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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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Address: 2250 S. Parker Road, Suite 500, Aurora, CO 80014

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, 18, 19, 25, 31, 37, 43, 49, 55, 62, 63, 70, 73)
2. Drafting and Revising: Uses strategies to draft and revise written work (Pages 11, 18, 19, 25, 31, 37, 41, 43, 49, 55, 62, 63, 70, 73)
3. Editing and Publishing: Uses strategies to edit and publish written work (Pages 11, 18, 19, 25, 31, 37, 43, 49, 55, 62, 63, 70, 73)
4. Evaluates own and others’ writing (Pages 13, 21, 27, 33, 39, 43, 51, 57, 65, 72)
6. Uses strategies to write for a variety of purposes (Pages 25, 26, 32, 43, 44, 50, 62, 63, 64, 71)
7. Writes expository compositions (Pages 6, 38, 56)
8. Writes narrative accounts, such as poems and stories (Pages 12, 18, 20)
10. Writes expressive compositions (Pages 55, 70)

Standard 2. Uses the stylistic and rhetorical aspects of writing

1. Uses descriptive language that clarifies and enhances ideas (Page 24)
2. Uses paragraph form in writing (Pages 31, 37, 41, 63)
3. Uses a variety of sentence structures in writing (Pages 9, 35)

Standard 3. Uses grammatical and mechanical conventions in written compositions

3. Uses nouns in written compositions (Pages 15, 67)
4. Uses verbs in written compositions (Pages 7, 29, 53, 67)
5. Uses adjectives in written compositions (Pages 10, 23, 54)
6. Uses adverbs in written compositions (Pages 7, 41, 42, 47, 59)
9. Uses conventions of spelling in written compositions (Pages 8, 14, 22, 28, 34, 40, 46, 52, 58, 61, 66)
10. Uses conventions of capitalization in written compositions (Pages 9, 60, 68)
11. Uses conventions of punctuation in written compositions (Pages 16, 23, 29, 35, 47, 53, 60, 68)

Standard 4. Gathers and uses information for research purposes

1. Uses a variety of strategies to plan research (Page 73)
2. Uses encyclopedias to gather information for research topics (Pages 31, 49)
3. Uses dictionaries to gather information for research topics (Page 30)

An **opinion speech** states an argument, argues it strongly, and concludes by restating the argument and inviting the audience to agree.

STRUCTURE

LANGUAGE

TELEVISION'S NEGATIVE INFLUENCE

Address
(to audience)

Good morning, Fourth Grade.

Statement
of argument

I believe television influences our community in a negative way. Television influences people to copy what they see. Programs and advertising both influence people to copy what they see. They buy products because they see them on TV. They talk and act the way the characters on their favorite shows do. This is definitely a case of TV having a negative influence on people.

All definite statements
(no "I think")

Body of case
(evidence to support argument)

TV advertisements influence the way people buy things. Advertisements intrigue them with their bright colors and loud music. Advertisers only tell you good things about a product and not the bad things, so people are persuaded to buy things they don't need. Sometimes they buy worthless things or things that break. Television advertising encourages people to waste money.

Good choice of verbs

When people watch the same show on TV a number of times, they start to pick up the habits of characters on the show. Some of these habits are extremely bad, like laziness, bad attitudes, and even swearing and hurting.

Examples
explain statement

Children see lots of violence on TV, real violence and cartoon violence. A survey carried out by the International Coalition Against Violence showed that many cartoons are violent. *Bugs Bunny* and *Road Runner* show an average of 55 violent acts every hour. The News every night is full of violence, too. That is worse because it's real violence, while in cartoons it's just pretend.

Quotations
from authorities make your case believable

Dr. Patricia Edgar, director of the Australian Children's Television Foundation, says, "Children are more afraid of what they see on the news than on other shows because they know it is real." I think she is right and that this is not good for children. Television should not show violence to frighten us. Children need to learn to be friends. We should not learn about violence.

Statements everyone can agree with
to win approval of audience

Conclusion

Television definitely has a very negative influence on our community. We should all be very worried about it.

Audience included
in statement

Stephanie (age 9)

WHAT DID YOU READ?

- ① **Who** is the audience listening to this speech? _____
- ② **What** is it that catches people's attention about advertisements?
 - a. _____
 - b. _____
- ③ **Name** two bad habits the speaker believes TV watchers can pick up.
 - a. _____
 - b. _____
- ④ **Circle** the correct answer: **True** or **False**
 Dr. Patricia Edgar is the director of the International Coalition Against Violence.
- ⑤ The speaker considers TV a negative influence for several reasons. **Circle** the reason she **does not** mention.
 - a. People copy bad habits.
 - b. People buy worthless things.
 - c. People waste money on things they don't need.
 - d. There are too many crime shows on TV.
 - e. There is a lot of violence on TV.

