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Introduction

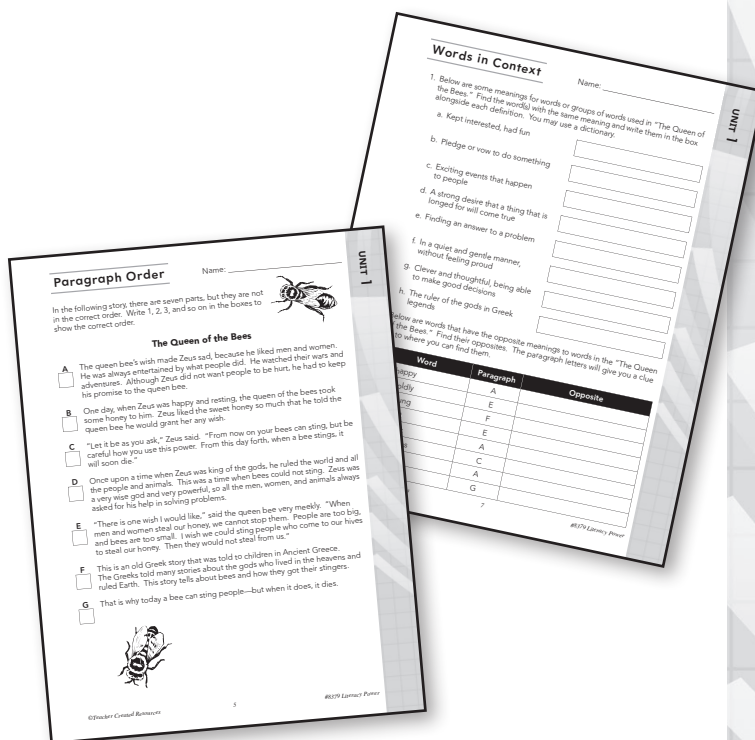
Literacy Power was developed as a tool for teachers who are looking to support or enhance an existing reading and language-arts curriculum. The *Literacy Power* series provides teachers and students with an alternative approach to grade-appropriate material and allows teachers to reinforce reading, writing,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

How to Use This Book

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.

Name: _____

Reading Recounts

Recounts tell about real experiences in the order in which they happened. All recounts have three parts: an **exposition**, **events** in time order, and an **ending**.

Notes

The title is in the center and is boldfaced (in this case).

The exposition tells about who, when, and where the events began.

Each event is a new paragraph.

A line is skipped between paragraphs.

This recount has seven event paragraphs.

The words that are boldfaced are time words. They tell the reader about what happened—from the first thing to the last thing. They link the recounting or telling of the story so a reader can follow more easily.

In the Waterhole

One day last summer, when the weather was hot, my three friends and I went swimming in the waterhole not far from where we lived. We had made a hut there to rest in. The waterhole is a safe place to swim and have fun.

Before we left, we packed our lunches and other gear into our backpacks. After this was done, we rode out to the hut.

When we arrived at the hut, we changed out of our clothes into our swimsuits.

As we swam around, we played games and splashed each other. We decided to have a race, and I climbed onto a log to get a diving start.

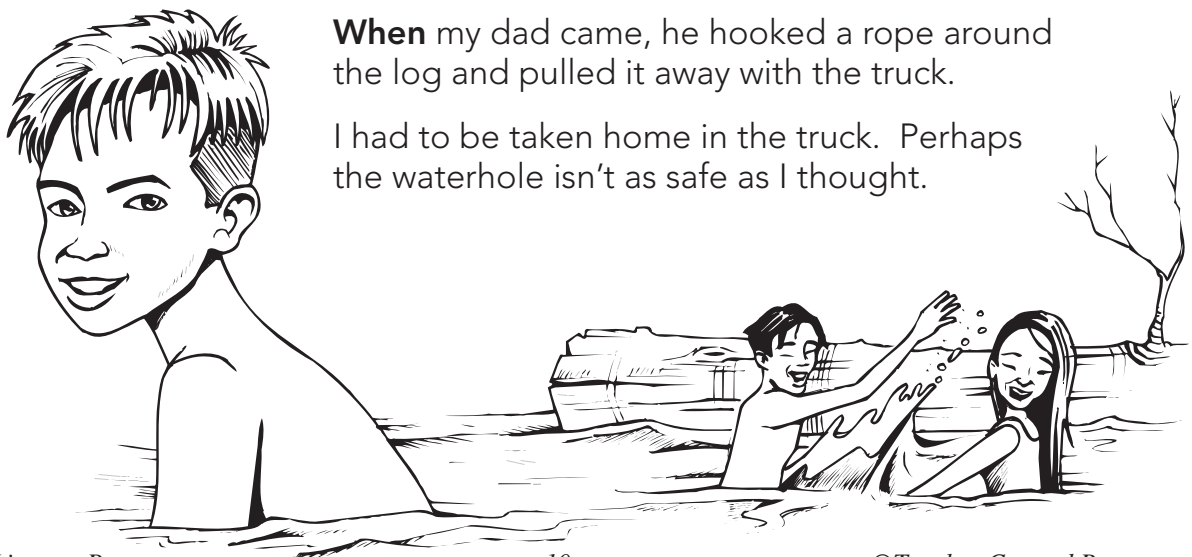
As I was about to dive off the log, it rolled away beneath me, and I fell into the water and caught my leg under the log. I could just keep my head above the water, but my leg was trapped.

