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The activities in this book meet the following writing standards, which are used with permission from McREL. Reading standards are also met by the “What Did You Read?” and “How Is It Written?” sections of each lesson; however, those standards are not listed below.

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**Standard 1. Uses the general skills and strategies of the writing process**

1. Prewriting: Uses prewriting strategies to plan written work (Pages 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 68, 69)
2. Drafting and Revising: Uses strategies to draft and revise written work (Pages 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 68, 69)
3. Editing and Publishing: Uses strategies to edit and publish written work (Pages 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 68, 69)
4. Evaluates own and others’ writing (Pages 25, 43, 49, 55, 61)
6. Uses strategies to write for a variety of purposes (Pages 23, 24, 36, 42, 48, 52, 53, 60, 66)
7. Writes expository compositions (Pages 6, 7, 11)
8. Writes narrative accounts, such as poems and stories (Pages 12, 13, 18, 19, 30, 35)
10. Writes expressive compositions (Page 65)
12. Writes personal letters (Pages 54 and 59)

**Standard 2. Uses the stylistic and rhetorical aspects of writing**

1. Uses descriptive language that clarifies and enhances ideas (Pages 10, 28, 34, 37, 45, 46)
2. Uses paragraph form in writing (Pages 29, 41, 65)
3. Uses a variety of sentence structures in writing (Page 9)

**Standard 3. Uses grammatical and mechanical conventions in written compositions**

2. Uses pronouns in written compositions (Page 57)
3. Uses nouns in written compositions (Pages 15, 16, 26, 39)
4. Uses verbs in written compositions (Pages 27, 33, 51)
5. Uses adjectives in written compositions (Pages 21, 31, 63)
6. Uses adverbs in written compositions (Page 45)
7. Uses coordinating conjunctions in written compositions (Page 57)
9. Uses conventions of spelling in written compositions (Pages 8, 14, 20, 32, 38, 40, 44, 50, 56, 62)
10. Uses conventions of capitalization in written compositions (Pages 9, 15, 33, 39, 58, 64)
11. Uses conventions of punctuation in written compositions (Pages 9, 15, 21, 27, 33, 45, 64)

**Standard 4. Gathers and uses information for research purposes**

2. Uses encyclopedias to gather information for research topics (Page 29)
8. Uses strategies to compile information into written reports or summaries (Pages 29, 47, 68, 69)

A **description** of a person is a piece of writing that lets us know that person as well as the writer does.

### STRUCTURE

### LANGUAGE

#### THE FISHERMAN

Mr. Lee was a quiet man. He rarely spoke. A smile and a nod were what we shared. He was mending a net when I first saw him. Squatting on his heels, he was rapidly passing a green net through his fingers. Every so often he stopped to patch a tear or strengthen a weak section that might break under the strain of the good catch he dreamed about.

**Introduction**

- man introduced in first sentence
- his work

**Verbs all in same tense**

this writer uses past tense

Every day, an hour before the tide turned, Mr. Lee would appear from among the palm trees that grew down to the beach. He wore a faded blue shirt, ragged shorts, and an old rice-straw hat that almost hid his face. That is probably why I noticed his hands first. For a small, thin man he had big, strong hands. They were hands that could mend a net and cast it, hour after hour, out over the sea.

**Description**

- his clothing
- his hands
- his day
- his mood

**Carefully-chosen adjectives**

so reader can "see" his clothes

When his net was ready for the day's work, Mr. Lee would wade out into the sea. Standing knee-deep he would grasp the net evenly between his hands and, in a single graceful movement, cast it out over the water.

**Adverbs**

to show how action is done

Sometimes he would hum quietly to himself. Mostly he didn't. He cast his net, pulled it back and cast it again. He was at home in the sea and the sunlight. He was content.

**Conclusion**

- end of his day

When the sun sank low and the sea darkened, he would gather his net and set off back up the beach. Under the trees he prepared his catch of silver fish for sale in the night market. Then he disappeared into the darkness.

