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Resources for English Language Learners

Grade 8 – Activity Book

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Core Knowledge Language Arts

Resources for English Language Learners

GRADE 8

Core Knowledge Language Arts®

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Nouns and Noun Phrases

A noun is a person, place, thing, or idea. For example, *athlete, gym, ball,* and *excitement* are all nouns.

Nouns can be common or proper.

A **common noun** does not refer to a specific person, place, thing, or idea. A common noun usually starts with a lowercase letter unless it is the first word in a sentence.

A **proper noun** refers to the name of a specific person, place, thing, or idea. Proper nouns always start with an uppercase letter.

Here are examples of both types of nouns.

Common Nouns	Proper Nouns
president	Abraham Lincoln
mother	Sara
park	Mount Washington State Park
city	San Francisco
holiday	New Year's Day
team	Los Angeles Rams
religion	Islam

- A noun phrase is two or more words that act as a noun in a sentence. The extra words describe the noun and make it easier to understand what something is like. They often compare one noun to another. These words can be adjectives, articles, or prepositions.
- A noun phrase can also be a clause, or a group of words with a subject and a connected verb.

Noun	Noun Phrases
shirt	red and yellow shirt *(noun phrase with adjectives)*
shirt	His favorite is the shirt with red and yellow stripes. *(noun phrase with an article and preposition)*
shirt	His favorite shirt, which is red and yellow, is too small for him. *(noun phrase as a clause)*
shirt	The bigger shirt is not his favorite. *(noun phrase that compares nouns)*

Answer the questions below.

1. Use two or more adjectives to turn each noun into a noun phrase.

Noun: hat Noun phrase: _____

Noun: friend Noun phrase: _____

Noun: ball Noun phrase: _____

2. Complete each sentence with an appropriate noun phrase.

My friend, _____, plays basketball.

We live _____.

My favorite food is _____.

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Pronouns

Pronouns take the place of nouns. You use a pronoun when you do not want to refer to a person, place, or thing by its name. You use different pronouns for different reasons:

To be the subject of a sentence	*I, you, he, she, it, we, you, they*	**We** painted a mural.
To be the object of the action	*me, you, him, her, it, us, you, them*	Jose gave **us** lots of great ideas.
To show ownership	*my, your, his, her, its, our, your, their*	We painted it on the wall in **our** school.
To show that the subject and object are the same	*myself, yourself, himself, herself, ourselves, yourselves, themselves*	We planned it all by **ourselves**.

Sometimes you use a pronoun in place of a noun you just used:

Anya babysits for her neighbors. She plays games with the children.

Original noun: Anya **Pronoun that replaces the noun:** She

You may also sometimes use a synonym, or word with similar or related meaning, to replace a noun. These synonyms are not pronouns, but they do replace nouns.

Mateo and Luci love to sing, so the boys joined the school choir.

Original nouns: Mateo and Felipe **Synonym that replaces the nouns:** the boys

In each sentence below, use a noun and then a pronoun that replaces the noun. Some sentences need two nouns and pronouns.

1. _____ has new _____. _____ wears _____ every day.

2. _____ is new to my neighborhood. _____ moved here from Taiwan.

3. The _____ is very small. _____ can only fit two people.

4. My _____ loves _____, so _____ eats _____ every day.

5. _____ cleaned the garage all by _____.

In each sentence below, write the pronoun that shows ownership.

6. The girls went back to get _____ books.

7. You should tell _____ mom that you are on _____ way home.

In each sentence below, use a pronoun or a synonym to replace each noun. Some sentences need two nouns and pronouns.

8. I heard the dogs and cats fighting last night. _____ kept _____ awake all night!

9. Can you call _____ and ask _____ to come pick me up?

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Verbs, Number, and Agreement

A verb shows action. For example, *play, read, sing,* and *laugh* are all verbs.

Just like nouns, verbs can be singular (refers to just one person or thing) or plural (refers to more than one person or thing). If a noun is singular, the verb must also be singular. If a noun is plural, the verb must be plural, too. This is called "agreement" and may also be referred to as "subject-verb agreement."

Singular noun and verb: Jin plays soccer every weekend.
Plural noun and verb: Jin and Mako play soccer every weekend.

For nouns, we often add *-s* to a singular noun to make it plural. However, most singular verbs end in *-s*. We drop the *-s* to make verbs plural.

- **Singular verbs:** plays, reads, sings
- **Plural verbs:** play, read, sing

But there are also some irregular verbs, or verbs that do not follow these rules. If you are unsure of how to spell these verbs, you can check a dictionary.

To be and *to have* are common irregular verbs:

To be, singular: I **am** in art club. She **is** in math club.
To be, plural: They **are** in science club. We **are** all in clubs.

To have, singular: Vivi **has** a meeting tomorrow.
To have, plural: My brothers **have** meetings today.

Add verbs in the present tense to complete each sentence. There are many different verbs you might choose. Make sure the noun and verb agree.

1. Raul _____ that we have a meeting today, but Amir and Matt

   _____ the meeting is tomorrow.

2. My family _____ pasta every Friday. I _____ pasta.

3. Jamie and Arie _____ to play checkers, but Umi _____ chess better.

4. Ms. Cho _____ that we _____ have extra recess!

5. The kittens _____ all day, but they want to _____ all night.

6. My cousin _____ to be a firefighter when he _____ up.

7. The ducks _____ in the water all day and _____ on the shore all night.

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Verb Tense

The spelling of a verb changes depending on when its action happened. This is called the tense of a verb.

Once you know when an action took place, you can decide which tense of a verb to use. There are three simple tenses:

Present	happening now	I **jump** over the rope.
Past	happened before now	I **jumped** over the rope.
Future	will happen after now	I **will jump** over the rope.

There are also other, more complex tenses. When you use a verb with one of these tenses, you might have to pair it with a helping verb, like *is/are, has/have, will, was,* and *had* .

Progressive Present	Chun **is reading** a book right now.
Progressive Past	Chun **was reading** a book when school started.
Progressive Future	Chun **will be reading** a book when school starts tomorrow.
Perfect Present	Chun **has read** a book every day at school this past month.
Perfect Past	Chun **had watched** videos before she switched to reading.
Perfect Future	Chun **will have read** a book every day by the end of this month.

When deciding on which tense to use, look for clue words that tell you when the action is happening. For example, *now*, *at the moment*, *right now*, *today*, *tomorrow*, *next year/month*, *yesterday*, and *last year/month* are all clue words.

Right now, we **are** in math class.
Yesterday, we **learned** about squares.
Tomorrow, we **will learn** about triangles.
By next week, we **will have learned** about all the shapes.

