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# Introduction

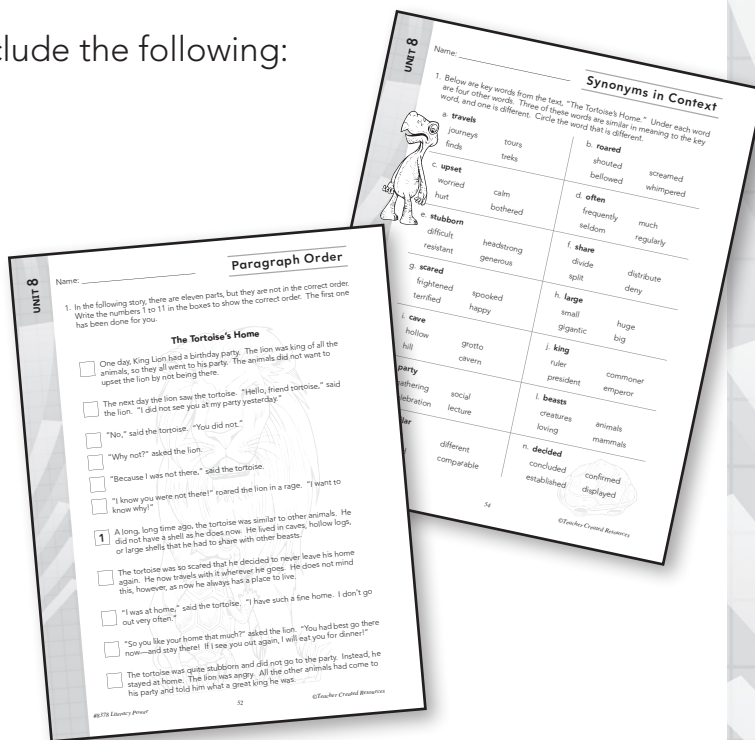
*Literacy Power* was developed as a tool for teachers who are looking to support or enhance an existing reading and language-arts curriculum. The *Literacy Power* series provides teachers and students with an alternative approach to grade-appropriate material and allows teachers to reinforce reading, writing, and language skills with their students through diverse and engaging units.

Each *Literacy Power* book includes a variety of text types, such as narrative, procedural, and recount, as well as an assortment of comprehension activities inspired by the text. Each book contains a variety of high-interest topics that aim at addressing reading and writing skills in an in-depth way.

The activities in this series promote higher-level thinking and can be used to teach specific skills, reinforce information previously taught, or simply provide additional practice.

Sample activities across the series include the following:

- reading for information
- following procedures
- responding to writing prompts
- understanding details
- combining sentences
- using words in context
- determining fact or fiction
- sequencing
- interpreting pictures
- comparing and contrasting
- organizing information
- defining new vocabulary
- drawing conclusions
- matching



## Standards

The Common Core is a set of highly researched academic standards created by teachers, school chiefs, administrators, and other educational experts. The goal of the standards is for students required to graduate high school with the same skill set and academic knowledge to succeed in future endeavors. In order for this to occur, a set of common objectives needs to be met for each grade level.

To help students become career ready, all of the texts and activities in the *Literacy Power* series have been aligned to the Common Core State Standards. To learn more about these standards, visit <http://www.corestandards.org/> or <http://www.teachercreated.com/standards/>.

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## How to Use This Book

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The book is divided into separate units, each with a particular theme structure—either content themes or process themes. These themes are interwoven both conceptually and structurally. The content themes are based on the interests of students at their particular age and grade levels. The process themes focus on reading and writing processes.

*Literacy Power* provides students with a variety of opportunities to review classroom content. The activities can be used as independent or small-group practice, or they can provide teachers with opportunities for in-depth, whole-class instruction. Regardless of how you choose to use this book, the following tips may be helpful in implementing the program in your classroom.

