

Student Resource Book

Catapult Learning™

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The New Bike

The next morning, Ella knew what she had to do. After breakfast, she wheeled her new bike outside. She rode it up and down the sidewalk. Soon Kate rushed over.

“You got a new bike!” Kate exclaimed. “It’s so much nicer than my bike. It’s awesome! Can I ride it?”

Ella gulped. She couldn’t chicken out now. She had to give her friend a chance. “You can try my bike, but only if you promise to be careful,” she said.

“I’m as careful as you are!” Kate insisted.

Ella pointed to Kate’s bike. Kate noticed the scratches from tossing her bike on the ground and the dents from bumping into things. She rubbed at some rust that had formed after she had left her bike out in the rain. She looked over at Ella’s shiny, pink bike. It looked very different. It didn’t have any scratches or dents. Then she said, “I guess I haven’t always been careful, but I promise to be more careful. I’ll be extra careful with your new bike.”

Top Hat Organizer

Top Hat Organizer for Ella and Kate	
 Ella	 Kate

Similarities

Ella and Kate are very similar, but they are different, too. One thing that is the same is _____.

One thing that is different is _____.

_____.

Friends can be different and still get along because _____.

_____.

Compare and Contrast Practice Sheet

Directions: Read the passage. Underline any Advanced Signal Words you find that help you compare and contrast. Then fill in the compare/contrast chart.

Both cats and dogs have four legs, a tail, and fur. Dogs make good pets and cats do too. Like cats, dogs need water and food every day. Unlike dogs, cats can't go with you on hikes. Dogs are different from cats because they can be more work to take care of. Dogs need daily walks but cats do not.

Top Hat Organizer for Cats and Dogs	
 Cats	Dogs 
Both Cats and Dogs	

Cats and dog are similar, but they are different, too.

Cats _____,

but dogs _____.

One thing that is the same is that both cats and dogs

_____.

Context Clues Chart

Word or Phrase	What I Think It Means	Context Clues that Confirm the Meaning	Type of Context Clue
tossed and turned			
chicken out			
shiny			

Context Clues Practice Sheet

Directions: Read the paragraph. Look at each underlined word. Write each word's meaning, the context clues that confirm the meaning, and the type of context clue.

When she looked at Ella's bike, Kate saw how shiny it was.
"Can I ride it?" Kate asked.

Ella suddenly felt unsure. She gulped. "I don't know," she said.

"That's okay," said Kate. "I understand. Your bike is shiny and new."

"You can ride it," Ella said. "I'm glad you didn't insist. It's not easy to share with friends who demand things."

"I agree," Kate said. "Also, I don't want to argue with you."

gulped

definition: _____

context clues that confirm the meaning: _____

type of context clue: _____

insist

definition: _____

context clues that confirm the meaning: _____

type of context clue: _____

agreed

definition: _____

context clues that confirm the meaning: _____

type of context clue: _____

Subject-Verb Agreement Chart

Subject and Verb	Singular	Plural	Tense



Subject-Verb Agreement Practice Sheet

Directions: Read the blog post. Write each verb in the present, past, or present progressive tense, depending on the sentence. Make sure to have correct subject-verb agreement.

May 6

It was my birthday today! This morning, Mom and Dad _____
(give)

me a new bike. I _____ Ella to tell her about it, but she said,
(call)

“Mom and I _____ _____ to the store now. I’ll call
(walk)

you later.” When she called back, I _____ her all about my
(tell)

new bike.

“My bike is pink and shiny. I _____ it,” I said. Now Ella
(love)

_____ _____ over. We will ride our bikes together.
(come)

My Best Friend's New Bike and Me

Revision model:

Ella and I do everything together. Ella is my best friend in the
bikes yesterday
whole world. Our favorite thing to do is ride ^. It was my best
 friend Ella's birthday. I am sure she is getting a new bike. I were
a word
 careful and didn't say anything to Ella. Her mom telled me it was
 a secret!

Editing model:

sp. Ella is my best friend in the whole world. We ~~Ella and I~~ do everything
cap. together. Our favorite thing to do is ride bikes. yesterday was my
v.t. got ~~best friend~~ Ella's birthday. I am sure she is getting a new bike. Her
v.t. told mom ~~telled~~ me it was a secret! I were careful and didn't say a word
p. to her

Revise and Edit a Personal Narrative

(paragraph 2)

she came out with the new bike the next day. I want to try out the new bike, but Ella said she were afraid I would damage it. the bike was beautiful and shiny. That hurt my feelings. I couldn't understand why she would feel that way. Then she pointed to it. It was scratched and dented from running into things and dropping it instead of using the kickstand. It even have rust on it from when I left it out in the rain. I was embarrassed when i realized how little care I take of it Ella said I culd only her new bike if I promised to be careful with it. I promised.

(paragraph 3)

when I thinks about the whole incident, I was hurt and humiliated, but I am glad Ella told me how she felt I know it was hard for her. It was hard for me, too. I am glad, though, because we are still frends. I can see that now it was better for Ella to tell me how Ella felt than to just not let me ride the bike. That would have hurt more. that may have caused us to be friends anymore. Now we can still have fun together. Talking about it was the best solution.

The New Bike Narrative Revision Checklist

Strategy: Revise for organization of ideas and details

		
<input type="checkbox"/> I can find ways to reorganize my ideas so my writing is clearer. <input type="checkbox"/> I added several details to make my writing more interesting.	<input type="checkbox"/> I can find some ways to reorganize my ideas so some of my writing is clearer. <input type="checkbox"/> I added at least one detail to make my writing more interesting.	<input type="checkbox"/> I don't really understand how to organize a paragraph. <input type="checkbox"/> I did not add any details to my writing.

Teacher Notes: _____

Strategy: Edit for word meaning and context clues

		
<input type="checkbox"/> I can use different context clues (logic/experience, antonym/contrast, example/illustration) to make words more understandable.	<input type="checkbox"/> I can use some context clues to make some words more understandable.	<input type="checkbox"/> I don't understand context clues and how to use them.

Teacher Notes: _____

Strategy: Edit for subject-verb agreement

		
<input type="checkbox"/> I can find the subjects in my sentences and check to see if the verb tense is correct.	<input type="checkbox"/> I can find the subjects in my sentences and check to see if some verb tenses are correct.	<input type="checkbox"/> I don't understand the relationship between subjects and verbs.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

Playing Pirates

Just then, Mom came into the room carrying a candle.

"I'm a pirate, and I've just boarded this ship," said Doug, pointing to the bed. "Want to play the evil king?"

"Well, I always root for the pirates, but I'll try," Mom said, kneeling on the bed. She found a plastic baseball bat to use as a sword. Then Doug and Mom had a great pretend swordfight.

Doug held his sword up high. "Where's the gold?" he shouted.

"My lips are sealed," Mom said wickedly.

The amazing swordfight on the bed continued.

Suddenly, the TV blared from the living room, and Doug's room blazed with light.

"The power's back!" Mom shouted, and she stood up to go to the living room.

Doug stayed on the bed. "Maybe we can just keep playing for a little while," he said.

Mom came back to the bed and joined Doug again. Under the bright electric lights, Doug and Mom continued their great pirate adventure.

Story Elements Chart

Title:	Author:
Setting:	
Characters:	
Major Events:	
Problem and Solution:	
Theme:	

Story Elements Practice Sheet

Directions: Complete the sentence frame to retell the story.

(Somebody)

_____ ,

(wanted)

_____ ,

(but)

_____ .

(so)

Directions: Circle the answer.

1. "Doug's house" is the _____.
 - a. setting
 - b. major event
 - c. problem

2. "Doug calling Terence to see if he had power" is a _____.
 - a. setting
 - b. solution
 - c. major event

3. "The power went out" is the _____.
 - a. character
 - b. problem
 - c. theme

Literal and Nonliteral Language Chart

Examples of Nonliteral Language
Examples of Literal Language

Literal and Nonliteral Language Practice Sheet

Directions: Read each phrase from pages 9–10 of *Playing Pirates* and decide if it is literal or nonliteral language, then write it in the correct box. For all nonliteral phrases, write to which sense(s) it appeals.

lips are sealed	amazing swordfight	TV blared	room blazed with light
boarded the ship	taking gold was a breeze	bright electric lights	great pirate adventure

Literal Language
(phrase only)

Nonliteral Language
(phrase and sense)

Matching Nouns and Pronouns

Directions: Find and circle all pronouns. Underline their matching nouns. Draw an arrow connecting the pronouns and nouns.

Doug's heart sank. He said sadly, "Thanks anyway."

Doug couldn't wait to find out what happened next in the movie.

He read the back of the DVD box, trying to get some clues. It was hard to read by flashlight, though, and the box didn't tell him much, anyway.

Doug went to his dark, messy bedroom and set down his flashlight so that it shone on the bed. He imagined the scene from the movie that he had been watching before the power went out.

The pirates had been sailing up behind the evil king's ship. They were only a few feet away from attacking the ship and stealing the gold.

Doug picked up a plastic sword and held it tight. He got onto his rolling chair and sailed it across the room, toward his bed.

"Ahoy!" he shouted to the teddy bear on his bed. "Prepare to be attacked!"

Doug leaped onto the bed and swung his sword around like a whirlwind. He captured the teddy bear and searched for the gold beneath the bed's covers.

Nouns and Pronouns Practice Sheet

Directions: Complete the story with the correct pronoun from the chart. Pronouns may be used more than once.

I	he	she	it	we	they
me	her	my	your	his	

Doug just couldn't wait to tell Terence about the awesome pirate game _____ had played with his Mom. Doug and his Mom had so much fun. Doug wanted to invite Terence over to _____ house to watch the movie again. Doug picked up the phone to call Terence and dialed _____ number.

"Hi, Terence," Doug said. "How was the football game?"

"_____ was great, even though we missed a lot. How was your night?" _____ replied.

"Great! Mom played pirates with _____. Then _____ finished the movie. Those pirates were crazy! It was so cool how _____ took over the king's ship!" Doug answered. "Want to come to _____ house to watch _____ again? My mom says _____ will make us _____ famous pizza."

"Sure, _____ would love to," Terence answered.

"_____ mom's pizza is terrific. Maybe _____ can even play pirates, too."

Pre-Writing a Narrative

Somebody _____

wanted _____

but _____

so _____

Somebody _____ wanted _____ but _____ so _____.	Basic Signal Word Questions (help me develop my story)	Answers to My Questions (information I can add to my story)
Somebody	<ul style="list-style-type: none"> • Who is this "somebody"? • What do I know about him/her? • How can I describe him/her? 	
Wanted	<ul style="list-style-type: none"> • What does he/she really want? • Why does he/she want that? • How badly does he/she want it? 	
But	<ul style="list-style-type: none"> • Why can't he/she get what he/she wants? • What is stopping him/her from getting what he/she wants? 	
So	<ul style="list-style-type: none"> • What does he/she do about the thing that is stopping him/her? • Why did he/she make that choice? • What were the consequences? 	

Playing Pirates Narrative Pre-Writing Checklist

Strategy: Somebody __ wanted __ but __ so __.

		
<ul style="list-style-type: none"> <input type="checkbox"/> I have all the parts of my sentence frame. <input type="checkbox"/> I can explain my sentence frame. <input type="checkbox"/> I know why this sentence frame helps me write a narrative. 	<ul style="list-style-type: none"> <input type="checkbox"/> I have all the parts of my sentence frame. <input type="checkbox"/> I cannot explain this sentence frame to you. 	<ul style="list-style-type: none"> <input type="checkbox"/> I didn't complete my sentence frame. <input type="checkbox"/> I don't really understand what I'm supposed to do with this sentence frame.

Teacher Notes: _____

Strategy: Basic Signal Words

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can name all the Basic Signal Words. <input type="checkbox"/> I used the Basic Signal Words to help me add details to my writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know some of the Basic Signal Words. <input type="checkbox"/> I can use some of the Basic Signal Words to add details to my writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can't remember the Basic Signal Words. <input type="checkbox"/> I'm confused about how to think of questions and details for my writing.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

Model Narrative

My neighbor Lucy was a fun, energetic girl who loved to play outside. Lucy and I were the same age, and we played together almost every day. One day, my dad brought home a bike. My dad put training wheels on the bike so I could ride the bike right away. Lucy was so excited. Lucy wanted to ride the bike, too, but it was too big for her. Lucy could not reach the pedals. Lucy stretched one leg way out and pushed the pedal with only one foot. But that didn't work very well. Then she had an idea! Lucy found two wooden blocks in her garage and taped them to the pedals. Now Lucy could reach the pedals! Lucy was so excited. Lucy rode up and down the street over and over.

How Cows Chow Down

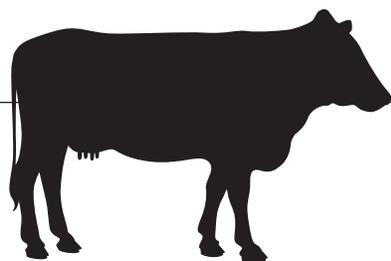
Did anyone ever tell you to eat more slowly? No one ever needs to tell a cow to eat slowly. They chew on their food for hours each day. In fact, cows chew their food, swallow it, and then chew it again! How can a cow chew its food twice?

Here is how it works. First, a cow uses its mouth to tear up grass, clover, or other plants. The cow twists the plants around its tongue. It cuts the plants with its teeth. The cow chews its food a bit and then swallows it like you do. That's the first chew!



Informational Text Features

Text Feature	Purpose	How It Helps the Reader



Text Features Practice Sheet

Then, something different happens with the food. You have only one **pouch** in your stomach, but a cow has four! The food the cow chewed up goes into pouch 1 and pouch 2, which work together.

This is a _____. It helps me by _____.

This is a _____. It helps me by _____.

In those parts of the stomach, good germs break down the food into tiny pieces. The cow takes in some **nutrients**. Then, the tiny pieces of food travel back into the cow's mouth. That food is called a cud, and the cow chews it again. That's the second chew!

When the cow is finished chewing, it swallows the cud. The chewed-up cud travels to pouch 3 and then pouch 4. Those parts of the stomach help the cow take in more nutrients from the food.

Why Do Cows Chew Cuds?
When food comes back into a cow's mouth as a cud, it is already partly broken down. When a cow chews its cud, the food is broken down even more. Chewing the cud helps cows break down grass and other plants that are hard to digest.

This is a _____. It helps me by _____.

This is a _____. It helps me by _____.

Cows are not only slow eaters, they are also big eaters. Cows eat 95 pounds (43.1 kg) of food each day. That's about as much as a 12-year-old child weighs. Cows spend about 14 hours each day chewing food. No wonder cows are chewing almost every time you see them.

GLOSSARY
digest: to break down food into smaller parts that the body can use
nutrients: things such as vitamins that people, animals, and plants need to live and grow
pouch: a part of the body that is like a bag

This is a _____. It helps me by _____.

This is a _____. It helps me by _____.

