

ESL

6th Grade

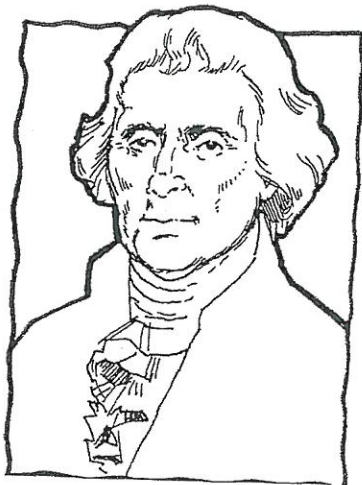
Greatest Deal in History

How would you like to buy land at four cents an acre? That is what the United States paid France for the Louisiana Territory in 1803. Many consider this purchase one of the greatest real estate deals in history.



When Thomas Jefferson became president of the United States in 1801, Spain owned the Louisiana Territory and the Floridas. The two countries had treaties that allowed American farmers and merchants to use the shipping ports in these areas. The port of New Orleans was especially important to the American settlers who shipped their products down the rivers that flowed into the Gulf of Mexico. When Jefferson learned that Spain had turned over control of the Louisiana Territory to France, he took action to protect the United States' access to New Orleans. There was also the danger that the French dictator, Napoleon Bonaparte, might try to build an empire in America that would threaten the United States. In 1801, Jefferson sent diplomats to France to negotiate the purchase of New Orleans.

At first Napoleon refused to sell any land to the United States because he did have dreams of expanding his empire. However, the diplomats did not give up, and soon events turned in their favor. French troops in the West Indies had been unable to stop a slave revolt, which forced them to return in defeat to France instead of going on to the Louisiana Territory. Napoleon was also planning a war against Great Britain. Unable to defend the Louisiana Territory and rather than risk losing it to Great Britain or the United States, Napoleon offered to sell the entire territory to the U.S. He could then use the money from the sale to finance his European conquests. On April 30, 1803, a "Treaty of Purchase between the United States and the French Republic" was signed by French and U.S. diplomats. The United States acquired nearly 600 million acres of land for \$15 million dollars which calculated to about four cents an acre. While most countries had acquired land through war, the United States achieved its greatest expansion through peaceful negotiations.



Jefferson was rightfully proud of what has become known as the Louisiana Purchase. Acquiring the Louisiana Territory almost doubled the area of the United States. It greatly increased the economic resources in our country and united much of what is now the United States. This bargain buy created all or parts of thirteen states including Louisiana, Arkansas, Missouri, Iowa, North Dakota, South Dakota, Nebraska, Kansas, Wyoming, Minnesota, Oklahoma, Colorado, and Montana. With such expanded land and resources, the United States was poised to become a world power.



Circle the main idea of each paragraph.

1. Paragraph 2:

- a. Spain owned two major territories in North America.
- b. The United States was threatened by French control of the Louisiana Territory.
- c. Thomas Jefferson wanted to purchase only New Orleans.

2. Paragraph 3:

- a. Napoleon would do anything to get money to finance his wars.
- b. U. S. diplomats took two years to negotiate a treaty.
- c. Favorable events and patient diplomacy led to the greatest expansion in United States history.

3. Paragraph 4:

- a. The United States doubled its size with the purchase of the Louisiana Territory.
- b. Thomas Jefferson was proud of the accomplishments of his presidency.
- c. The United States gained many benefits from the Louisiana Purchase.

4. Circle another title for this story.

What a Great Buy!
Land for Sale—Cheap, Cheap!

Napoleon Is Doomed in America
New States Created

5. Surprisingly, not everyone was happy with the deal the United States made with France to purchase the Louisiana Territory. One Boston newspaper reporter complained that the United States already had enough land and did not need to spend so much money on more. How would you convince this reporter that the United States benefited from this purchase? Write the main benefits of this purchase for the United States.

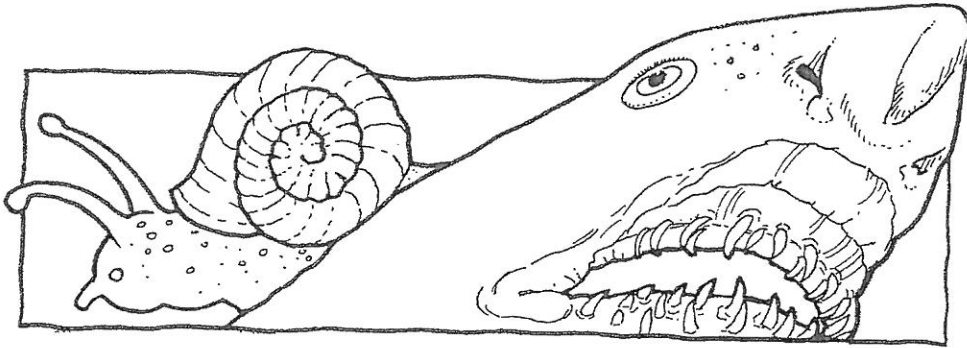


Read about one of the states which was included in the Louisiana Territory. On another piece of paper, write the main idea of what you read.



