



These answers will vary. Examples given.

Page 175

Name _____

America Dances

Fill in the circle by the correct answer. Then write the answers to numbers 3, 4, and 5.

1. Agnes de Mille created dances _____.

- A in a modern American style
- B for Anna Pavlova
- C in the style of Russian ballet
- D only for female dancers

2. "Oklahoma!" was a _____.

- A horse
- B ballet company
- C popular Broadway musical
- D famous New York stage

3. What are several traits and skills that you think a choreographer needs to possess?

* Be a trained dancer, have a good imagination, be able to describe your ideas to the dancers, be musical.

4. In your opinion, why did Rodgers and Hammerstein want Agnes de Mille to work with them on "Oklahoma"?

* Probably because they saw her dance called "Rodeo" about western cowboys and liked it.

5. What data supports the conclusion that audiences loved "Oklahoma"?

* The show ran for five years on Broadway.

Write About the Topic

Use the Writing Form to write about what you read.



© Evan-Moor Corp. • EMC 3234 • Nonfiction Reading Practice

Agnes de Mille ■ 175

Page 177

Page 177

Name _____

Dancing Cowgirl

Fill in the circle by the correct answer. Then write the answers to numbers 3, 4, and 5.

1. Agnes de Mille was first inspired to dance by _____.

- A a dream
- B seeing Anna Pavlova
- C seeing Broadway musicals
- D World War II

2. Synonyms for the word *folksy* in paragraph 4 might be _____.

- A grand and proud
- B sad and serious
- C formal and stiff
- D simple and down-home

3. How would you justify the statement that de Mille choreographed in an original style?

* She created movements like leaping into the saddle, riding a horse, and roping cows.

4. Why does the author think "Oklahoma!" was a different kind of musical?

* Because the songs and dances told more about the characters and moved the plot along.

5. In your opinion, was it a good idea to make "Oklahoma!" into a film? Give reasons.

* Yes, because it was a popular Broadway show, and more people could see it at the movies.

Write About the Topic

Use the Writing Form to write about what you read.



© Evan-Moor Corp. • EMC 3234 • Nonfiction Reading Practice

Agnes de Mille ■ ■ ■ 177

Page 179

Name _____

An American Musical

Fill in the circle by the correct answer. Then write the answers to numbers 3, 4, and 5.

1. As a choreographer, Agnes de Mille _____.

- A wrote song lyrics
- B created original dances
- C composed dance music
- D roped cattle

2. Synonyms for the word *kick* in paragraph 2 might be _____.

- A shoes or sneakers
- B strike, blow, or thrust
- C zip, punch, or spice
- D start or begin

3. How do you think the setting of "Rodeo" influenced Agnes de Mille's choreography?

* Because it takes place on a ranch, she created moves you would see people doing there.

4. You can tell that the author feels Rodgers and Hammerstein made a successful song-writing team. Write a sentence from the text that supports that idea.

* The composer wrote music that went perfectly with the lyrics.

5. What are several traits and skills that a choreographer needs to possess?

* Be a trained dancer, be intelligent, have a good imagination, be able to teach dancers new steps.

Write About the Topic

Use the Writing Form to write about what you read.



© Evan-Moor Corp. • EMC 3234 • Nonfiction Reading Practice

Agnes de Mille ■ ■ ■ 179

Sample Lesson



DAY 1

Read the rule aloud. Then guide students through the activities.

- Activity A:** Read aloud the entries. Then reread the first entry, emphasizing the repetition of the words *we* and *Elijah*. Ask: *What do you notice about this entry?* (All of the sentences begin with *we* or *Elijah*.) Direct students to the third sentence in the second entry. (“*He is very tall!*”) Ask: *What kind of word is used to replace the name?* (pronoun) Continue comparing the entries, pointing out the improvements in the second entry.

Convention: Say: *An interjection is a small word that shows great feeling, such as **wow** or **ouch**. When an interjection stands apart from a sentence, it begins with a capital letter and ends with an exclamation point.* Have students find and fix the incorrect interjection in the second entry.

- Activity B:** Ask: *Which word is repeated at the beginning of each sentence? (Cynthia)* Model revising a sentence. For example, say: *In the second sentence, I can replace Cynthia's with Her.* Point out that there are several ways to rewrite the sentences.

DAY 2

Read the rule aloud. Then guide students through the activity.

- Have students read the paragraphs. Then ask: *Which paragraph has too many sentences that begin the same way?* (the second one)
- Model rewriting a sentence. For example, say: *You can change then to after that. Or you can add transitions and change the words around in a sentence: “The most exciting thing that happened was the giant thunderstorm.”* Have students share their revisions, pointing out the variety.

Convention: Point out the sentence in the first paragraph that begins “Wow...” Say: *Sometimes an interjection begins a sentence. A comma separates the interjection from the rest of a sentence.* Ask: *Which sentence needs correcting in the second paragraph? (“Yikes...”)* Remind students to correct the sentence as they rewrite the paragraph.

Name: _____

Week 4 • Day 1



When you start every sentence the same way, your writing can sound boring.

- A. Read Kaylee's journal entries. Answer the question. Then find and fix the interjection that needs correct capitalization and punctuation.

June 10, 2009

We met a new kid in Drama Club today. Elijah is from Alaska. Elijah is very tall. Elijah wants to play Paul Bunyan in our school play. We made sets for the play. We went home. We had meatloaf for dinner. Yuck!

June 10, 2009

We met a new kid in Drama Club. Elijah is from Alaska. He is very tall. Since we are doing Paul Bunyan for the school play, Elijah wants to play Paul. After we made sets for the play, it was time to go home. Do you know what was for dinner? We had meatloaf. Yuck!