Context Clues Chart

Word	Context Clues	Type of Context Clue
pouch		
nutrients		
cud		

Context Clues Practice Sheet

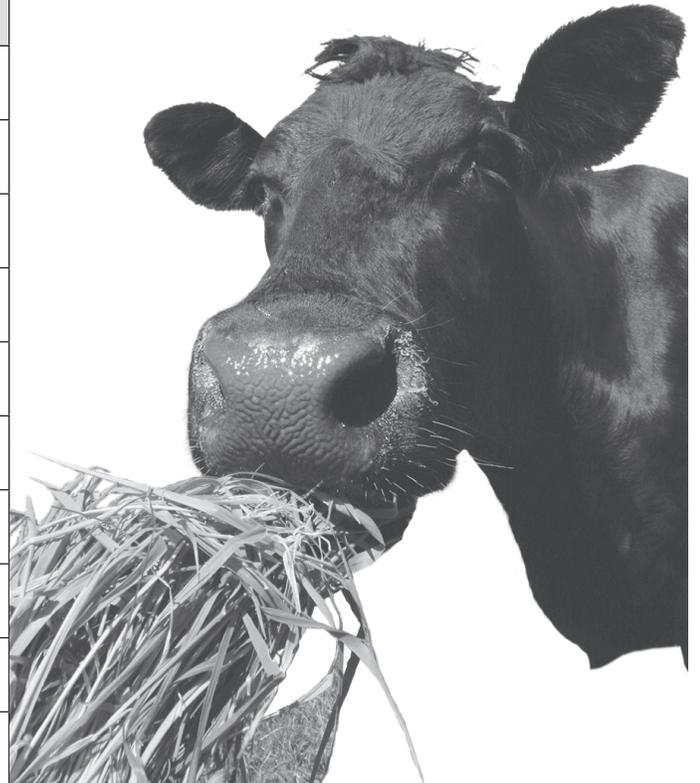
Directions: Read the paragraph. Figure out what the underlined words mean by using context clues. In the chart, write the meaning, the context clues you used, and the type of context clue.

Did anyone ever tell you not to scarf your food? No one ever needs to tell a cow not to eat too fast. In fact, cows spend up to 14 hours per day masticating, or chewing, their food. The grass and other plants a cow eats for sustenance are difficult to digest. But, like all living things, cows need food. Their bodies are specially made so that cows are nourished by what they eat. Each of the four stomach pouches has a special job to do to help cows get energy from their food.

Word	Meaning	Context Clues	Type of Context Clue
scarf			
masticating			
sustenance			
nourished			

Noun List

Paragraph 4	Person, place, animal/thing, other?



Key Details

Nouns Practice Sheet

Directions: Read the paragraph below from *How Cows Chow Down*. Identify the nouns and list them, including what type they are (person, place, thing/animal, other) Remember to ask questions using Basic Signal Words to help you identify the nouns. Then use the nouns you identified to write sentences about the key details in the paragraph.

When a cow is finished chewing, it swallows the cud. The chewed-up cud travels to pouch 3 and then pouch 4. Those parts of the stomach help the cow take in more nutrients from the food.

Nouns	Person, place, animal/ thing, other?

Key Details

A Cow's Digestive System

Revision model:

! such as grass and clover
 A cow has an amazing digestive system. Cow eat plants, which are difficult to digest. A cows digestive system helps it get nutrients plants things it needs from the plants. to help it digest all those things, pouches cows have for stomachs.

Editing model:

pl.
 A cow has an amazing digestive system! Cow eat plants, such as grass and clover, which are difficult to digest. A cow's digestive p. system helps it get nutrients it needs from the plants. to help it cap. digest all those plants, cows have for sp. pouches.

They also chew their food many times. After the cow chews the grass the first time it goes into the first and second stomachs. Then it comes back up as cud. the cow chews the cud and swallows again this time the cud goes to the next two stomachs. Cows eat alot of food every day. They spend about 4 hours chewing. Cows are lucky to have such wonderful digestive system

Expository Text: Revise and Edit

Directions: Use the editing symbols below to revise and edit the remaining sentences of the expository text.

Editing Symbols

Symbol	Meaning
^	add information
—	delete information
sp.	spelling error
p.	punctuation error
cap.	make capital letter
pl.	plural

Expository Text

They also chew their food many times. After the cow chews the grass the first time it goes into the first and second stomachs. Then it comes back up as cud. the cow chews the cud and swallows again this time the cud goes to the next two stomachs. Cows eat alot of food every day. They spend about 4 hours chewing. Cows are lucky to have such wonderful digestive system

Directions: Use the edited text to write a clean copy in your composition book.

How Cows Chow Down Expository Revision Checklist

Strategy: Use the ARMS strategy to revise for details and accuracy

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can add details to my text, remove unneeded words, move words and sentences for better word order, and substitute more accurate words. <input type="checkbox"/> I checked my facts and made any necessary corrections. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can add some details to my text, sometimes remove unneeded words, and sometimes substitute more accurate words. <input type="checkbox"/> I checked some of the facts and made corrections. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't really understand how to revise by adding details. <input type="checkbox"/> I did not check any facts in my text.

Teacher Notes: _____

Strategy: Use the CUPS strategy to edit a text

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can check my writing to make sure that capitalization, understanding, punctuation, and spelling are all correct and make any necessary corrections. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can check my writing to make sure that capitalization, understanding, punctuation, and spelling are correct and make some corrections. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't understand how to use the CUPS strategy to edit my work.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

Moose Antlers

Every year in the winter, the moose sheds his antlers. The next spring, the moose grows new antlers again. The size of a moose's antlers gives a clue to his age. A moose's antlers can get bigger each year as a young moose grows up. Antlers are the largest when a moose is between seven and twelve years old.

Are Antlers Horns?

Some people think that antlers and horns are the same, but they are different. Antlers are made of bone. Horns have bones in the middle, but they are covered with the same material as your fingernails. Moose shed their antlers and grow new ones every year. Most animals keep their horns for their whole lives.

If you see moose antlers that have been shed, leave them on the ground. Small animals, like mice, eat them when they fall off. So, moose antlers don't just help the moose. They help the environment, too! Moose antlers are amazing!

Text Features Chart

Directions: Use the Read, Match, Cover, Think and Look, Retell, Check strategy as you answer the question below.

How does the furry skin on moose antlers help them grow?

Text Feature(s) Information	Matching Key Details	Answer

Directions: Write your own questions about the text. Swap with a partner. Your partner will find the heading of the section that answers your question. Then, they will think about a new text feature that would help answer your question.

My idea for a heading is: _____

My idea for a text feature is: _____

Text Features Practice Sheet

Directions: Use the Read, Match, Cover, Think and Look, Retell, Check strategy as you answer the question below.

How do antlers on other members of the deer family look the same as and different from moose antlers?

Text Feature(s) Information	Matching Key Details	Answer

Directions: Write your own questions about moose antlers. If your question has an answer in the text, ask your partner to name the heading where the answer is found. If your question does not have an answer in the text, ask your partner to create a new heading. Then ask your partner if he or she has an idea for a new text feature to go with the question.

1. Question: _____

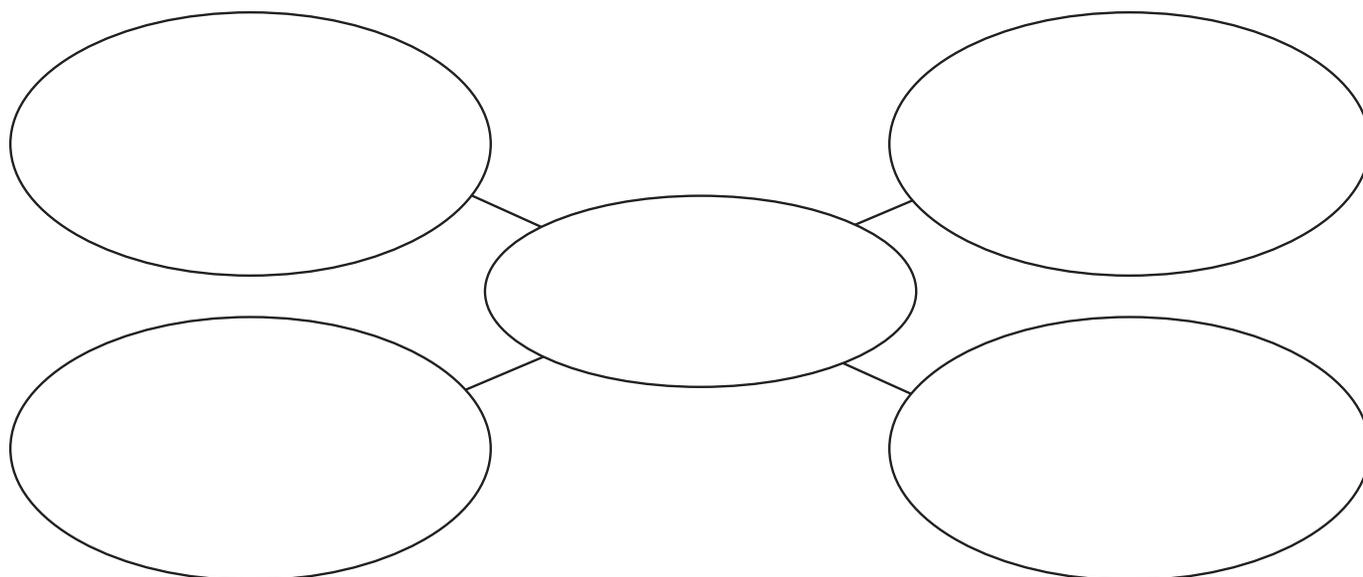
Heading	Idea for Text Feature?

2. Question: _____

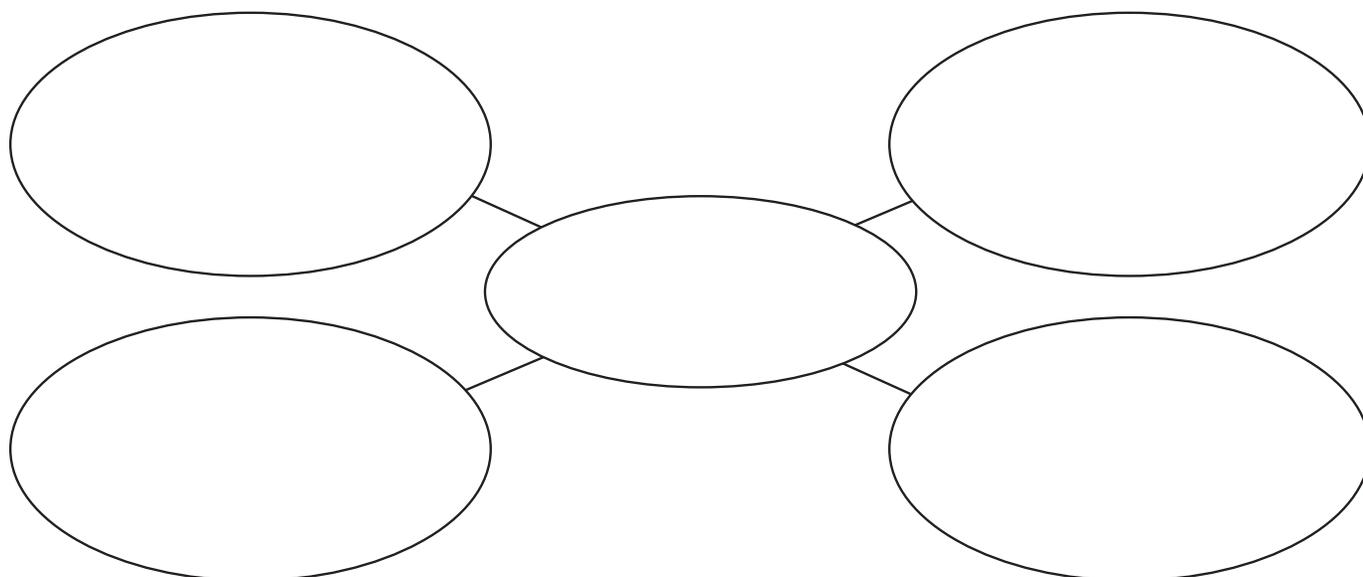
Heading	Idea for Text Feature?

Context Clues Word Maps

Directions: Write the new word in the center of the word map. Write context clues in the other ovals. Label and describe the clues. When your thinking is clarified, complete the sentence below the web with your best understanding of the word.



Context clues show that _____ means _____



Context clues show that _____ means _____

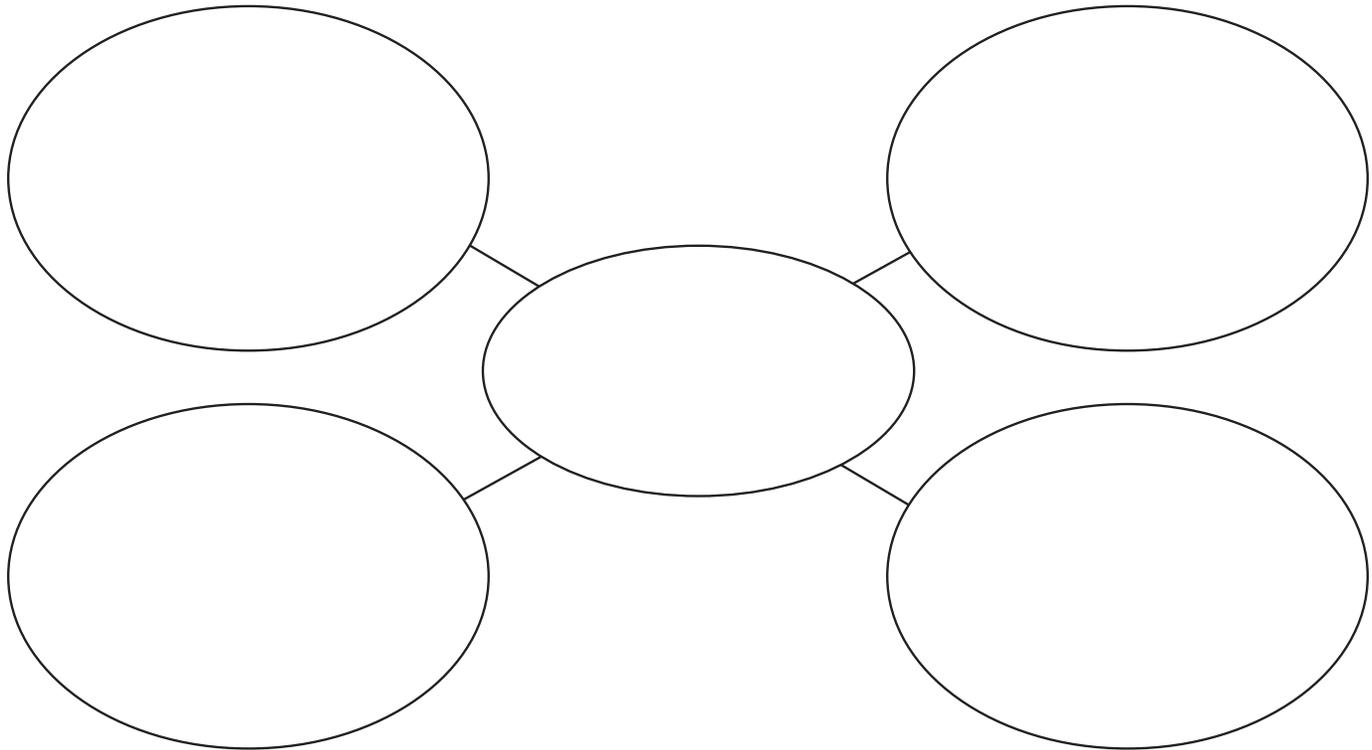
Context Clues Practice Sheet

Directions: As you look for new words and their context clues, these sentence starters will help you have a discussion with your partner.