Read the following sentences. Write the verb(s) that correctly complete each sentence.

1. **show**: Stevie _____ charts during the presentation yesterday.

2. **boil**: Look! The water _____ and ready for pasta!

3. **cancel**: Last summer they _____ camp because of sickness.

4. **earn**: Ella _____ money from babysitting tomorrow night.

Read the following sentences. Underline the correct verb(s) to correctly complete each sentence.

5. Right now, Akim [is acting / was acting / will act] in a play.

6. Next year I [am studying / was studying / will study] Mandarin, but this year I [am studying / was studying / will study] French.

7. Dimitri and Yasmin [go / went / will go] to the park yesterday. It [is / was / will be] very crowded.

8. Last year, Tito and Yara [ride / rode / will ride] the bus, but now their mom [drives / drove / will drive] them.

9. The artist [was presenting / presents / will be presenting] her new works at the museum next week. I [wanted / want / will want] to go.

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Prepositions

A preposition explains the relationship between other words in a sentence. These words can explain or describe:

Where something or someone is located	*above, at, behind, below, in, inside, into, near, on, over, to, under*	The books are **on** the shelf.
When something is happening	*after, before, during, for, from, in, since, until*	The concert will start **after** school.
How something is done	*along, around, as, by, down, through, with*	Thea **walks** to school with Yoshi.
Why something is the way it is	*because of, due to, for, from*	We are late **because of** the rain.

Prepositions usually are part of a phrase, or a group of words that work together. Sometimes these prepositional phrases are set off by commas from the rest of a sentence, such as when they introduce an idea:

Over the weekend, we went to a farm.

Short phrases, with three or fewer words, often do not need a comma. This is also true if adding a comma would make the sentence more confusing:

Ulhas gave Tai a bag of candy **for his birthday.**

Use the prepositions listed in the table above to write the sentences.

1. Write a sentence about **when** you will go to the park:

_____

2. Write a sentence about **where** the park is:

_____

3. Write a sentence about **how** you will go to the park:

_____

4. Write a sentence about **why** going to the park is fun:

_____

Finish the following sentences using a prepositional phrase that begins with for, on, over, *or* into.

5. The black bird flew _____

6. Thea got a new notebook _____

7. Dogs are not allowed to go _____

8. The frog jumped _____

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Adjectives and Adverbs

An adjective is a word that describes a noun. It can show a reader or listener how that noun looks, sounds, tastes, feels, and so on:

Talia has a **cute** kitten.
It is **gray**.

An adverb describes a verb:

It climbs **quickly**.
It can purr **loudly**!

Adverbs can also be used to describe adjectives or even other adverbs:

The kitten is **always** mischievous.
It behaves **pretty** badly.

Usually adverbs are formed by adding *-ly* to the end of an adjective:

Talia plays **happily** with her kitten.
She also **carefully** feeds it.
Talia **especially** likes cuddling with her kitten.

But there are some adverbs that are formed irregularly in a different way. These include the common adverbs *very*, *quite*, *almost*, *always*, and *well*:

Talia is **always** trying to teach her kitten tricks.
It does not do them **very well** yet.
But Talia is **quite** determined.

The nouns are underlined in each sentence. Write the adjectives to describe the nouns in each sentence.

1. The baby is _____, but it has very _____ eyes.

2. The trees blow in the _____ wind, making a _____ sound.

The verbs in each sentence are underlined. Write the adverb to describe the verb in each sentence.

3. The music played _____ from my neighbor's house.

4. Sayed finished his homework _____ so he could _____ watch TV.

Complete the sentences with an adjective or adverb that describes the underlined word.

5. There was a _____ sale on sneakers in the store.

6. Rosa _____ changed her mind when she saw the green sneakers.

7. They had _____ one pair left, but they fit her!

8. She bought the _____ sneakers and wore them home.

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Phrases and Clauses

Phrases and clauses are both groups of words. A *phrase* is not a complete sentence. It is used to add information to a sentence. A phrase can be used at the beginning, middle, or end of a sentence:

Beginning of sentence	Middle of sentence	End of sentence
In the morning, the children learned to swim.	Sergei, **the smallest child**, learned to swim the fastest.	He got a prize and held it up, **looking very happy**.

A *clause* has a subject and a verb tied to that subject. It is also used to give more information.

An *independent clause* is a complete sentence:

The birds sing.

But a *dependent clause* is not a complete sentence. It begins with a conjunction such as *when* or *if*, and it only makes sense with an independent clause:

When the sun comes up, the birds sing.

You can use clauses and phrases to combine related information. This can make sentences flow better and be more accurate:

The birds sing loudly. They sing in the trees. → The birds sing loudly **in the trees**.

Write a phrase or clause to complete each sentence.

1. My grandparents send presents _____.

2. They listened to their favorite music, _____.

3. _____, we wear warm coats and hats.

4. Mark, _____, has four sisters.

Add a phrase or clause to each sentence to provide more information. Pay attention to punctuation.

5. My father, _____, works downtown.

6. _____ we went on a long hike in the woods.

7. When the bus stopped, _____.

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Sentences

Sentences need two things: a subject and a predicate. The *subject* is a person, place, or thing doing some kind of action. The *predicate* is the action. This means a sentence can be very short, as long as it has both parts. In these sentences, the subject is underlined, and the predicate is circled.

The sun sets. The children yawn. The day ends.

There are other, longer kinds of sentences, too. They offer more information to the reader or listener. These sentences include more than one clause, or group of words.

Sometimes these are *independent clauses*, or *complete sentences*.

Other times they are *dependent clauses*. These are *clauses that work with independent clauses*:

Compound sentence: Independent clauses joined by a connecting word such as *and*, *but*, or *so*

Example: Rashida likes carrots, but I like cucumbers.

(Independent clause #1: Rashida likes carrots; Independent clause #2: I like cucumbers.)

Complex sentence: Independent clause and dependent clause

Example: Rashida likes carrots because they are sweet and crunchy.

(Independent clause: Rashida likes carrots; Dependent clause: because they are sweet and crunchy)

Compound-complex sentence: Two or more independent clauses and a dependent clause

Example: Rashida likes carrots because they are sweet and crunchy, and I like cucumbers.

(Independent clause #1: Rashida likes carrots; Dependent clause: because they are sweet and crunchy; Independent clause #2: I like cucumbers.)

Combine the two sentences into one compound sentence.

1. The library was closed. We waited until it opened.

_____

_____

2. We wanted to borrow ten books. There is a limit of five.

_____

_____

Combine the two sentences into a complex sentence. (You may have to leave out or add some words to do this.)