**Kitty (age 9)**


**WHAT DID YOU READ?**

- ① **Circle** the correct answer. Mr. Lee is a . . .
- a. net maker                      b. fisherman                      c. beach inspector
- ② He wears a faded green shirt. **True or false?** \_\_\_\_\_
- ③ His hat is made out of \_\_\_\_\_.
- ④ **Circle** the correct answer. He fishes from . . .
- a. a boat                      b. the beach                      c. shallow water
- ⑤ Mr. Lee is small and thin. **True or false?** \_\_\_\_\_
- ⑥ We know Mr. Lee lives in a warm, tropical place because the trees are \_\_\_\_\_ trees.
- ⑦ a. Do you think Mr. Lee is a rich man? \_\_\_\_\_
- b. Why do you think so? \_\_\_\_\_
- \_\_\_\_\_


**HOW IS IT WRITTEN?**

- ① What word in the first sentence tells us that Mr. Lee does not speak very often? \_\_\_\_\_
- ② Writers always try to use the most exact words they can. In paragraph 3, what words does this writer use to mean . . .
- a. walk through water? \_\_\_\_\_                      b. throw a net? \_\_\_\_\_
- ③ Adjectives give detail and interest to descriptions. From paragraph 2, **write** the adjectives that describe Mr. Lee's clothes.
- \_\_\_\_\_
- ④ A description can tell us about personality by telling us how a person does something. **Circle** the correct answer: ***Sometimes he would hum quietly to himself.*** This tells us that Mr. Lee is . . .
- a. happy                      b. bored                      c. lonely
- ⑤ Sometimes a writer can tell us something indirectly. ***The sun sank low*** tells us the time of day is SUN \_\_ \_\_ T.
- ⑥ In describing the fisherman, the writer refers to his . . .
- a. CL \_\_ \_\_ \_\_ ING                      b. H \_\_ \_\_ DS
- c. DAY'S W \_\_ \_\_ K                      d. M \_\_ \_\_ D
- ⑦ **Circle** the correct answer. A description always keeps the same tense from start to finish. This description is written in the PAST / PRESENT tense.



**Punctuation**

Lions, tigers, jaguars, cheetahs, and the common house cat all belong to the same family, the feline family. Wolves, coyotes, and foxes are all relatives of our pet dogs.

**Fun with words**

- ② a. won't work  
b. is extremely angry  
c. hasn't eaten  
d. is not to be trusted  
e. is very strong  
f. thinks he or she is special
- ④ a. net  
b. book jacket  
c. alarm clock

**LESSON 5****PAGES 30-35****What did you read?**

- ① b  
② False  
③ rice straw  
④ c  
⑤ True  
⑥ palm  
⑦ a. Mr. Lee is not a rich man.  
b. His clothes and work tell us he is poor.

**How is it written?**

- ① quiet  
② a. wade  
b. cast  
③ faded blue, ragged, old rice-straw  
④ a  
⑤ sunset  
⑥ a. clothing  
b. hands  
c. day's work  
d. mood  
⑦ past

**Spelling and meaning**

- ① a. cat, crumbs, lamb  
b. cat  
② a. rarely  
b. quiet  
c. strengthen  
d. gracefully  
③ a. hop  
b. slope  
c. mop  
④ mopped, hopped, sipped, topped, sopped, ripped, tapped, sapped, tipped

**Grammar**

- ① a. mopped  
b. hopped  
c. topped  
d. mapped  
② a. The *Titanic* sank when it **collided** with an iceberg in 1912.  
b. Pemulwuy **was** a brave Aboriginal warrior who lived around Sydney Harbor in the late 1700s.  
c. When night **fell**, bats came out of their cave.

**Punctuation–Revision**

- ① Many people enjoy fishing. **One** of the most dangerous ways to fish is to fish from rocks at the bottom of a cliff. **Big** waves often sweep these fishermen into the sea, where many drown.  
② a. Water fleas, lobsters, crabs, and  
b. holey, old, red, green, and  
c. Missouri, Mississippi, Yukon, and  
d. feed it, train it, walk it, brush it, and

**Fun with words**

- ① **Counting**: cups, rakes, cans, letters, ice cubes, pumpkins, trees, apples, gates, trucks  
**Weighing**: sugar, wheat, powder, ice cream, custard, rice, gravy, jelly, pepper, soup