Amazing Animals

All animals are fascinating, and some are truly amazing! For example, did you know that sharks' teeth are as hard as steel, or that kangaroo rats can survive longer without water than camels? Study the chart below to learn more about several amazing animals.



Animal	Where It Lives	Vertebrate or Invertebrate	Fascinating Fact
albatross	near most oceans	vertebrate	can sleep while flying
caterpillar	all over the world	invertebrate	has three times as many muscles as humans
chameleon	forests in Africa and Madagascar	vertebrate	can move its eyes in two different directions at the same time
cockroach	all over the world	invertebrate	can live for up to a week without a head
crocodile	tropical climates	vertebrate	eats only about 50 meals a year
giant squid	oceans throughout the world	invertebrate	has eyes bigger than a human head
giraffe	grasslands in Africa	vertebrate	tallest of animals; has only seven neck bones
penguin	in the southern half of the world with cold ocean waters	vertebrate	eggs kept warm by male until hatched
octopus	oceans throughout the world	invertebrate	has three hearts
shark	oceans throughout the world	vertebrate	never runs out of teeth
snail	almost everywhere—forests, deserts, rivers, ponds, oceans	invertebrate	can sleep for almost three years without waking up
sperm whale	oceans throughout the world	vertebrate	can hold its breath for up to 60 minutes

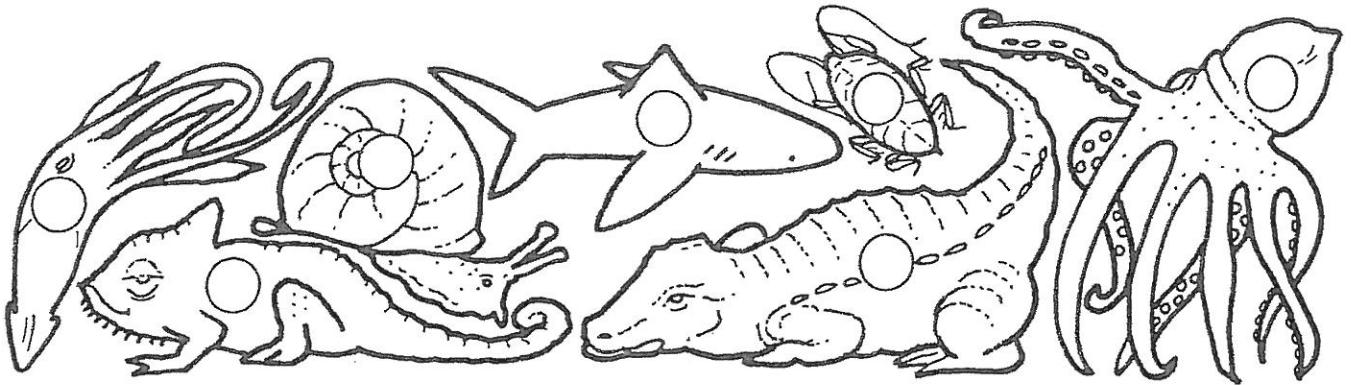


1. Which animal(s) live in the ocean? _____

2. What do the giant squid and the chameleon have in common? _____

3. Which animal would delight the "Tooth Fairy"? _____

4. Label the animals that have backbones with a V.



5. Which animals live all, or nearly all, over the world? _____

6. Which animal is very muscular? _____
7. Which animal eats an average of about once a week? _____
8. Which animal can live headless for about a week? _____
9. What is fascinating about a chameleon's eyes? _____

10. Which animal is a "super snoozer"? _____
11. Which animal can hold its breath for nearly an hour? _____
12. Which animal has seven bones in its neck? _____



Read about another animal. Find a fascinating fact about it to share with your friends.

Several Cinderellas

When Mrs. Price told her students they were going to read *Cinderella*, they all groaned, saying they already knew that story. Mrs. Price said that they certainly knew one version of *Cinderella*. She explained that *Cinderella* was a folk tale with many different versions found all over the world. She asked the students to search the library to find these different versions of the story. When the students returned to class, they were excited by all the different *Cinderella* stories they found.