3. I borrowed three books. I have to write a report.

_____

_____

4. It was getting late. My sister quickly grabbed two novels by an author she likes.

_____

_____

Combine the three sentences into a compound-complex sentence. (You may have to leave out or add some words to do this.)

5. I enjoyed writing the report. I wrote too many pages. I had to cut a page.

_____

_____

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Determining Meaning: Visual Cues, Context Clues, and References

When they are reading, readers often find words that they do not know yet. You can try different methods to determine, or find out, what an unknown word means. You can look for visual information, such as photos or drawings that go with the text. You can also use reference materials like dictionaries to look up the meaning of a word.

Context clues are another way to determine meaning. A context clue is information that is provided relating to the unknown word. For example, think about the word *forlorn* in the example below:

The young girl stood **forlorn** in the middle of the store, crying because she was lost.

If you do not know the meaning of **forlorn**, you can look at other parts of the sentence:

Context clue #1: crying: People cry when they are sad. **Context clue #2:** she was lost: People feel sad and alone when they are lost.

Using these clues, you can predict that *forlorn* means sad from feeling alone.

Read the boldfaced word in each sentence. Underline the context clues that tell you the meaning. Then predict what the word means.

1. The **precocious** boy knew algebra even though he was only five years old.

   precocious: _____

2. The wall was a **formidable** challenge, but we worked hard to climb it.

   formidable: _____

3. My aunt wants to buy a **reliable** car that won't break down on her way to work.

   reliable: _____

4. Once Deepa began to win the match, she didn't **relinquish** even one point to the other player.

   relinquish: _____

5. Martin Luther King Jr. fought **segregation** so that Black Americans could be in the same public spaces as white Americans.

   segregation: _____

6. The doctor **prescribed** medicine for my cough.

   prescribed: _____

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Determining Meaning: Word Parts

Sometimes it is possible to break down an unknown word into different parts. You can then put the meaning of these parts together to understand the word.

Some words have roots. This is a part that communicates the same idea in every word it appears in. For example, *vis* means "to see." This can help you think about words like *vision* (act of seeing) or *visor* (part of a hat that keeps sun out of your eyes).

You can sometimes break a word apart by looking for any or all of the following:

Example: unhelpful

Root /Base	This is a part that is a word all on its own.	Example: *help* = to assist
Prefix	This is a part that comes before a base word.	Example: *un-* = not
Suffix	This is a part that comes after a base word.	Example: *-ful* = having qualities of

These parts can help you understand what a word means. For example, *unhelpful* (un + help + ful) means not having the qualities of assisting or helping.

Look at the different roots, prefixes, and suffixes in the table. Then write what you think each word in 1-5 below means.

Roots	Prefixes	Suffixes
arch/archi = rule *dict* = say, speech *liber* = free	*an-* = not *pre-* = before	*-y* = having qualities of *-ate* = to act on; to cause

1. anarchy: _____

2. dictate: _____

3. predict: _____

4. liberty: _____

5. liberate: _____

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Everyday Language

Everyday language is what you use when you are talking to your family and friends. It helps you express your ideas in a simple, clear way. You use everyday language when you:

Introduce yourself to someone:
Hi. My name is Mariela. What is your name?

Describe yourself:
I am 12 years old. My address is 1500 Pearl Street. Where do you live?

Ask for help:
Can you help me find my notebook? What does this word mean?

Share your opinion:
I think that the class event will be very interesting. Who will go to it?

Discuss ideas:
I heard you say the book is boring. Why do you think that?

Run errands/buy items:
I need to go to the store. How much is this bottle of juice?

Practice using everyday language by writing the sentences below.

1. Introduce yourself to someone. Ask for their name.

_____

_____

2. Share two details about your age, your location, or how you look.

_____

_____

3. Ask someone for help with schoolwork.

_____

_____

4. Find something to buy at a store. Ask for its price.

_____

_____

5. Share your opinion about a kind of food. Then ask someone for their opinion on it.

_____

_____

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Academic Language

Academic language is different than everyday language. Academic language is what you use in school during class. These words, or vocabulary, are not easy to learn. You need to know what each word means to use it properly.

The following are some examples of academic language.

General Academic Language for All Classes	Academic Language for Science and Math Class	Academic Language for Language Arts Class
specific: particular, pertaining to one person or thing	**cell**: smallest unit of an organism	**scene**: part of a story or play
contrast: to compare to make differences clear	**cell membrane**: the part of a cell that encloses the contents of the cell	**irony**: surprising contrast between what is expected and what happens
significant: important	**fraction**: a part of a whole	**suspense**: a state of anxiety or excitement about what will happen
function: the purpose that a person or object fulfills		**analogy**: a comparison between two different things
adequate: enough for the need or situation		
analysis: a careful study		

Use the following words in sentences that describe things you are learning in school.

1. **scene:** _____

_____

2. **analysis:** _____

_____

3. **fraction:** _____

_____

_____

4. **significant:** _____

_____

5. **suspense:** _____

_____

_____

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Asking and Answering Questions

There are many reasons why people ask questions. Sometimes you ask a question to get help or to find out where something is. When you ask a question, you try to get information.

Many questions start with one of these six words:

- **Who:** what or which person
  Who is your art teacher?

- **What:** what identity or amount
  What are you doing in art class?

- **When:** at what time
  When is art class?

- **Where:** at what place
  Where are the paints and paintbrushes?

- **Why:** for what reason
  Why do we clean the brushes at the end of class?

- **How:** in what way
  How did you learn to paint so well?

Sometimes you will need to ask another question after someone answers your first question. You will build on their answer to ask this new question:

Question #1: What is your favorite class?
Answer: My favorite class is math.
Question #2: Why do you like math so much?

When you answer a question, you are giving information. It is important to pay attention to exactly what you are being asked. Then you can give the information the other person needs.

Practice asking and answering questions with a partner.

1. Think of three questions to ask your partner. Each question should start with *Who*, *What*, *When*, *Where*, *Why*, or *How*.

_____

_____

_____

2. Ask your partner each of your questions. Use one of your partner's answers to think of another question to ask.

_____

_____

_____

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Active Listening

When you listen actively to someone, you pay close attention to what they are saying. You might do this to learn new information. You also might do this to show someone that you think what they are saying is important.

There are different steps you can take to practice active listening. Imagine that a classmate is giving a presentation about a famous person they have researched. You can:

1. **Predict to yourself.**
   Almira said the title of her presentation is "The First Black President." I think she will be talking about President Obama.

2. **Show your attention.**
   I can sit up straight while I listen. I can make eye contact with Almira to show I am listening. I can nod my head.

3. **Check your understanding.**
   Almira said President Obama served two terms in office. I think *terms* must mean periods of time.

