I put my eye right up to the window and tilted the carton a little.

Patrick shook his head. “We gotta make the window bigger,” he said.

So I did that next. I cut more of the carton, so three egg pockets would be exposed. But when I lifted off the flap of cardboard, a caterpillar came with it, trailing a little cloud of webbing.

Patrick jumped back in alarm.

<table>
<thead>
<tr>
<th>Words That Show Rising Tension</th>
<th>Precise Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>This was a little scary.</td>
<td>nail scissors</td>
</tr>
</tbody>
</table>
It was the day before the Robot Fair. Willard and Lucy were staying late at school to finish their project, a robot that cleaned fish tanks. Most of the other students had already gone home, and the school felt eerily quiet without the usual bustle and chatter.

Willard was carefully tweaking the robot’s wiring. He tried to focus on keeping his hand steady, but he kept hearing weird sounds. “I must be imagining things,” he thought. Then Lucy looked up from what she was doing. Willard stared into her startled eyes. He knew she heard the sound, too. “W-What is that?” Willard stuttered.

Their hearts were pounding as they crept into the dark hallway. The weird sound was getting louder. It sounded like a bat’s high-pitched screech. They saw a light on in another classroom. The sound seemed to be coming from there. They walked slowly toward the room. When they got to the door, they counted to three and quickly pushed it open. “Yikes!” Mr. Simon shrieked. “You scared me!”

“You scared us, too!” Lucy cried.

Mr. Simon was using a small saw to cut through a piece of wood. He was making a large bench for the Robot Fair. Willard and Lucy laughed with relief. “Let’s get back to our robot,” Willard said.

<table>
<thead>
<tr>
<th>Words That Show Rising Tension</th>
<th>Precise Words</th>
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</thead>
<tbody>
<tr>
<td>school felt eerily quiet</td>
<td>a robot that cleaned fish tanks</td>
</tr>
</tbody>
</table>
Daily Writing Prompts

**DAY 1**

**Writing Prompt:**
Many people enjoy observing animals or insects. Think of an animal or insect you enjoy watching. Write a description of the animal, based on your observations.

**DAY 2**

**Writing Prompt:**
Patrick and Julia have each won a prize at the science fair. Choose one of their projects and write a brief speech the judge might deliver before he gives Patrick or Julia the prize.

**DAY 3**

**Writing Prompt:**
People enjoy reading suspenseful stories. Imagine that you have heard a mysterious noise coming from behind a closed door. Now write a suspense story that shows what happens when you investigate.

**DAY 4**

**Writing Prompt:**
Imagine that “Project Mulberry” is a science fiction story instead of a realistic fiction story. Write a paragraph telling what the silkworms might do.

**DAY 5**

**Writing Prompt:**
Many young people have wished that they could raise a pet. Think of an unusual creature you would like to raise as a pet. Then write a short, humorous story about what might happen while raising your unusual pet.
Homophones

Spelling Words

<p>| | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. steal</td>
<td>6. week</td>
<td>11. flare</td>
<td>16. stationery</td>
</tr>
<tr>
<td>2. steel</td>
<td>7. base</td>
<td>12. flair</td>
<td>17. flower</td>
</tr>
<tr>
<td>3. waste</td>
<td>8. bass</td>
<td>13. dual</td>
<td>18. flour</td>
</tr>
<tr>
<td>5. weak</td>
<td>10. pane</td>
<td>15. stationary</td>
<td>20. site</td>
</tr>
</tbody>
</table>

Pairs of Words That Sound Alike

Words that sound alike but are spelled differently and have different meanings are called homophones.
Main and Helping Verbs

• The main word in the predicate of a sentence is a **verb**.
• Most verbs tell what the subject of the sentence does.

1. Thomas Edison **lived** in New Jersey.
2. Then he **moved** to Florida.
3. Edison **sent** many telegraphs.
4. Edison **mailed** a letter.
5. He **conducted** experiments on a moving train.
6. Edison **invented** the light bulb.
Main and Helping Verbs

• The verb in a sentence can be made up of two or more words. This is called a verb phrase.
• A sentence’s main verb tells what is happening in a sentence.

1. Thomas Edison has used this laboratory for years.
2. He has been working on a new invention.
3. Thomas Edison will experiment with a chemistry set.
4. He is selling newspapers to passengers.
5. He was publishing his own newspaper.

• A verb phrase includes a main verb and one or more helping verbs.
• Helping verbs come before the main verb.
• Sometimes another word comes between the helping verb and the main verb.

Common Helping Verbs

<table>
<thead>
<tr>
<th>am</th>
<th>was</th>
<th>has</th>
<th>do</th>
<th>could</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>were</td>
<td>have</td>
<td>does</td>
<td>would</td>
</tr>
<tr>
<td>are</td>
<td>will</td>
<td>had</td>
<td>did</td>
<td>should</td>
</tr>
</tbody>
</table>

6. Thomas Edison has finished his invention.
7. He was looking for a missing part.
8. Thomas Edison will now take it to the laboratory.
from “Letter from Thomas Edison to Henry Ford” by Thomas Edison

p. 512
February 15, 1927

Dear Mr. Ford,

The first phonograph in the world was made under my direction by one of the workmen at my laboratory at Menlo Park, New Jersey, in the early fall of 1877. I was the first person who spoke into the phonograph—and I recited the well-known verse:

Mary had a little lamb.  
Its fleece was white as snow  
And everywhere that Mary went  
The lamb was sure to go.

These were the first words ever recorded and reproduced in the phonograph.

Yours sincerely,
Thomas A. Edison

<table>
<thead>
<tr>
<th>Formal words</th>
<th>Specific words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dear Mr. Ford</td>
<td>first phonograph in the world</td>
</tr>
</tbody>
</table>
The MegaProduction Co.
101 Factory Ave.
Atlanta, GA 30303

Dear Sir or Madam:

I am writing to inquire about a product your company recently started to make, the MegaTune MP3 player. I have heard some things about this product, and I want to know if they are true.

I know that the MegaTune MP3 players come in two different models, the MaxiMus and the MiniMus. Is it true that the MaxiMus can hold a million songs, in addition to playing videos? In your ads, the MaxiMus looks too small to be capable of all this. Also, I have read that the MegaTune MiniMus can store 5,000 songs and that it has a built-in digital camera. I would like to know how many pictures the device can store. I would appreciate any help you could offer to clear up my confusion about the MegaTune MP3 players.

Sincerely yours,

Camilla Smith
**DAY 1**

**Writing Prompt:**
Inventors and scientists often have fascinating lives. Think of an inventor or scientist you have learned about. Now write a short biographical paragraph about this person.

**DAY 2**

**Writing Prompt:**
Thomas Edison was interested in science from an early age. Think about a subject or hobby that you enjoy. Then write a brief personal narrative about how you became interested in this subject or hobby.

**DAY 3**

**Writing Prompt:**
Many people are interested in new technology and want to know more about the latest gadgets. Think of a recent invention or type of device that you would like to know more about. Write a formal letter to a manufacturer requesting information about the device.

**DAY 4**

**Writing Prompt:**
Often people’s interests as children shape their lives as adults. Think about Thomas Edison’s childhood. Now write a paragraph telling how you think the adult Thomas Edison was shaped by his childhood.

**DAY 5**

**Writing Prompt:**
Everyone makes decisions about what types of transportation to use. Think about the advantages and disadvantages of two types of transportation. Now write two paragraphs comparing the two types of transportation.
Subjective- and Objective-Case Pronouns; Possessive and Reflexive-Case Pronouns

- **Subjective-case pronouns** take the place of one or more nouns in the subject of a sentence.
- **Objective-case pronouns** take the place of nouns and are used after verbs and prepositions.