- My answer is _____ because _____ .
- I disagree because _____ .
- I agree because _____ .

Directions: Write the new word in the sentence and in the center oval. Write context clues in the other ovals. Label and describe the clues. Explain the new word below the web.

I don't know what _____ means.



Context clues show that _____ means _____

Plural Nouns Chart

Regular Plural Nouns			Irregular Plural Nouns	
end in s	end in es	Change <i>f</i> to <i>v</i> and add <i>es</i>	Don't change spelling	Turn into new words
Regular plural nouns end in s antler = antlers	Add <i>es</i> to nouns that end with <i>ch</i> , <i>sh</i> , <i>x</i> , <i>ss</i> , <i>z</i> dish = dishes	life = lives	caribou = caribou moose = moose deer = deer elk = elk sheep = sheep	person = people mouse = mice goose = geese ox = oxen foot = feet

Directions: Use the chart to help you create the correct plural nouns in the paragraph below.

Did you know that female caribou are able to grow antlers?

_____ aren't the only ones! Here are more _____
Bull fact

about _____. Very young _____ only grow straight
antler deer

_____. When they get older, their _____ grow into
spike antler

_____. If _____, _____, _____, or
branch deer moose caribou

_____ do not get enough _____ and _____
elk grass leaf

to eat, they will not be able to grow big _____ no matter
antler

how many _____ old they are.
year

Antlers Notes

1. They look like giant hands reaching up. Male moose grow the largest antlers. Males that are caribou, elk, and deer also grow antlers. Their antlers are smaller and they look like branches and points instead of hands.
2. Male moose grow antlers to use for fighting. They fight other moose to get a female. When moose fight, they crash their antlers together and try to push each other back until one moose gives up.
3. Antlers grow on the moose's head in the spring. They start with bumps. A furry skin covers them while they grow. It's called velvet. The antlers keep growing in the summer. Antlers are done growing by the fall. The velvet comes off the antlers. Now, they are hard bones that don't fall off in a fight.
4. The moose fight other moose to get a female moose for making a family. In the winter, the moose are done fighting and their antlers fall off. Moose antlers get bigger each year they grow back.
5. Antlers are different from horns because antlers are all bone. Another thing is that antlers fall off every year and horns stay on the animal. They keep growing bigger.

Draft an Expository Text

Directions: Use the paragraph frames and “Antler Notes” from SRB page 38 to draft an expository text.

[introduction]

Moose antlers _____.

_____.

(main idea statement)

[what happens to antlers in the fall]

To begin with, _____.
Then, _____.
Most important, _____.

[fighting]

Male moose fight by _____.
As a result _____.

[the end of the antlers]

Finally, _____.

Moose Antlers Expository Draft Checklist

Basic Signal Words

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can explain the Basic Signal Words. <input type="checkbox"/> I can use all of the Basic Signal Words to help me find a main idea. 	<ul style="list-style-type: none"> <input type="checkbox"/> I remember some of the Basic Signal Words. <input type="checkbox"/> I can use some of the Basic Signal Words to help me start finding a main idea. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can't explain the Basic Signal Words. <input type="checkbox"/> I don't understand about main ideas.

Teacher Notes: _____

Drafting an Expository Text

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can explain MIDAC <input type="checkbox"/> I was able to make sentences with Advanced Signal Words to help the text flow together. <input type="checkbox"/> I have remembered to use correct plural nouns. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't understand some of the parts of MIDAC. <input type="checkbox"/> I was able to use some of the Advanced Signal Words sentence frames on my own or with a little help. <input type="checkbox"/> I spelled some of the plural nouns correctly. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am confused by MIDAC. <input type="checkbox"/> I couldn't figure out how to use most of the Advanced Signal Words sentence frames. <input type="checkbox"/> I don't understand how to make plural nouns.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

Halima's Eyes

During choice time, Halima and I were finishing our drawings. I walked over to her desk, feeling as jumpy as a flea. "Excuse me," I whispered.

Halima looked up at me and smiled. Her warm brown eyes helped me feel calmer.

"I really like your picture," I said.

"Thank you," Halima replied with a soft voice. Maybe she was shy, too.

"The way you drew the eyes makes it seem like the person is looking right at me," I said.

"My sister showed me how to sketch in details and use shading to help faces look more real," said Halima.

I almost asked her right that minute to demonstrate how she did this. Then I had a better idea.



Character Traits Chart

Character	Page	Says	Does	Thinks	What Others Say
Stella					
Halima					

Character Traits Practice Sheet

Directions: Read paragraphs 12–17 on pages 23 and 24 in *Halima's Eyes*. Add details about the characters to the chart.

Character Traits Chart

Character	Page	Says	Does	Thinks	What Others Say
Stella					
Halima					

How is Halima's response to Stella on page 23 important in leading Stella to ask Halima over to her house?

Multiple-Meaning Words Chart

Word	Part of Speech	Meaning in Sentence



Multiple-Meaning Words Practice Sheet

Directions: Read the following sentences. Identify how the underlined word is used in the sentence. Then write its meaning in that context.

- "I love the beads on your scarf," I heard her tell Halima. "You call this a hijab, right?" (paragraph 5, page 22)
- "The way you drew the eyes makes it seem like the person is looking right at me," I said. (paragraph 12, page 23)
- I almost asked her right that minute to demonstrate how she did this. Then I had a better idea. (paragraph 14, page 23)

Word	Part of Speech	Meaning in Sentence

Directions: Choose one of the meanings of the word *right*. Then write a sentence using the word with that meaning. Try to give your reader context clues to help them figure out the word's meaning.

I used the word *right* as an _____ and it means _____.

Personal Pronoun Chart

Pronoun & What It Refers to	How Pronoun Is Used in the Sentence		
	Subject	Object	Possessive
we (students)			
our (students)			
I (Stella)			
she (Halima)			
her (Halima)			
their (people)			
I (Stella)			

Personal Pronoun Practice Sheet

Directions: Read the paragraph from the text. Underline the pronouns. Then complete the chart telling what each pronoun refers to and what function it plays in the sentence.

Vanessa liked fashion. She always commented on what people were wearing. "I love the beads on your scarf," I heard her tell Halima.

"You call this a hijab, right?"

Pronoun	Refers to	Function

Stella and Halima

On Saturday, Halima went to Stella's house for the first time. Stella was the first new classmate who invited Halima to her home. Halima was both excited to make a new friend and a little bit scared. What if she said or did the wrong thing? What if Stella's mother didn't like her? Halima really wanted to make friends in her new school and neighborhood. This was her chance to do it. She took a deep breath and she rang the doorbell.

Stella immediately answered the door. She had been waiting anxiously for Halima to arrive. She loved the way Halima drew faces in school and really wanted to learn how to do it. She had been too shy in school to ask, but now Halima was at her house. They planned to spend the morning drawing. She really hoped that Halima would like hanging out with her.

Stella had drawing materials ready on the kitchen table. Halima seemed pleased with all the paper and colored pencils Stella had. Halima loved to draw and so did Stella. The two girls sat at the table. They decided to draw each other. That would be fun.

Revising a Narrative: Adding Dialogue

Directions: Revise the paragraphs below by adding dialogue. You'll do the first paragraph together with the class.

Stella immediately answered the door. She had been waiting anxiously for Halima to arrive. She loved the way Halima drew faces in school and really wanted to learn how to do it. She had been too shy in school to ask, but now Halima was at her house. They planned to spend the morning drawing. She really hoped that Halima would like hanging out with her.

Stella had drawing materials ready on the kitchen table. Halima seemed pleased with all the paper and colored pencils Stella had. Halima loved to draw and so did Stella. The two girls sat at the table. They decided to draw each other. That would be fun.

Directions: Review your changes and rewrite the paragraph. Use speaker tags to make sure the reader knows who is talking. The examples in the box may help.

she said	Halima whispered	Stella agreed
Halima laughed	They said at the same time	

Halima's Eyes Revising a Narrative Checklist

Strategy: Add dialogue to a text

		
<ul style="list-style-type: none"> <input type="checkbox"/> The dialogue sounds natural and flows with the story. <input type="checkbox"/> The dialogue makes sense with the story and tells something about the speaker or other characters. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can add some details to my text, sometimes remove unneeded words, and sometimes substitute more accurate words. <input type="checkbox"/> I checked some of the facts and made corrections. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't really understand how to revise by adding details. <input type="checkbox"/> I did not check any facts in my text.

Teacher Notes: _____

Strategy: Quotation marks and speaker tags

		
<ul style="list-style-type: none"> <input type="checkbox"/> I have used quotation marks to indicate where the dialogue begins and ends. <input type="checkbox"/> I used speaker tags to show who is speaking and how the speaker feels. 	<ul style="list-style-type: none"> <input type="checkbox"/> I used quotation marks to show where some of the dialogue begins and ends. <input type="checkbox"/> I used speaker tags in some places to show how the speaker feels. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am not sure how to use quotation marks to show where the dialogue begins and ends. <input type="checkbox"/> I'm confused about how to use speaker tags.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

A Visit from the King

Suddenly, Chang dashed forward.

“Stop, Chang!” shouted Kai. As quick as a flash, he darted after Chang.

But Kai was too late. Chang had snatched the bananas from the king!

Angrily, the king clapped his hands together.

Kai froze with fear. And what did Chang do? She sank into a deep bow, just as Kai had taught her.

The king stared at her in surprise. Then he began to laugh. “I see a good little elephant,” he said to Kai, “and a good little elephant trainer!”

Kai was proud. He had pleased the king and learned something for Chang’s next lesson: Be ready with some bananas!



Story Elements Chart

Directions: Use the Basic Signal Words—*Who, What, Where, When, Why, How*—to ask the questions that will help you understand the story elements in *A Visit from the King*.

Title: _____ **Author:** _____

To figure out the:	I use this BSW:	I use this BSW to ask:	The answer to this question:
Characters			
Setting			
Major Events			
Problem			
Solution			

Theme: _____

Story Elements Practice Sheet

Directions: Answer the questions to show how you can identify the story elements from *A Visit from the King*. Underline the Basic Signal Word in the questions.

1. Who is the main character? _____
2. Where does this story take place? _____
3. What does the main character want?

4. What is the challenge or problem?

5. How does the main character try to solve this problem?

Directions: Use the sentence frames to show how the characters' actions connect events at the end of the story.

The king was pleased with the elephants so he _____.

Chang _____,

so the king angrily claps his hands.

When the king _____,

Chang _____. Because Chang _____, the king is

pleased and Kai _____.

Similes

Directions: Find similes in *A Visit from the King*. Answer the questions.

<p>First simile:</p>	<p>Which two things are being compared?</p>	<p></p>	<p>What is the literal meaning?</p>	<p>How does the simile help you understand the story?</p>
<p>Second simile:</p>	<p>Which two things are being compared?</p>	<p></p>	<p>What is the literal meaning?</p>	<p>How does the simile help you understand the story?</p>
<p>Third simile:</p>	<p>Which two things are being compared?</p>	<p></p>	<p>What is the literal meaning?</p>	<p>How does the simile help you understand the story?</p>

Similes Practice Sheet

Directions: The similes below are based on *A Visit from the King*. Answer the questions about similes.

<p>Simile: The king wore a crown with jewels as colorful as a rainbow.</p>	<p>Which two unlike things are being compared?</p>	<p>What do I know about each of these things?</p>	<p>How does comparing these things help me understand the story?</p>
<p>Simile: When Chang snatched the bananas, Kai turned as white as a ghost.</p>	<p>Which two unlike things are being compared?</p>	<p>What do I know about each of these things?</p>	<p>How does comparing these things help me understand the story?</p>

Combining Simple Sentences Chart

Directions: Read the three pairs of simple sentences. Use a conjunction to combine the two sentences into one.

First Simple Sentence	Second Simple Sentence	Conjunction	Combined Sentence
She will be as graceful as a dancer.	I am sure he will like her best.		
Kai even got down on his hands and knees and showed her how to bow.	Chang just tickled his neck with her trunk.		
Angrily, the king clapped his hands together.	Kai froze with fear.		

Compound and Complex Sentences Practice Sheet

Directions: Read the following sentences based on *A Visit from the King*. Then complete the chart.

1. Kai's father said that Chang was too young to learn to bow for the king, but Kai tried to train her anyway.
2. Even though Chang stole the bananas, the king was not upset for too long.
3. Chang did know how to bow, and the king praised the young elephant.
4. Because Chang made the king happy, Kai probably fed her a special dinner.

Sentence Number	Idea 1	Idea 2	Conjunction
1			
2			
3			
4			

Planning a Narrative Draft

Examine how the chart uses the sentence frame *Somebody* ____ *wanted* ____ *but* ____ *so* ____ . and Basic Signal Words to develop and organize a narrative draft.

Somebody ____ wanted ____ but ____ so ____	Basic Signal Word Questions (that help me add detail to the narrative draft)	Answers to the Basic Signal Word Questions (to add to the narrative draft)
Somebody	Who is this "somebody"? What do I know about her? How can I describe her to the reader?	Lin She is ten and in the fourth grade. She moved here from China. Lin is lonely and shy, but she loves being around people once she gets to know them.
Wanted	What does she want? Why does she want it?	to make friends She had good friends in China, and she misses them.
But	Why can't she get what she wants?	It's difficult to meet people and make friends when you speak a different language.
So	How does she solve this problem? Why does she think this solution will work? What happens as a result of the party?	She and her mother plan a birthday party for Lin. She will invite her classmates. Lin knows that food and games bring people together. Every culture loves food and games. She meets a lot of new people, and she learns there are two other kids in her class who also speak Chinese. She learns you can have fun playing games even if you don't speak the same language.

Sample Model Narrative

Lin and her family moved from China. Lin's friends were all back in China. She was very lonely. She wanted to make friends very much. Her English wasn't good. Lin couldn't figure out how she could make friends when she didn't speak their language. She missed her familiar neighborhood and friends in China. One day while cooking dinner with her mother, Lin got an idea: her birthday was coming up. What if she hosted a party where she and her classmates could share her favorite Chinese meals and play games? That would help her meet new people. Lin gave her classmates a simple invitation. On the day of the birthday party, she and her mother prepared food. To prepare, she and her mother cleaned up the house and put on nice clothes. She wanted her guests to feel special. She turned on the music and waited for her guests to arrive. The classmates started to arrive. Lin found out that a few of the kids also spoke Chinese. That made her feel good.