HOW IS IT WRITTEN?

- ① **What** words in the first sentence tell us that this is an **opinion** speech? _____
- ② **Circle** the most correct and specific answer. The writer's opinion first appears in . . .
 - a. the first paragraph
 - b. the first sentence
 - c. the last sentence
- ③ **Circle** the correct answer. The writer's opinion is restated in . . .
 - a. the middle of the speech
 - b. the last paragraph
 - c. the second-to-last paragraph
- ④ To persuade others to share your opinion, it helps to include facts to support what you say. **Write** down one fact you find in the fourth paragraph.

- ⑤ An opinion is always more believable if supported by someone in authority. This speaker quotes two authorities. **Name** one of them.

- ⑥ When persuading an audience to agree with your opinion, it is helpful to include them in your speech. **Circle** the words below that **include** the audience. (They are all in the last two paragraphs.)
 - a. us
 - b. violence
 - c. our
 - d. influence
 - e. we


YOUR TURN TO WRITE
TIP FOR TOP WRITERS!

In an opinion speech . . .

- **Start** with an address/greeting to the audience.
- **State** your opinion.
- **Explain** and argue your opinion.
- **Use** facts and quotations to **support** your opinion.
- **End** by restating your opinion and asking the audience to agree.

- ① Make a list of the arguments you could use to support the opinion that everyone should play a sport.

- a. _____
- b. _____
- c. _____
- d. _____

- ② Write a statement of opinion to introduce the arguments you have written in question 1.

- ③ Re-read your answers to questions 1 and 2 and then write a conclusion to this expression of your opinion.

- ④ Now rewrite your final speech on a separate sheet of paper.

Grammar

- ① a. complex
b. compound
c. compound
d. complex
- ② a. Unless there is a breeze, the paint won't dry.
b. While we were in the old shed, we saw a redback spider.
c. Even though there were cobwebs in the attic, we were not frightened.
- ③ Possible sentences:
a. Unless it is raining, I will go to the bakery.
b. Although it is so old, the school still has not fallen down.
c. When you are here, we will paint the fence.

Punctuation

- ① a. "Does dust make you sneeze?" Ibrahim asked Paul.
b. "Hand me some more nails," the carpenter told his apprentice.
- ② a. "Help!" he shouted. "The wind is lifting the roof off!"
b. "I know you like the beach," said Melissa, "but I prefer the mountains."

Fun with words

- ① a. bottles b. comics
c. lamps d. tools
- ② a. lighthouse b. igloo
c. mosque d. observatory
- ③ a. hammer
b. saw
c. chisel
d. wrench
e. screwdriver
- ⑤ a. plum b. bob → plumb bob

LESSON 6**PAGES 38-43****What did you read?**

- ① fourth-graders
② a. bright colors
b. loud music
③ a. laziness/bad attitudes
b. swearing
④ False
⑤ d

How is it written?

- ① I believe
② b
③ b
④ *Bugs Bunny* and *Road Runner* show an average of 55 violent acts per hour.
⑤ Dr. Patricia Edgar, the International Coalition Against Violence
⑥ a, c, e

Spelling and meaning

- ① a. break into a conversation
b. between countries
c. between states
d. point where two roads meet
e. come between two quarrelling people
f. get in the way of someone's work
- ② a. telescope
b. television
c. telephone
- ③ a. community
b. influence
c. negative
d. extremely
e. international

Grammar

- ① a. early
b. eagerly
c. usually, very
d. cheaply
e. positively
- ② a. today (when)
b. usually (when)
c. there (where)
d. internationally (where)
e. negatively (how)

Punctuation

I firmly believe that if you have a pet you should look after it as if it is a member of your family. After all, it lives in the same house as you and shares every part of your life, probably even more closely than your friends do.

So what does looking after your pet like a member of your family mean? First, it means your pet is fed daily. It means it is fed what is right for its breed, not just scraps from the kitchen. It means you make sure it has plenty of clean water to drink every day.

Like us, pets feel the heat and the cold. In winter you must make sure it has a warm, dry shelter out of the wind and rain, and in summer you must see that it has lots of cool shade to protect it from the heat.

If it is sick you take it to the vet, and if it is miserable you play with it and reassure it that it is your friend. We owe our pets the same loyal friendship they give us.

Fun with words

- ① a. story in cartoon format
b. serious, acted story about people and events
c. program discussing real events and issues
d. how to improve your life, house, garden, etc.
e. program designed to make you laugh
f. competition with competitors and prizes