Alison told a *Cinderella* story from Ireland. A kind girl has two wicked sisters. After the sisters leave the girl to do all the housework while they go to church, a henwife magically makes beautiful gowns for her as a reward for her kindness. Each Sunday, the girl stands outside the church door wearing a beautiful gown, and everyone admires her beauty. When the people try to talk to her, she rides quickly away on a white horse. At last a prince is able to grab her blue slipper when she rides by. Determined to marry the girl whose foot fits the slipper, the prince travels through the village until he finds her. However, before the prince can marry her, he has to fight all the other men in the village who also want to marry her. The prince wins the fights and marries the girl.

Kara shared a *Cinderella* story from India. In this version a young girl's mother is transformed into a goat. Her father remarries, but the new stepmother is very cruel to the girl and her brother, making them work hard and giving them little food. When the stepmother finds out that the goat is magically providing food for the children, she has the goat killed. Because the goat bones are planted in the ground, the children are still able to magically get food whenever they ask for it. One day when the stepdaughter is washing her face in the river, her nose ring falls into the water. It is eaten by a fish, which is later caught and prepared as a dinner for the king. When the king hears that a nose ring had been found in his fish, he sends word throughout the kingdom that the owner of the ring should come to the palace. The king meets the stepdaughter and marries her because of her beauty and kindness.

Andy then told the Indonesian version of *Cinderella* that he found. In this story the beautiful young girl has a cruel stepmother and stepsister who make her work very hard. One day when the girl is washing clothes in the river, she meets a magic crocodile whom she treats very kindly. Because she is so nice, the crocodile gives her a beautiful silver dress. When the prince comes to the village, looking for a girl to marry, the cruel stepsister takes the dress for herself, leaving the girl only rags to wear. She returns to the crocodile who gives her beautiful golden clothes and slippers and a horse and carriage but warns her to return all the gifts at dawn when the rooster crows. The prince sees the girl dancing in her golden clothes and falls in love. At dawn the girl runs off but loses a golden slipper. The prince searches the village for the girl whose foot will fit into the tiny slipper and, of course, finds her and marries her.

After sharing these stories, the students were surprised to find out that *Cinderella* was such a popular story, told in so many different ways and in so many countries around the world.

1. Using the three *Cinderella* versions, complete the following chart. Parts of it have been completed for you.

Country	Family treats girl cruelly.	Girl is beautiful and kind.	Girl has magic helper.	Object proves girl's identity.	There is a happy ending.
Ireland		yes			marries prince
India			goat		
Indonesia	yes			gold slipper	

2. What happens in the *Cinderella* story you knew before reading these versions? Complete the following chart based on the story you know.

Your version of <i>Cinderella</i>	Family treats girl cruelly.	Girl is beautiful and kind.	Girl has magic helper.	Object proves girl's identity.	There is a happy ending.

3. What characteristics do all versions of *Cinderella* seem to have in common? _____

4. Where are the biggest differences in the versions? _____

5. How does the Irish *Cinderella* differ in its "happy endings" from the other versions? _____



On another piece of paper, write your own version of *Cinderella*. Be sure to include all the necessary characteristics, but feel free to make changes in the time and setting and some of the characters. Read your story to a friend.

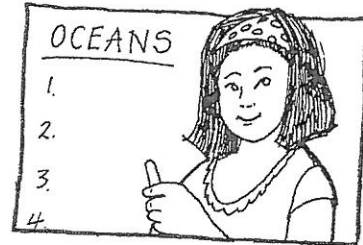


Awesome Oceans



Making inferences is figuring out what is happening in a story from clues the author provides.

Holly's class had been studying world geography for three weeks. However, it was just today that they realized that all four oceans had been visited by various class members. Tori, Kaley, Johnny, and Natalie had each seen one or more of the oceans. Since all of the students lived in Missouri, it was not easy for any of them to travel to a coast.



Holly had never seen an ocean. Someday, though, she wanted to go surfing in one of the three great oceans—the Pacific, the Atlantic, or the Indian. She was afraid the smaller ocean, the Arctic, would be too cold for surfing.

To help the class learn about the world's oceans, Mrs. Steele, the geography teacher, decided to make up a game. She told the four students who had visited one of the oceans to write clues about it on the board. The other students would try to guess which ocean the clues described.

Tori went first. The ocean she had seen was the second largest ocean. It covers about 31,815,000 square miles. Europe and Africa are on its eastern side. However, she had seen it when she was on the east coast of South America. Her dad flies over it when he travels from New York to France for work.

