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Writing Task #3

An Important Person

Think about people you know or have met. Choose ONE person who is important in your life. Write about that person AND describe his or her personality.

Writing Task #4

Science Fiction

Imagine yourself in the year 2030, when suddenly all of the world's technology has advanced. You decide to publish a daily newspaper, and make ten copies by hand. Describe a day in the life of someone in this new non-technical world.

NAME: _____ Before You Read

Prewriting Your Paragraph

1. Fill in each blank with the correct term.

identifying your audience prewriting graphic organizer
 clustering brainstorming choosing a focus for writing
 general to specific free-writing

- The first stage in the writing process is _____.
- One way of coming up with ideas for writing by writing down about a subject in a set period of time is called _____.
- Another method of prewriting is to think about a broad topic and then narrow it down into all its supporting topics or thinking from _____ to _____.
- Diagrams which help you organize your prewriting ideas on paper are called _____.
- The three main methods of brainstorming are _____, _____, and _____.
- Stopping and asking yourself who will be reading your paragraph is called _____.
- _____ means that you choose one main idea to write about.



The Writing Watch Dog says, "Prewriting is the first step in the writing process. Good prewriting equals a great paragraph."

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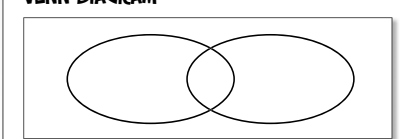
Using Graphic Organizers

Matching: Draw a line from the graphic organizer to how it is used.

5 W'S CHART

What happened?
 Who was there?
 Why did it happen?
 When did it happen?
 Where did it happen?

VENN DIAGRAM



SENSORY CHART

Subject: _____
 Sight: _____
 Sound: _____
 Smell: _____
 Touch: _____
 Taste: _____

CAUSE AND EFFECT CHART

Cause	Effect

TIMELINE

_____ / _____ / _____ / _____ / _____

thoughts for writing.

2. A type of graphic organizer that lets the writer think about and list the "Who, When, Where, What, and Why" of a story or event.

3. A graphic organizer that shows the relationship between two events when one of the events is the reason the other occurred.

4. A graphic organizer showing the key events within a particular period of time.

5. A chart that organizes the details of the sights, tastes, smells, touches, and sounds in a story or event.

NAME: _____ Reading Passage

Prewriting Your Paragraph

Many times you will have a choice about your writing topic. Deciding what to write about can be a very difficult job. But there are some activities that you can do to make the choice easier. These activities are called **prewriting**. Prewriting is the first stage of the writing process. In prewriting, you get ready to write by talking, thinking, and reading about possible writing topics.

One very good way of prewriting is **brainstorming**. Brainstorming is a method of coming up with ideas by writing down all of your thoughts about a subject in a set period of time. Suppose you are in a science class and your teacher asks you to write a paragraph related to science. Obviously, you cannot write about the entire subject of science since it covers so many areas and topics. One way to solve a problem like this one is to brainstorm from **general to specific**. "Science" is a very general term. Begin with that and then list all the topics you can think of that are related to science in some way. Your brainstorming might look like this:

SCIENCE - biology - mammals - bears - grizzly bears - diet

Do you see how the list went from very general to the specific topic of "grizzly bear's diet"? Now, on another sheet of paper, you try the same process of general to specific with "school" as the general topic.

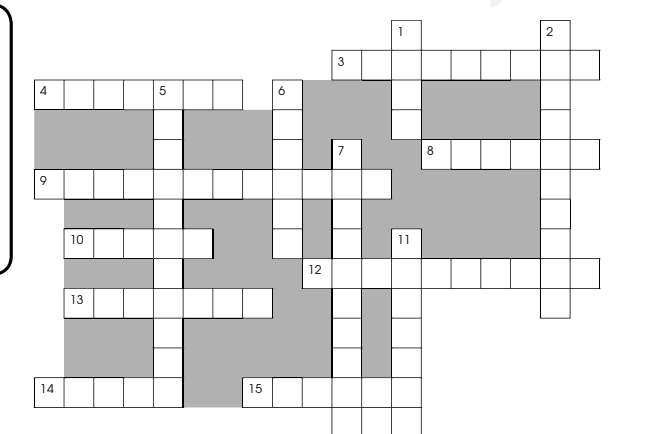
Graphic Organizers

You can also use **graphic organizers** to help you brainstorm ideas for writing. Graphic organizers are **diagrams or drawings** which help you organize your ideas on paper. One of the most common graphic organizers to use for brainstorming is **listing**. Listing means that you write down every word you can think of that is related to a particular topic in a given amount of time. The other main ways to brainstorm are using **cluster maps** and **free-writing**. We will discuss both of these methods and other graphic organizers in later lessons.