4. **Check your understanding again.**
   Almira said that President Obama signed a law to make health care more affordable. This must mean that health care wasn't affordable for everyone.

5. **Summarize.**
   Almira said that President Obama served two terms in office. He passed a law to make health care more affordable.

6. **Ask questions.**
   I will ask Almira: What else did President Obama do during his time in office?

Ask a classmate to describe something fun they did recently.

1. After a few seconds, ask them to pause. What do you predict they are going to say?

_____

_____

_____

2. Have your classmate continue. Listen carefully to what they say. When they are finished, write down two pieces of information they shared.

_____

_____

_____

3. Summarize in writing below the information your classmate provided. Then show your answer to your classmate and ask if you understood them correctly.

_____

_____

4. Ask a question to gather more information from your classmate about the event. Be sure not to ask a question they have already told you the answer to!

_____

_____

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Collaborative Discussion

When you *collaborate*, you work together. A *collaborative discussion* is when two or more people talk to one another and try to understand certain information. One person speaks while the other(s) listen and think about how to answer. Then they build on their ideas. This may continue until everyone has had a chance to both speak and build on each other's ideas. This is a good way for people to introduce new ideas they have.

There are different reasons or purposes for having a collaborative discussion. Here are some:

Identify main ideas and details.	I think the main idea of the story is caring for others. The children take care of each other during the storm. What is another detail?
Make sure you understand something.	Why are they scared?
Agree or disagree with someone.	I agree with Chen. I think that the children learned to work together.
Ask for someone's opinion.	Clara, what do you think about the way the story ends?
Give feedback to someone.	Evren, I enjoyed how you explained the characters' feelings. It helped me understand why they ran away.

Work with a partner to discuss a text you are both reading in school. Use the ideas above to guide your discussion. You may also want to use these sentence starters:

- I think ___.
- I agree with you because ___.
- Why do you think ___?
- I disagree with you because ___.

- That is a good question because ___.
- Have you thought about ___?
- When you said ___, it made me think about ___.

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Adapting Language for Everyday and Academic Situations

When speaking, you use different language with different people. For example, you use what is called everyday language when talking about your life with people your age. You use academic language in class at school.

Compare these examples of everyday and academic word choices.

Everyday Language	Academic Language
Hey, how are you? What's up?	Good morning. How are you today?
Yes, totally! No way!	I agree with this. I disagree with this.
I'm pretty sure that my idea will work.	My hypothesis is probably correct.
So, the experiment worked like we thought it would.	My conclusion is that our experiment supported our hypothesis.
I don't get it.	Please explain your idea more.
I loved when you talked about the people in the story.	I enjoyed your description of the characters the most.

Work with a partner to complete the following activity.

1. Set a timer for two minutes. Talk back and forth about how your morning went. When the timer goes off, write down three or four examples of what you said to each other. Note examples of everyday language used.

_____

_____

_____

_____

2. Now set the timer for two minutes again. This time, talk back and forth about an assignment you both have. Use academic language when possible. When the timer goes off, write down two examples of what you said to each other.

_____

_____

_____

_____

3. Why did you need to make different word choices the second time? Give one reason.

_____

_____

_____

_____

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Persuading Others

When you try to persuade someone, you try to get that person to do or think something. For example, you might try to persuade someone to go to the store with you. You might also try to persuade someone to change their mind about a movie or book.

The following steps can be useful when persuading someone:

1. **Explain what you think should happen.**
   I think we should play soccer this afternoon!

2. **Listen carefully when the other person responds, especially if they give a reason.**
   I'm too tired to play any sports.

3. **Use the person's response to continue to persuade them.**
   We can play just for fun. Moving will give you energy!

Work with a partner. Try to persuade them about one of the following ideas. Use a sentence starter to help explain what you want to happen and build on their response.

Ideas	Sentence Starters
Dogs are better pets than cats.	I think ___.
Summer camp should be free for all kids.	I have an idea: ___.
Your favorite movie is the best movie.	What do you think about ___?
People should build cities on the moon.	I hear what you are saying about ___. But have you thought about ___?
School lunch should be free for all students.	How do you know that ___?
	If we look at ___ a different way, what would happen?

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Oral Presentations

An oral presentation is when you speak to a group of people about a certain topic. For example, you might give an oral presentation to your class about a book you have read.

In an oral presentation, your job is to give the audience information that is easy to understand. You also need to make sure the audience stays interested in what you are saying. Here are some ways to do both of these things:

Use images and graphics.	These can be posters, photos, graphs, charts, or drawings.
State your main idea.	Tell your audience at the beginning what you will be speaking about.
Highlight your details.	Make sure listeners can follow the idea with each detail.
End with a strong conclusion.	Remind listeners of your main idea one more time.
Speak slowly and loudly.	Look at audience members while you speak.

Think of a book or movie you enjoyed. Use the graphic organizer below to make notes about how you would plan an oral presentation on it.

Title of Your Oral Presentation
Main Idea
Detail #1
Detail #2
Detail #3
Conclusion
Possible images or graphics to show during presentation:

NAME: _____

DATE: _____

Summarizing and Paraphrasing

When you read, it is good to stop sometimes and make sure you understand what you just read. To do this, you can summarize and paraphrase the text.

Summarizing is when someone restates the author's or speaker's main idea, using their own words and fewer words. It is not necessary to include details when summarizing.

Paraphrasing is when someone rewords the author's or speaker's main ideas and then provides more details.

Read the paragraph below:

> Humans are using more and more land and resources. This leaves less land and fewer resources for wild animals. Since 1970, wild animal populations have fallen by 73%! Over 41,000 animal species are close to extinction. There are many organizations trying to save these animals, but the work requires everyone's dedication.

To summarize this paragraph, you need to find and restate the main idea:

> **Because humans are using more land and resources, many wild animal species are close to extinction.**

To paraphrase this paragraph, you need to find the main idea and some details and then restate them in your own words:

> **People take a lot of the earth's land and resources, leaving less for wild animals. In fact, wildlife populations have fallen by 73% since 1970, making more than 41,000 species near extinction. Many groups are working to save them, but everyone must help**

Read the paragraph below. Fill in the chart to find the main idea and details. Then summarize and paraphrase using your notes.

Many of the most endangered species come from Asia and Africa. The most at-risk animals from Asia include the Javan rhino, the Amur leopard, the Sumatran tiger, the Tapanuli orangutan, the Yangtze finless porpoise, and the Sumatran orangutan. Those from Africa include the mountain gorilla, the black rhino, and the African forest elephant. These animals lose their habitat or land to farming and building projects. They are also threatened by hunting for meat or for use in traditional medicines. People around the world have to dedicate themselves to finding solutions for saving these animals.

