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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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Telephone: 303-377-0990 Website: www.mcrel.org/standards-benchmarks

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

1. Prewriting: Uses prewriting strategies to plan written work (Pages 11, 12, 19, 26, 27, 33, 34, 41, 42, 48, 49, 50, 56, 57, 63, 64, 70, 71, 77, 78, 79, 87)
2. Drafting and Revising: Uses strategies to draft and revise written work (Pages 11, 12, 19, 26, 27, 32, 33, 34, 40, 41, 42, 48, 49, 50, 56, 57, 63, 64, 70, 71, 77, 78, 79, 87)
3. Editing and Publishing: Uses strategies to edit and publish written work (Pages 11, 12, 19, 26, 27, 33, 34, 41, 42, 46, 47, 48, 49, 50, 56, 57, 62, 63, 64, 69, 70, 71, 77, 78, 79, 87)
4. Evaluates own and others' writing (Pages 7, 14, 21, 29, 36, 44, 52, 59, 66, 73)
5. Uses strategies to write for different audiences (Pages 33, 34, 41, 72, 77, 78, 79, 85)
6. Uses strategies to write for a variety of purposes (Pages 32, 33, 34, 56, 57, 72, 77, 78, 79, 80, 84)
7. Writes expository compositions (Pages 28, 34, 43, 48, 49, 50, 51, 56, 57, 65, 70, 71, 77, 78, 79, 80, 84, 85)
8. Writes narrative accounts, such as poems and stories (Pages 12, 13, 18, 19, 20, 25)
9. Writes autobiographical compositions (Pages 6, 12, 27)
10. Writes expressive compositions (Pages 26, 27, 58, 64, 72, 85)
12. Writes personal letters (Pages 35, 41, 42)

Standard 2. Uses the stylistic and rhetorical aspects of writing

1. Uses descriptive language that clarifies and enhances ideas (Pages 18, 21, 23, 24)
2. Uses paragraph form in writing (Pages 10, 59, 62)
3. Uses a variety of sentence structures in writing (Pages 16, 46, 54, 76)

Standard 3. Uses grammatical and mechanical conventions in written compositions

2. Uses pronouns in written compositions (Page 9)
3. Uses nouns in written compositions (Pages 9, 16, 68)
4. Uses verbs in written compositions (Pages 16, 31, 38)
5. Uses adjectives in written compositions (Pages 61, 68)
6. Uses adverbs in written compositions (Pages 31, 75)
7. Uses coordinating conjunctions in written compositions (Page 46)
9. Uses conventions of spelling in written compositions (Pages 8, 15, 22, 30, 37, 45, 53, 60, 67, 74)
10. Uses conventions of capitalization in written compositions (Pages 39, 55, 62, 68, 69)
11. Uses conventions of punctuation in written compositions (Pages 10, 17, 31, 32, 39, 55, 61, 62, 69, 75, 76)

Standard 4. Gathers and uses information for research purposes

1. Uses a variety of strategies to plan research (Pages 26, 27, 50, 56, 57, 63, 70, 71, 77, 78, 79, 81)
2. Uses encyclopedias to gather information for research topics (Pages 50, 70, 71, 77, 78, 79)
3. Uses dictionaries to gather information for research topics (Page 50)
4. Uses electronic media to gather information (Pages 50, 63, 64, 70, 71, 77, 78, 79)
5. Uses key words, guide words, alphabetical and numerical order, indexes, cross-references, and letters on volumes to find information for research topics (Pages 56, 57, 81)
6. Uses multiple representations of information to find information for research topics (Pages 32, 56, 57, 70, 71)
7. Uses strategies to gather and record information for research topics (Pages 50, 56, 57, 63, 64, 70, 71, 77, 78, 79, 81)
8. Uses strategies to compile information into written reports or summaries (Pages 49, 50, 56, 57, 63, 64, 70, 71, 77, 78, 79, 82, 83, 84)
9. Cites information sources (Pages 86, 87)



LESSON 4

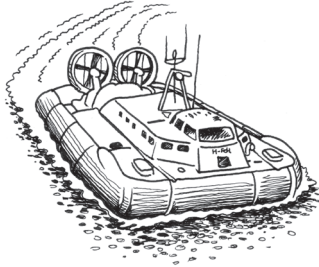
Writing a Procedure

In a **procedure**, your aim is to tell your reader exactly how to do or make something in the exact order that it is done.

STRUCTURE

Goal or aim
of the
instructions

MAKING YOUR OWN MINI-HOVERCRAFT



Hovercrafts hover above the ground on a cushion of air. They can glide over land, ice, or even water—they literally float on air! You can make your own mini-hovercraft with a few simple things from home.