1. Rhoda and ________ work in a lab.
2. One day, she spilled liquid on ________.
3. “Did you hurt ________?” she asked.
4. “No, these gloves protected ________ hands,” I said.

- **A possessive pronoun** shows ownership. It takes the place of a possessive noun, such as Maria’s.
- **A reflexive-case pronoun** is used when a direct object or object of a preposition in a sentence is the same as the subject.

5. Donnel lent me a sponge.
6. I cleaned up the mess.
7. Inventors can cause themselves harm.
8. Inventors must keep their work areas clean.
Adjectives and Articles; Main and Helping Verbs

• An adjective describes a noun or pronoun. Adjectives can tell what kind, how many, or which one.

• The adjectives a, an, and the are called articles.

• When comparing two or more things with adjectives, add -er to shorter adjectives to compare two things. Add -est to compare more than two.

• Add more to longer adjectives to compare two things. Add most to compare more than two.

1. This ladder is ______________ than the one I have. (sturdy)

2. I want to buy the ______________ ladder of all. (safe)

3. This work table is ______________ than that one. (portable)

4. This is the ______________ project I've ever worked on. (difficult)

5. The main word in the predicate of a sentence is a verb.

6. The verb in a sentence can be made up of two or more words. This is called a verb phrase.

7. A verb phrase includes a main verb and one or more helping verbs.

5. Todd has invented a square spoon.

6. A sideways fork is a better idea.

7. An ideal knife would stay sharp.

8. I will make those my next projects.
Words with Prefixes *in-* -, *out-* -, *down-* -, *up-* -

Spelling Words

1. incompetent 6. inhumane 11. outpatient 16. downplay
2. uphold 7. inorganic 12. outspoken 17. downtown
3. inconsiderate 8. income 13. outwit 18. uplift
5. outrank 10. outgoing 15. downgrade 20. uptight

<table>
<thead>
<tr>
<th><em>in-</em></th>
<th><em>out-</em></th>
<th><em>down-</em></th>
<th><em>up-</em></th>
</tr>
</thead>
</table>

The word parts *in-* -, *out-* -, *down-* -, and *up-* - can be added to some root words to change their meaning. The spelling of the root word does not change when *in-* -, *out-* -, *down-* -, or *up-* - is added.
Action and Linking Verbs

- An **action verb** tells what the subject of a sentence does. Most verbs are action verbs.
- Action verbs such as *run* and *march* name actions you can see.
- Action verbs such as *want* and *need* name actions you cannot see.

1. The turtle ***swims*** in the sea.
2. It ***needs*** some food.
3. We arrive at Parker’s Point.
4. My sister knows a lot about turtles.
5. Together we search the beach.
6. I ***volunteering*** on weekends.
7. We all ***are*** on the sand.
8. I ***look*** under rocks for turtles.
9. We ***bring*** sandwiches for lunch.
10. I ***want*** to help the turtles.
Action and Linking Verbs

• A linking verb connects the subject with a word or words in the predicate that rename or describe the subject.
• The verb be often acts as a linking verb. The verb be can take these forms: am, is, are, was, were.
• These verbs can also act as linking verbs: feel, seem, become, appear, look, smell, sound, taste, and grow.

1. They are my friends. (The subject is linked with a noun that renames it.)
2. I am proud of them. (The subject is linked with an adjective that describes it.)
3. The turtle looks happy.
4. They are a big group.
5. We walked to the edge of the shore.
6. The water seemed very warm.
7. We sat in the sand.
8. My mother helped us with our supplies.

<table>
<thead>
<tr>
<th>be as a Linking Verb</th>
<th>be as a Helping Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>We were happy to volunteer.</td>
<td>We are going back there next week.</td>
</tr>
<tr>
<td>Lila is our leader.</td>
<td>I am studying sea turtles now.</td>
</tr>
</tbody>
</table>

© Harcourt
Mentor Text: Sentence Fluency

from “Interrupted Journey” by Kathryn Lasky

p. 553
The boat goes fast, close to sixty miles an hour. Soon they are forty miles to the south and west. They are on the very most outlying keys of the Gulf side. The waters are shallow and calm. They cut the boat’s engine and now the water is so shallow that Richie raises the outboard motor and poles in to what he considers the perfect place to release Yellow-Blue. It is in the still waters of a cove named Content. Susan, a volunteer, lifts Yellow-Blue from its box and holds it half-in, half-out of the water. “Oh, you want to go! You want to go! Hang on, fella! Let’s get used to things!”

<table>
<thead>
<tr>
<th>Example Sentence</th>
<th>Type of Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boat goes fast, close to sixty miles an hour.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>“Hang on, fella!”</td>
<td></td>
</tr>
</tbody>
</table>
1911 Senal Drive
Winter Springs, FL 32709
April 13, 2010
Dear Kara,

I'm really looking forward to seeing you next week. I am sending you this letter because I'm hoping you'll join me in an important cause while you are here.

Last weekend, my family and I went to the beach, and I was shocked by the amount of trash people had left behind. Did you know that trash on the beach is not only an eyesore, it’s dangerous for shorebirds and sea animals. Some birds and fish eat plastic items, which can be very harmful to them. Something needs to be done. Don’t you agree?

The good news is that help is on the way, and we’re it! I saw a flyer for a beach clean-up day at the end of the month, and I’m going to volunteer to pick up trash. Would you like to join me? We'll get to go to the beach, meet new people, and help protect the environment, all at the same time.

I know how much you care about the environment, and this is the perfect way to make a difference. Write back to let me know if you’d like to come. I hope you can do it!

Your friend,
Sayid
DAY 1  Writing Prompt:
There are many interesting ocean animals. Choose one that interests you. Write a paragraph that tells about this animal.

DAY 2  Writing Prompt:  
“Interrupted Journey” begins with Max Nolan and his mother rescuing Yellow-Blue. Think about what they may have said to each other after finding the turtle. Now write a short dialogue that might have occurred between them.

DAY 3  Writing Prompt:  
Most communities have volunteer projects that help the environment. Learn about one such project that you think is important. Write a letter to a friend describing the project and explaining why you think it is important.

DAY 4  Writing Prompt:  
“Interrupted Journey” is told from a third-person point of view. Think about how the story would be different if it were told from the turtle’s point of view. Write a paragraph describing one event from the story from the turtle’s perspective.

DAY 5  Writing Prompt:  
Most communities have a landmark or natural area that should be preserved or protected. Think of such a place in your community. Now write a letter to the editor of a local newspaper calling for it to be protected.
Prewriting: Outlining

Generating Questions to Get Ideas

- **What** do I have a strong opinion about?
  - Everyone should protect our coasts.
- **Why** do I feel that way?
  - Coasts are important to humans and animals.
- **What** do I want people to believe or do?
  - People can create preserves, cut down on development, and stop littering.

Organizing Ideas in an Outline

I. Introduction
   A. Opinion
   B. Problem

II. Reason #1: ____________________________
   A. Benefits
   B. Dangers

III. Reason #2: ____________________________
   A. Benefits
   B. Dangers

IV. Actions to Solve Problem
   A. ____________________________
   B. ____________________________
   C. ____________________________

V. Conclusion
   A. Summary
   B. Call to action
Drafting: Supporting Opinions

The body of a persuasive composition should support the opinion stated in the introduction. Support an opinion by
- giving two or three reasons for your opinion.
- giving facts or examples to support each reason.