Main Idea	Details

Summarize:

The author's main idea is _____

_____

_____

Paraphrase:

The author's main idea is _____

_____

_____

The Asian endangered species are _____

_____

_____

NAME: _____

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The African endangered species are _____

_____

_____

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Text Structures

An author may organize a text in different ways. Structure is how the author connects the ideas they want the reader to know. This table explains three common ways authors structure, or organize, their text.

Type of Text Structure	Purpose	Example	Use These Words
Problem and solution	The text identifies a problem and then one or more solutions.	My mother locked her keys in the car, so she called a locksmith.	*so, as a result, since, because*
Compare and contrast	The text identifies how two or more things are similar or different.	My new truck is rated as very safe to drive. But my last car had safety problems.	*also, both, similarly, but, however, although, on the other hand, even though, while*
Cause and effect	The text explains why something happened.	If a driver does not fill the car tank with gas, then the engine will stop running.	*since...then, if...then, because of, based on, caused by, so that, as a result, for this reason, therefore, thus, consequently*

Read the paragraph below. Find one example of each type of text structure.

Once my mother lost her keys while she was on a trip. She drove two hours to visit my grandparents. When it was time to go home, she couldn't find her keys because she forgot where she put them. Since she was so far away from our home and her second set of keys, she had to find those keys. She checked all her pockets, but they were empty. She searched the house, but it was so big that she couldn't find them. She finally found them in the bottom of her purse!

1. Where does the author include a problem and solution?

   Problem: _____

   Solution: _____

2. Where does the author compare two objects?

   Group #1: _____

   Group #2: _____

3. Where does the author show a cause and effect?

   Cause: _____

   Effect: _____

NAME: _____

DATE: _____

Evaluating Word Choice

The words that an author uses can change a reader's experience. Word choice can affect how you feel about a character or an idea. Certain words can even set the general mood (or feeling) of what you are reading.

Authors use word choice in different ways. One way is by using *synonyms*, or words that mean something similar to other words. Look at these examples. Think about how the synonym changes the feeling you get from the first word.

The mural at the school was big.	The mural at the school was **enormous**.
We looked at the mural.	We **examined** the mural.

Authors also use *figurative language*. This is word choice that makes a reader picture something in their mind. It might not be what is actually happening in a text. But it can help you understand what the author is trying to tell you. Look at these examples:

The students are **busy as bees** painting the mural.
(They are doing a lot of work quickly and together.)

The mural's colors and shapes **danced before our eyes**.
(The colors and shapes were so bright and engaging, they seemed to move.)

Read the sentences below. On the lines, write how the sentence makes you feel and which words from the sentence give you this feeling. The first sentence has been completed for you.

1. One part of the mural showed all the amazing animals that live around the school.

   I feel interested. The word *amazing* gives that feeling.

   _____

   _____

2. One amazing animal is the red-tailed hawk with its gorgeous, gleaming feathers.

   _____

   _____

3. Another incredible animal is the fierce fisher-cat that makes cries to stop your heart.

_____

_____

4. There is also a group of chipmunks with their cheeks so full of nuts they are bursting!

_____

_____

5. In the sky, there are a million birds that are flying in a heart shape.

_____

_____

6. In addition to the animals, the mural has pictures of the students who are zipping around doing a thousand different activities.

_____

_____

NAME: _____

DATE: _____

Analyzing, Evaluating, and Synthesizing

After you read a text, you can use a few different ways to check your understanding:

You can analyze.	What are all the different parts of the text? Why or how do they fit together?
You can evaluate.	How do I feel about this text? Did it give me a lot of information? What does it make me think about? Was it interesting to read?
You can synthesize.	Can I use the information in this text with other information I already know?

Read the paragraph below. Then answer the questions to analyze, evaluate, and synthesize it.

Evren and Paloma had been best friends since kindergarten and loved exploring the city together. One day, they stumbled upon an abandoned building and decided to investigate. Inside, they found an old piano covered in dust. Paloma was hesitant, but Evren convinced her to play a tune. The notes echoed through the empty halls, and soon, a group of curious passersby had gathered around. From then on, Paloma and Evren would visit the piano whenever they could, playing for themselves and anyone else who happened by.

1. **Analyze the paragraph.**

   What happens in the beginning of the paragraph?

   _____

   _____

   What happens in the middle of the paragraph?

   _____

   _____

   What happens at the end of the paragraph?

   _____

   _____

Write one sentence describing this paragraph.

_____

_____

_____

2. **Evaluate the paragraph.**

Is the paragraph interesting?

_____

_____

I think Paloma and Evren _____

_____

3. **Synthesize the paragraph.**

What do I know about music?

_____

_____

What do I know about cities?

_____

_____

I think Paloma, Evren, and their audiences _____

_____

_____

NAME: _____

DATE: _____

Making Inferences and Drawing Conclusions

In a text, an author may leave out some information. For example, the author may not tell you what happened earlier or what happens next.

To fill in these gaps, you can:

Make an inference.	This is when you look for clues in the text and put them together with other information you already know.
Draw a conclusion.	This is like making an inference. First you look and put the clues in the text together with other information you know. Then you ask, "What will happen next?"

Read these sentences:

> The children ate breakfast sleepily. Then they heard the bus rumbling up the street. They grabbed their backpacks, kissed their parents, and ran out the door.

The author does not tell you where the children are going. To make an inference, you can use clues like "breakfast" and "bus rumbling up the street" and "backpacks." You can put this together with what you already know about these ideas. Then you can infer that the children are going to school.

You can also draw the conclusion that, after running out the door, the children will get on the bus next.

Read the sentences below. Write down your inferences and conclusions.

1. The twins raced each other down the stairs. The cleats over their shoulders knocked against them as they ran, dusting their uniforms with dirt. When Mona reached the door, she called over her shoulder, "Race you to the field!"

   Clues in the text: _____

   _____

   What I already know: _____

   _____

I can infer that _____

_____

I can draw the conclusion that _____

_____

2. As the buzzer rang, the ball dropped into the net. Half the people in the stands jumped to their feet and cheered. Half the players on the court jumped and hugged each other. The other half hung their heads and walked slowly to the locker room.

Clues in the text: _____

_____

_____

What I already know: _____

_____

_____

I can infer that _____

_____

I can draw the conclusion that _____

_____

_____

NAME: _____

DATE: _____

Reading Narratives

A *narrative* is a text that tells a story. Its purpose is to entertain the reader. Almost all narratives have these five parts:

Setting	This is where and sometimes when the story happens.
Characters	These are the people (or even animals or robots!) in the story.
Plot	These are all the events in the story, in the beginning, middle, and end.
Conflict	This is the major, or big, problem in the story.
Theme	This is the message or lesson in the story.