Headings

You will need

- an old or unwanted CD (Ask someone **BEFORE** you use it!)
- an empty plastic **spool** of thread with a hole through the middle (NOT a spool with a thin cardboard center)
- strong craft **glue**
- a big balloon

*Items you
will need*
(not always
included)

What to do

1. **Glue** the spool on top of the CD so that the hole in the spool lines up exactly with the hole in the CD.
2. **Wait** a couple of hours for the glue to dry.
3. When the glue is dry, **blow up** your balloon and **twist** the end to stop the air from escaping. (DO NOT tie the balloon.)
4. Carefully stretch the neck of the balloon over the top of the spool, without letting go of the balloon. Make sure it is firmly attached.
5. Put the hovercraft on a **flat, smooth surface** (desk, table, etc.).
6. Let go of the balloon **quickly**. Your hovercraft should start moving. If it doesn't, try giving it a couple of gentle pushes.

*Numbered
steps* for the
reader to follow

Helpful tips

End comment

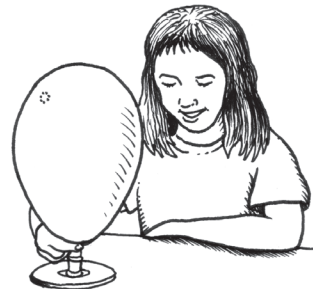
And you're off!

Picture to help
the reader

*Extra
information*
explaining why
things happen

So how does it work?

As the balloon untwists, the air in the balloon goes under the CD very quickly and this pushes up the CD and allows it to move over the surface. And this is just how a real hovercraft works! A huge fan on top of the hovercraft pumps air underneath very quickly. As more and more air is trapped, the hovercraft is pushed up, and this allows it to move.



Adapted with permission from Scientrific, No. 26, July/August 2003

LANGUAGE

*Punctuation
and
highlighting*
to draw
attention to
important
information

*Common
nouns*

*Command
form of verbs*
(imperative),
usually at start
of a step

Action verbs

*Precise
language*

Adverbs
to tell *how* to
do actions

*When and if
clauses*

*Short, clear
sentences*

WHAT DID YOU READ?

- ① Hovercrafts float on _____.
- ② True or False?
 - a. You can use any type of spool to make the hovercraft. _____
 - b. You put the spool through the middle of the CD. _____
 - c. You don't tie the end of the balloon. _____
 - d. You hold the hovercraft tightly as it moves. _____
- ③ In which order do you do these steps? (Write number 1, 2, or 3.)
 Blow up a balloon: _____ Use glue: _____ Stretch the balloon neck: _____
- ④ Fill in the blanks. The balloon hovercraft works because the _____ from the _____ forms a cushion between the _____ and the _____.

HOW WAS IT WRITTEN?

- ① The procedure is structured to help the reader know what to do. If you wanted to do this experiment, what would be the first part you would read closely? (Give a reason.)

- ② The command verbs (imperative form) are mostly at the start of the sentences in the "What to do" section, but not always. Underline all the verb commands in steps 1–6. (*Hint: There are nine, and some are not just single words.*)
- ③ Circle the best answer. The command verbs are at the start of sentences because . . .
 - a. they make it easier for the reader to follow the instructions.
 - b. it is easier to write sentences that way.
 - c. it is more interesting to start sentences with verbs.
- ④ The procedure gives a set of numbered steps. Could the writer have given any steps in a different order and still been clear? (Give a reason.) _____

- ⑤ The writer uses precise language to give the instructions. Explain why it was important to tell you that the . . .
 - a. balloon should be firmly attached. _____

 - b. surface should be flat and smooth. _____

- ⑥
 - a. Do you think these instructions were clear and easy to follow? (yes or no) _____
 - b. If you answered no, what would have helped you follow them? _____

Try to make your own hovercraft, if possible, and see if it works!

PUZZLE TIME

What am I?

A hovercraft is an unusual kind of transportation. Can you figure out these other unusual types?

- I am a long, narrow boat (rather pretty) pushed along with a pole: G ____ D ____
- I am just a simple seat hanging on a cable: ____ R ____ T
- I am an electric bus that hangs onto overhead wires: T ____ L ____ B ____
- I am in two parts, but I go fast on water: C ____ T ____ R ____

DID YOU KNOW?

Boats of various kinds have been around a long, long time. The oldest boat ever found was a 3-meter long dug-out boat unearthed in the Netherlands. It dated from 7400 BCE!