II. Reason #1: Coasts Are Important to Humans
   A. Benefits
   B. Dangers

III. Reason #2: Coasts Are Important to Animals
   A. Benefits
   B. Dangers

*from “Protect Our Coasts”*

How do people benefit from coastal areas?
Numerous fishing grounds provide delicious foods such as fish, crab, shrimp, and lobster. In addition, some marine organisms are used to make medicines. These organisms need a clean environment to survive, but human activity is poisoning them. Sewage, fertilizers, and trash are killing marine life.

Coastal habitats are important for animals, as well. Many mammals live on or near America's coasts. Migratory birds use the coastlines for food and shelter on their long journeys north and south. However, new homes and businesses are suffocating delicate marshes and wetlands as they take over these sites.
Drafting: Writing a Strong Ending

In a persuasive composition, the ending is your final opportunity to convince readers to agree with your opinion. An effective ending

- tells readers how they can take action.
- restates your opinion in a different way.
- ends by making a clear call to action.

IV. Actions to Solve Problem:
   A. Create preserves
   B. Cut down on development
   C. Stop littering

V. Conclusion
   A. Summary
   B. Call to Action

from “Protect Our Coasts”

So what can we do to help? We should set aside more coastal land as nature and wildlife preserves. We should balance the amount of new construction with open space. Individuals can help in small ways, too. People should dispose of garbage properly instead of littering.

Our coasts are national treasures, and they need to be protected. Coasts and beaches are beneficial to humans and animals alike. Clean water and safe coastlines are very important to the survival of many living things. In order to protect our food sources and wildlife, we must begin to take care of our coasts—today.
Revising: Adding Persuasive Words

To Make Language More Persuasive:
- Use words such as should or must rather than can.
- Use words that will appeal to the readers’ emotions.

from “Protect Our Coasts”

should
1. Everyone can help protect America’s coastlines.
2. People use coastal areas for recreation and for many other things.
3. Unfortunately, our shorelines are being damaged.
4. Sewage, fertilizers, and trash are harming marine life.
How people can benefit from coastal areas?
Numerous fishing grounds provide delicious foods like fish, crab, shrimp, and lobster. In addition, some marine organisms is used to make medicines. These organisms need a clean environment to survive, but human activity are poisoning them. Sewage, fertilizers, and trash is killing marine life.
Writing on Demand: Persuasive Composition

Sample Prompt

Many students enjoy educational field trips. Think about a field trip you would enjoy. Now write to persuade your teacher that your class should go on the field trip you chose.

Analyze the Prompt

1. What is the topic of the prompt?
2. Who is the audience for your composition?
3. What is the purpose of your essay?

BUDGET TIME

Here is a good way to use 45 minutes. 

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Words with Suffixes -ation, -ition, -sion, -ion

Spelling Words

1. acceleration 6. calculation 11. repetition 16. champion
2. accumulation 7. cancellation 12. mansion 17. confusion
3. activation 8. dedication 13. pension 18. permission
4. alteration 9. organization 14. passion 19. population
5. authorization 10. demolition 15. tension 20. companion

The suffixes -ation, -ition, -sion, and -ion mean “the process or act of.”
When you add the suffix -ation, -ition, -sion, or -ion to a word, you sometimes need to make a spelling change, such as dropping a final e or y, before adding the suffix.
Present-Tense Verbs; Subject-Verb Agreement

- A verb’s **tense** helps tell when something happened.
- **Present-tense** verbs can indicate that an action is happening right now.

1. The bookmobile *stops* in the street.
2. Ileana and Mrs. Nguyen *talk* about mythology.
3. Mr. Diaz *owns* a bakery.
4. The five friends *organize* a car wash.
5. A news crew *films* the group.
6. Drivers *give* Erica money.

A verb must agree in number with its subject.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>plural</td>
<td>Do not add an ending.</td>
<td>Ileana and Shane <em>devise</em> a strategy.</td>
</tr>
<tr>
<td><em>I or you</em></td>
<td>Do not add an ending.</td>
<td>You <em>see</em> the bookmobile.</td>
</tr>
<tr>
<td>singular</td>
<td>Add <em>s</em> to most verbs.</td>
<td>Jason <em>eats</em> mutant chicken.</td>
</tr>
<tr>
<td></td>
<td>Add <em>es</em> to verbs that end with <em>sh</em>, <em>ch</em>, <em>s</em>, <em>ss</em>, <em>x</em>, <em>z</em>, or <em>zz</em>.</td>
<td>He <em>relaxes</em> outside with his friends.</td>
</tr>
<tr>
<td></td>
<td>Change <em>y</em> to <em>i</em> and add <em>es</em> to verbs that end with a consonant and <em>y</em>.</td>
<td>The group <em>tries</em> to think of a plan.</td>
</tr>
</tbody>
</table>

7. Ileana, Shane, and Jake *asked* the community for help.
8. Jason *washed* cars with them.
9. Lynn *pushed* the swing.
10. A helicopter *flew* overhead.
Present-Tense Verbs; Subject-Verb Agreement

• Some verbs are easily confused because they look or sound similar.

• Lie means “to recline.” Lay means “to put somewhere.” You might lay a bedspread on a bed before you lie on it.

• Sit means “to be seated.” Set means “to put a thing down.” You might set your cup on the table before you sit in the chair.

• Rise means “to get up.” Raise means “to lift up.” The sun will rise before you raise the blinds.

1. Should I (sit/set) on the couch or on the chair?

2. Ileana and Jake (rise/raise) their hands.

3. Please (lie/lay) the sponges on the ground.

4. Erica and Jason (rise/raise) early on the morning of the car wash.

5. You can (sit/set) the flyers on the counter.

6. After washing cars all day, Jake can’t wait to (lie/lay) down.
Mentor Text: Sentence Fluency

from “The Power of W.O.W!” by Crystal Hubbard

p. 580
Maria: Why’s the bookmobile so important to you?
Ileana: It’s the only way the kids in my neighborhood can get library books and use a computer. The library downtown is too far away, so it’s nice to have a library that comes to us. P.O.W. stands for Please Open Wallets, but it could also stand for Power of Words. A book isn’t just a bunch of pages. A book can give you an adventure.
Shane: Or make you laugh.
Erica: Or make you scared, but in a good way.
Jason: Or teach you something.
Jake: Books mean a lot of different things to different people, and we want to make sure that books keep coming to us.

<table>
<thead>
<tr>
<th>Example</th>
<th>Sentence Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library downtown is too far away, so it’s nice to have a library that comes to us.</td>
<td></td>
</tr>
<tr>
<td>P.O.W. stands for Please Open Wallets, but it could also stand for Power of Words</td>
<td></td>
</tr>
<tr>
<td>A book isn’t just a bunch of pages.</td>
<td></td>
</tr>
</tbody>
</table>

Grade 5, Lesson 22

Writing: Mentor Text
Student Writing Model: Persuasive Paragraph

The Sweet Sound Center’s after-school music program is one of the most important education programs in our city. The program provides music instruction to students, in addition to hosting performance events. What if young people can’t afford their own instruments? They can use the ones at the center free of charge. Some schools do not provide any music instruction, so the after-school program at the Sweet Sound Center gives kids at all schools the opportunity to receive instruction from talented, experienced musicians. At the center students also learn other important skills, such as discipline and creativity, which can help them succeed in other subjects and activities. For these reasons, the after-school music program at the Sweet Sound Center should be supported by everyone in the community.