Another area of brainstorming is deciding your **focus** or what you will be writing about. Finally, in prewriting you must decide who will read or hear your writing. This is called **choosing your audience**.

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- Word List**
- biography
 - body
 - book report
 - characters
 - fantasy
 - genres
 - informative
 - introduction
 - mystery
 - organizer
 - quotes
 - setting
 - theme
 - title
 - visual



Across

- A true story about a real person's life that is written by another person.
- The time and place of a story or book.
- _____ Aids are often used in oral book reports.
- The first section of a book report.
- The main idea of a story or book.
- Graphic _____.
- A story about a crime, or an event that happens _____ of a book.

Down

- The middle section of a book report.
- Who the book or story is about.
- One type of nonfiction book.
- Actual words spoken by a character in a book or story.
- An essay which gives a brief summary of a book.
- A story about imaginary characters or places.

NAME: _____ After You Read

Comprehension Quiz

1. In complete sentences, describe how a paragraph and an essay are related.

_____ sentences, describe the parts of an essay.

_____ steps in the writing process.

Transition or Linking Words

Some linking words tell you the order of things. You know that the colors of a traffic light are green, yellow, and red. Green means "go" - there is more to come. Yellow means "caution, or slow down". Red means "stop" or "this is the end". There are many other words that mean, "go", "slow down" or "stop". Review them on the Traffic Light Words List below. Remember that these words are linking or transition words.

Traffic Light Words

Green Light Words

first
 in the beginning
 firstly
 prior
 immediately
 today

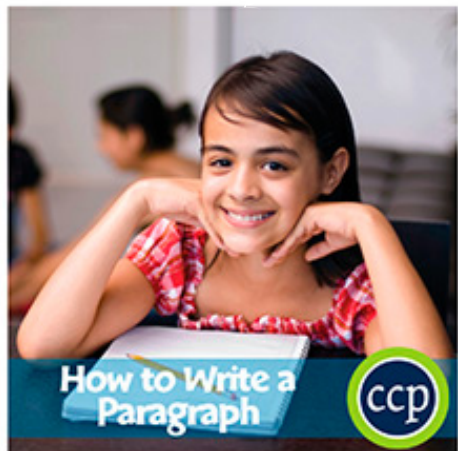
Yellow Light Words

second
 next
 then
 in the meantime
 during
 meanwhile
 until

Red Light Words

ninth
 finally
 last
 in conclusion
 in the end
 after
 afterward
 subsequently

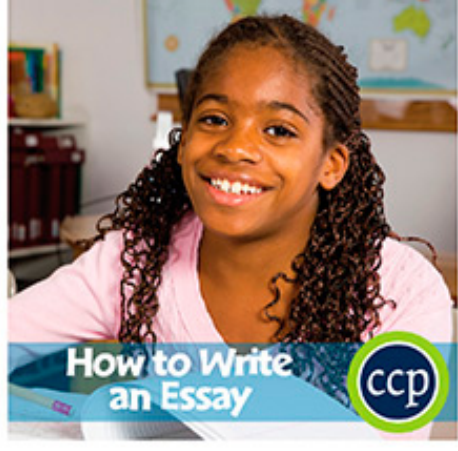
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How to Write a Paragraph



How to Write a Book Report



How to Write an Essay



Bundle
Grades 5-8

Master Writing
Big Book

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 - Critical Thinking Skills 2
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GRAPHIC ORGANIZERS

6 BONUS Activity Pages! Additional worksheets for your students

- Go to our website: www.classroomcompletepress.com/bonus
- Enter item CC1107 or Reading Response Forms
- Enter pass code CC1107D for Activity Pages



After You Read

My name: _____

Title of my book: _____

Author: _____

Story Titles

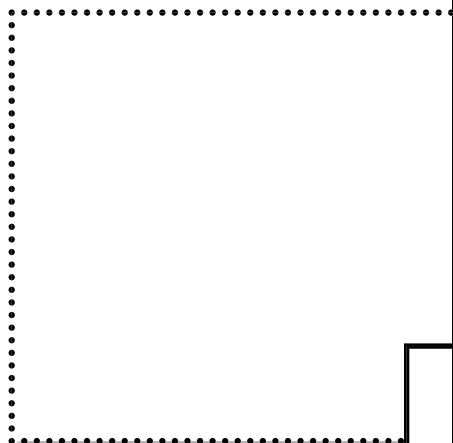
A **good title** will give you some clues about the character and what is going to be.