Kaley had seen a very cold ocean. It is the smallest ocean at 5,550,200 square miles. This ocean is located at the top of the world. Kaley and her parents had sailed on this ocean when they visited Canada. Even in the summer, there are big floating ice pieces called floes.

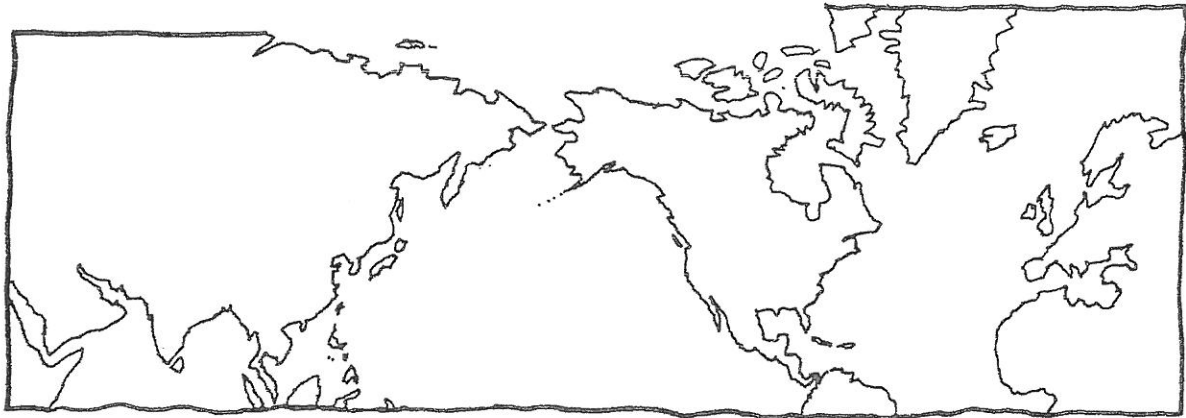
Johnny and Natalie had both seen the largest and deepest ocean in the world. This ocean consists of 64,000,000 square miles. It is so big that it covers about one-third of Earth's surface! Johnny swam and body surfed in it when he went to California last summer to visit his cousins. Natalie used to play in its waves all the time during the two years she and her family lived in Hong Kong. This was the one ocean Holly really wanted to see.

Only Natalie had seen the remaining ocean. This ocean is smaller than the Atlantic by about 6,515,000 square miles. Asia is on the north of this body of water, and Australia and the East Indies lie on the east. Natalie had body surfed in this ocean when she and her family lived in South Africa. Holly decided that one good thing about moving was living in and learning about so many cool places. The other good thing was having so many friends. Natalie had friends all over the world. She was always receiving letters from a lot of interesting places, and she always wrote back.

After all the clues had been given, Mrs. Steele gave each student a map. They were to write the name of each student on the ocean each one had visited. Holly studied her map and the clues on the board. She figured out the answers right away.



1. Write the names of the students on the oceans each had visited.



2. Complete the chart by writing each description under the correct ocean.

- Africa on east
- Asia on north
- at top of world
- Australia on east
- California on east
- coldest
- covers one-third of Earth's surface
- deepest
- East Indies on east
- Europe on east
- floes
- largest
- north of Canada
- second largest
- South Africa on west
- South America on west

Atlantic Ocean	Pacific Ocean	Indian Ocean	Arctic Ocean

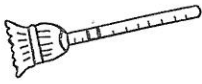


Read about two lakes or other natural landforms. On another piece of paper, write clues about each. Have a friend read the clues and guess what you are writing about.

★ Phonics • Lesson 16

Blends With R

In a consonant blend, you hear the sound of each consonant. Consonant blends with the letter *r* include *br*, *cr*, *dr*, *fr*, *gr*, *pr*, and *tr*.



broom



crown



drum



frog

A Read each pair of words. Write the word that begins with a consonant blend.

1. tap trap _____

2. bread bead _____

3. prop pop _____

4. gay gray _____

5. gave grave _____

6. frame fame _____

7. drip dip _____

8. bake brake _____

B Change the blend in each word below to make a new word.

1. Change *gr* to *cr*

greed → _____

grew → _____

grab → _____

2. Change *br* to *fr*

breeze → _____

brown → _____

bright → _____

3. Change *tr* to *dr*

trip → _____

troop → _____

train → _____

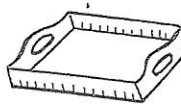
C Write the correct word for each picture.

1.



room groom

2.



tray trap

3.



prize pride

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D Write a synonym from the box for each word below. (A synonym is a word that has a similar meaning.)

dull	trace	weak	jab	bawl	cut
smile	creep	fight	gust	pull	path

- | | |
|----------------|-----------------|
| 1. brawl _____ | 6. breeze _____ |
| 2. trim _____ | 7. prod _____ |
| 3. crawl _____ | 8. drab _____ |
| 4. drag _____ | 9. frail _____ |
| 5. grin _____ | 10. trail _____ |

E Write the present tense of each verb below.