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple</td>
<td></td>
</tr>
<tr>
<td>complex</td>
<td></td>
</tr>
<tr>
<td>compound</td>
<td></td>
</tr>
</tbody>
</table>
DAY 1  Writing Prompt:
Plays have features specific to the genre. Think about how reading a play differs from reading a story or an article. Now write a paragraph comparing and contrasting reading a play with reading another genre.

DAY 2  Writing Prompt:
The characters in “The Power of W.O.W!” each had unique personalities. Think of which character you liked best. Now write a descriptive paragraph about this character, telling about his or her personality.

DAY 3  Writing Prompt:
In the story, people want to save W.O.W. because they consider it an important part of their community. Think of a program like W.O.W. in your community. Now write a persuasive paragraph that supports why you think the program is important.

DAY 4  Writing Prompt:
Imagine that you and a group of your friends are holding a fundraiser for your school. Think about for what you would raise money and how you would accomplish it. Now write a skit describing what you would do.

DAY 5  Writing Prompt:
Most people have participated in a fundraiser. Think about why people help raise money for causes. Now write a persuasive ad convincing people to participate in a fundraiser.
# Words with Silent Letters

**Spelling Words**

1. assign  
2. autumn  
3. column  
4. crumb  
5. debris  
6. delight  
7. design  
8. glisten  
9. hasten  
10. knead  
11. knowledge  
12. lightning  
13. resign  
14. rhyme  
15. solemn  
16. thorough  
17. scenery  
18. whirl  
19. wreath  
20. wrestled

<table>
<thead>
<tr>
<th>Silent First Letter</th>
<th>Silent Last Letter</th>
<th>Silent g or gh</th>
<th>Other Silent Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The first letter is silent when *w* is followed by *r*, as in *wreath*, and when *k* is followed by *n*, as in *knead*.

- The final letter is silent when *n* or *b* follows *m*, as in *autumn* and *crumb*. The word *debris* is special because it is a borrowed word and we still use its French pronunciation.

- The letters *g* and *gh* are often silent, as in *assign* and *delight*.

Grade 5, Lesson 23

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Past and Future Tenses

The **tense** of a verb tells the time of the action.
- A **past-tense verb** tells about an action that happened in the past.
- Add *-ed* to regular verbs to form the past tense. Most verbs are regular.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add <em>-ed</em> to most regular verbs.</td>
<td>reach</td>
</tr>
<tr>
<td></td>
<td>reached</td>
</tr>
<tr>
<td>If a verb ends in <em>e</em>, drop the <em>e</em> before adding <em>-ed</em>.</td>
<td>arrive</td>
</tr>
<tr>
<td></td>
<td>arrived</td>
</tr>
<tr>
<td>If a verb ends with a consonant and a <em>y</em>, change <em>y</em> to <em>i</em> before adding <em>-ed</em>.</td>
<td>deny</td>
</tr>
<tr>
<td></td>
<td>denied</td>
</tr>
<tr>
<td>If a verb ends with a vowel and a consonant, double the final consonant before adding <em>-ed</em>.</td>
<td>stun</td>
</tr>
<tr>
<td></td>
<td>stunned</td>
</tr>
</tbody>
</table>

1. Mami searched for the missing cat.

2. Rosa hurried to the door.

3. I dashed to the telephone.

4. We identified our lost cat.

5. I turn down the radio.

6. Everyone loves the little black cat.

7. We worry about the cat.

8. Our cat naps in the garage.
Past and Future Tenses

- A **future-tense verb** tells about an action that will happen in the future.
- Use *will* with the main verb to form the future tense.

1. Luis and his friends **will** play loud music.
2. The cat (**escape**) through the open door.
3. The family (**post**) signs all over the neighborhood.
4. The firefighter (**climb**) the tree.
5. The hero (**rescue**) the cat.

The **simple tenses** are the present, the past, and the future.
- The **simple present** tells about an action that happens now or happens over and over.
- The **simple past** tells about an action that happened at one time in the past.
- The **simple future** tells about an action that will happen in the future.

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Simple Past</th>
<th>Simple Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they <strong>ask</strong></td>
<td>I, you, we, <strong>asked</strong></td>
<td>I, you, we, <strong>will</strong> ask</td>
</tr>
<tr>
<td>he, she, it <strong>asks</strong></td>
<td>he, she, it, <strong>they</strong></td>
<td>he, she, it, <strong>they</strong></td>
</tr>
</tbody>
</table>
Mentor Text: Organization

from “Any Small Goodness” by Tony Johnston

p. 604

The newspaper boy wheels up in a gravelly crunch.

“That your cat?” he asked, eyeing Huitla.

“Yeah.”

“What a pain!”

We all ask what he means.

“Mr. Love spent a whole night in that tree,” he says, pointing to where we are.

“Baby-sitting the cat. He’s kinda old. And a handful of cat—plus fear of falling—kept him up there.”

“How do you know this?” Papi asks.

“I found him. Next morning. Firemen got ’em down.”

The day flames out in a smog-sunset, a wild gift of L.A.

On the way home Papi says, “This Leo Love is a brave man. In spite of fear he saved Huitla. When no eyes are upon him, that is a person’s true test.”

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo Love is a brave man.</td>
<td></td>
</tr>
</tbody>
</table>
Lost and Found

I lost my puppy, PJ,
When he ran out of the gate.
Scared and sad, I searched all day
'Til it started to get late.

A man appeared on Sunday,
With my puppy in his arms.
The man had found my runaway,
Happy and unharmed.

The man said, “Here’s your youngster.
I found him, that is true.
But if it weren’t for his ID tag,
I wouldn’t have found you!”

The lesson learned was valuable.
It’s one I won’t forget.
Pet owners should be sure to
Put ID tags on their pets.

Organization:
States Problem: I lost my puppy, PJ.
Events: looks for PJ; a man returns PJ; the man says that the ID tag helped him find the owner
Writer's Opinion: Pet owners should be sure to put ID tags on their pets.
DAY 1  Writing Prompt:
People are often kind to one another. Think of a time when a friend or a stranger helped you in some way. Write a letter or e-mail to the person, thanking him or her for the assistance.

DAY 2  Writing Prompt:
Mr. Leo Love did something good “when no eyes were upon him.” Think of a time you did something good when no one was looking. Write a paragraph describing your actions.

DAY 3  Writing Prompt:
People use various types of writing to persuade others to do something. Think of an issue or idea that is important to you. Write a poem that tries to persuade readers to agree with you.

DAY 4  Writing Prompt:
Almost everyone holds another person in high esteem. Think of a person whom you admire. Then write a short composition in which you explain why that person is estimado, or esteemed.

DAY 5  Writing Prompt:
Vivid descriptions of characters help stories come alive for readers. Think of how Huitla is described in “Any Small Goodness.” Now write a more vivid description of Huitla.
Words with Unusual Plurals

Spelling Words
1. addresses  6. buses  11. radios  16. tomatoes
2. armies  7. videos  12. halves  17. opportunities
3. calves  8. echoes  13. hooves  18. volcanoes
4. countries  9. shelves  14. knives  19. stitches
5. leaves  10. studios  15. taxes  20. wolves

<table>
<thead>
<tr>
<th>Plural formed by adding -s</th>
<th>Plural formed by adding -es</th>
<th>Plural formed by changing y to i and adding -es</th>
<th>Plural formed by changing f to v and adding -es</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- To form the plural of many words, add -s.
- To form the plural of words that end in sh, ch, ss, x, or z, add -es.
- To form the plural of words that end in a consonant plus y, change the y to i and add -es.
- To form the plural of some words that end in f, change the f to v and add -es.
Perfect Tenses

<table>
<thead>
<tr>
<th>Present-Perfect Tense</th>
<th>has, have + past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past-Perfect Tense</td>
<td>had + past participle</td>
</tr>
<tr>
<td>Future-Perfect Tense</td>
<td>will have + past participle</td>
</tr>
</tbody>
</table>

The **present-perfect tense** shows action that began at some time before now. The action may have been repeated or may continue to the present.