Read this narrative:

> Natalia plays softball. Her team needs a pitcher, so she is trying to learn. She and her mom practice at the park one afternoon. At first her pitches are wild. They fly too high, over her mom's head. Or they fly too low and roll on the ground. But after a few hours of practice, Natalia's pitching improves. She starts to throw lots of pitches that are just right. She can't wait for softball season to start!

In this story:

- The setting is the park in the afternoon.
- The characters are Natalia and her mom.
- The plot is a girl trying to learn to pitch a softball.
- The conflict is that Natalia can't pitch well.
- The theme is that practicing and not giving up will help you do something well.

Think about a story you have read in school or at home. Use the chart below to identify the different parts of this narrative. Ask for peer feedback from a classmate.

Title of the Story:				
Setting	**Characters**	**Plot**	**Conflict**	**Theme**
Where:	Who:	Events at beginning: Events in the middle: Events at the end:	Major problem:	Message of the story:

NAME: _____

DATE: _____

Reading Informational Texts

An informational text is what it sounds like: a text that has information, knowledge, and facts. Its purpose is to teach a reader about a topic. The author does this with facts and details. This information is usually connected to a central, or main, idea.

Sometimes an author explains the central idea by organizing facts and details in one of these ways:

Problem and solution	The author identifies a problem, then offers solutions.	Example: *There is too much plastic in the ocean. Governments should pass laws that limit how much new plastic can be made.*
Compare and contrast	The author identifies how two or more things or ideas are similar or different.	Example: *In 1950, two million tons of plastic were made in a year. But by 2019, that number was 460 million tons.*
Cause and effect	The text explains why something happens.	Example: *Plastic in the ocean can make sea animals sick when it is broken down by sun and waves into chemicals. These dangerous chemicals are then eaten by sea animals.*

Read the short informational text below. Then answer the questions.

Legal segregation and violence in the South caused more and more African Americans to move north. As a result of this Great Migration, African Americans developed neighborhoods like Harlem in New York City. These neighborhoods quickly became cultural centers. Musicians, writers, and artists created music, literature, and art. People in Harlem and around the world enjoyed these cultural expressions and continue to do so today.

1. What do you think is the central idea of the text?

_____

_____

_____

2. How does the author share facts and details: problem and solution, compare and contrast, or cause and effect? _____

_____

_____

3. Underline two phrases in the text that show this way of organizing facts and details.

NAME: _____

DATE: _____

Reading Persuasive Texts

A persuasive text is a text written to convince, or persuade, the reader to do or think something. Authors of persuasive texts often use the same organization as authors of informational texts:

Problem and solution	The author identifies a problem, then offers solutions.
Compare and contrast	The author identifies how two or more things or ideas are similar or different.
Cause and effect	The text explains why something happens.

Persuasive texts usually have four parts:

A claim	This is where the author shares their view or opinion.	Plastic pollution is terrible for animals and humans.
Reasons	This is why the reader should believe the claim.	Plastic breaks down into tiny pieces that end up in our soil and water.
Evidence	This shows the reasons are true.	Studies have shown that 93% of the tap water samples tested in the United States has plastic in it.
A call to action	This is what the reader should do next.	We must demand that the government ban new plastic and work to clean up all the plastic in our environment.

Read the persuasive text below. Then answer the questions.

Companies must stop making plastic. Plastic is dangerous for people's health. Some studies show that the chemicals in plastic can cause eating problems and prevent people from having babies. Other studies show that plastic may cause different kinds of cancer. The government must make plastic-making companies stop making plastic and start cleaning it up.

1. What is the author's claim, or view? _____

_____

_____

2. What is the reason the author gives for this claim?

   Reason: _____

_____

_____

3. What is the evidence that supports this reason?

   Evidence #1: _____

_____

_____

   Evidence #2: _____

_____

_____

4. What does the author want the reader to believe? _____

_____

_____

_____

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Shared and Interactive Writing

Sometimes it is very helpful to write with a partner. You can work together and share the planning, organizing, and writing. Writing with a partner is also interactive. This means your writing will keep changing as you both work on it. Usually, these changes will make what you write even better!

Follow these steps with your writing partner:

1. **Set a purpose.** Why are you writing? Do you want to entertain, inform, or persuade your reader?

   These sentence starters can help with this step: *I think we want our reader to ___. When they finish reading, the reader should ___.*

2. **Brainstorm.** What do you want to write about? What are some main ideas? What details will support those ideas?

   These sentence starters can help with this step: *One idea I have is ___. We could support that idea with ___. Will ___ be easier or more fun to write about than ___?*

3. **Choose an idea.** Which idea from brainstorming do you both like best?

   These sentence starters can help with this step: *I like your idea about ___. I think this idea is better than that idea because ___. We could put our details in this order: ___, ___, and ___.*

4. **Take turns writing sentences.** Go back and forth writing one or two sentences each. Always read what your partner wrote before continuing.

Work with a partner to choose one of the following topics:

Popular snacks **Sports** **Games** **School events**

Plan your shared writing using the organizer.

Our topic:

Our purpose for writing:

Ideas for writing about the topic:

The idea we will write about:

The details we will use:

Now begin writing! Pass a sheet of paper back and forth. Take turns writing sentences.

NAME: _____

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Transitions and Connecting Ideas

When you write, you sometimes give a reader many ideas at once. It is important to help the reader keep track of and connect these ideas. Using transitions, or connecting words, helps the reader do this. Common transitions are *and*, *but*, and *so*.

There are different transitions for different kinds of connections.

- **If you want to show cause and effect**, use words such as *because, due to, as a result, since, therefore, consequently,* and *thus*.

  Example: I missed the bus because I slept late.

- **If you want to give an example or add information**, use words such as *for example, specifically, moreover, also,* and *additionally*.

  Example: There were a few other options for me to get to school. For example, I could walk or ride my bike.

- **If you want to show how ideas are similar or different**, use words such as *but, however, on the other hand, although, in contrast,* and *similarly*.

  Example: Walking is nice when I have time, but biking is better when I'm late.

- **If you want to explain the order of something**, use words such as *first, next, last, in the beginning, in the first place, at the end, eventually,* and *as soon as*.

  Example: First, I got my bike out, and then I jumped on and began riding.

- **If you want to tell the reader you are finishing**, use words such as*, in summary, in conclusion, overall,* and *in the end*.

  Example: In the end, it wasn't a terrible morning because I got to school on time and had a nice bike ride as well.

Read the sentences. Use a transition word to connect ideas or combine sentences.