Write the title of your story here _____

What does the title tell you about the story? _____

Was this a good title for this story? Why? Why not? _____

Draw and color a picture to show what the title of this story tells you.



After You Read

My name: _____

Title of my book: _____

Author: _____



The Main Idea

The **main idea** is what the story is **about**. What is the **main idea** of your story? _____

What happened in this story? Complete the chart by describing the **main events** in the order that they happened.

1. First	2. Then	3. Next
4. After that,	5. And then,	6. Finally

What is the **most important event** in this story? _____

Why did you **pick** this event? _____



After You Read

My name: _____

Title of my book: _____

Author: _____

Character Report Card

Complete a report card to tell how the character behaved. Use facts from the story.

Character Report Card

Character's picture:



Character name: _____

Grade: _____

Teacher's name: _____

Behavior	Grade	Comments
Positive attitude		
Acted safely & carefully		
Helpful to others		
Pays attention		
Completes tasks		
Shows responsibility		

Comments: _____

Signature: _____

A character **behaves**

Write down how the main character behaved at the **beginning** of this story.

Why do you think the character behaved this way? _____

Write down how the main character behaved in the **middle** of this story.

Why do you think the character behaved this way? _____

Write down how the main character behaved at the **end** of this story.

Why do you think the character behaved this way? _____



After You Read

MY NAME: _____

Comprehension Quiz

Choose the correct answer by **circling** the **correct letter**.

Choose the meaning used in the story.

- 1. The mouse was well-known. a) well-known b) careful c) careless d) lucky
- 2. The mouse was tiny. a) belonging to a giant b) tiny c) soapy d) huge
- 3. The mouse had a sofa. a) a sofa b) a closet c) a feast d) a kind of jacket
- 4. The mouse was curious. a) curious b) happy c) sad d) angry
- 5. The mouse was in a new home. c) The mouse family held their home in a cabin. d) The human was the farmer's son.
- 6. The mouse was afraid. a) a good father b) rich c) afraid d) careless
- 7. The mouse was happy. a) happy b) sad c) angry d) curious
- 8. The mouse was in a new home. a) The mouse family held their home in a cabin. b) The human was the farmer's son. c) The mouse was in a new home. d) The mouse was in a new home.
- 9. The mouse was in a new home. a) The mouse family held their home in a cabin. b) The human was the farmer's son. c) The mouse was in a new home. d) The mouse was in a new home.
- 10. The mouse was in a new home. a) The mouse family held their home in a cabin. b) The human was the farmer's son. c) The mouse was in a new home. d) The mouse was in a new home.

11. The mouse was in a new home. a) The mouse family held their home in a cabin. b) The human was the farmer's son. c) The mouse was in a new home. d) The mouse was in a new home.