1. Lulu and her friends **have visited** Central Park many times. (repeated action)
2. Chester **has missed** Connecticut for a while now. (action continues to the present)
3. Chester **has wanted** a tour of New York for weeks.
4. Car alarms **have wailed** all night in Manhattan.
5. Chester **falls off** the building!
6. The friends **leave for** Times Square.
7. Friends **wait patiently for** their return.
8. Chester **sees many landmarks**.
Perfect Tenses

The **past-perfect tense** shows action that happened before a specific time in the past.

1. Mario and Chester **had taken** some excursions around New York City already.
2. Chester **had never seen** Central Park before.
4. Lulu never **met** a cricket before.

The **future-perfect tense** shows action that will have happened before a specific time in the future.

5. Chester **will have had** many adventures by the time he returns to Connecticut.
6. The two friends (**complete**) their tour by 9 P.M.
7. Chester **become** very tired by the end of the night.
8. Lulu (**flap**) her wings countless times.
And just at that moment, two bad things happened. The first was, Chester caught sight of an airplane swooping low to land at LaGuardia Airport across the East River. The dip of it made his dizziness worse. And the second—worse yet—a sudden gust of wind sprang up, as if a hand gave them both a push. Lulu almost fell off the Empire State.

Lulu almost fell off—but Chester did! In an instant his legs and feelers were torn away from the pigeon's leg, and before he could say ‘Old meadow, farewell!’ he was tumbling down through the air. One moment the city appeared above him—that meant he was upside down; then under him—he was right side up; then everything slid from side to side.
Percy Pigeon lived high on a window ledge in New York City. Percy’s only visitors were his friend Penny Pigeon and two boys named Wilt and Pablo. Pablo lived in the apartment just inside the window ledge. He and Wilt liked to toss breadcrumbs for the pigeons.

Wilt hadn’t been at the apartment for three days. The boys had gotten into a silly argument over some baseball cards, and Wilt had gone home mad. Right now, Pablo was sitting in his room reading. Percy could tell he was lonely.

Percy told Penny about the situation. “Hey,” said Penny suddenly. “Why don’t I fly over to Wilt’s roof and deliver a message? You know, like the messenger pigeons used to do!”

“That might work—but what message?” Percy wondered. Neither he nor Penny could write. “I know!” Penny said. “First, we’ll snatch one of Pablo’s baseball cards when he isn’t looking. Then we’ll roll it up and tie it to my leg. When Wilt sees it, he’ll figure out that Pablo wants to make up!”
Daily Writing Prompts

DAY 1  Writing Prompt:
Many people have imagined what it would be like to fly as birds do. Imagine that you could fly like a bird. Write a description of what you would see and do around your community.

DAY 2  Writing Prompt:
Chester Cricket had to adjust to a different life. Think about what it was like for him to move from the fields of Connecticut to Times Square in New York City. Write a biographical paragraph describing Chester's life.

DAY 3  Writing Prompt:
Plan a narrative composition about an adventure shared by two friends. Think about the characters, setting, conflict, and resolution. Then write the beginning of the story of the friends' adventure.

DAY 4  Writing Prompt:
People often enjoy visiting new places. Think of a time when you took a trip somewhere. Write a journal entry detailing one day of your trip.

DAY 5  Writing Prompt:
Think about the beginning of the story you wrote on Day 3. Complete your story by adding plot events and concluding with a resolution. Develop your plot events with descriptive details and figurative language.
Action and Linking Verbs; Present-Tense Verbs; Subject-Verb Agreement

- An action verb tells what the subject of a sentence does.
- Most verbs are action verbs.
- A linking verb connects the subject with a word or words in the predicate that rename or describe the subject.

1. A hurricane struck the city.

2. Hundreds of homes were underwater.

3. Many residents felt hopeless.

4. Neighbors helped each other.

A verb’s tense helps tell when something happened.
A verb in the present tense can indicate that an action is happening right now.
A verb must agree in number with its subject.

5. Dogs at animal shelters often (feel, feels) lonely.

6. My brother (visit, visits) animal shelters.

7. He (play, plays) with puppies.

8. Small fuzzy dogs (is, are) his favorites.
Past and Future Tenses; Perfect Tenses

The tense of the verb tells the time of the action. The simple tenses are the present, the past, and the future.

- A present-tense verb tells about an action that happens now or happens over and over.
- A past-tense verb tells about an action that happened in the past. Add -ed to regular verbs to form the past tense.
- A future-tense verb tells about an action that will happen in the future. Use will with the main verb to form the future tense.
- The present-perfect tense shows action that began at some time before now. The action may have been repeated or may continue to the present.
- The past-perfect tense shows action that happened before a specific time in the past.
- The future-perfect tense shows action that will have happened before a specific time in the future.

1. Next year I ________ middle school. (begin)

2. Last year I ________ in our school garden. (work)

3. I ________ a new volunteer activity soon. (choose)

4. On a visit to the middle school, I ________ a poster for a tutoring club. (notice)

5. I have tutored younger students previously.

6. My sister had given me the idea.

7. She has helped many kids.

8. By June she will have completed six years of tutoring.
Words with Prefix + Root Word + Suffix

Spelling Words

1. unsuccessful 2. undoubtedly 3. impossibly 4. disloyalty 5. deactivation
11. impassible 12. encouragement 13. unbelievable 14. unselfishly 15. rearrangement
16. discoverable 17. dishonesty 18. unbreakable 19. reappearance 20. reassurance

Three Syllables

Four Syllables

Five Syllables
Irregular Verbs

• An irregular verb does not end in -ed in the past tense.

• Some irregular verbs show past time by using a different form of the main verb with the helping verb has, have, or had.

1. Lewis wrote observations in his journal. (write)
2. Many explorers have written about their journeys. (write)
3. The weary travelers sang songs at night.
4. They had seen amazing sights along the trail.
5. All of them slept soundly.
6. Suddenly the youngest member woke.
7. He heard something strange in the distance.

Many common verbs have irregular past-tense forms. Begin, wear, know, sing, and break are just a few of the many common irregular verbs.

8. (wear) She wears it today. She wore it yesterday. She has worn it often.
9. (know) We know it now. We knew it before. We have had it for days.
10. (break) I broke it now. You broke it yesterday. We have all broken it.
11. (begin) Now Sid begins to argue. Who starts the argument? Everyone has to argue.
12. (sing) They sing often. They sang last night. They have sung many times.
Irregular Verbs

The principal parts of a verb are forms that help it express time and action. The four principal parts are called the present, the present participle, the past, and the past participle. Participles in verb phrases are forms used with helping verbs.