A Visit from the King Writing a Narrative Draft Checklist

Strategy: Basic Signal Words

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can name all the Basic Signal Words. <input type="checkbox"/> I used the Basic Signal Words to help me add details to my writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know some of the Basic Signal Words. <input type="checkbox"/> I can use some of the Basic Signal Words to add details to my writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can't remember the Basic Signal Words. <input type="checkbox"/> I'm confused about how to think of questions and details for my writing.

Teacher Notes: _____

Strategy: Drafting a narrative

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can explain how asking questions helps me add details to my draft of a narrative. <input type="checkbox"/> I use figurative language to help the reader visualize the story. <input type="checkbox"/> I have used conjunctions to combine some sentences to make my ideas clearer. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am confused about how asking questions helps me add details to my draft of a narrative. <input type="checkbox"/> I have some figurative language, but the draft could be more interesting. <input type="checkbox"/> I still have a few sentences that could be combined to make my ideas clearer. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't really understand how to ask questions to help me add details to my draft of a narrative. <input type="checkbox"/> I don't really understand what I'm supposed to do with the similes. <input type="checkbox"/> I don't really understand how to use conjunctions to combine my sentences.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

Rhino Horns

There are five species of rhinos alive today. Two of these species live in Africa. Three live in Asia. All rhinos have horns. Some species have two horns, and some have one. Look at the map key to see which rhinos have two horns and which have one.

Baby rhinos are born with one or two pads of thick skin on their noses. The number of pads depends on how many horns the rhino will have. The horns grow from these pads a little bit each year. Sometimes a rhino's horn will break off. It will grow back to its full size in two to three years.



Chain of Events Chart

Directions: Read the text on page 35 in *Rhino Horns*. Look for the Sequence Advanced Signal Words. Write them in the chart. Write the events in the order they happened.

What Happens When Rhinos Fight?

Advanced Signal Word:
Event:

Sequence Practice Sheet

Directions: Review the text on page 35 in *Rhino Horns* and your Chain of Events Chart on SRB page 62. Identify the Sequence Advanced Signal Words and explain their meanings to a partner. Then write your responses to the questions below.

Remember to use Accountable Talk in your discussions.

Accountable Talk	
My answer is _____	because _____.
I agree with _____,	however _____.
According to _____	_____.
This reminds me of _____	_____.
Consider _____	_____.
The text shows that _____	_____.
I heard my friend say _____.	I agree/disagree because _____
_____	_____.

What are you noticing about Advanced Signal Words and how the author uses them?

Have you read anything else lately that used these signal words similarly? Differently?

What did you think about today that you might try in your writing? How might that help your reader? _____

Prefixes and Sentences Chart

Directions: Read the sentence. Identify a prefix with the meaning noted. Remember to refer to the Prefixes and Their Meanings anchor chart. Use the prefix to change the underlined word. Write the new word in the sentence frame. Read the sentence to make sure the new word is correct.

Sentence	Meaning	Prefix	New Sentence
Most people <u>obey</u> the laws that keep rhinos safe.	opposite of		Some people _____ the laws that keep rhinos safe.
Adult rhinos with horns are <u>able</u> to protect themselves.	not		Adult rhinos with broken horns could be _____ to protect themselves.
<i>Rhino Horns</i> is a factual text, not <u>fiction</u> .	not		I know that <i>Rhino Horns</i> is _____ because it includes facts and photographs about rhinos.
The scientists told the <u>truth</u> about what rhino horns are made of.	wrongly or bad		Rhino horns are just like fingernails, so it is a _____ to say that rhino horns can be used as medicine.
The rhinos went to the water hole to drink, and they <u>filled</u> their bellies with water.	too much		When it rains a lot, the water hole becomes _____ with water that spills over the banks and floods the land.
Hundreds of years ago, within <u>historic</u> times, rhinos lived all across Africa and Asia.	before		Woolly rhinos lived millions of years ago, in _____ times.

Prefixes and Sentences Practice Sheet

Directions: Read the sentence. Identify a prefix with the meaning noted. Refer to the Prefixes and Their Meanings anchor chart for support. Write the prefix. Then write the new word in the blank. Read the new sentence to make sure the new word makes sense.

Sentence	Meaning	Prefix	New Sentence
Some people like knife handles made from rhino horn.	opposite of		Some people _____ anything that comes from animals.
We went to the zoo to view the rhinos.	before		Before we go to the zoo, we will _____ the map to find where the rhinos are.
The rescue workers were afraid the rhino was hurt.	not		The rescue workers were happy to find that the rhino was _____.
Because there is no medicine in a rhino's horn, it's not okay to use it.	too much of		Any use of rhino horn can be called _____.
People must stop killing rhinos for their horns.	not		Luckily, many people are working _____ to save rhinos.
Every year, the number of rhinos in Java is counted.	wrongly, bad		Unfortunately, they realized they had _____ the number of rhinos left in the wild.

Verb Tenses

Directions: Underline the word or words that give you a clue about the verb tense. Circle the past, present, or future verb choice that correctly fits the context of the sentence.

1. Rhino horns [were made, are made, will be made] of the same stuff as your fingernails and hair. This material is called *keratin*.
2. There [were, are, will be] five species of rhinos alive today. Some species [had, have, will have] two horns and some have one.
3. Baby rhinos [were born, are born, will be born] with one or two pads of thick skin on their noses. The horns grow from these pads a little bit each year.
4. Sometimes a rhino's horn will break off. It [grew, grows, will grow] back to its full size in two to three years.
5. What happens when a male rhino [came, comes, will come] into another male's area?
6. Often, the male who came into the area will retreat. Second, if the rhino doesn't back away, the other rhino [charged, charges, will charge].
7. Rhinos are in danger because so many [were killed, are killed, will be killed] for their horns.
8. Luckily, there [were, are, will be] many people working to keep rhinos alive.

Verb Tense Editing Practice Sheet

Directions: This informational text needs verb tense corrections. If you see a bold word, use editing symbols to correct the tense. Underline the word or words that give you a clue about what tense to use.

Editing Symbols

Symbol	Meaning
—	delete information
v.t.	wrong verb tense

All rhinos are in big trouble. They **are** extinct if things don't change. In the 1900s, there **are** 500,000 rhinos in the wild. Today, the five kinds of rhinos **added** up to just 29,000. There **were** only about 60 Javan rhinos left in the whole world now. That is half the number of cows that **lived** on a medium-sized dairy farm.

There are fewer rhinos because people **killed** them for their horns. This is against the law. Those law-breakers **will be** called poachers. They can get a lot of money when they **sold** the horns to people in Vietnam and China.

People in those places **will think** the horns make good medicine.

“Rhino Horns” Notes and Summary

Directions: Look over the notes from the text. They are written in the order the text presented the information. Notice how MIDAC strategies helped the writer turn notes into a summary.

Main Topic: All the things rhinos can do with their horns.

Page 33

Sometimes a rhino’s horn will break off.

It will grow back to its full size in two to three years.

(photo caption) Rhinos use their horns for protection. They may break off in a fight.

Page 34 - Why Do Rhinos Have Horns?

Use horns to dig for roots, to find water, to clear a path through tall grass.

Female rhinos protect their babies.

They may stab at lion or hyena who attack.

Male rhinos have their own territory; no other males are allowed.

They use horns to keep others out.

Use horns to fight for females.

(photo caption) Male rhinos use horns to protect themselves from lions.

Page 35 - What Happens When Rhinos Fight?

If a rhino comes into another rhino’s territory, there might be a fight.

They follow a set course of actions.

First, they stare at each other.

If the rhino who came in does not back down, the other rhino will charge.

Then they push each other with their heads.

They will slash each other with their horns until one rhino runs away.

Summary

Rhinos use their horns in many different ways. They use them for digging roots to eat or to dig for water. Rhinos can clear a path through tall grass with their horns. Female rhinos use their horns to protect their babies from lions and hyenas who might attack them. Males use their horns to keep them safe from lions, too. Males also use their horns to fight for a female and to protect their territory. When rhinos fight, they slash each other with their horns until one rhino leaves. Horns can break off, but they will grow back.

Revising a Research Paper

Directions: Use the MIDAC strategy and the summary on page 68 to help you revise the paragraphs. Combine sentences and move them to a different location. Delete information that is not needed by drawing a line through it. As you decide the order of sentences, give them numbers. The first sentence is done for you.

The Many Uses of Rhinoceros Horns

1

All rhinos have horns, which they use in many different ways. Sometimes a rhino's horn breaks off in a fight, but it grew back to full size in two to three years. Rhinos use their horns to dig for roots. They use their horns to dig for water in the ground. Rhinos used their horns for protection, too. They cleared paths through tall grass with their horns. Females might stab a lion or hyena to protect their babies.

Males fight with their horns. One male will finally run away. They also used their horns to keep other male rhinos out of their territory. Males use their horns to fight for a female. A baby rhino grows horns from pads on its nose. If the male that will come into the area doesn't leave after a stare down, the other rhino charged. They push each other with their heads and slash each other with their horns.

Rhino Horns Research Paper Revisions Checklist

Strategy: Revising a Research Paper

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can use the MIDAC strategy to revise a research paper. <input type="checkbox"/> I can revise a research paper to improve the meaning and flow. <input type="checkbox"/> I can give reasons to explain my revisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> I'm not always sure I've effectively used the MIDAC strategy to revise. <input type="checkbox"/> I can revise a research paper somewhat, to make a small improvement to the meaning and flow. <input type="checkbox"/> I can give a few reasons to explain some of my revisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am not able to use the MIDAC strategy. <input type="checkbox"/> I can't figure out how to revise a research paper to improve the meaning and flow. <input type="checkbox"/> I don't know how to explain revisions.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

All Lizards, Big and Small

The big and small lizards of the world come in many different colors. Lizards that live in trees are often brightly colored. In contrast, lizards that live in deserts tend to have skin that is more dully colored.

Small lizards are prey for many animals, such as birds, snakes, and other animals that eat meat. To keep safe, some lizards use their skin as camouflage. Also, a lizard can stand motionlessly for hours. This lets it hide in plain sight!

Some lizards have special parts that help keep them safe. Some have spikes and others have spiny scales. Most lizards have a tail that falls off when a predator pulls on it. While the predator is busy with the tail, the lizard quickly runs away!



Compare and Contrast Chart

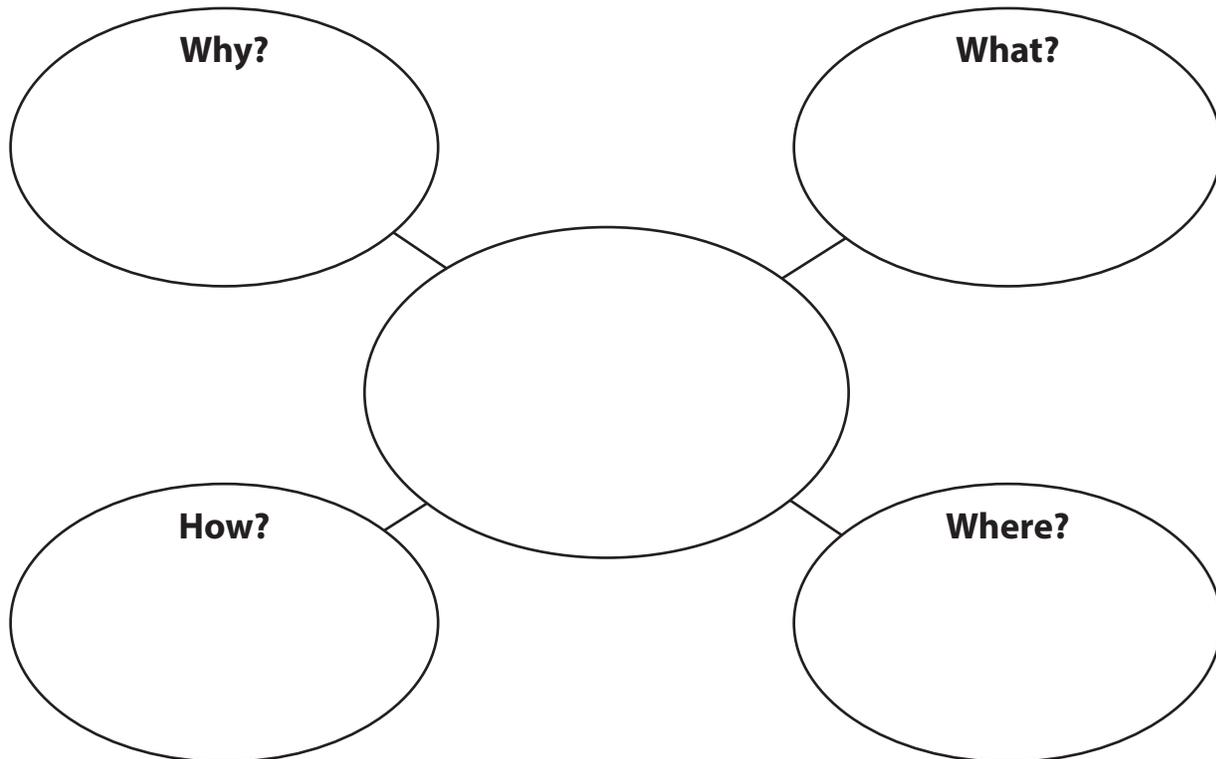
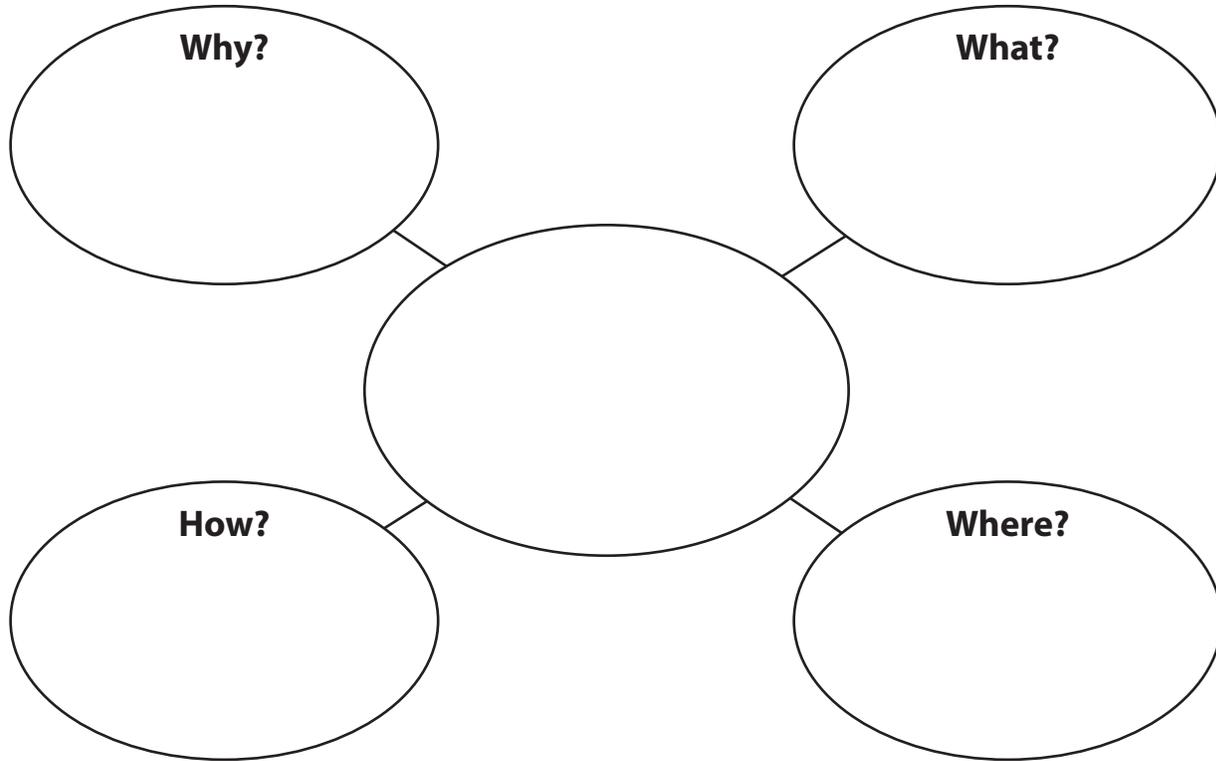
Advanced Signal Word	What is being compared/ contrasted?	Information	Comparing?	Contrasting?
like	snakes and lizards	both shed skins	✓	
instead	lizards and other animals	some animals have skin that grows with them; lizards shed skin		✓
unlike	snakes and lizards	lizards have eyes that open and close; snakes do not		✓

Compare and Contrast Practice Sheet

Directions: Read paragraphs 6–9 on pages 39 and 40 in the selection, *All Lizards, Big and Small*. Scan each sentence for Advanced Signal Words, write the word in the chart, then write what information is compared or contrasted.