Show cause and effect:

1. We didn't go to the museum. It was too late in the evening.

_____

_____

2. We went earlier the next day. We got into the museum.

_____

_____

Add information:

3. The sculptures were beautiful. The paintings were beautiful.

_____

_____

4. The Chinese paintings were my favorite. One of the paintings had colorful birds on it.

_____

_____

Show how ideas are different:

5. I liked the Chinese paintings. My sister liked the African sculptures.

_____

_____

6. We wanted to stay longer. The museum was closing.

_____

_____

Explain the order of something:

7. We each spent a few minutes looking at our favorite piece. We got our coats. We left the museum. We walked home.

_____

_____

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Writing Narratives

A *narrative* is a type of text that tells a story. When you write a narrative, you usually include these five things:

A setting	This is where and sometimes when the story happens.	Example: *the earth at the beginning of time*
Characters	These are the people, animals, or beings in the story.	Example: *Coyote and Eagle, the gods*
A plot	This is all the events that make up the beginning, middle, and end of the story.	Example: *At the beginning of time, the gods kept the sun and moon in a box. The world was dark. Coyote couldn't hunt very well because it was so dark. He asked Eagle to help him steal the box with the sun and moon. Together they stole the box. Then Coyote opened the box and let out the sun and the moon. There was no more darkness on the earth.*
A conflict	This is the major, or big, problem in the story.	Example: *The world is dark, and Coyote cannot hunt.*
A theme	This is the message or lesson in the story.	Example: *People working together can solve problems.*

Think about a narrative, or story, you might write. Fill out the graphic organizer below to plan the parts of the story. Then write the story on another sheet of paper.

Characters

Setting

PLOT

Beginning

Middle

End

THEME

NAME: _____

DATE: _____

Writing Informational Texts

When you write an informational text, you explain a central idea to a reader, providing details in different ways:

- **You can describe:** Puerto Rico is a U.S. territory island in the Caribbean Sea.
- **You can compare and contrast:** There are currently about three million people living in Puerto Rico. Nearly 6 million Puerto Ricans live on the U.S. mainland. That is nearly double the number living in Puerto Rico.
- **You can show a cause and its effects:** Puerto Rico is associated with the United States. As a result, its financial system is linked to the financial system in the United States.
- **You can explain a problem and its solution:** The political status of Puerto Rico is a source of conflict. Some Puerto Ricans want to remain associated with the United States. Others want Puerto Rico want to become an official state. Still other Puerto Ricans want to become their own country, unassociated with the United States.
- **You can explain the order of events:** The history of Puerto Rico is that first Indigenous people called the Taino lived there. Then Spanish explorers came and conquered the island. After a war with Spain, the United States took control of Puerto Rico in 1898.

Take these steps to write an informational text:

1. State your central idea at the beginning.
2. Support your central idea with details.
3. State the central idea in a different way in your conclusion, or the end.

Write a short informational text about one of the following topics: your family, your neighborhood, your school, or a favorite hobby.

Fill out the graphic organizer below to plan your writing. Then write the text on another sheet of paper.

Subject of text:

_____

Introduction of central idea:

_____

_____

Detail #1:

_____

_____

_____

Detail #2:

_____

_____

_____

Detail #3:

_____

_____

_____

Conclusion with central idea explained again:

_____

_____

_____

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Justifying Opinions

When you write a persuasive text, you include your opinion on a topic. An opinion is different from a fact. A fact is a statement you can prove. An opinion is what you think about a topic. It is your view on an idea. Look at these examples:

Fact: An orange is a fruit.
Opinion: An orange is a delicious fruit.

When you write an opinion, you need to justify it. This means knowing what information the reader might need in order to agree with your opinion. Ask yourself the following questions:

- Why do I think that?
- What examples can I offer?
- Can I show that it is true?
- Can I explain in more detail?

For example, you might justify the above opinion this way:

I think oranges are delicious because they are sweet and juicy.

These are useful ways to state an opinion:	These are useful ways to justify your opinion:
I think/don't think ___ because ___. I agree/don't agree with ___ because ___. In my opinion, ___.	For example, ___. A reason I feel this way is ___. One example is ___.

Answer the questions.

1. Read the following statements. Circle the one that is an opinion.

   Many people think cucumbers and tomatoes are vegetables.

   Cucumbers and tomatoes are actually fruits.

   Cucumbers and tomatoes are a great combination in a salad.

2. Read this statement: Fruits and vegetables are a great snack.
   Circle the statement below that you think best justifies this opinion.

   Most people prefer chips or crackers to fruit and vegetables.

   Fruits and vegetables are crunchy, nutritious, and packed with many vitamins and minerals.

   Some people prefer sweets like cookies or candy.

3. State an opinion you have about a kind of fruit or vegetable.

   _____

   _____

   Next, think of a question a reader might have about this opinion.

   _____

   _____

   Use this question to decide how to justify your opinion.

   _____

   _____

NAME: _____

DATE: _____

Writing Persuasive Texts

When you write a persuasive text, you try to make a reader do or believe something. To do this, you need to include three things:

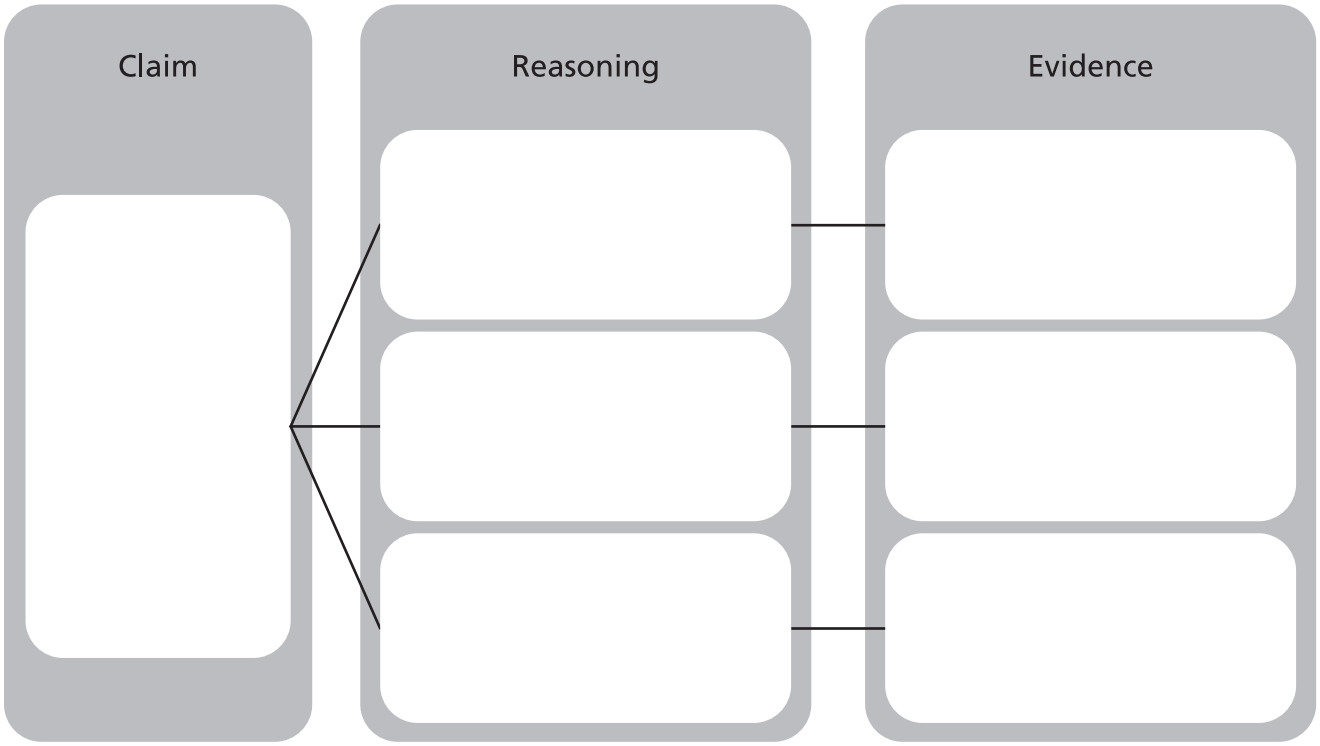
A claim	This is your view or opinion on the idea.	Example: *People should exercise each day.*
Reasoning	This explains why you feel this way about the idea.	Example: *Daily exercise is important for physical and mental health.*
Evidence	This can be facts, quotations, and examples that support your reasoning.	Example: *Studies have shown that people who exercise each day lower their health risks and increase their mental well-being.*

Write a short persuasive text about one of the following topics:

What is the best after-school activity?

Should school lunch be free for all students?

Fill out the graphic organizer below to plan your writing. Then write your text.



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Evaluating Arguments

As a writer, it is important to know how to evaluate authors' persuasive texts. This means finding the strengths and weaknesses in their texts. You do this by looking at their:

- **Claim**: the author's view or opinion on an idea
- **Reasoning**: why the author feels this way about the idea
- **Evidence**: facts and examples that support the author's reasoning

Ask yourself these questions when reading a persuasive text:

1. Is there another possible view on the claim?
2. Does the reasoning make sense or make the claim seem true?
3. Does the evidence support the reasoning?
4. Is the text effective, or something I or others might agree with?

Read the text. Then answer questions to evaluate it.

Climate change is one of the most important issues of our time. The reason climate change is such an important issue is that it is affecting people around the world. For example, the temperature around the world has gone up 1.1 degrees Fahrenheit. This doesn't sound like a lot, but the slight rise in temperature is melting the ice in the polar regions. This raises the sea level, which is drowning low-lying countries. Warmer air holds more water, making storms worse around the world. For all these reasons, climate change is an essential issue today.

1. What is the author's claim?

_____

_____

2. What is the main reasoning for this claim?

3. What are three details that back up this reasoning?

4. Do you think this text does a good job making the reader believe the claim? Explain in one or two sentences.

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Responding to Reading

As a student, you often need to respond to a text you have read. To do this, you need to think about a few questions:

1. **What did the author tell me?** This can be details about characters in a story or facts from an informational article.

2. **What did the author not tell me?** When you read, you sometimes need to predict or fill in some information.

3. **What can I infer?** This is when you collect clues in the text. Then you use those clues with other information you have to fill in the gaps and what the author did not say.

4. **What can I conclude?** This is using clues and other information to predict what will happen next or make a judgment about what you read.

After you answer these questions, you can respond to the text. You may decide a text is interesting or boring. You may also decide a text is badly written or missing details.

Read the text below. Then answer the questions.

Mina, Enrique, and Z-27 were the best of friends. Mina and Enrique had been friends since childhood, when Mina would push Enrique's chair to the park. Although they were different, they didn't care. Of course, they noticed when Z, their nickname for their friend, didn't buy any junk food from the corner store after school. Or they noticed when Z ran out of energy on cloudy days, when their solar panels couldn't charge. But Z's differences were no more unusual than Mina's special diet or Enrique's wheelchair. The three friends agreed that their differences made them special and stronger than other kids. For example, when the sun was shining, Z's brain was the fastest one around. And although Mina couldn't eat many foods, the foods she did eat made her strong (along with her karate classes). And even though Enrique couldn't run, his wheels made him the fastest kid around. Together, they were unstoppable. One day, a group of older, rougher kids put their strength and friendship to the test.

1. What information does the text give you?

_____

_____

2. What information do you not know?

3. What can you infer to fill in these gaps?

4. What do you predict will happen next?

5. Write one sentence that describes how you feel about this text.

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NAME: _____

DATE: _____

Readable Writing

It is often easier to write short sentences than long sentences. But too many short sentences can make it difficult for a reader to connect ideas. It is important to use different types of sentences to make your writing interesting and easy to follow. To do this, you can:

- **Join ideas**: Use transitions, or connecting words, such as *and*, *but*, and *so* to join related ideas.
  Example: The environmental club picked up trash at the park. The park was clean and safe. → The environmental club picked up trash at the park, so the park was clean and safe.
- **Condense ideas**: Look at the ideas in your sentences. Identify places where you can combine them in a way that requires fewer sentences.
  Example: The environmental club planted flowers. It also planted trees and vegetables in the park. → The environmental club planted flowers, trees, and vegetables in the park.

Read the text. Then answer the questions.

I used to hate reading. I wasn't very good at it. I didn't understand what I was reading. Then Ms. Zhang taught me reading tricks. She taught me tricky letter sounds. She also taught me how to group phrases together when I read. Now I love to read. It is one of my favorite activities. I love how you can get lost in a story.

1. Join ideas to make these two sentences into one sentence.

   I used to hate reading. I wasn't very good at it. I didn't understand what I was reading.

   _____

   _____

   _____

   _____

2. Condense ideas to make these three sentences into one sentence.

   Then Ms. Zhang taught me reading tricks. She also taught me tricky letter sounds. She also taught me how to group phrases together when I read.

   _____

   _____

   _____

3. Condense ideas to make these three sentences into one sentence.

   Now I love to read. It is one of my favorite activities. I love how you can get lost in a story.

   _____

   _____

   _____

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