<table>
<thead>
<tr>
<th>Present</th>
<th>Present Participle</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore</td>
<td>(am) exploring</td>
<td>explored</td>
<td>(have, has, had) explored</td>
</tr>
<tr>
<td>travel</td>
<td>(is) traveling</td>
<td>traveled</td>
<td>(have, has, had) traveled</td>
</tr>
</tbody>
</table>

1. I explore. (present)
2. I am exploring. (present participle)
3. She has explored. (past participle)
4. They explored. (past)
5. Those explorers trade with native peoples.
6. They have made many good swaps.
7. Now the explorers are negotiating with a new party of traders.
8. The traders traveled many miles last week.
Carrying her baby boy on her back, Sacagawea won the admiration of the crew. She carefully scanned the riverbank to find edible roots and fruit. These foods provided a welcome relief from the customary diet of meat and water. And in the mountain country, the Missouri River became a crooked stream that split into many small tributaries. Sacagawea pointed out landmarks that she remembered from a journey as a slave child, and she helped the captains choose the correct river branches on which to travel.

**Main Idea:** Sacagawea made important contributions to the Lewis and Clark expedition.

<table>
<thead>
<tr>
<th>Details:</th>
</tr>
</thead>
</table>

A compass is an invaluable tool to have when you are hiking. If you lose your way or become confused about which trail to follow, a compass can really help. The needle of a compass points to magnetic north. Once you locate magnetic north, the compass dial also shows you which direction is south, east, and west. As long as you know the direction you should be headed in, a compass can help you get there.

<table>
<thead>
<tr>
<th>Main Idea:</th>
</tr>
</thead>
</table>

| Details: |
Daily Writing Prompts

DAY 1  Writing Prompt:
Your region probably looked very different to early European explorers. Think about what they saw. Now write a description of how your region might have looked long ago.

DAY 2  Writing Prompt:
Members of the Corps of Discovery had many exciting adventures. Imagine that you were a member of the Corps. Now write an account of something that happened on the journey.

DAY 3  Writing Prompt:
Everyone is an expert at something. Think of a special skill or knowledge you have. Then write a paragraph explaining how you use this skill or knowledge.

DAY 4  Writing Prompt:
The Corps of Discovery encountered many animals that American scientists had never seen before. Imagine you were responsible for telling scientists about one of these animals. Write a detailed description of it.

DAY 5  Writing Prompt:
Lewis and Clark stopped in many places. Think about how they felt as every stop brought them closer to their goal. Now write a journal entry they may have written.
Prewriting: Note-Taking

When you write a research report, you will need to gather information from a variety of sources. Taking notes can help you remember important information you want to include and accurately credit the source of the information.

Design and Structure

- like a small town with church at center
- surrounded by a presidio
- built of adobe


State the main idea at the top of the card.

Briefly restate ideas you want to include in your own words.

Record the author, title, and publication information for the source.

Women’s Daily Life

Prewriting: Outlining

Title: Spanish Missions in Texas

I. Introduction
   A. History and background
   B. Main ideas

II. Design
   A. Design
   B. Building materials

III. Daily Life
   A. Religion
   B. Hard work

IV. Effect on Modern Texas
   A. Formed modern towns
   B. Many still standing

V. Conclusion
   A. Summary of main idea
   B. Importance of missions

José’s Notes

José’s Notes

Design and Structure

- like a small town with church at center
- surrounded by a presidio
- built of adobe


Men’s Daily Life

- carpentry
- ironworking
- farm work

Daily Life

Life in a mission was focused on religion and hard work. Each morning, the missionaries called everyone together for prayers, religious classes, and breakfast. During the workday, the men did carpentry, ironworking, and other jobs. The women made candles, soap, and weavings. Other settlers worked on the nearby farms and ranches. In time, the mission community was able to make everything it needed.

The strong walls of the Spanish missions have lasted for hundreds of years, and the hardwork of the people who lived in them is still remembered. The missions shaped modern Texas, and they will always be a part of Texas history.
Revising: Adding Transitions

Transitions

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>for example</td>
<td>after</td>
</tr>
<tr>
<td>in addition</td>
<td>therefore</td>
<td>before</td>
</tr>
<tr>
<td>however</td>
<td>as a result</td>
<td>during</td>
</tr>
</tbody>
</table>

from “Spanish Missions in Texas” by José M.

Daily Life
Life in a mission was focused on religion and hard work. The missionaries called everyone together for prayers, religious classes, and breakfast. The men did carpentry, ironworking, and other jobs. The women made candles, soap, and weavings. Other settlers worked on the nearby farms and ranches. The mission community was able to make everything it needed.

Daily Life
Life in a mission was focused on religion and hard work. Each morning, the missionaries called everyone together for prayers, religious classes, and breakfast. During the workday, the men did carpentry, ironworking, and other jobs. The women made candles, soap, and weavings. Other settlers worked on the nearby farms and ranches. In time, the mission community was able to make everything it needed.
Proofreading: Checking a List of Sources

Examples

Book
Author's last name, First name. *Title of Book.* City: Publisher, Year of Publication.

Magazine Article
Author's last name, First name. “Title of Article.” *Title of Magazine.*
Date of Publication: Page Numbers.

Online Source
Author's last name, First name. “Title of Article.” Name of Website.
Date you accessed the site. Complete Internet Address.

Practice
Proofread this List of Sources:

Book

Magazine
May 2004 3–5

Online
<http://www.nps.gov/saan/visit/History.htm>
Sample Prompt

Most students study important people in history. Think about an important person in history you have learned about recently. Now write to explain what that person did that made him or her important.

Analyze the Prompt

1. What is the topic of the prompt?

2. Which words tell how to write about the topic?

3. What are you being asked to explain about the person?

BUDGET TIME

Here is a good way to use 45 minutes.

Prewrite = 10
Draft = 25
Revise and Proofread = 10
Words with Greek Word Parts

Spelling Words

1. astronomy  6. chronic  11. cyclical  16. hydrant
2. disaster  7. chronicle  12. bicyclist  17. hydrate
3. asterisk  8. chronology  13. cyclone  18. optic
5. asteroid  10. synchronize  15. hydrogen  20. optical

Many longer English words contain word parts that were borrowed from the Greek.

<table>
<thead>
<tr>
<th>astr: “star”</th>
<th>chron: “time”</th>
<th>cycl: “circle”</th>
<th>hydr: “water”</th>
<th>opt: “to be visible”</th>
</tr>
</thead>
</table>

Grade 5, Lesson 27
Contractions

A contraction is an abbreviated way to write two words that are next to each other in a sentence.

An apostrophe (‘) takes the place of one or more letters.

Many contractions are formed with pronouns.

1. You're close to the Klondike now.
2. We will be there in two days.
3. We are planning to travel by dog sled.
4. They will eat whatever Kate cooks.
5. It is an honor to meet Klondike Kate.

Some possessive pronouns look or sound similar to contractions. Remember that contractions have apostrophes. Possessives do not.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Possessive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>they’re: “they are”</td>
<td>their: “belonging to them”</td>
</tr>
<tr>
<td>it’s: “it is”</td>
<td>its: “belonging to it”</td>
</tr>
<tr>
<td>who’s: “who is”</td>
<td>whose: “belonging to someone”</td>
</tr>
<tr>
<td>you’re: “you are”</td>
<td>your: “belonging to you”</td>
</tr>
</tbody>
</table>

1. Miners protected they’re/their tools. (possessive pronoun)
2. It's/It's a long way to the Klondike!
3. You're/Your going to need one ton of provisions.
4. Who's/Whose dog team is that?
The negative word *not* is often combined with a verb in a contraction. The verb that is combined with *not* is often a helping verb in a verb phrase.

**Example:** Without adventurous people like Klondike Kate, history wouldn’t be as fun to study. (The verb phrase is *would be*.)