My Character

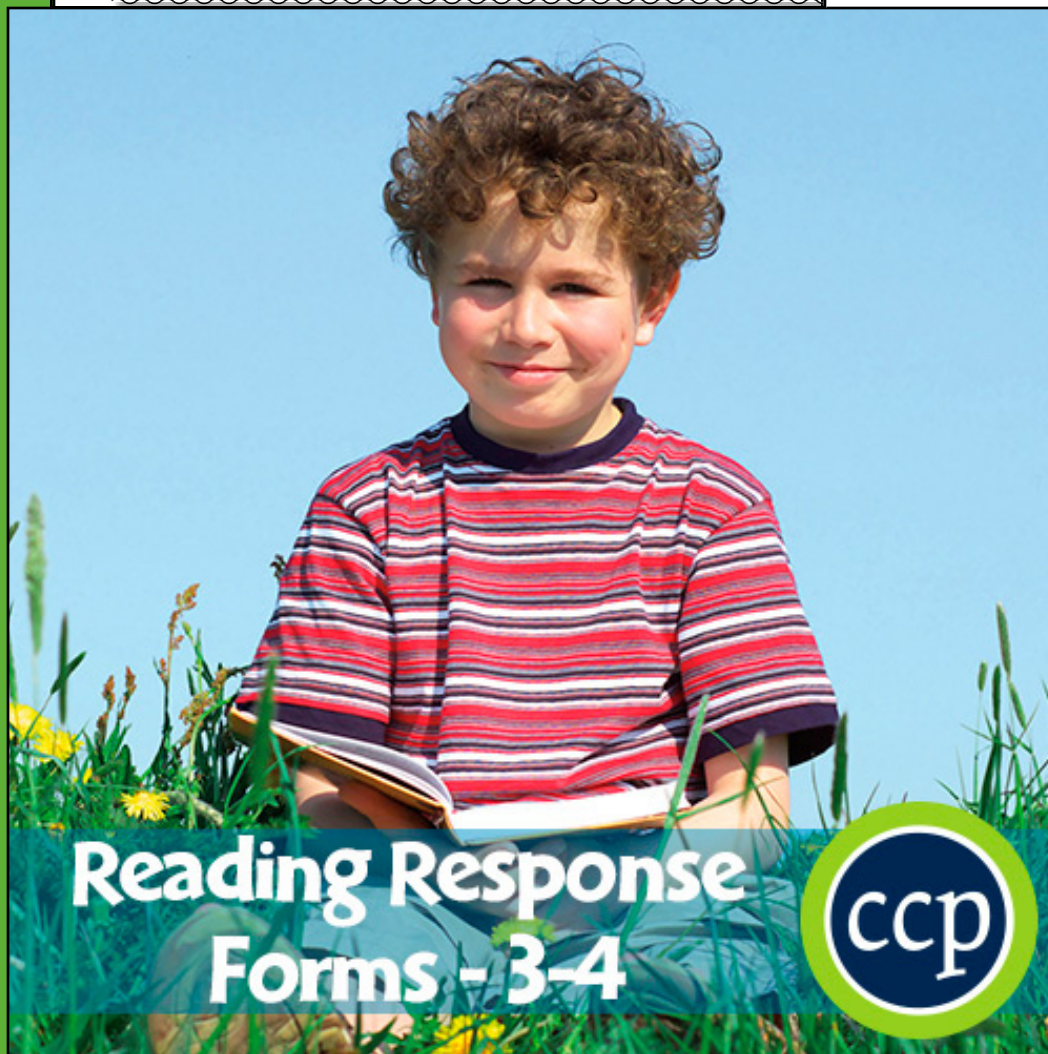
Some words in your story will **DESCRIBE THE MAIN CHARACTER**. These words will tell you what the character **LOOKS LIKE, HOW HE/SHE ACTED** and **HOW THEY FELT**.

Write the name of the **MAIN CHARACTER**:

Write **4 DESCRIBING WORDS** from the story under each heading on the chart.

The main character LOOKED	The main character ACTED	The main character FELT

Most of the time the character **looked** _____ and **acted** _____ and **felt** _____



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GRAPHIC ORGANIZERS

6 BONUS Activity Pages! Additional worksheets for your students

- Go to our website: www.classroomcompletepress.com/bonus
- Enter item CCI108 or Reading Response Forms
- Enter pass code CCI108D for Activity Pages

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After You Read

My name: _____

Title of my book: _____

Author: _____

Read and Review

Complete the information on your book and rate each section.

Put a check mark under the number.

LOW 1 2 3 4 5 HIGH

Title:	Did it catch your interest? Is it suited to the story?
Illustrations:	Do they portray events in the story? Do they add extra details?
Setting:	Is the setting clear to the reader? Is this the best setting for this plot?
Characters:	Are the characters believable? Do the characters act the way they should?
Plot:	Is the story line interesting and easy to follow? Does the story hold your interest and make you want to read to the end? Are there surprise events that you didn't expect?
Ending:	Did this story end the way you thought it would? Do you think this is the best ending for this story? Are all the loose ends tied up?

I chose this book because _____

I would/would not read another book by this author because _____



After You Read

My name: _____

Title of my book: _____

Author: _____

Describe a Setting

Authors describe many unusual and exciting settings in their stories.