- grew _____
- drove _____
- drew _____
- broke _____

F Write a tongue twister sentence using at least three words with each of these blends.

- br _____
- gr _____
- tr _____

★ Phonics · Lesson 16



G Circle the correct blend to complete the word in each sentence. Then write the blend in the word.

- | | | | |
|---|----|----|----|
| 1. Bret will ___eet us at the train. | tr | gr | dr |
| 2. Grace was ___ave when she broke her arm. | br | cr | fr |
| 3. Did the frog ___oak? | fr | pr | cr |
| 4. Dad had a lot of ___aise for Brad. | cr | pr | dr |
| 5. Fred got a ___eat for his pet crow. | br | tr | dr |
| 6. Fran had a fright from a bad ___eam. | dr | pr | cr |

H Write an answer to each riddle. Use the words from the box.

price	grape	bread	trout	drape	brook
brain	frame	crib	crow	green	crane

- I am a kind of fish. What am I? _____
- I am a kind of fruit. What am I? _____
- I am what you put a picture in. What am I? _____
- I am the color of most plants. What am I? _____
- I am at a window. What am I? _____
- I am a tall building machine. What am I? _____
- I am a kind of bird. What am I? _____
- I am how much something costs. What am I? _____
- I am a baby's bed. What am I? _____
- I am a small stream. What am I? _____



Nouns (Irregular Plural Nouns that Change Form)

Many singular nouns are made plural by adding an *s* or *es* to the end of the word.

Examples:

<u>Singular</u>	<u>Plural</u>
apple	apples
box	boxes

Some singular nouns change form when they become plural nouns.

Examples:

<u>Singular</u>	<u>Plural</u>
mouse	mice
man	men

PRACTICE

Write the plural form of each noun. Use a dictionary to find the plural form of any word that you are not sure of. (Example: mouse mice)

Singular	Plural
1. child	_____
2. goose	_____
3. foot	_____
4. tooth	_____
5. woman	_____
6. elf	_____
7. knife	_____
8. ox	_____

Singular	Plural
9. person	_____
10. scarf	_____
11. half	_____
12. die	_____
13. leaf	_____
14. life	_____
15. wolf	_____
16. shelf	_____

Use the above list of words to complete each sentence. Write the correct form (singular or plural) of the word on the line. (Example: Mice love to eat cheese.)

- | | |
|---|--|
| 17. Dad and I hung the _____ on the wall. | 22. The _____ is very sharp. |
| 18. Farmer Brown hooked two _____ to the wagon to plow the field. | 23. Dana ate _____ of the pie! |
| 19. How many _____ know how to spell this word? | 24. Mom tied a _____ around her neck. |
| 20. My sister lost a _____ last night. | 25. Dad dances like he has two left _____. |
| 21. I saw seven _____ flying in formation. | 26. I like to do _____ rubbings. |

WRITE ON!

On a separate sheet of paper, write a paragraph using several of the irregular plural nouns. Rewrite the paragraph changing the plural nouns to singular nouns. Have a classmate proofread the paragraph and circle the mistakes.



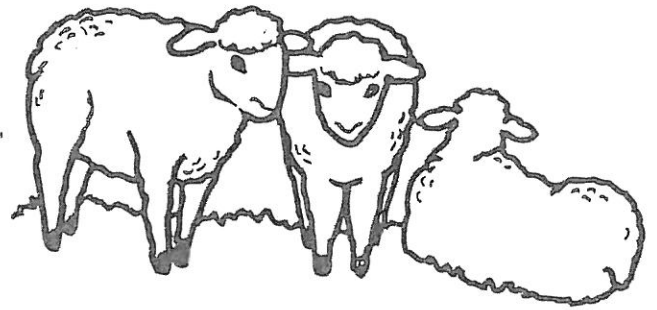
Nouns (Irregular Plural Nouns that Don't Change Form)

Some singular nouns do not change form when they become plural nouns.

Example: one sheep two sheep

To determine if the noun is singular or plural, read the entire sentence and look for the clue words below.

<u>Singular</u>	<u>Plural</u>
a	two, three, four, etc.
the	the
one	some
an	many
	few



PRACTICE

Use the following nouns to complete each sentence.

bison	salmon	deer	fish	sheep	swine
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1. Farmer Green has many fluffy _____ in the pasture.
2. The pink _____ makes many grunting and oinking noises.
3. I caught a _____ when I was out on the lake.
4. The _____ is the heaviest land mammal in North America.
5. When we went to a river, we saw many _____ swimming upstream.
6. Three _____ with large antlers walked across the trail.