Advanced Signal Word	What is being compared/ contrasted?	Information	Comparing?	Contrasting?

Synonym/Antonym Concept Maps

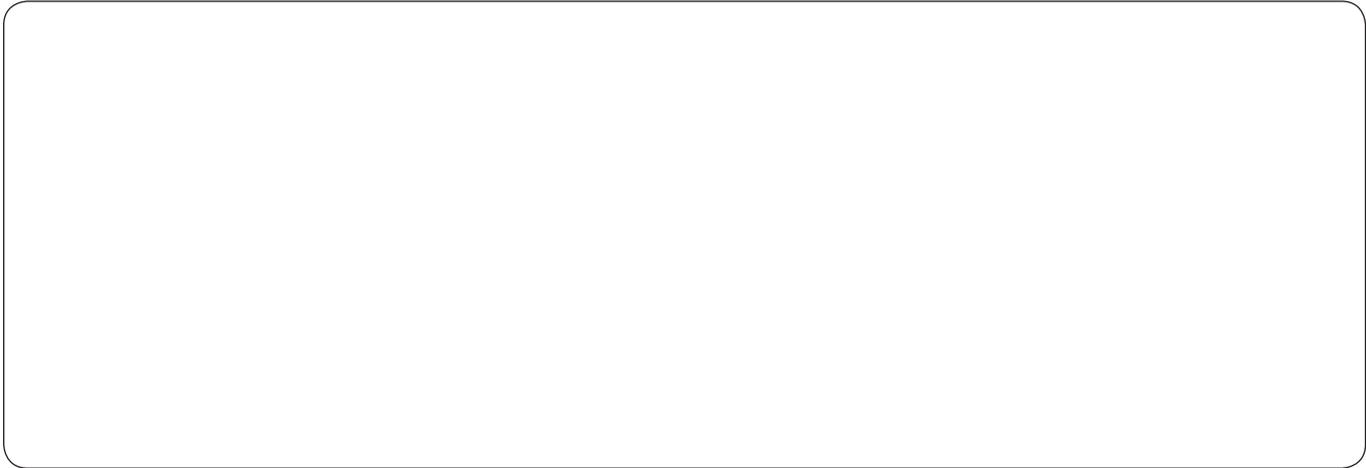


Synonyms and Antonyms Practice Sheet

Directions: Read the paragraph. Draw or write what the text helps you visualize. Then find synonyms in the text to answer the question.

Most chameleons live in trees. The toes on their feet are arranged in a way that makes it easy for them to grasp things like tree branches. Their **prehensile** tails that can wrap around branches also help them hang on in high places.

prehensile: made for grasping or holding onto



What synonyms in the text give you clues to help you understand the word *prehensile*?

What is a prehensile tail?

Adverbs and What They Tell Us Chart

Adverb	Where Found	What It Tells Me

Adverbs Practice Sheet

Directions: Read the paragraph. Circle the adverbs. Then write the answer to the question each adverb answers.

A gecko's skin can change to perfectly match its background. This way it can safely hide in plain sight. Also, if a predator grabs its tail, a gecko can shed its tail instantly. While the predator is busy with the tail, the gecko can quietly slip away to a safe place nearby.

1. How does it match its background? _____
2. How can it hide? _____
3. How does it shed its tail? _____
4. When is the predator busy with the tail? _____
5. How does the gecko slip away? _____
6. Where is a safe place? _____



All About Lizards Top Hat Organizer

Big Lizards	Small Lizards
 <p>biggest can grow up to 10 feet long</p> <p>Komodo dragon can eat animals as big as deer</p>	 <p>smallest is only about one-half inch long</p> <p>eat insects, plants, and fruit; some eat small animals</p> <p>prey for other animals, such as birds and snakes</p>

Similarities
<p>closely related to snakes</p> <p>reptiles: cold-blooded animals, shed skin, eyelids that open and close</p> <p>live all over the world, except where it's very cold</p> <p>most are fast runners and good swimmers</p> <p>come in many different colors</p>

All Lizards, Big and Small Compare/Contrast Text Draft Checklist

Strategy: Advanced Signal Words

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can name at least ten of the Compare/Contrast Advanced Signal Words. <input type="checkbox"/> I used the Advanced Signal Words to help me compare and contrast details in my text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know some of the Compare/Contrast Advanced Signal Words. <input type="checkbox"/> I can use some Advanced Signal Words to help me compare and contrast details in my text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can't remember any Compare/Contrast Advanced Signal Words. <input type="checkbox"/> I'm confused about how to think of comparing and contrasting details in my text.

Teacher Notes: _____

Strategy: Drafting a text using a Top Hat Organizer

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can explain how the Top Hat Organizer helps me make comparisons in my text. <input type="checkbox"/> I can explain how the Top Hat Organizer helps me make contrasts in my text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I am confused about how the Top Hat Organizer helps me make comparisons in my text. <input type="checkbox"/> I am confused about how the Top Hat Organizer helps me make contrasts in my text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't really understand how the Top Hat Organizer helps me make comparisons and contrasts in my text.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

The Amusement Park

Just then the roller coaster cars arrived, the riders got out, and Gia and Liam sat down and strapped in. Soon after they took off, Diego and Emma could hear their friends' voices screaming through the air.

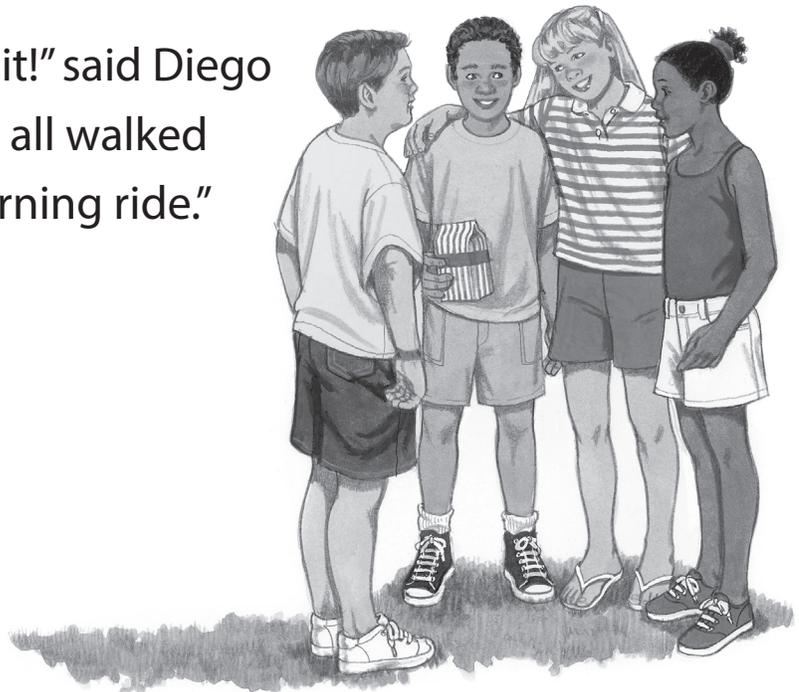
When Gia and Liam returned from the ride, their hands were still shaking, but they were smiling.

"That was amazing!" Gia said.

"You look like you had fun," Diego said. "Maybe I'll ride the Dragon Drop later. Or maybe I'll ride it next year."

"It was fun," Liam said. "If you ever want to ride it, I'll go with you. But in the meantime, anyone want to ride the Ferris wheel?"

"That's more like it!" said Diego and Emma, and they all walked toward the slowly turning ride."



Making Inferences

Directions: Answer the questions below by making inferences

Why does Diego say he will ride the Dragon Drop at least ten times?

**What I Know from
the Text**

+

**What I Know from
My Brain**

=

What I Infer

What does Diego think about his friend Emma?

**What I Know from
the Text**

+

**What I Know from
My Brain**

=

What I Infer

Making Inferences about Characters Practice Sheet

Directions: Use the chart to answer the questions about the characters. Use key details from the story, plus what you already know about people and the way they act, to make your inferences.

What do you think Emma is like?

What I Know from the Text	+	What I Know from My Brain	=	What I Infer
----------------------------------	---	----------------------------------	---	---------------------

How do Gia and Liam show that they are good friends to Diego?

What I Know from the Text	+	What I Know from My Brain	=	What I Infer
----------------------------------	---	----------------------------------	---	---------------------

Shades of Synonyms

Directions: Read these sentences from *The Amusement Park*. In each sentence write the synonym on the blank. Read the sentence again. Explain why the new word does or does not change the meaning of the sentence.

1. Liam looked at him curiously.

Liam _____ at him curiously.

Synonym for looked: stared

This new word does/does not change the meaning of the sentence because:

2. While they slowly inched toward the front of the line, they looked up, up, up at the towering ride.

While they slowly _____ toward the front of the line, they looked up, up, up at the towering ride.

Synonym for inched: moved

This new word does/does not change the meaning of the sentence because:

3. Back at the Dragon Drop, his friends were getting impatient.

Back at the Dragon Drop, his friends were getting _____.

Synonym for impatient: angry

This new word does/does not change the meaning of the sentence because:

Shades of Synonyms Practice Sheet

Directions: Read these sentences from *The Amusement Park*. In each sentence write the synonym on the blank. Read the sentence again. Explain why the new word does or does not change the meaning of the sentence.

1. "I'm a little nervous," Emma said.

"I'm a little _____" Emma said.

Synonym for nervous: worried

This new word does/does not change the meaning of the sentence because:

2. The friends ran to the long end of the line for the Dragon Drop.

The friends _____ to the long end of the line for the Dragon Drop.

Synonym for ran: sprinted

This new word does/does not change the meaning of the sentence because:

3. Emma found Diego pacing back and forth, next to the little white popcorn stand.

Emma found Diego _____ back and forth, next to the little white popcorn stand.

Synonym for pacing: walking

This new word does/does not significantly change the meaning of the sentence because: _____

Comparative or Superlative Adverbs?

Directions: Read the sentences. Think about whether the sentence is comparing two or more than two. Circle the correct comparative and superlative adverbs and explain your thinking.

1. When they saw the Dragon Drop, Liam probably ran to the ride (more quickly / the most quickly) than Diego.

This sentence has a comparative / superlative adverb. I know this because

_____.

2. At the start of the story, Diego spoke (more confidently / the most confidently) of the four kids.

This sentence has a comparative / superlative adverb. I know this because

_____.

3. While riding the Dragon Drop, Liam screamed (louder / loudest) than Gia.

This sentence has a comparative / superlative adverb. I know this because

_____.

4. The Ferris wheel is the ride that moves (less quickly than / the least quickly) of all the rides at the amusement park.

This sentence has a comparative / superlative adverb. I know this because

_____.

5. Liam’s stomach probably felt (worse / the worst) than Emma’s after he went upside down on the Dragon Drop.

This sentence has a comparative / superlative adverb. I know this because

_____.

Comparative and Superlative Adverbs Practice Sheet

Directions: Read each sentence below. Rewrite the sentences using what you learned about comparative and superlative adverbs.

1. Diego spoke the most excitedly than Emma about the Dragon Drop ride.

_____.

2. Diego stood more straighter than Gia at the measuring line.

_____.

3. Diego treated his friends worse.

_____.

4. Diego said, "I'll run quickly than Liam."

_____.

5. Emma said, "I am less braver than Liam, too."

_____.

Directions: Think of some of your favorite activities. Complete the sentence frames below to express your opinion.

I like to _____

better than _____.

I like to _____

best of all.

The Importance of Being Honest

Revision Using ARMS

Being honest in a friendship is really incredibly important. Friends can be honest with each other about everything, even embarrassing things. ~~People don't like to feel embarrassed.~~ In *The Amusement Park*, Diego shared his fears about the ride with Emma. It was hard for him because he felt bad sheepish about the way he acted in line. but Emma did something good thoughtful. She said she was scared, too. ~~That~~ Her honesty helped Diego feel more better. Diego and emma became better friends because they were honest with each other.

Edit Using CUPS

Being honest in a friendship is incredibly important. Friends can be honest with each other about everything, even embarrassing things. **p.** In *The Amusement Park*, Diego shared his feers about the ride with Emma. It was hard for him because he felt sheepish **sp.** about the way he acted in line. but Emma did something thoughtful. **cap.** She said she was scared, too. Her honesty helped Diego feel more **cap.** better. Diego and emma became better friends because they were honest with each other.

Revising and Editing an Opinion Text

Directions: Review the chart. As you use ARMS to revise, put a check mark in the column marked “I did this revision.” Then edit the text using CUPS.

	Stands for...	What do you do?	You do this when ...	I did this revision:
A	Add	Add words, sentences, details	... you don't have enough detail	
R	Remove	Remove words, sentences	... there's too much detail	
M	Move	Move sentences to fit better	... your ideas and sentences aren't well organized	
S	Substitute	Use synonyms for dull words	... you want more specific words	

We also have to be honest when we see a friend doing something bad. For example, a friend might notice that a new kid runs slower. My friend might do something bad, like, I don't know, not letting the new kid play. I should be honest with my friend. I should tell her to stop in a nice way. Then my friend won't feel bad. If I am honest in a nice way, my friend might not feel bad. She will know I am being honest because I care about her.