Choose one setting or place from your story that you really liked.

Think about where it was, what it looked like, words to describe it and why you liked it.

Complete the chart using your ideas and words.

The setting I liked is:

Where it is:

5 words to describe it:

Why I liked it:

It looks like this:

Would you ever be able to visit this place? Why?

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After You Read

My name: _____

Title of my book: _____

Author: _____

Postcard from a Character

Pretend you have received a postcard from the main character in your story.

He/she tells you about what has happened to them but they don't tell you how the story ends.

Think about what the character might tell you.

Write your ideas on the lines on the left side of the card.

Address the postcard to yourself. Write on the right side of the card.

Design a stamp for the postcard.

Date: _____

Dear _____

Yours truly,

To: _____

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Understanding
Reading Response Forms CCI108

Title of my book: _____

Author: _____

Character Wanted Poster

Select a character from your story for your poster.

Draw and color a picture of your "wanted" character.

Complete the information under the picture.

WANTED

Name of character: _____

Height: _____ Weight: _____

Eye color: _____ Hair color: _____

Special marks: (scars, tattoo) _____

Last seen: _____

Wanted for: _____



Assessment

MY NAME: _____

Comprehension Quiz

Circle the correct letter.

Choose the meaning used in the story.

a) well-known b) mysterious c) full of life d) invisible

a) unable to fly b) cannot be moved c) huge d) unwell

a) started b) ended c) loaded d) exploded

is true?

a) It flew off from Miami. c) Only four Super-Sabres came out of the hole.

b) The plane was unsuitable for take-off. d) The fifth jet was later found.

a) an experienced pilot c) afraid of flying

b) unable to tell time d) careless

this story is:

a) The Sabres of Flying c) Beware the Bermuda Triangle

b) The Sabres of Flying d) Clouds

Did you think Bruce Gernon was able to escape the cloud?

a) He used his engine and headed for the hole. c) He only thought he was in a hole.

b) He used his engine and floated to safety. d) He was rescued by another plane.

Do you think most people believe in the reports about strange events in the sky?

a) Yes, because of those kinds of stories. c) There have been many reliable witnesses.

b) No, because planes have accidents. d) Not many events have happened there.