When my friends heard me yelling, they came to me, but they could not lift the log off my leg. We needed help, so one of my friends stayed with me to keep my head up while the other two raced off to get help.

Soon, my friends were back at my house and telling my dad to come and get me out of the waterhole.

When my dad came, he hooked a rope around the log and pulled it away with the truck.

I had to be taken home in the truck. Perhaps the waterhole isn't as safe as I thought.



Writing a Recount

Name: _____

Writing a recount is easier if you have a plan to follow. As with all writing, the better you prepare, the better it will be. The following example shows how you can plan and write a recount.

<p>Ideas</p> <ul style="list-style-type: none"> • Rescue a boy • Whale watching • Squashed lunch 	<p>Exposition</p> <p>The Rescue Boy fell off tree into river. Saturday, by tree. Joe, Mike, me.</p>
<p>Event 1</p> <p>Boy was thrashing in water. Nearly drowning.</p>	<p>Event 2</p> <p>I jumped in and pulled him to the riverbank. People took him to the hospital.</p>
<p><u>The Rescue</u></p>	
<p>Ending</p> <p>I was pleased by what I had done. The boy's parents gave me a new bike for saving his life.</p>	

On Saturday, Joe, Mike, and I ~~we~~ went to the ^{write} river, we were playing by the river, a boy fell off a branch into the water. ~~the~~ ^{who couldn't swim}

The boy was thrashing in the water ~~he~~ ^{because he} was drowning, ~~so I jumped~~ and needed help.

I jumped in and swam out to him. I pulled him by his shirt to the river bank. Some people took him to the hospital.

I was pleased ^{that} I had saved him. The ^{boy's} parents gave me a new bike for saving his life.

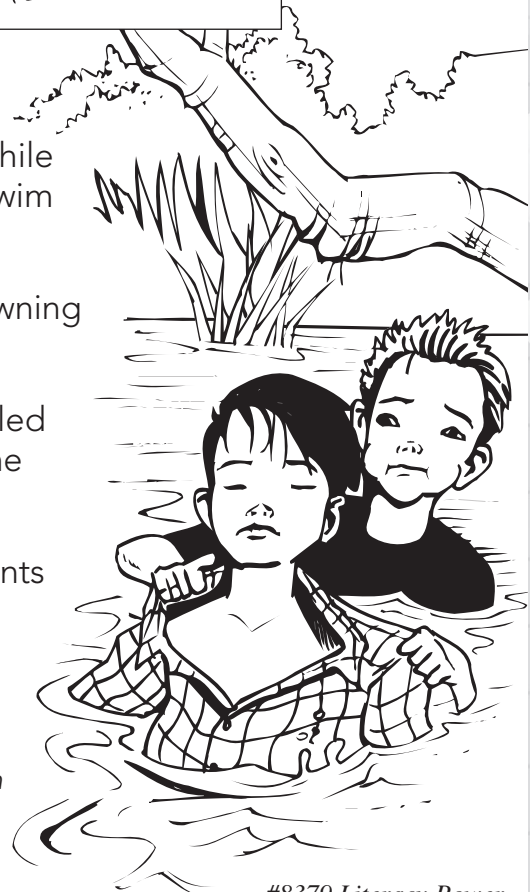
The Rescue

On Saturday, Joe, Mike, and I went to the river. While we were playing by the river, a boy who couldn't swim fell out of a tree into the water.

The boy was thrashing around because he was drowning and needed help.

I jumped into the river and swam out to him. I pulled him by his shirt to the riverbank. Some people came along and took him to the hospital.

I was relieved that I had saved him. The boy's parents came to see me later and gave me a new bike for saving his life.



Note: The final copy has some other changes to improve it that were added as it was being written. This can happen sometimes because, as you rewrite it, improvements will occasionally come to you.