How would you know if a writer were talking about one animal or many of the same animal?

WRITE ON!

On a separate sheet of paper, write a paragraph using the above irregular plural nouns. The paragraph can be fiction (pretend) or nonfiction (real). Share the paragraph with a classmate.



Verbs (Main Verbs)

A **main verb** has meaning on its own and shows action. A main verb tells something about the subject. There are thousands of main verbs. Look at the examples below.

Main Verb

I teach.

We play.

You run.

Helping Verb + Verb

I can teach.

We can play.

You can run.

PRACTICE

Circle the sentences that contain a helping verb. Then underline the main verb and the helping verb.

Example: I can staple the papers together.

1. The boy turns the light off.
2. The dinosaur could eat many pounds of meat each day.
3. The lights from cities and towns can be seen from outer space.
4. The windows were covered in rain.
5. The handprints were pressed all over the windows.
6. The car can go very fast.
7. The train will run on time.
8. His glasses broke in half when he stepped on them.
9. The flare burned brightly in the dark night.
10. The jagged teeth bit through the trunk of the tree.
11. The cow munched on the sweet grass.
12. The third little pig can build a house.
13. The tires were made out of rubber.
14. She made the shirt out of silk and cotton.
15. T. rex left giant footprints in the earth.
16. The ride can spin to the left or to the right.
17. The wall protects the city from rising waters.
18. The truck can haul many tons at one time.
19. The team can climb down the ropes very quickly.
20. The tree does provide shade and fruit.

WRITE ON!

On a separate sheet of paper, write a paragraph using only main verbs. Then rewrite the same paragraph using helping verbs in each sentence. Compare the two paragraphs.

Verbs (Irregular Verbs)

An irregular verb changes form when it changes tense. Look at the examples below.

Base Word

buy ride do
 run dig speak
 think say make
 take give

Past Tense

bought rode did
 ran dug spoke
 thought said made
 took gave

PRACTICE

Rewrite each sentence in the past tense.

Example: I ride my bike after school.

I rode my bike after school.

1. I buy my pencils from the local discount store.

2. Melvin runs around the playground at recess.

3. Jeb and Bill see the principal.

4. Susie makes the best dessert!

5. Dad builds homes and condos.

6. The fan spins slowly over our heads.

7. My niece sings opera.

8. Matthew and Peter swim on the school's swim team.

9. The president leaves at 10:00 A.M.

10. People stand for the flag salute.

Do this too!

WRITE ON!

On a separate sheet of paper, write about a time you rode on something: a bike, a car, a merry-go-round, a ride at the amusement park. Tell about the experience. Make sure each verb is in the past tense.

Adjectives (Numerical Adjectives)

An **adjective** describes a noun.

Example: The man sat on the green bench.

Green is the adjective. It tells the color of the bench.

A **numerical adjective** uses a number to tell about a specific noun.

Example: There were seven benches in the park.

Seven is the adjective. It tells how many benches there were.

PRACTICE

Underline the numerical adjective in each sentence.

Example: The dog ran through six open doors.

1. Who broke the three windows?
2. We saw two movies this weekend.
3. The bell rang one time at the end of recess.
4. The four girls ran to get in line.
5. Fifteen kids are eating hot lunches today.
6. Two students are absent.
7. Does the bird have three toes?
8. Place a dozen cups on the table.
9. The man needed twenty-eight newspapers.
10. The stove has five burners.



Write about three items in the classroom. Use a numerical adjective to tell about each item.

11. _____
12. _____
13. _____

WRITE ON!

Think about how numbers are used in our daily lives to describe something. Pick an item and tell about it on a separate sheet of paper. What does it look like? How many colors are in it? How many sides does it have? Underline the numerical adjectives used in the paragraph.

Prepositions

A **preposition** connects nouns, pronouns, and phrases to other words in the sentence. It shows the relationship between a noun and another word in the sentence.

Common Prepositions

about	at	but	in	onto	till	with
above	before	by	inside	out	to	within
across	behind	despite	into	outside	toward	without
after	below	down	like	over	under	
against	beneath	during	near	past	underneath	
along	beside	except	of	since	until	
among	between	for	off	through	up	
around	beyond	from	on	throughout	upon	

PRACTICE

Underline the preposition in each sentence.

Example: He went to school without his jacket.