The Amusement Park Revising and Editing Checklist

Strategy: ARMS (Add, Remove, Move, Substitute)

		
<ul style="list-style-type: none"> <input type="checkbox"/> I understand and can recognize when to use the ARMS strategy. <input type="checkbox"/> I can use ARMS to improve my or someone else's writing. <input type="checkbox"/> The revised text is much better than it was before. 	<ul style="list-style-type: none"> <input type="checkbox"/> I sometimes understand and sometimes recognize when to use the ARMS strategy. <input type="checkbox"/> I can use parts of the ARMS strategy to improve some parts a piece of writing. <input type="checkbox"/> The revised text is a little better than it was before. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't really understand what ARMS is or when to use it. <input type="checkbox"/> I'm confused about how to use ARMS to improve a piece of writing. <input type="checkbox"/> I don't know how to use ARMS to revise so I didn't know how to improve the text.

Teacher Notes: _____

Strategy: CUPS (Capitalization, Understanding, Punctuation, Spelling)

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can check my writing to make sure that capitalization, understanding, punctuation, and spelling are all correct and make any necessary corrections. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can check my writing to make sure that capitalization, understanding, punctuation, and spelling are correct and make some corrections. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't understand how to use the CUPS strategy to edit my work.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

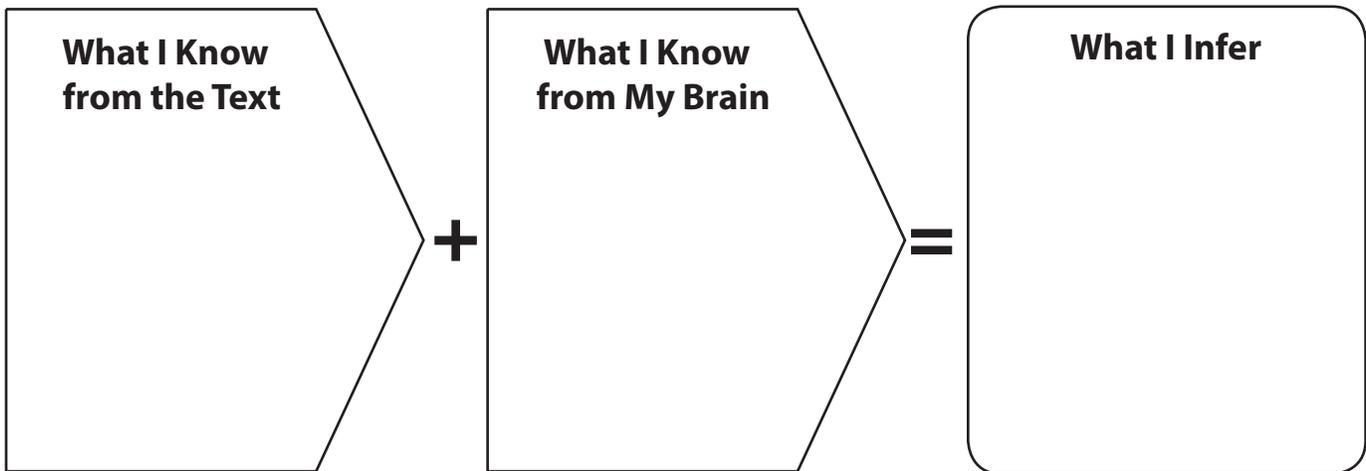
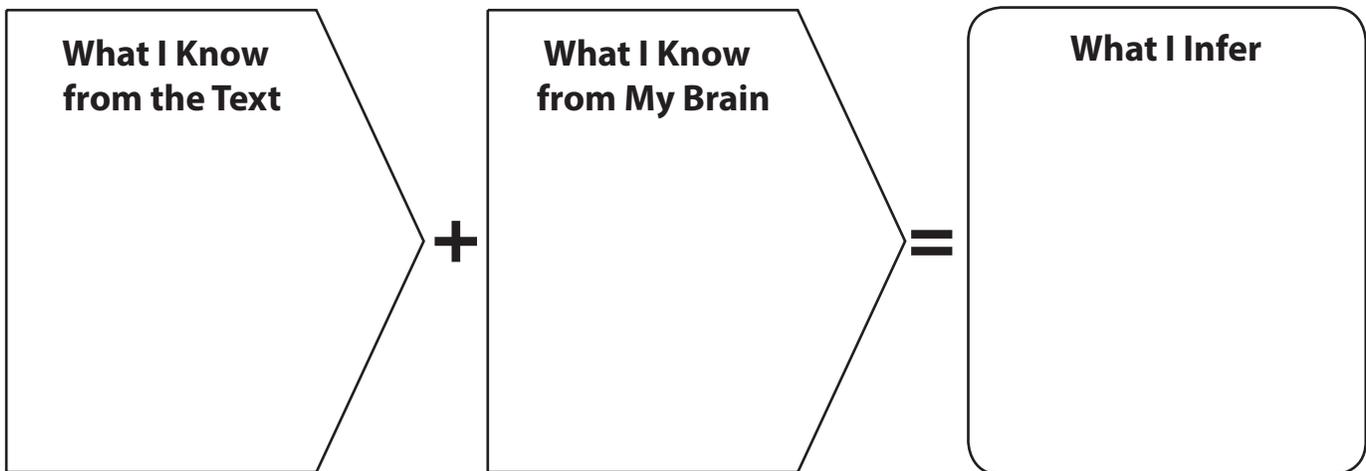
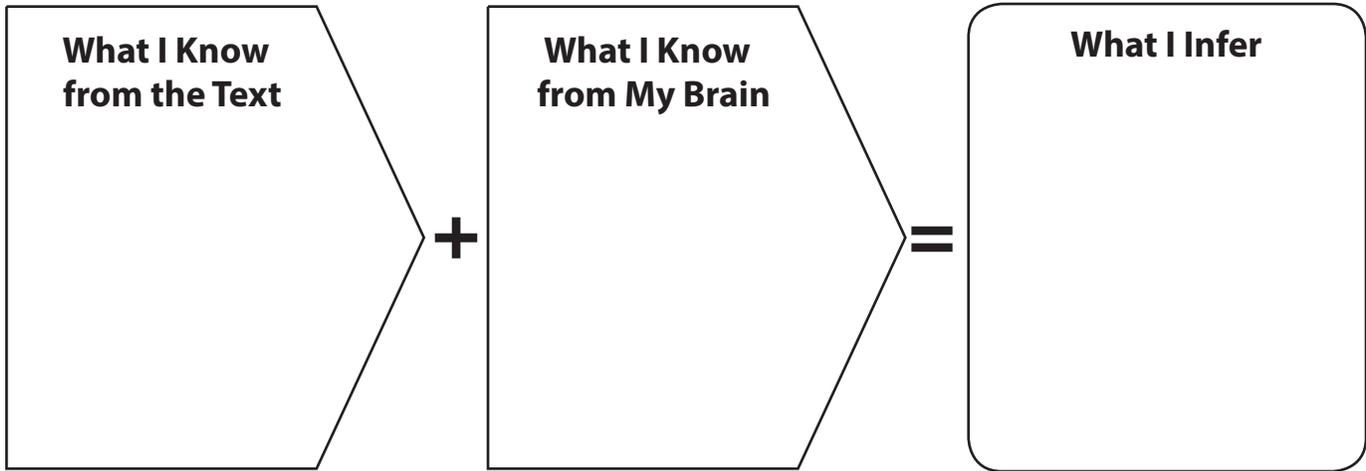
Fiery Kilauea

When people visit Hawai'i Volcanoes National Park, they come to see nature's power at its wildest. The park rangers want visitors to see as much as they can but stay safe while doing it.

Park rangers keep visitors a safe distance away from Kilauea. After a big eruption, red-hot lava and earthquakes can make parts of the park unsafe. Even a creeping lava flow might change direction and put people in danger. The park rangers close off areas where they know visitors will not be safe.



Making Inferences Graphic Organizer



Making Inferences Graphic Organizer Practice Sheet

Directions: Read paragraphs 6 and 7 on page 51 of *Fiery Kilauea*. Work with a partner to fill in the graphic organizer.

Paragraph 6

What I Know from the Text	+	What I Know from My Brain	=	What I Infer
--------------------------------------	----------	--------------------------------------	----------	---------------------

Paragraph 7 (last sentence)

What I Know from the Text	+	What I Know from My Brain	=	What I Infer
--------------------------------------	----------	--------------------------------------	----------	---------------------

Context Clues Chart

Word	Types of Context Clue(s) Found	Context Clue Found	Meaning
destroyed			
process			
observe			
mixture			

Context Clues Practice Sheet

Directions: Read the sentences and underline the context clues that help you understand the meaning of the word in bold. Write the definition in the blank.

1. This **organization** is a group that researches volcanoes.

Organization means _____.

Type of Context Clue: _____

2. The park ranger's **proposal** was the best idea for keeping visitors safe.

Proposal means _____.

Type of Context Clue: _____

3. Over the years Hawai'i Volcanoes National Park **prospered** with millions of people coming to visit it.

Prospered means _____.

Type of Context Clue: _____

4. The scientists planned to **maintain**, or continue, their study of Kilauea.

Maintain means _____.

Type of Context Clue: _____

5. The hiker was **famished** after visiting Kilauea and hurriedly looked through his backpack for something to eat.

Famished means _____.

Type of Context Clue: _____

Complex Sentence Chart

Complex Sentence	Idea 1	Idea 2	Conjunction

Compound and Complex Sentences Practice Sheet

Directions: Read the sentences based on the text about Kilauea. Then complete the chart.

(1) As active volcanoes create clouds, they carry gases and tiny pieces of glass. (2) This mixture hurts people’s eyes and skin, and it may also cause breathing problems. (3) The park has rules to keep visitors away from unsafe places because they could get hurt.

Sentence	Compound or Complex?	Idea 1	Idea 2	Conjunction
1				
2				
3				

Volcanoes

Volcanoes are awesome. They are very powerful,

Add a definition of volcano.

and I wish I could see one close up. They explode

Add a definition of lava.

and send lava way up. Then it flows down the side of the volcano. We don't have any volcanoes where

I live. ~~I think there~~ There are volcanoes in Hawai'i, though.

include the name: called Kilauea

I read about a volcano in Hawai'i. It looked like a

big hill. According to the book I read, it had a huge

Add a definition of caldera.

caldera at its peak.

***volcano: an opening in the crust of the earth from which molten, or melted, rock and steam comes out.**

lava: molten rock

caldera: depression that looks like a cauldron or big bowl.

Revising an Expository Paragraph

Directions: Revise the second paragraph of “Volcanoes” text, adding details, facts, and definitions.

I would like to see that volcano. I think, though, that they don't let people get too close to it. The book said it was dangerous and the rangers kept people away. I'm not sure why it is dangerous. I think it has to do with the lava that comes from the volcano. It is hot. Still, many people visit the park.

Fiery Kilauea Expository Revising Checklist

Strategy: Topic and supporting information

		
<input type="checkbox"/> The topic is clearly stated for the reader. <input type="checkbox"/> I have used facts, details, and definitions to clarify and explain the topic.	<input type="checkbox"/> The topic is clearly stated for the reader. <input type="checkbox"/> I have used some facts, details, and definitions to clarify and explain the topic.	<input type="checkbox"/> The topic is not clearly stated. <input type="checkbox"/> I don't really understand how to use facts, details, and definitions to clarify the topic.

Teacher Notes: _____

Strategy: Advanced Signal Words

		
<input type="checkbox"/> I can name the connecting Advanced Signal Words. <input type="checkbox"/> I used the connecting Advanced Signal Words to help me organize details.	<input type="checkbox"/> I know some connecting Advanced Signal Words. <input type="checkbox"/> I can use some connecting Advanced Signal Words to organize details.	<input type="checkbox"/> I can't remember the connecting Advanced Signal Words. <input type="checkbox"/> I'm confused about how to use connecting Advanced Signal Words to organize details.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

Lion Cub Rescue

The mysterious, glowing eyes belonged to an abandoned lion cub. We wrapped the cub in a blanket until all I could see was its little, fuzzy head. He looked like a lion cub burrito. The cub kept making a funny noise, almost like my cat at home. We brought the cub back to camp.

I stayed up all night feeding the cub special milk from a bottle, every two hours. By dawn, the cub had fallen asleep in my arms. I dozed off, too. I woke up to the smell of milk and a tongue like sandpaper on my cheek. The cub squeaked. "You're not so fierce," I said to him. Mom and Dad heard us from the other tent and laughed.



Two-Column Notes Chart

Directions: Continue reading *Lion Cub Rescue*, asking “I wonder” questions using Basic Signal Words to locate key details in the story.

My Questions	Answers in the Text
I wonder who are the other characters in the story?	Dad, Mom
I wonder what are the actions and events in the story?	
I wonder where the events of the story take place?	
I wonder why the characters do what they do?	
I wonder when all the events take place in the story?	
I wonder how the events connect to each other?	

Write a Recount

Directions: Use the answers in your Two-Column Notes Chart to write a recount of *Lion Cub Rescue*.



















Nonliteral Language Chart

Nonliteral Language	Why the Author Used This Language	What I Visualize

Descriptive Language Practice Chart

Directions: Reread page 58. Identify the literal language the author uses to describe the cub. Then identify the nonliteral language. Explain what the nonliteral language helps you visualize.

Examples of Literal Descriptive Language	Examples of Nonliteral Descriptive Language	What the Nonliteral Language Helps Me Visualize

Adjectives Chart

Paragraph	Adjectives	How They Help Me Understand	What I Visualize
3			
12			
14			

Pre-Writing Organizer

Directions: Skim page 56 of *Lion Cub Rescue*. In the first column, write sentences from the story that bring a question or comment to your thinking. In the second column, write that question or comment. In the third column, add Advanced Signal Words, nonliteral language, and strong adjectives.

Text	My Thinking	ASW, Nonliteral Language, Adjectives

Friendly Letter

Directions: Use your responses on the Pre-Writing Organizer to write a draft of a friendly letter to the girl in Kenya. Sequence the key details in the letter using Advanced Signal Words. Make sure you match the sequence of events in the story.

(Your street address)

(Your city, state, ZIP code)

(Date)

Dear _____,
(Name of the person you are writing to)

_____,
(Closing – *Sincerely* or *Yours truly* or *Best wishes*)

(Your name)

Lion Cub Rescue Pre-Writing and Drafting a Narrative Checklist

Strategy: Using Literal and Nonliteral Language

		
<ul style="list-style-type: none"> <input type="checkbox"/> I understand the meaning of literal and nonliteral language. <input type="checkbox"/> I can write with literal and nonliteral language in a logical way. 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand some uses of literal and nonliteral language. <input type="checkbox"/> I can write with literal and nonliteral language some of the time. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't understand the difference between literal and nonliteral language. <input type="checkbox"/> I can't write with literal and nonliteral language.