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Reading Response

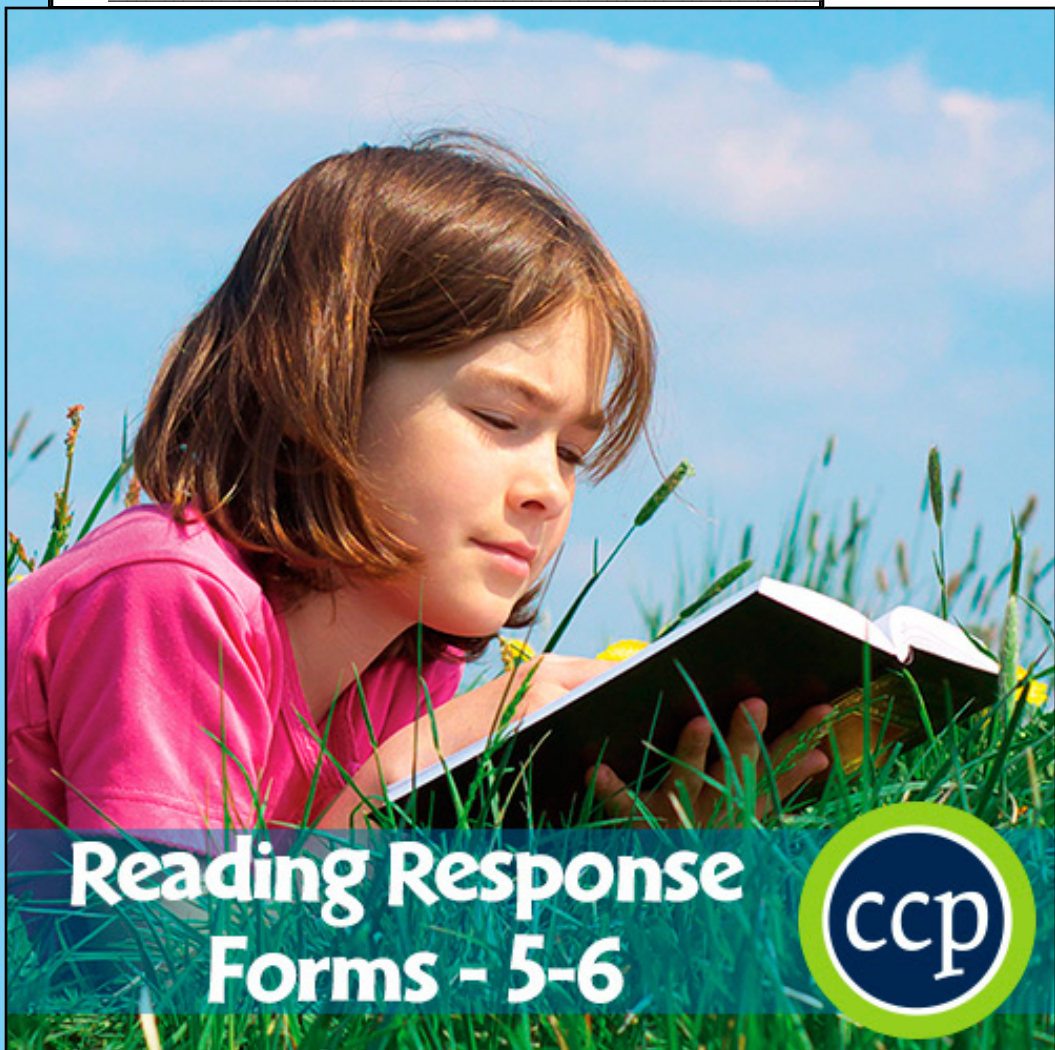
Reading Response
Forms - 5-6



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Reading Response Forms CCI108



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NAME: _____ Before You Read

Main Idea

1. Complete each sentence with the correct term.

reading comprehension main idea purpose for
reading comprehension skills

- The reason you read a text is the _____.
- The _____ refers to what is most important in a passage.
- The ability to read and understand the meaning of a text is called _____.
- Choosing the main idea, sequencing, recognizing inferences and using context clues are all _____.

2. Read each paragraph and put an X in front of the main idea.

- Chris loves to watch movies. When he is alone, he watches adventure movies because he likes the action in them. His favorite adventure movie is "The Last of the Mohicans". Sometimes, his younger sister goes to the movie theater with him. Chris likes to watch comedies because they make her laugh.
 - a) Chris does not like scary movies.
 - b) Chris really enjoys watching comedy movies.
 - c) Chris doesn't tag along with his sister.
 - d) Chris only likes action movies.
- Abraham Lincoln only went to school for about eighteen months in his childhood. But young Abe loved to learn new things. He walked to the library to borrow books from a friend. Then he taught himself to read them. He studied how things were made. He memorized poems to his family. Learning was fun for Abraham.
 - a) Abraham Lincoln easily remembered things.
 - b) Abe liked to walk for miles and miles.
 - c) Abraham learned a lot from his family.
 - d) Abe was a very good student.

Using Graphic Organizers

1. Read the following details. Use the graphic organizer to identify the main idea.

Florida manatees are found between the coast and the ocean. They are similar to elephants. They are strong instead of small and weak like the elephant. They drink the very large ears of an elephant. The manatee has no outer ears at all! Elephants and manatees may be cousins, but they are not very much alike.

Main Idea Chart

MAIN IDEA		
Supporting Detail	Supporting Detail	Supporting Detail

(Setting - A Childhood Place or Event) Think of an important childhood place or event. On another sheet of paper, write a fictionalized childhood story about this place or event for someone about the same age that you or your friend experienced. Because you're writing a fictionalized story, the details don't have to conform to actual truth. You can weave two or three different events about the place together in one story. You can make up things about the place or event as a child. Your reader has never been to the place, so you need to use specific, concrete details which make the place vivid.

(Plot) Remember that the plot of a story refers to what happens in a narrative. Sometimes, a photo can make you wonder what happened. Look at the photo below and then write a short story about the event.



Jessica Wanstall, an 11-year-old girl standing 4'10," caught a record-size cat.

NAME: _____ After You Read

Comprehension Quiz

Put an "F" in front of each true statement and an "F" in front of each false statement.