YOUR TURN TO WRITE

TIP FOR CRYSTAL-CLEAR WRITERS

When you write a procedure, you need to give clear and precise instructions. For example, instead of writing "Use cardboard," you might write, "Use a piece of thin cardboard 10 in. x 10 in." It is really annoying to read instructions that don't tell you exactly what to do. Don't you agree?

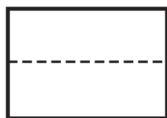
- The diagrams below show you one way of making a paper airplane. (I am sure you have your own favorite way!) Can you write a procedure (on your own paper) to go with them? (*Hint: Get a piece of paper and try to make the airplane yourself using the diagrams. This will help you know exactly what to tell your reader and give you ideas for some useful tips to give them.*)

Remember:

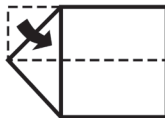
- Begin with a sentence that tells the aim of the procedure.
- Write a list of the things needed.
- Write clear and precise instructions.
- End with a comment of some kind (congratulations, encouragement or a funny remark).

Be sure to use:

- short, clear sentences
- punctuation and perhaps highlighting to help the reader understand
- command verbs at or near the start of the instruction section
- adverbs to help the reader know how to do the actions
- precise language to show exactly what the reader needs to do



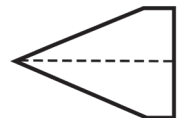
1



2



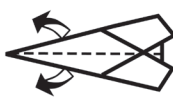
3



4



5



6



7



8

LESSON 4**PAGES 28-34****What did you read?**

- ① a cushion of air
- ② a. False b. False c. True d. False
- ③ Blow up a balloon: 2, Use glue: 1, Stretch the balloon neck: 3
- ④ The balloon hovercraft works because the air from the balloon forms a cushion between the CD and the flat surface.

How was it written?

- ① the list of things you will need, because if you don't have these things you would not be able to follow the procedure
- ② glue, wait, blow up, twist, stretch, make sure, put, let go, try
- ③ a
- ④ No. You have to follow the steps in this order, or the hovercraft will not stick together or move properly.
- ⑤ a. If it is not firmly attached, it would probably fall apart once it moved.
b. If it is not flat and smooth, the hovercraft would just stop at the first little bump. A real hovercraft could manage on a bumpy surface—as hovercrafts do on rough seas—but this hovercraft is not as strong as a real one.
- ⑥ b. You might have said that diagrams of each step would have helped you. Diagrams are usually a great help in procedures.

Spelling and meaning

- ① 1. attached 2. cardboard 3. carefully
4. couple 5. cushion 6. escaping 7. exactly
8. glide 9. hovercraft 10. literally
11. middle 12. moving 13. surface
14. thread 15. usually
- ② a. facing
b. making
c. squeezing
d. arrangement
e. dividing
f. separating
g. changing
h. useful
- ③ surfboard, fingerprint, greenhouse, waterproof, underwear, footprint, windmill, wetsuit, snowflake, tablespoon, crossword, aircraft, underwater, sunscreen, windsurf, spaceship (you might have some more)

Grammar

- a. Slice the bread (finely) to make sandwiches that are easy to eat.

- b. Cut the sandwiches (diagonally) so that they look (attractive) on the plate.
- c. Heat the frying pan and rub it (lightly) with butter.
- d. Divide the mixture (evenly) into four portions.
- e. Add all the ingredients and mix them together (well).
- f. Spread the cheese mixture (thickly) on the bread.
- g. Leave (overnight) in a warm place.

Punctuation

Possible answers:

1. Use one ball only, and throw it from one hand to the other. Instead of looking at your two hands, as you normally would when you throw a ball, look at the highest point that the ball reaches. Practice until you feel very comfortable doing this.
2. Using two balls now, put one ball in each hand and throw ball 1 from one hand to the other. When ball 1 reaches its highest point, throw ball 2. Do not swap ball 2 from one hand to the other, but throw it as shown in the drawing. Practice this until you feel comfortable.
3. Using three balls now, do the same as you did in step 2, but this time take two balls in one hand and one ball in the other. Start throwing and catching is now a continuous activity. Try to force yourself to throw the balls backwards, because, otherwise, you will throw them forwards and drop them.

Can you help?

You will need:

talcum powder
a saucer
a paintbrush
a magnifying glass
something hard and shiny

Puzzle time

GONDOLA, CHAIR LIFT, TROLLEY BUS,
CATAMARAN

LESSON 5**PAGES 35-42****What did you read?**

- ① to ask him to write another book in the series *The Wind on Fire*
- ② Adam's favorite book is *Slaves of the Mastery*.
- ③ The most likely answer is fantasy. Adam mentions the Singer people and the Morah, and these are not known in our real world. He also imagines that Kestrel could come back to life.
- ④ c