Teacher Notes: _____

Strategy: Pre-Writing and Drafting a Friendly Letter in Narrative Form

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can pre-write with plenty of information to support my draft. <input type="checkbox"/> I can draft a friendly letter that expresses my thoughts with details. <input type="checkbox"/> I can use time/sequence Advanced Signal Words often to make my writing flow. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can pre-write with a little bit of information to support my draft. <input type="checkbox"/> I can draft a friendly letter that expresses my thoughts with a few details. <input type="checkbox"/> I can sometimes use time/sequence Advanced Signal Words in my writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I pre-write without enough information to support my draft. <input type="checkbox"/> I cannot draft a friendly letter that expresses my thinking. <input type="checkbox"/> I don't understand how to use time/sequence Advanced Signal Words in my writing.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

Giants in Danger

Even though their forests have been shrinking, there are more pandas today than 20 years ago. Pandas are still at risk, but the number of pandas is slowly going up. Why do you think there are more pandas today?

The number of pandas is growing because people are working to help them. People have passed laws to keep bamboo forests from being cut down. Also, people have made panda reserves, which are safe places for pandas to live. The reserves have plenty of bamboo for the pandas to eat. The number of pandas has increased because of these reserves.

Strong laws and panda reserves are moving the number of pandas in a better direction. However, it will take many years before pandas are no longer at risk.



“It Says, I Say, And So” Graphic Organizers

Directions: Read the question aloud and write the information that each box asks for.

It Says: Find the text that helps you answer the question. **I Say:** Consider what you already know about the information. **And So:** Put the text and your prior knowledge together for an answer.

Question 1	It Says	I Say	And So
Why does it matter how many giant pandas there are today?			

Question 2	It Says	I Say	And So
How do panda reserves help increase the number of pandas?			

Question 3	It Says	I Say	And So
Why will it take many years before pandas are no longer at risk?			

Drawing Conclusions Practice Sheet

Directions: Write a response to the question below. Use evidence from the text and use conclusions you have drawn on the It Says, I Say, And So graphic organizers from page 112 to help you create an answer.

What do you think will become of giant pandas?



The form consists of a rectangular frame made of four bamboo stalks. The top and bottom stalks are horizontal, and the left and right stalks are vertical. In the center of the frame, there are ten horizontal lines for writing.

Multiple-Meaning Words

Directions: Find the bold-faced multiple-meaning word in each sentence. Use the overall idea of the selection (in the title), the overall idea of the sentence, and clue words to help you determine the word's meaning. Circle the meaning below the sentence. Some words are pronounced differently for different meanings.

Giant Pandas: Can We Keep Them Alive?

1. Giant pandas are so **rare** that only four zoos in the United States have them.
(unusual or not common) (not cooked much)
2. Pandas have a bone in their wrist that works like a **kind** of thumb.
(sort or type) (friendly and helpful)
3. The bone helps them **tear** down and pick up bamboo.
(watery drop from an eye) (rip)
4. For 12 hours a day, pandas look for and eat bamboo **stalks**.
(thick, tall stems) (to sneak about following something)
5. You might also see them **strip** off bamboo leaves and eat those, too.
(a long thin piece) (remove the outer covering)
6. Giant pandas can climb trees, but like to stay on the **ground** near the bamboo.
(did grind up) (soil surface)
7. Now, they are **close** to disappearing in the wild because there's less bamboo.
(to shut something) (near)
8. However, people have made panda reserves to help keep pandas **safe**.
(protected from danger) (a strong, steel box)

Multiple-Meaning Words Practice Sheet

Directions: Match a word with a meaning card. Write the word and one meaning in the appropriate boxes. Then, write a sentence using the word in a way that matches the meaning. (The teacher will provide the cards.)

Word:	Meaning:
Sentence:	

Word:	Meaning:
Sentence:	

Word:	Meaning:
Sentence:	

Word:	Meaning:
Sentence:	

Comparative and Superlative Adjectives

Directions: Circle the comparative and superlative adjectives. Fill in the chart with the correct missing words. (Note: Not every adjective you circle will be on the chart.)

Should Pandas Be Bred in Captivity?

Pandas are being bred in captivity. Some think it's safer and healthier, but things are turning out worse than expected. Fewer pandas are born in captivity than people hope. When those panda babies grow older and bigger, scientists release some of them to live wild in the forests. But at least two pandas were hurt by wild pandas who didn't want them there.

Lots of money has been spent on breeding pandas, but it hasn't made the number of pandas grow more quickly than before. Experts think the best way to help pandas is to provide larger wild spaces. Large bamboo forests have been chopped into smaller parts by roads and buildings. Pandas face greater danger from being hit by cars than from living in the wild. It won't matter if breeders start to have better success. When those pandas go to the forests, they will have the most extreme task of their lives. They will have to find food when there's less bamboo forest to give it to them.

Adjective	Comparative	Superlative
healthy		healthiest
bad		worst
few		
big		
great		
good		
extreme		most extreme
some		least

Comparative and Superlative Adjectives Practice Sheet

Directions: Comparative and superlative words are useful for expressing an opinion. Explain the opinion the writer on SRB page 116 has about helping giant pandas. Use the chart on SRB page 116 and the word bank below. Remember that some comparisons use the word “than.” Circle the adjectives you will use in your writing. Then write your explanation.

Word Bank

angry	wise	happy
simple	important	easy
farther/farthest	active	hard
kind	hungry	shy

The writer thinks _____

According to the writer, _____



Opinion Text Resource Charts

Steps to Organize Your Opinion Text

<p>State your opinion.</p> <ul style="list-style-type: none"> • Make it strong. • Show your feelings about what you believe. <p>What do you believe?</p>	<p>Give reasons and examples (two or more)</p> <ul style="list-style-type: none"> • Use supporting details and facts. • Use comparatives and superlatives. • Put a clear picture into the reader’s head. <p>Why do you believe it?</p>	<p>Restate your opinion.</p> <ul style="list-style-type: none"> • Say your opinion in a different way. • Tell it so readers remember it. <p>What do you believe?</p>
--	---	--

PROS of Wildlife Preserves	CONS of Wildlife Preserves
<ul style="list-style-type: none"> • Protect a variety of endangered animals from hunters • Have enough food for animals • Provide habitat that gives animals everything they need • The government can decide how to protect the animals. • Visitors can view animals in natural setting. • Researchers can study animals. • Workers can take care of sick or injured animals. • Have classes about endangered animals and wild spaces 	<ul style="list-style-type: none"> • Might run out of food or living space if animals increase and land stays the same • Creates stress on wild animals to have people and activities in area • Research can upset an animal’s normal behavior and routines. • Stressed animals might get sick, not mate, or not act normal. • Costs a lot of money to buy land and run the preserve • The government might not run it well. • Prevents people from living on the land or using its resources

<p style="text-align: center;">Possible Supporting Details from <i>Giants in Danger</i></p> <ul style="list-style-type: none"> • Only about 1,800 pandas left in the wild • Pandas can’t live without bamboo, move higher up mountain to get it • In one day, they eat 20–40 pounds (9.1–18.1 kg), eat for 12 hours • 20 years to grow a new bamboo forest • Panda reserves have plenty of bamboo • Laws against bamboo being cut down • Sometimes get caught in traps for other animals
--

Opinion Text Draft

Directions: Use this graphic organizer to help you develop your draft.

(My opinion – what I feel strongly that others should think)

(Two or more reasons defending my opinion and examples supporting them)

Since

As a result,

Not only that,

(My opinion said in a slightly different way—final, convincing thoughts)

Giants in Danger Opinion Text Drafting Checklist

Strategy: Drafting an Opinion Text

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can write an opinion statement. <input type="checkbox"/> I can support an opinion with two or more reasons. <input type="checkbox"/> I can use examples to illustrate the reasons. 	<ul style="list-style-type: none"> <input type="checkbox"/> I'm not always sure I am writing an opinion statement. <input type="checkbox"/> I give only one supporting reason or a reason that doesn't support anything. <input type="checkbox"/> I forget to give an example. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't know how to write an opinion statement. <input type="checkbox"/> I couldn't figure out how to give reasons for my thinking. <input type="checkbox"/> I don't understand what an example would be.

Teacher Notes: _____

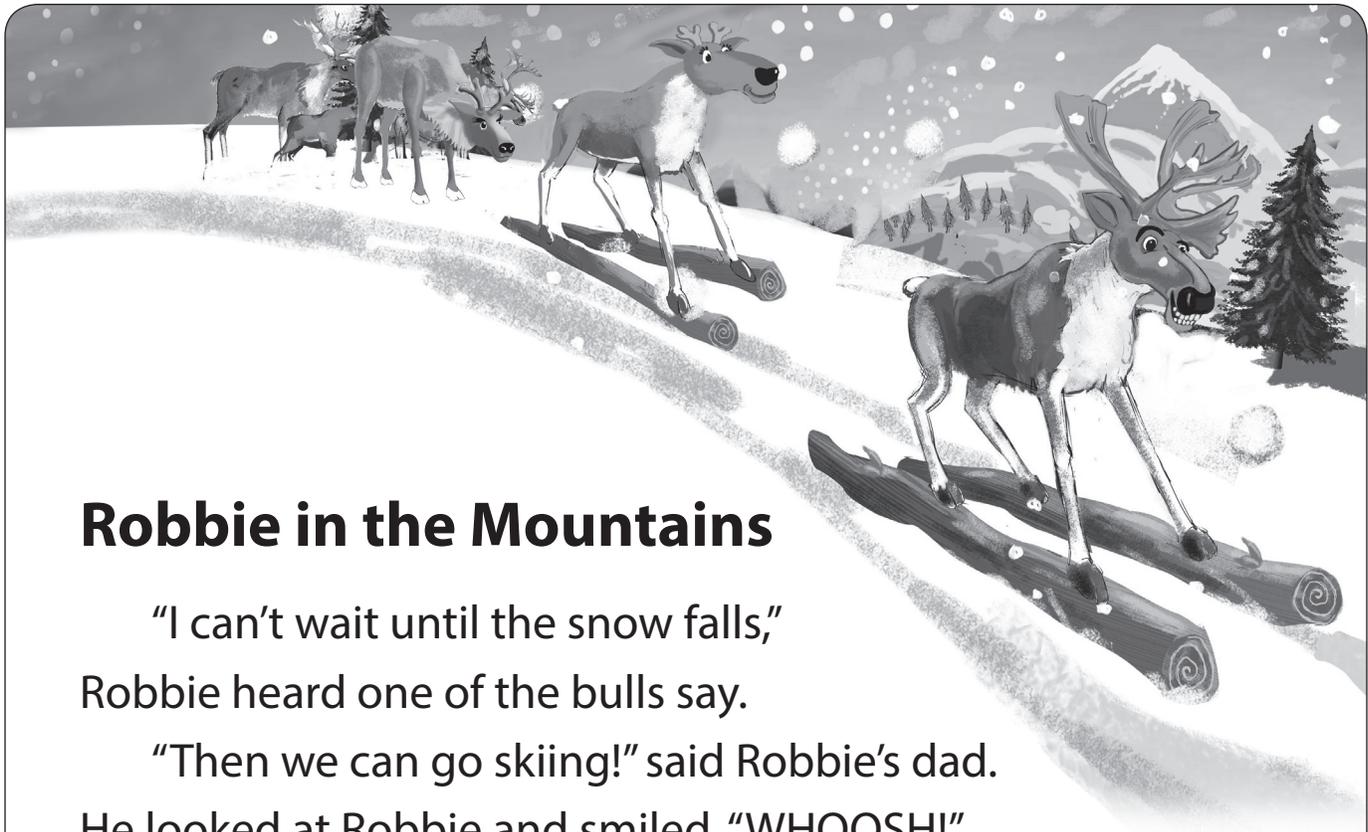
Strategy: Using Comparative and Superlative Adjectives

		
<ul style="list-style-type: none"> <input type="checkbox"/> I can explain comparative and superlative adjectives. <input type="checkbox"/> I can use comparatives and superlatives to make my opinion writing stronger. 	<ul style="list-style-type: none"> <input type="checkbox"/> I remember some comparative and superlative adjectives. <input type="checkbox"/> I can use comparatives and superlative adjectives, but I'm not sure if they make my opinion writing stronger. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can't explain comparative and superlative adjectives. <input type="checkbox"/> I don't understand how to use comparative and superlative adjectives in my writing.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____



Robbie in the Mountains

"I can't wait until the snow falls,"
Robbie heard one of the bulls say.

"Then we can go skiing!" said Robbie's dad.
He looked at Robbie and smiled. "WHOOSH!"

"What is snow?" Robbie thought. "And what is skiing?"
And then he thought, "Oh, what does it matter?
I probably won't be able to ski because I'm not a big and
strong bull."

After a while, Robbie decided he liked being in the
mountains. The winds were cool and strong. As a result,
they blew away the pesky mosquitoes.

Then one day, cold winds blew white flakes
everywhere. The young bulls ran in circles, trying to
catch snowflakes with their tongues. So Robbie tried
to catch a snowflake, too. Then an old bull bellowed,
"The snow has come. It is winter; therefore it is time to
leave the mountains!"

Cause-and-Effect Flow Chart

Directions: Write five major events from *Robbie in the Mountains*. Then use Cause-and-Effect Advanced Signal Words to show connections between story events.

Event: _____

Advanced Signal Word

Cause-and-Effect Practice Sheet

Directions: Complete the paragraph about the lessons Robbie learned. Underline the Cause-and-Effect Advanced Signal Words.

Lessons Robbie Learned

Robbie learned a lot in this story. First of all, he learned that the reason they would be going up to the mountains was a result of _____.

Robbie also learned that the rumbling sound was due to _____.

After it started to snow, _____.

Because Robbie had never skied before, _____.

_____.

Since Robbie's dad gave him some tips, Robbie learned _____.

As a result of Robbie's hard work and practice, _____.

The caribou skied into the forest so that _____.

_____.

Later, Robbie learned that his headache was caused by _____.

Robbie learned lessons about _____.

_____.

Vivid Verbs Chart

Directions: Replace the underlined verb with one that helps the reader better visualize the scene. Explain how the new verb changes the meaning of the sentence.