1. The miner isn’t happy about the weather.
2. Kate’s friends did not forget about her.
3. The Mounties would not neglect their responsibilities.
4. I have not panned for gold today.
5. She cannot leave her mining claim alone.
6. Please do not go outside in a snow storm!
There were two ways to reach the remote Klondike. The coastal route, which took passengers up the Yukon River, was only passable in the summer and was very expensive. Kate chose the cheaper, but more dangerous, “All Canada Route,” crossing the Alaskan panhandle into Canada. Most of the trip was overland, which was fine with Kate—boats made her seasick.

**Main Idea:** There were two ways to reach the remote Klondike.

<table>
<thead>
<tr>
<th>Details about Route 1</th>
<th>Details about Route 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• coastal</td>
<td>• travel mostly over land</td>
</tr>
<tr>
<td>• passable only in summer</td>
<td>• dangerous</td>
</tr>
<tr>
<td>• expensive</td>
<td>• cheaper</td>
</tr>
</tbody>
</table>
**Student Writing Model:**

**Paragraph of Historical Information**

The Northwest Mounted Police played an important role in the history of the Yukon Territory. The Canadian government founded the group in 1873. They quickly became known as the Mounties. These troops of police patrolled the Yukon wilderness on horseback. Mounties had many important jobs to do. They brought law and order to wild gold-rush towns. They monitored the border between Canada and the United States. They also made sure that prospectors traveling north carried enough food and supplies to survive. Without the Mounties, the Yukon would have been a much more dangerous place.

<table>
<thead>
<tr>
<th>Main Idea:</th>
<th>Mounties played an important role in the history of the Yukon.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Details:</strong></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
**Daily Writing Prompts**

**DAY 1**  
**Writing Prompt:**  
Many people like to imagine what life would be like in a different place. Imagine that you live hundreds of miles from a city. Now write a paragraph about the equipment and the skills you need to live there.

**DAY 2**  
**Writing Prompt:**  
People often think about going on an adventure. Imagine you are a gold miner in the Yukon, and you want to convince a friend to join you. Now, write a letter that will persuade your friend to travel with you.

**DAY 3**  
**Writing Prompt:**  
Historical topics interest many people. Think of a place, time period, or event from history that you find interesting and of which you have knowledge. Now write a paragraph of historical information about your choice of topic.

**DAY 4**  
**Writing Prompt:**  
People often read restaurant reviews to decide where to dine. Imagine you were at Klondike Kate's Café. Now write a review as if you were a reporter for the *Whitehorse* newspaper.

**DAY 5**  
**Writing Prompt:**  
Most young people dream about what they might accomplish in the future. Think about your own goals for the future. Now write a paragraph describing something you would like to do someday.
Words with Latin Word Parts

Spelling Words

1. tractor  
2. distract  
3. traction  
4. contract  
5. attract  
6. subtract  
7. erupt  
8. bankrupt  
9. interrupt  
10. abrupt  
11. rupture  
12. audio  
13. audible  
14. audience  
15. auditorium  
16. audition  
17. verdict  
18. diction  
19. dictate  
20. predict

tract “draw, pull”  
rupt “break”  
aud “hear”  
dic “say, speak”
Adverbs

- An **adverb** is a word that gives details about a verb.
- An adverb can also describe an adjective or another adverb.
- Adverbs add meaning to verbs by telling where, when, or how.

1. The climbers moved **carefully** up the mountain to start the climb.
2. After reaching camp 1, the climbers headed back **down** to base camp.
3. Before the climb, climbers must first collect the correct gear.
4. They must wait patiently for their turn to pull themselves up the rope.
5. Climbers will begin the trip up to the summit tomorrow.

<table>
<thead>
<tr>
<th>boldly</th>
<th>weekly</th>
<th>brightly</th>
</tr>
</thead>
<tbody>
<tr>
<td>softly</td>
<td>monthly</td>
<td>clearly</td>
</tr>
<tr>
<td>quickly</td>
<td>daily</td>
<td>hard</td>
</tr>
</tbody>
</table>

6. The snow fell on the mountainside.
7. Because it was cold, the climbers followed the trail to camp.
8. To prepare for the climb, I completed a hike in my neighborhood.
9. The climbers worked to reach the summit.
10. Once on the summit, the sun shone in my face.
Adverbs

- Adverbs can be used to **compare two or more things**.

- With short adverbs, add *-er* to compare two things. Add *-est* to compare three or more. For adverbs that end in *-ly*, change the *y* to *i* before adding *-er* or *-est*.

- With longer adverbs, add *more* to compare two things; add *most* to compare more than two things.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Compare Two Things</th>
<th>Compare More Than Two Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>early</td>
<td>earlier</td>
<td>earliest</td>
</tr>
<tr>
<td>warmly</td>
<td>more warmly</td>
<td>most warmly</td>
</tr>
<tr>
<td>wearily</td>
<td>more wearily</td>
<td>most wearily</td>
</tr>
</tbody>
</table>

1. Ben packed **faster** than Jean.

2. Of all the hikers, Ben and Jean left _______.

3. After seeing all the hikers, we were dressed _______.

4. After our hike, Ben sighed _______ than Jean.

- Words such as *never*, *not*, and *nowhere* are called **negatives**.

- A **double negative** occurs when two negative adverbs are used in one sentence.

5. The climber didn’t **never** reach the top.

6. One day we couldn’t go **nowhere** on the mountain.

7. Nobody could do **nothing** about the broken radio.
Rising between India and China, the Himalayas are the highest mountain range on earth. More than 1,500 miles long, the range includes many of the world's tallest peaks. The highest of them all, Mount Everest, stands on the border of Nepal and Tibet. Its summit is 29,028 feet above sea level.

Nepal, a small country that borders India, is the home of the Sherpa people. Tibet is an ancient country that is now part of China. People in Nepal and Tibet think of Mount Everest as a holy place full of power and mystery.
How to Set Up Camp

To set up camp, I gather all the supplies I need: a tent, sleeping bag, a camp stove, kitchen supplies like pots and pans, a tarp, and a first aid kit. First, I choose a location for camp. The location needs to be a flat area that is clear of trees. Then I set up the tarp for the kitchen so that if it rains I can keep all of my supplies dry. After that, I get the camp stove and the rest of the kitchen supplies ready. Next, I find a spot to put my tent. I clear away all of the sticks, stones, and pinecones so I don’t have to sleep on top of them. Then I set up my tent and kitchen and it should be in an area with no grass. I put big rocks around my fire to keep the fire from spreading. Finally, I put the first aid kit in the center of my camp so I can get to it quickly if there’s an emergency.
**DAY 1**

**Writing Prompt:**
Every state has special geographic features, such as mountains or beaches. Think about a geographic feature in your state. Now write a paragraph describing this feature.

**DAY 2**

**Writing Prompt:**
The lives of the people living near Mount Everest changed when the outside world discovered it. Think about how you would feel if your quiet town now had many visitors. Now write a paragraph telling whether you would like to live near Mount Everest.

**DAY 3**

**Writing Prompt:**
Most tasks require that you follow a series of steps. Think of something you do that requires steps, such as locating information on the Internet. Now write a paragraph explaining the steps you follow to complete the task.

**DAY 4**

**Writing Prompt:**
People often strive to overcome challenges, no matter how impossible they seem. Think of an activity that has been a challenge for you. Now write a how-to paragraph describing what you did to succeed.