1. They walked through the woods.
2. The blocks are by the sand trays.
3. Everyone went to the party except Martin.
4. Outside the window, I could see the blizzard.
5. At lunchtime, the band played its latest songs.
6. During halftime, the flat team performed.
7. The cabin is in the meadow.
8. We ate on the patio.
9. Color the picture within the lines.
10. The Smiths went with the Johnsons.
11. Stand up straight like an ironing board.
12. More seats have been added to the theater.
13. Around midnight, the alarm went off.
14. Louise played the game in the rain.
15. Dad ordered the crab inside the restaurant.



WRITE ON!

On a separate sheet of paper, write the steps for making your favorite meal. Underline the prepositions used in the paragraph.

Prepositions

A **prepositional phrase** connects the phrase to another word in a sentence.

Example: There is a meatball on the spaghetti.

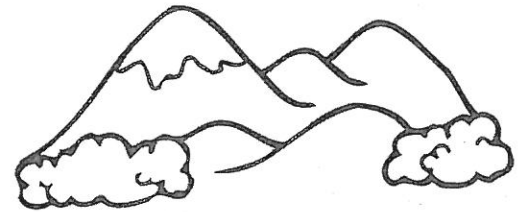
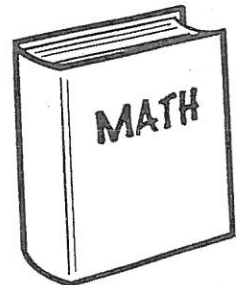
“On the spaghetti” is the prepositional phrase. It connects *spaghetti* to *meatball*.

PRACTICE

Underline the prepositional phrase in each sentence.

Example: The scouts walked toward the dark cavern.

1. There are bed bugs underneath the blanket.
2. Outside the box is a pile of puppies.
3. Stack the magazines by the couch.
4. After math homework, Dan plays his piano.
5. Margie did not pass the test in the fall.
6. Across the street, Mrs. Levine is raking the leaves.
7. Marco's Fruit Stand is located beyond the hill.
8. I keep my scary books beside my bed.
9. The class was held inside the cafeteria.
10. After a big meal, he went swimming.
11. No late homework will be accepted without a name.
12. The Fords will go mountain climbing with the grandparents.
13. Between us, we have everything covered.
14. Off the turnpike, there is a mansion.
15. Around town, there are many statues.
16. Isabel always puts her toys inside the box.
17. Gracie walked across the yard.
18. Do we throw rocks through windows?
19. Without help, the task was impossible.
20. The playhouse was completed within one month.



WRITE ON!

On a separate sheet of paper, describe what American currency looks like. Exchange papers with a classmate. Underline the prepositional phrases used in the paragraph.

Sentence Fragments

A **sentence fragment** is not a complete sentence. By itself, a sentence fragment has little or no meaning. A sentence fragment might be just a subject.

Example: Adam

A sentence fragment might be just the predicate.

Example: ran like a wild man.

A sentence fragment might be just a phrase.

Example: a wild man



PRACTICE

Circle the complete sentence.

- | | |
|--|---|
| 1. Mrs. Simes has three daughters.
Has three daughters. | 6. The parents.
The parents attended every home game. |
| 2. Kate is a high school teacher.
Kate. | 7. Judith reads many different kinds of books.
Reads many different. |
| 3. Dean is a.
Dean is a fabulous student. | 8. Who wants to attend an Ivy League college?
Ivy League college? |
| 4. The rock group.
The rock group played loud music. | 9. Neal gets a flu shot every year.
Neal. |
| 5. The architect designed the beautiful building.
The beautiful building. | 10. Where are the rubber gloves?
Where are? |

WRITE ON!

On a separate sheet of paper, write a story about the following topic: If you had to wear a uniform, which kind would you really like to wear? Why? Rewrite the story and change some of the complete sentences to sentence fragments. Exchange papers with a classmate. Can the classmate find all of the sentence fragments?

Writing Checklist

Prewriting

- Select your topic.
- Use the graphic organizer to write questions or brainstorm about your topic.
- Research your topic.

Your First Draft

- Beginning: Introduce your topic.
- Middle: Answer all the questions you have written down about the topic.
- End: Conclude with an important thought or idea about the topic.

Revision

- Read your own first draft and check for mistakes.
- Have a classmate read your piece of writing (peer editing). Have him or her write down any questions he or she may have about the story.
- Make changes and answer all the additional questions.

Editing

- Check for errors.
- Have someone else check for errors.
- Plan and write your final draft.

Final Draft

- Give your best to present your final draft.

Score Your Writing

Circle letters that you think best fit your piece of writing. Then, have your teacher read your work and circle his or her choices. Have you made the same choices? Why? Why not?