- Critical thinking is what happens when you judge, decide, or solve a problem.
 - Opinions are not important to a good critical thinker.
 - Learning to think for yourself is important to being successful in life.
 - Most critical thinkers do not like to explore new ideas.
 - Reason is logical thinking.
 - Critical thinkers are dependent thinkers.
 - A good independent critical thinker is also a good listener.
 - Honesty is not very important to good critical thinkers.
 - An independent thinker knows it's better to make mistakes than to accept someone else's opinions about everything in life.
 - Organized means "orderly and effective."
- Answer the following questions.
1. What is the difference between a fact and an opinion? Give an example of each.
2. What does the following statement mean? "A good critical thinker anticipates problems."
3. List three organization tips that good critical thinkers can use?



Reading Passage

NAME: _____

Main Idea

There are many skills you can use to improve your reading comprehension (the ability to read and understand the meaning of a text). One of these skills is **finding the main idea**. The main idea of a reading selection is its **most important part**. The main idea is also what the author wants you to understand or remember about the selection. Other reading comprehension skills include: sequencing, recognizing inferences and conclusions, and using context clues.

Sometimes the main idea is plainly stated in one or more sentences in the selection. At other times, you will have put all the **details** about the topic together and decide what the author wants you to understand about the text. **Details** are pieces of information that tell about the main idea. Details explain the main idea, telling who, what, when, where, why, or how. Details can describe a person, place, or thing. Details can tell the order in which events happen. And details can explain how to do something. There are several ways to find the main idea of a reading selection.

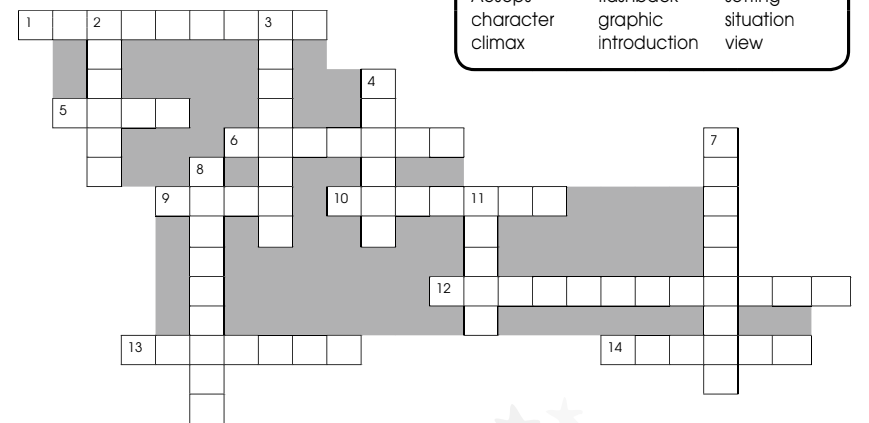


The Reading Watch Dog says, "Keys to Finding the Main Idea"

- The first step in finding the main idea of a text is to **read the title**. Titles very often include important words that will give you clues to the main idea.
- Sometimes the main idea is stated in the **first or last sentence of a paragraph**.
- If the main idea is not clearly stated, pay special attention to the details. By reading them, you should be able to decide what the author thinks is most important about the text.
- Look for a word or words that are repeated several times. They are clues to the main idea of the text.
- Pay attention to pictures, captions under the pictures, words in dark print, or words and phrases in italics.

Knowing how to find the main idea of a written text or a speech or story will be very helpful to you in the future. All reading tests will ask you questions about finding the main ideas of stories or reports. And listening for the main idea of a speaker's presentation will help you remember its most important idea and the supporting details.

action	elements	irony
Aesop's fables	falling	plot
character	flashback	setting
climax	graphic	situation
	introduction	view



Across

- A person in a story.
- Rising _____.
- Point of _____.
- The time and location of a story.
- Plan of action for a story.
- _____ action.
- The first stage of plot development.
- _____ organizer.

Down

- Rising _____.
- Literary _____.
- The "high point" of a story.
- _____ irony.
- Refers back to an event that has already happened.
- An expression in which the meaning of the words are the opposite of their usual meaning.

Class Decision Chart

Decision to be made:

Qualities

Possible Solutions

Score

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Final decision:

Reading Comprehension

Literary Devices

Bundle
Grades 5-8

Master Reading
Big Book