- Introduce the workbook to your students and explain that the activities in the book will provide them with the opportunity to think about and interact with some of the concepts being taught in class, but possibly from a slightly different approach.
- Explain that the pages are designed to be easily understood. The instructions for each activity are concise and were written to be as clear as possible. Remind students to read the directions for every activity very carefully, as each activity typically requires something slightly different. Depending on the level of your students, you may want to first read the directions as a group and answer any questions.
- Allow students time to flip through the workbook to become more familiar with the layout of the pages and the various activities. Discuss any themes or activities that they seem particularly excited about or pages that pique their interest.
- Give students ample time to complete each activity, and then discuss as a class afterwards. Make note of any activities or concepts that may be more difficult and may require further review or additional instruction.
- On occasion, allow students to complete activity pages with partners. Having a discussion about the content and questions is a great way to build fluency, collaboration skills, and shared knowledge.
- *Literacy Power* was developed to focus on skills and content appropriate for a particular grade level. If you find some of your students are struggling with the content or completing the activities too quickly, consider locating a similar activity from one of the other books in the *Literacy Power* series intended for either a younger or older grade level.

# Writing a Simple Recount

Name: \_\_\_\_\_

You have already written a simple recount. You know that most recounts have the same structure. This time, the recount you write can have more than one event. In the box below is a model for you to follow.

## A Scary Night

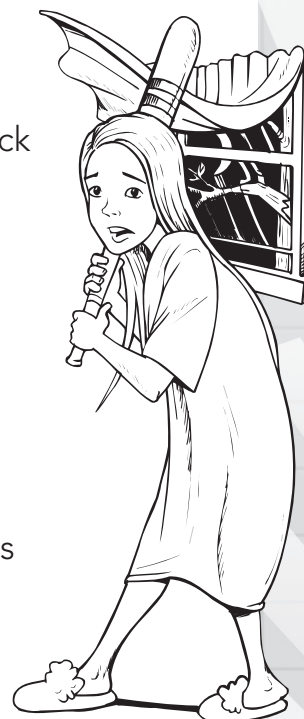
One night, I woke up frightened. I could hear the sound of someone trying to open the kitchen window.

I was scared, but I knew I had to do something. I grabbed my softball bat and crept into the room.

I couldn't see anything, so I switched on the light. Then I saw it. A branch had broken from a small tree and had fallen against the window. It was scraping against the window in the wind.

Mom and Dad had heard me get up and came into my room to check on me. I pretended to be asleep. I kept quiet about how scared I had been.

<p><b>Title</b></p> <p><b>Introduction</b> (when, who, and where)</p> <p><b>Events or things that happened</b> (Each event is in a separate paragraph.)</p> <p><b>Ending</b></p>
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## Writing a Simple Recount

Follow these steps:

**Step 1:** Think of something you have done that was funny, scary, or interesting. Tell it to a friend.

- Begin by telling your friend *when* it happened, *who* was there, and *where* it happened.
- Next, tell your friend *what* happened.
- Finally, tell your friend *how* it ended.

Telling a friend helps you form your ideas before you write them down. Once you are happy with your ideas, then you can write them down.

**Step 2:** Write your title here.

**Step 3:** Write your introduction here.

- When
- Who
- Where

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Using Titles as Guides

Name: \_\_\_\_\_

Imagine if books did not have titles. Not only would we not be able to sort them or find them, but we would have no way of knowing quickly what the book would be about. Titles are often quick guides to a book's contents.

Imagine you are interested in finding out more about UFOs. Below are some titles of books on the subject.

- 1 *Fact and Fiction: Firsthand Encounters with UFOs*
- 2 *People Will Believe Anything*
- 3 *Aliens Have Landed*
- 4 *My Ride in a Flying Saucer*
- 5 *The Young Reader's Guide to UFOs*
- 6 *Hoaxes*
- 7 *Where Do They Come From?*

1. Write the number of the book title from the list above in the box of the description that goes with it.

- a.  A book about UFOs written for school children
- b.  The origins of aliens or UFOs
- c.  Someone who claims to have ridden in a UFO
- d.  A book by someone who thinks UFOs are imaginative sightings or ordinary objects that are mistaken for UFOs
- e.  A book that suggests UFOs are pranks by tricksters
- f.  A book about people who claim they have actually touched or been in a UFO
- g.  This book could suggest we are being invaded by aliens

