

Level F
(fifth grade +)

In **Units 1-2**, students must insert synonyms for commonly used emotion words into pre-written stories. Students use critical thinking skills as well as dictionary skills to determine appropriate word usage. Students then create their own emotion stories from story prompts using the new **Vivid Vocabulary®**. Students are encouraged to incorporate figurative language that applies to emotions in their stories.

Unit 3 concentrates on figurative language that deals with the five senses. Students write independently using the four types of introduction and elaborate story plots.

In **Unit 4**, the persuasive style of writing is mastered. Students learn three types of appeals, the format in which to apply persuasive writing and specific transitional vocabulary needed for this style of writing. **Vivid Vocabulary®** that applies to persuasive writing is incorporated in dictionary skill activities. Sample persuasive essays are provided for student editing. Students experiment with 12 different styles of poetry. Definitions, examples and pre-writing activities are included.

In the final section of **Level F**, there are pre-written narrative and expository essays that focus on different conventions of writing. Students are given the opportunity to practice editing, peer editing and revising.

“Teach Me Writing” is a **Researched-Based Curriculum** that is consistent with the requirements of Title 1.

Teacher Handbook includes:

- over **250 days** of lessons with instructions
- **black line master** for each lesson
- **transparencies** for Unit 1, Emotions and Conventions
- blank Writing Rectangle format for teacher adaptation
- **narrative webs/transparencies** for different story plots
- **expository outline** for teacher implementation
- bulletin board word lists
- **standards, benchmarks and assessment**



angry

aggravated

annoyed

enraged

furious

infuriated

irate

Angry

My family and I had just gotten back from a two week vacation in North Carolina. All I could think about was riding my motorcycle. I ran to the shed to get it out. I felt angry by what I saw. My motorcycle was gone.

I had never seen my dad so angry. He immediately called the police. My mom was angry when they didn't come right away. I did not know what to feel.

When the police finally arrived, they seemed angry that another burglary had taken place on our block. It was the third one that month. When my parents were informed that the chances of recovering my motorcycle were slim, they were angry.

The police asked my parents if they would come to the police station to fill out a report. It was a very exciting and scary place for me to be. Before we left, my parents explained that I probably would never see my motorcycle again.

To our surprise, the police called two weeks later. My motorcycle had been found and the thief had been arrested. At first I was delighted but, once I saw how damaged it was, I was angry. Daddy got it fixed for me. From then on, I was more careful about where I stored my motorcycle when we went on vacation.

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Story Settings

Look at the list of settings for stories. Choose one place to describe this week. The first day, you will draw a picture and describe how this location might look during spring. The next day, you will draw a picture and describe the same location, but change the season to summer. The following day, you will draw a picture and describe how the location might look during autumn. On the last day, you will draw a picture and describe how the location might look during winter. You will create a book of settings for future reference. Choose from the following locations:

park
zoo
mountains
desert
swamp
woods
meadow
beach
pond
lake
stream
mall
fair
yard
house
prairie

cabin
hills
school
airport
street
room
Disney World
ball field
store
hospital
gym
grasslands
island
bar
castle
attic

church
mansion
planet
shack
hut
library
restaurant
garage
city
village
farm
valley
forest
graveyard
pool
cellar

Seasons, Time, and Weather Story Settings

Use the following seasons, times of day, and types of weather along with a place to create an interesting introduction for a narrative story. The time of day in which a story begins determines the transitional words used in the rest of the story. The season and the weather determine the descriptive words used from our Five Senses Bulletin Board Word List.

Seasons

spring
summer
autumn
winter

Time

dawn
sunrise
morning
noon
afternoon
sunset
dusk
evening
night
midnight

Weather

fair
stormy
warm
cool
cold
hot
rainy
windy

SAMPLE

Location: _____

Season: _____

SAMPLE

It's Not What It Seems

To make my stories more interesting, I use similes, metaphors and idioms to describe people and their actions. One way to describe people is to compare human behavior with animal behavior.

My dad says, "You swim like a fish," when _____

My mom states, "You are as eager as a beaver," when _____

My coach remarks, "You look like a bull in a china shop," when _____

My friend says, "I am as hungry as a bear," when _____

My granny states, "I am as busy as a bee," when _____

My teacher remarks, "You are as clever as a fox," when _____

My sister suggests, "You are as wise as an owl," when _____

My brother hints, "You are slow as a snail," when _____

My grandpa smiles and says, "You are as stubborn as a mule," when _____

My cousin remarks, "You are as silly as a goose," when _____

Persuasive Book Report

Title: _____

Author: _____

Illustrator: _____

Fellow classmates, it is a must that you read this book because _____

First of all, _____

Another reason, _____

The best reason is _____

I have read many books in my life, but none like this one. I strongly urge you to begin reading it now because _____

Don't let another minute go by, get it today!

The Seeds

I couldn't believe it. It was finally Friday morning and my classmates and I were going to plant our mountain of seeds. Everyone wondered, including myself, what the seeds were going to look like on Monday. My class was not the only class that was planting seeds. The entire fourth grade was participating in the activity.

On Monday, everyone was anxious to see the seeds. We walked into the classroom with much hesitation. Our eyes looked like giant softballs. The seeds had grown into a messy jungle. In fact, the whole fourth grade hallway was entangled with vines that looked like spider webs. As we looked closer we realized that the stems of the vines had money hanging from them.

"What are we going to do?" asked Michael. A brief moment later, Mr. Jones, the principal, walked in. We all asked him at the same time, "What are we going to do?" He suggested that we use the money from the vines to buy weed killer. We all thought that was a great idea.

John Paul and Eric ran like rabbits to the local hardware store. When they got back to school, we counted one hundred bottles of weed killer. They had left the hardware store's shelves as barren as the desert. We passed out all the bottles to the fourth grade classes. Everyone started spraying the vines. The smell was awful. After about twenty minutes the vines began to die. They looked like paper shriveling in a fire. We knew we would not have to do any work tomorrow because everyone would be busy picking up the dead plants.

After I got home, I told my mom what had happened. At first, she thought I was pulling her leg, but then she realized that I was as serious as a heart attack. I will always remember that day because it was the strangest day that I have ever had.

(This story was written by Jennifer Bostwick, age 10.)

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Standards (Grades 3-5)

The student uses the writing process effectively.

The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

The student drafts and revises writing in cursive that

- focuses on the topic;
- has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;
- has ample development of supporting details;
- demonstrates a sense on completeness or wholeness;
- demonstrates a command of language including precision in word choice;
- generally has correct subject/verb agreement;
- generally has correct verb and noun forms;
- with few exceptions, has sentences that are complete, except when fragments are used purposefully;
- uses a variety of sentence structures; and
- generally follows the conventions of punctuation, capitalization, and spelling.

The student writes to communicate ideas and information effectively.

The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line. (Descriptive, Personal, Procedural, Narrative, Fiction, Non-Fiction, Informative)

The student creates persuasive which incorporate powerful words and the three types of appeals are used effectively to promote the topic.

The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

The student understands the power of language.

The student understands the common features of a variety of literary forms.

The student writes an informal friendly letter using appropriate letter writing format.

The student writes book reports, informative compositions and poetry.