**DAY 5**

**Writing Prompt:**
Besides skill, you need specialized equipment to climb Mount Everest. Think about the various equipment. Now write a paragraph explaining how this equipment would help you reach Mount Everest’s summit.
Borrowed Words

Spelling Words

1. banana
2. chimpanzee
3. yogurt
4. almanac
5. syrup
6. cousin
7. stomach
8. language
9. foyer
10. acronym
11. chlorine
12. kayak
13. parka
14. balcony
15. replica
16. anchor
17. urban
18. coyote
19. chocolate
20. vanilla

Words with Two Syllables

Words with Three Syllables

Grade 5, Lesson 29
Capitalize:
• the first letter of the greeting and salutation of a letter
  Dear; Sincerely
• proper nouns
  Mary, Jupiter, Iowa City, German, English
• the letter at the beginning of a sentence
  This is the second letter I have sent you.

Use a comma:
• at the end of the greeting and before the name in the salutation of a letter
  Dear Mrs. Hanwell,
  Best regards, Joshua
• between the date and the year
  May 15, 1999

Use the right letter format:
• Indent each paragraph in the body of the letter, but do not indent the greeting or salutation.
• Put the date in the upper right-hand corner.

August 12, 2007

Dear Aunt Margaret,

I’m writing to tell you about Astroblast Space Camp. Yesterday, we took a simulated space shuttle mission to mars. Even though I knew it wasn’t real, I still felt nervous. Tonight, an Astronaut from Idaho is going to tell us how she prepares for space travel. My favorite experience has been eating space food. Have you tried freeze-dried strawberries. They are delicious!

your niece

Chandra.

Grade 5, Lesson 29

Grammar
Punctuation Round-Up

• **Underline** the titles of books, magazines, and movies. If you use a word-processing program to type your work, put these titles in *italics*.

• Put **quotation marks** around the titles of songs, poems, stories, and articles.

• Remember to **capitalize** the first word, last word, and all other important words in a title. Verbs should also be capitalized.

1. I read the book *The History of Space Travel*.

2. Casey read her poem “Happy Moon.”

3. The article *A Kid in Space* appeared in our school newspaper.

4. I like the song *Rocket World*.

• When writing dialogue, conversation between two or more speakers, use **quotation marks** before and after the exact words that someone says.

• Place **punctuation marks** at the end of the direct quotation, inside the quotation marks.

• When words such as *She said* come **before a quotation**, put a comma between them and the first quotation mark.

• When these words come **after a quotation**, use a comma, a question mark, or an exclamation point to separate the quotation from the rest of the sentence.

5. Buzz said, “Mars is there, waiting to be reached.”

6. My favorite planet is Mercury she said.

7. I said *The stars are so bright tonight!*
Mentor Text: Conventions

from “The Man Who Went to the Far Side of the Moon” by Bea Uusma Schyffert

p. 756

The Rocket Saturn 5 is standing on Launch Pad 39A. It is the largest rocket ever built. It is larger than a football field set on end. In the very top of the rocket, inside the spacecraft, three astronauts are securely fastened in their seats. So far, 23 American astronauts and 17 Soviet cosmonauts have been sent into space, but this is the first time anyone will try to land on the moon. For more than 10 years, the United States and the Soviet Union have been racing to see who will get there first.

Proofreading Checklist

___ The grammar is correct.

• There are no run-on sentences or fragments.
• The subjects and verbs agree.

___ The spelling is correct.

• The writer used a dictionary to check unfamiliar words.

___ Words are capitalized correctly.

• The first letter of each sentence is capitalized.
• Proper nouns are capitalized.

___ Sentences are punctuated correctly.

• Each sentence has an end mark.
• Commas are used to separate dependent and independent clauses.
• Commas are used to separate items in a list.
How to Observe Mercury

In many ways, mercury has been a mystery to scientists. Its nearness to the sun has made it difficult to study. Luckily for sky observers, mercury is sometimes visible from Earth. This essay gives step-by-step directions for finding mercury in the night sky.

Mercury is visible every 116 days. In the spring you can see mercury in the evening. It appears briefly right above the point on the horizon where the sun has just set. In the fall, you can see mercury early in the morning, about an hour before the sun rises. Mercury is never more than 28 degrees away from the sun.

To view mercury, look carefully at the horizon. Look for a planet that has a bright, steady light. Mercury moves quickly, so it is important to concentrate.

It takes some time and effort to see mercury. However, it is well worth the effort.

Proofreading Checklist

___ The grammar is correct.
   • There are no run-on sentences or fragments.
   • The subjects and verbs agree.

___ The spelling is correct.
   • The writer used a dictionary to check unfamiliar words.

___ Words are capitalized correctly.
   • The first letter of each sentence is capitalized.
   • Proper nouns are capitalized.

___ Sentences are punctuated correctly.
   • Each sentence has an end mark.
   • Commas are used to separate dependent and independent clauses.
   • Commas are used to separate items in a list.
DAY 1  Writing Prompt:
People dreamed of visiting the moon long before anyone went there. Imagine you traveled to the moon. Write a letter to a friend or family member describing the experience.

DAY 2  Writing Prompt:
There are many magazine and newspaper articles about space travel. Find one about a space-travel topic that interests you and read it. Now write a summary of the article.

DAY 3  Writing Prompt:
Many people enjoy sharing their interests. Think about a hobby or interest you have. Then write an essay of explanation telling how to participate in the hobby or interest.

DAY 4  Writing Prompt:
There are still many mysteries in space. Imagine that a crew on a mission into space discovers something surprising. Write a story describing what they found and how they reacted to it.

DAY 5  Writing Prompt:
Many people have strong opinions about space exploration. Do you think that exploring space is worth the money spent on it, or should that money be spent on something else? Write a persuasive paragraph about your point of view.
Irregular Verbs; Contractions

• An **irregular verb** does not end in *-ed* in the past tense.
• Some irregular verbs show time in the past by using a different form of the main verb with the helping verb *has, have, or had.*
• Many common verbs have irregular past-tense forms.

1. (wear) Michelle ____ pink gloves.
2. (have) Louisa ____ a cold last week.
3. (begin) I ____ my experiment last night.
4. (sing) We ____ songs around the campfire.

• A **contraction** is an abbreviated way to write two words that are next to each other in a sentence.
• In a contraction, an **apostrophe** (’) takes the place of one or more letters.
• The negative word *not* is often combined with a verb in a contraction. The verb that is combined with *not* is often a helping verb in a verb phrase.

5. I (have not) been to the zoo in a long time.
6. (It is) a fine day to go to the beach.
7. Dogs (should not) eat fresh vegetables.
8. Maria likes to sing while (she is) working.
Adverbs; Punctuation Round-Up

- **Adverbs** give details about verbs. They can be used to compare two or more things.
- A **double negative** occurs when two negative adverbs are used in one sentence.

1. (hopeful) “Is there any lasagna left?” I asked ________.
2. (fast) Lou talks ________ than his dad.
3. (gentle) “This is the ________ shampoo I could find.”
4. (random) Pick a card ________.

- **Underline** the titles of books, magazines, and movies. If you use a word-processing program, put these titles in *italics*.
- Put **quotation marks** around the titles of songs, poems, stories, and articles.
- Remember to **capitalize** the first word, last word, and all other important words in a title. Verbs should also be capitalized.
- When you write dialogue, use **quotation marks** before and after the exact words that someone says.
- Place **punctuation marks** at the end of the direct quotation, inside the quotation marks.

5. she said have a nice day
6. i couldn’t wait for your visit he said
7. henry loves the song be mine
8. I read “Charlotte’s web” last may.