VG = VERY GOOD **G** = GOOD **NW** = NEEDS WORK

Writing Process

- | | | | |
|----|---|----|---|
| VG | G | NW | I have planned my writing effectively, by brainstorming and/or writing down what will happen in my story. |
| VG | G | NW | My story has a clear beginning, middle, and end. |
| VG | G | NW | My beginning grabs the reader's attention and gives clues about what will happen in my story. |
| VG | G | NW | Every detail in my story adds a little bit more to the main idea. |
| VG | G | NW | I have revised my story by adding as many interesting details as possible. |
| VG | G | NW | I have edited my story by reading through it to find mistakes. |
| VG | G | NW | I ended my story with an exciting or unexpected twist. I have a strong conclusion or ending. |

Voice

- | | | | |
|----|---|----|---|
| VG | G | NW | My writing has personality. It sounds different from the way others write. |
| VG | G | NW | I have included important thoughts and feelings in my writing, so the reader will know how I feel. |
| VG | G | NW | I have confidence in my writing and feel comfortable about sharing it with others. |
| VG | G | NW | I have given a lot of thought to who my audience is, and the readers know that I am talking to them through my writing. |

Ideas and Content

- | | | | |
|----|---|----|--|
| VG | G | NW | The topic is fully developed and grabs the reader's attention. |
| VG | G | NW | I know a lot about this topic and have included interesting information. |
| VG | G | NW | I wrote about what is happening in my story, instead of "telling." |
| VG | G | NW | I can easily answer the question "What is the story about?" |

Word Choice

- | | | | |
|----|---|----|---|
| VG | G | NW | I have used colorful, exciting words in my writing. |
| VG | G | NW | I have tried to include some new vocabulary in my writing to add to the main idea or topic. |
| VG | G | NW | I have used energetic adjectives and verbs to make my story more exciting. |
| VG | G | NW | I have used such good words that the reader won't soon forget them. |

Spelling and Grammar

- | | | | |
|----|---|----|--|
| VG | G | NW | I have reread my writing to find spelling mistakes. I have used capitals correctly. |
| VG | G | NW | Every paragraph in my writing shows where a new idea begins. |
| VG | G | NW | Periods, commas, exclamations marks, quotation marks, and question marks are all in the right place. |

Sentences

- | | | | |
|----|---|----|--|
| VG | G | NW | I have varied the length of my sentences. Some are long and attention grabbing; some are short and exciting. |
| VG | G | NW | My story is easy and fun to read out loud. It sounds great! |
| VG | G | NW | My sentences all begin differently. |
| VG | G | NW | I have reread my story to cut out or change sentences that do not belong or are uninteresting. |

What areas do you think you did really well on? What areas do you think need improvement?

First Day of School Survival Guide

The television series *Ned's Declassified School Survival Guide* chronicled the crazy escapades of Ned Bigby and his friends, Moze and Cookie, at Polk Middle School. In the series, the kids attempt to navigate the challenges of being at middle school.

TASK

Write a survival guide of several paragraphs, explaining what a new student entering your class needs to know to immediately fit in.

Brainstorming

Think about all the important things you have to know to be cool at your school.

Where to hang out: Where is the best place to hang out at your school? Explain why.

What to wear: What are the "in" things to wear at your school? What is "out"? Explain.

Things to watch out for: What are some of the silliest things one can do at your school—things that can get you into a great deal of trouble? Explain.

Watch out for the cafeteria food: What are the best things to eat in your school cafeteria? What things wouldn't you touch with a ten-foot pole?

That's typical: Write down some things that are typical for your school.

Other advice: Write down some other things that are vital for surviving at your school.

Sketching It Out

Use your Sketching It Out graphic organizer to write an outline for your explanation of what a new child entering your class needs to know to immediately fit in. Your brainstorming ideas will help you.

Putting It Together

Use your outline and notes to write your survival guide. Try to use some of the words in the word box. They will help strengthen your writing.

Word Box

Here are some words that you may want to use to explain how to survive at your school.

school	discipline
drill	instruct
educator	governor
governess	rules
regulations	eatery
cafeteria	subjects
activities	terrible
ghastly	distinguished
remarkable	skillful
enjoyable	cool
boring	dreary

Can you think of more words that could be used to explain what things are important to know about your school? Write them down here.

First Day of School Survival Guide



Where to hang out: Where is the best place to hang out at your school?

What to wear:

What's "in"?

What's "out"?

Things to watch out for:

What are some of the silliest things you can do at your school?

What are the best and worst things to eat in the cafeteria?

That's typical: What's a typical at your school?

Other advice: What other things should a new student know?