Sentence	Sentence with New Verb	How the New Verb Changes the Meaning
<p>"Ma," said <u>Robbie</u>, "why am I so little?" (paragraph 2)</p>	<p>"Ma," _____ Robbie, "why am I so little?"</p>	
<p>"Soon we <u>will go</u> to the mountains in order to get away from them." (paragraph 5)</p>	<p>"Soon we will _____ to the mountains in order to get away from them."</p>	
<p>Ma <u>looked at</u> her son. "Robert!" she said. "You are growing antlers, just as a young bull should!" (paragraphs 28–29)</p>	<p>Ma _____ her son.</p>	

Vivid Verbs Practice Sheet

Directions: Use the words in the box to replace the underlined verbs in the sentences below. Circle the senses that the new verb connects to when you visualize the sentence.

begged	beaming	munching on
poke	zipping	

1. Robbie and his Ma were eating the grass. _____

senses: sight sound taste smell touch

2. As the bull caribou were going down the mountain. _____

senses: sight sound taste smell touch

3. Robbie said, "Can I please try skiing?" _____

senses: sight sound taste smell touch

4. Robbie's ma was smiling. _____

senses: sight sound taste smell touch

5. Robbie's new antlers were starting to grow from his head. _____

senses: sight sound taste smell touch

Subject-Verb Agreement Chart

Subject and Verb	Singular	Plural	Tense

Subject-Verb Agreement Practice Sheet

Directions: Use the subjects and sentence parts with verbs to write sentences about the story. Check to make sure your subjects and verbs agree.

Subject	Sentence Part with Verb
Robbie Robbie and Dad	are tromping up the mountain. likes the mountains. were waiting for snow. rolls down the mountain. works hard. ski down the mountain.

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

Directions: Read the statement below. Change it to past tense. Answer the questions.

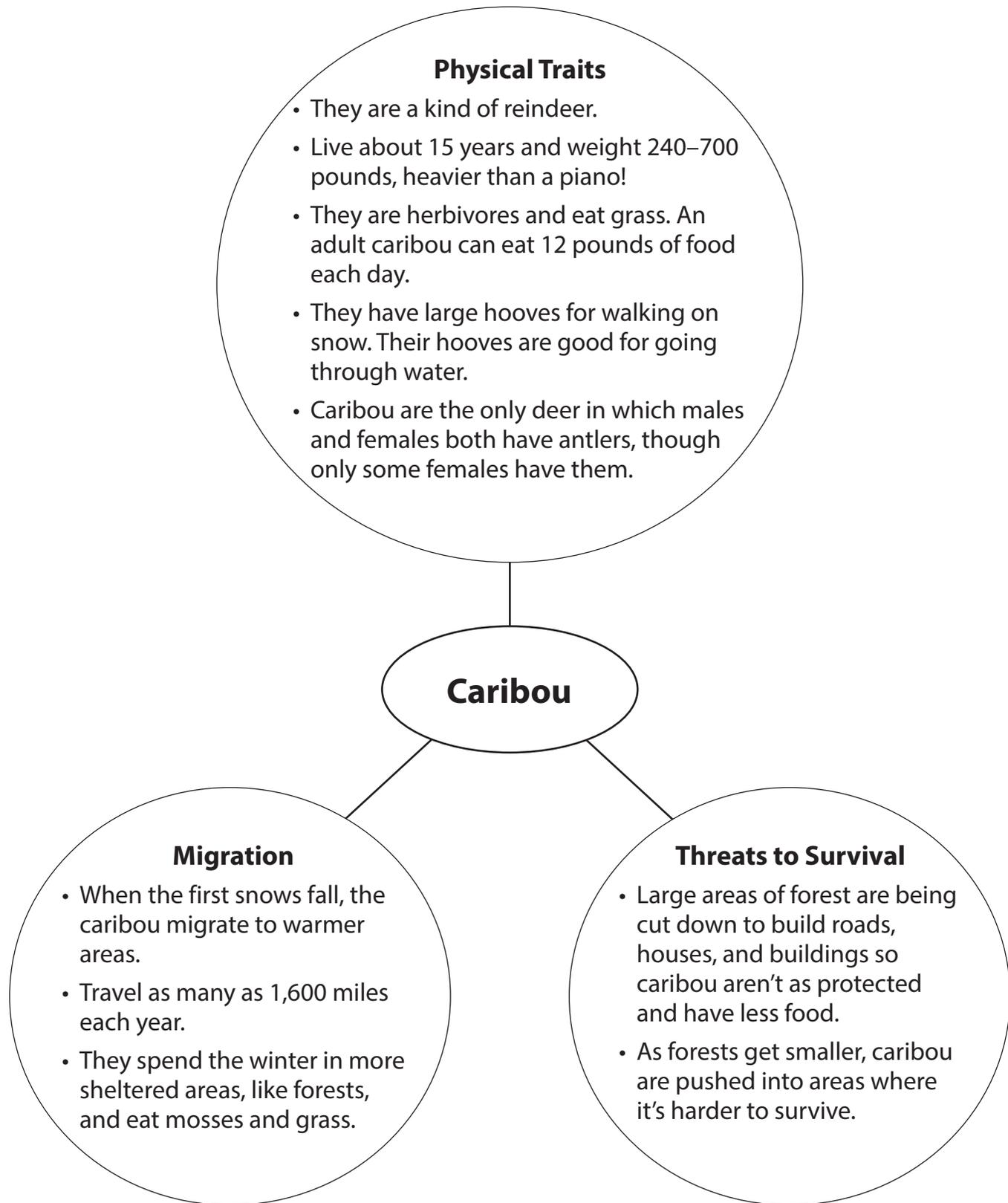
“Robert! You are growing antlers!”

Past tense: _____

How did the meaning of the sentence change? _____

What does the first sentence help you understand about Robbie? Why? _____

Caribou Research Notes



Building an Expository Text

Directions: Read the main idea sentence and the key idea sentences provided. Add research details from the concept map to support the key details. Use Advanced Signal Words to connect ideas.

Main Idea Sentence: Caribou are special animals that people should protect.

(Key Idea 1) First, caribou have interesting physical traits.

(Key Idea 2) Also, migration is an important part of a caribou’s life.

(Key Idea 3) Most important, the number of caribou is getting smaller.

Concluding Sentence: Caribou are special animals, but there are threats to their survival.

Advanced Signal Words

first of all to start for example also in addition
next second third finally last

Robbie in the Mountains Expository Draft Checklist

Strategy: Drafting an Expository Text

		
<ul style="list-style-type: none"> <input type="checkbox"/> I used the details in the concept map and the chart to organize my text. <input type="checkbox"/> I used only the most important details and combined some details. <input type="checkbox"/> All the research details I used supported the key ideas of my text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I used some of the details in the concept map and the chart to organize my text. <input type="checkbox"/> I used mostly important details but did not combine details. <input type="checkbox"/> Most of my research details supported the key ideas of my text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I was confused about using the details in the concept map and the chart to organize my text. <input type="checkbox"/> I am not sure if the details I used are important, and I did not combine details. <input type="checkbox"/> I don't know if my research details supported the key ideas of my text.

Teacher Notes: _____

Strategy: Advanced Signal Words

		
<ul style="list-style-type: none"> <input type="checkbox"/> I know Advanced Signal Words that can connect the ideas in an expository text. <input type="checkbox"/> I used Advanced Signal Words to guide the reader through my text. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know some Advanced Signal Words that can connect the ideas in an expository text. <input type="checkbox"/> I used some of the Advanced Signal Words. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't know how Advanced Signal Words connect ideas in an expository text. <input type="checkbox"/> I didn't use Advanced Signal Words in my text.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

Stubborn Susan Meets Her Match

Morning finally came, and Rachel greeted Mama with bleary eyes.

“I feel so much better,” Mama said, sitting up in bed.

When Rachel set the hat on the bed, Mama gasped.

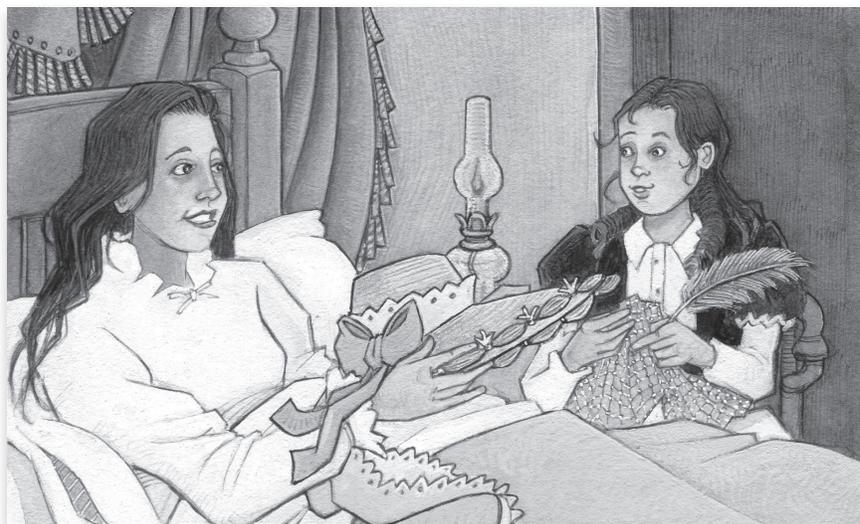
“It’s put together,” Rachel said, “but I couldn’t get the veil and feathers on.”

“I can do those in bed,” Mama said, tears glistening.

“I can’t believe you sewed this. That’s a lot of work, and you did a fine job.”

“It took all night,” Rachel admitted. “I wanted to quit, but I couldn’t give up.”

Mama was silent for a moment. Then she smiled and said, “I’m going to stop calling you ‘Stubborn Susan’ and start calling you ‘Resilient Rachel’— now that we’re partners in this shop.”



Story Elements Chart

Title:
Author:
Setting:
Main Characters:
Main Events:
Problem and Solution:
Theme:

Identifying Theme Practice Sheet

Directions: Complete the *Somebody* ____ *Wanted* ____ *But,* ____ *So* ____ paragraph using what you know about the story elements in *Stubborn Susan Meets Her Match*.

Rachel helped in her mother’s hat shop in _____
 _____. Rachel always asked to help make hats,
 but her mother _____. One day, Mrs. Pickett ordered
 _____ from Rachel’s mother. Rachel **wanted**
 Mrs. Pickett to be happy with the hat because _____
 _____. **But** Rachel’s mother
 _____ and she wasn’t able to make
 Mrs. Pickett’s hat. **So** Rachel _____
 _____. Rachel’s mother was proud of her.
 She decided that Rachel could now _____.

.....

1. From Rachel, I learned that: _____
 _____.
2. Based on what happens in the story and what I learned from Rachel, I think the
 theme of this story is _____.
3. Where have you seen, read about, or experienced a similar theme? Briefly share what
 it was and how it was similar. _____

Roots + Suffixes

Directions: Find each word in the paragraph listed. Then use what you know about roots and suffixes, along with what you know about words with a similar root or suffix, to define the word.

Word	Root	Suffix	Clues	Meaning
shaky (paragraph 14)				
terribly (paragraph 15)				
hatmaker (paragraph 20)				
stubbornness (paragraph 24)				

Roots + Suffixes = Hashtags

Directions: Use the root words and suffixes to generate hashtags about *Stubborn Susan Meets Her Match*.

Example:

Write a hashtag about how the miners are brave as they search for gold.

Root: brave

Suffix: -ly

Hashtag: #BravelyDigging

1. Write a hashtag about how Rachel's mother feels about her booming business.

Root: hatmake

Suffix: -er

Hashtag: _____

2. Write a hashtag that shows how Rachel felt when she realized no one could make Mrs. Pickett's hat.

Root: disappoint

Suffix: -ment

Hashtag: _____

3. Write a hashtag about Rachel's mother's reaction when she saw the hat Rachel had made.

Root: happy

Suffix: -ness

Hashtag: _____

Verb Sort Chart

Directions: Read the sentences from the story. Determine the tenses of the underlined verbs and write them on the chart. Then write what the verb tense helps you understand about the story events.

Mama exclaimed, "The newspaper editor's wife, Mrs. Picket, came in and said she needs a hat in two days. If she's happy with the one I make, Mr. Pickett will feature our shop in an article!"

Verbs		What I Understand
past tense		
present tense		
future tense		

The next morning, Mama was still in bed when Rachel woke up.
 "I feel so weak," Mama said.

Verbs		What I Understand
past tense		
present tense		
future tense		

Edit Verb Tense

Directions: Read the paragraphs. Correct verb tense errors. Cross out the incorrect verb and write the correct verb above it.

After Rachel became a partner in the hat shop, more people arrived in town. The hat shop business start booming. Rachel and Mama will sew hats night and day. "We need more help!" Rachael says.

Mama hire two more women to work in the shop. The day before the new workers started, Rachel was excited. "When we have more workers, we made more hats!"

During the gold rush, some people got lucky and found gold. But Rachel and Mama found success because they worked hard and make beautiful hats.

Research Text

Hats

Just like today, people in the past wore Hats for practical reasons. People who worked outdoors, like farmers and cowboys, wore hats. They wore hats to protect themselves from sun, heat, and dust. People who will work in kitchens wore hats to cover their hair. No one wanted to see a cook's hair in the soup!

Soldiers also wore hats as part of their uniforms. Sometimes soldiers' hats were tilted to the side or folded up on one side. When a soldier marches with his gun up on his shoulder, the gun would not hit his hat.

For centuries, hats have been worn to be fashionable. Years ago, women wore fancy straw hats, and men wore hats of felt. Hats were made in all different shapes and sizes. Some hats had interesting folds or brims. Other hats were decorated with feathers or ribbons. In the past, different styles of hats were popular, such as high hats and pillbox hats. Many of these are still fashionable today.

Stubborn Susan Meets Her Match Editing and Publishing Checklist

Strategy: CUPS (Capitalization, Understanding, Punctuation, Spelling)

		
<ul style="list-style-type: none"> <input type="checkbox"/> I understand the CUPS strategy. <input type="checkbox"/> I can edit a text and make all necessary corrections to capitalization, understanding, punctuation, and spelling. <input type="checkbox"/> The edited text is much clearer than before I used CUPS. 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand some of the CUPS strategy. <input type="checkbox"/> I can edit a text and make some corrections to capitalization, understanding, punctuation, and spelling. <input type="checkbox"/> The edited text is a little clearer than before I used CUPS. 	<ul style="list-style-type: none"> <input type="checkbox"/> I don't really understand what CUPS is. <input type="checkbox"/> I don't know how to edit a text to make corrections to capitalization, understanding, punctuation, and spelling. <input type="checkbox"/> I didn't know how to improve the text.

Teacher Notes: _____

Strategy: Publishing a Text

		
<ul style="list-style-type: none"> <input type="checkbox"/> The title is specific and interesting. <input type="checkbox"/> The text looks neat. <input type="checkbox"/> I have included two interesting illustrations that support the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> The title is specific but could be more interesting. <input type="checkbox"/> The text has a few messy places. <input type="checkbox"/> I have included two illustrations but they need more details to be interesting. 	<ul style="list-style-type: none"> <input type="checkbox"/> I did not change the title. <input type="checkbox"/> The text is messy in several places. <input type="checkbox"/> I am missing illustrations or have only one illustration.

Teacher Notes: _____

Something I understand now that I didn't understand before: _____

Something I want help with: _____

Editing Symbols

Symbol	Meaning
^	add information
—	delete information
sp.	spelling error
v.t.	wrong verb tense
p.	punctuation error
cap.	make a capital letter
/	make a lowercase letter
s/v	subject verb agreement
frag	sentence fragment
pl.	plural
w.o	word order