Sample Answers:

Which journal entry sounds better? What is the difference between the sentence beginning in each one?

The second entry sounds better. In the first entry, the sentences begin with the same words, but in the second entry, the sentences begin in different ways.

- B. Read the short paragraph. Rewrite the paragraph so the sentences do not begin in the same way.

Cynthia wrote a story. Cynthia's story is called “Catch That Rat!” Cynthia wants Greg to draw pictures for her story.

Cynthia wrote a story. Her story is called “Catch That Rat!” She wants Greg to draw pictures to go with her story.

120 SENTENCE FLUENCY

Daily 6-Trait Writing • EMC 6024 • © Evan-Moor Corp.

Name: _____

Week 4 • Day 2



Look for sentences that begin in the same way. Rewrite them so your writing doesn't sound boring.

Read each paragraph. Write an X next to the paragraph with sentence beginnings that need to be improved. Then rewrite that paragraph on the lines. Try beginning the sentences in different ways. Also, fix the interjection that needs correct punctuation.

Sabrina's family went to the Neighborhood Cleanup Day. There was a trash pickup contest. Quickly, Sabrina picked up trash in the park and in the schoolyard. She picked up so much trash that she won the contest! Overall, the neighborhood collected twenty bags of trash and recycling. Wow, that's a lot of litter! It's hard to believe there's so much junk hanging around the neighborhood.

For the summer, Henry went to Arizona. It was hot. It was fun. First, Henry met a lot of relatives. Then, he visited the Grand Canyon. Then, there was a party for his birthday. Then, there was a giant thunderstorm. Henry had never seen anything like it. “Yikes look at the lightning and clouds!” he shouted. His cousins laughed. They were used to the storms. They went to the movies a few times. They played a lot and rode bikes around town.

Sample Answer:

For the summer, Henry went to Arizona. The weather was hot, but Henry had a lot of fun. First, he met a lot of relatives. Then, he visited the Grand Canyon. After that, there was a party for his birthday. The most exciting thing that happened was the giant thunderstorm. Henry had never seen anything like it. “Yikes, look at the lightning and clouds!” he shouted. His cousins laughed. Everyone in Arizona was used to the storms. A few times, they went to the movies. They also spent time playing and riding bikes around town.

© Evan-Moor Corp. • EMC 6024 • Daily 6-Trait Writing

SENTENCE FLUENCY 121

Name: _____

Week 4 • Day 3

 Revise your sentences so they begin in different ways. Your writing will sound more interesting.

Read this thank-you letter. Look for sentences that begin in the same way. Then rewrite the body of the letter, revising the sentences so they begin in different ways. Also, fix any interjections that need correct capitalization and punctuation.

Dear Kate,

Thank you for giving me your old skateboard. The board is perfect. The board is just what I wanted. If I didn't have this board, I would have to borrow Miranda's! Miranda's board is pink. Miranda's board has flowers on it. ick Soon, I'll get some stickers for it. Soon, I'll also get a new helmet.

I want to try out the board soon. I want to go skateboarding with you! Patrick can come, too. Patrick is good at going down hills. The first time I went down a hill, I crashed! Whoa, Nelly!

Your friend,
Nelly

Sample Answer:

Thank you for giving me your old skateboard. The board is perfect. It is just what I wanted. If I didn't have this board, I would have to borrow Miranda's! Her board is pink, and it has flowers on it. ick Soon, I'll get some stickers for it. I'll also get a new helmet.

I hope to try out the board soon. Maybe I could go skateboarding with you! Patrick can come and teach me how to go down hills. I crashed the first time I went down a hill. Whoa, Nelly!

122 SENTENCE FLUENCY

Daily 6-Trait Writing • EMC 6024 • © Evan-Moor Corp.

DAY 3

Read the rule aloud. Then guide students through the activity.

- Read aloud the letter, inviting students to raise their hands each time they hear sentences that begin in the same way. Then verbally model a revision. For example, say: *It is another word for the board. So, I can change "The board is just what I wanted" to "It is just what I wanted." I could also put the two sentences' ideas together: "I wanted a board like yours, so it is perfect."*
- Have students rewrite the letter independently or in pairs. Then invite them to read aloud their finished rewrites.

Convention: Ask: Which interjections are in the letter? (ick and whoa) Invite students to explain what they did to correct the errors.

DAY 4

Read the rule aloud. Then guide students through the activities.

- **Activity A:** Help students brainstorm gifts to write about. Then read aloud the web and model completing a section of it. For example, say: Once I received a used karaoke machine. I liked it because I could practice singing, and I could sing with friends. I'll write those two things by the lines coming from the circle.
- **Activity B (Convention):** Model forming a sentence from your web. For example, say: I was surprised when my aunt tried out the karaoke machine. I can start my sentence with wow: "Wow, Aunt Lily can really sing!"

Name: _____

Week 4 • Day 4

 If you begin your sentences in different ways, your writing will sound more interesting.

A. Think of a gift someone has given you. Complete the web, describing the gift and the person who gave it to you.

small, used
what it is
has good sound
Grandpa Luke
He likes singing, too.

Sample Answers:
I can sing with friends.
why I like it
I can practice singing.
I learned a new song
what I did with it
shared it with my family

Gift:
karaoke machine

B. Write one sentence about the gift. Use an interjection in your sentence.

Wow, Aunt Lily can really sing!

Interjections
cool hey oops
wow yikes whoa

© Evan-Moor Corp. • EMC 6024 • Daily 6-Trait Writing

SENTENCE FLUENCY 123



DAY 5 Writing Prompt

- Write a thank-you note for a gift you have received. Use the web you completed on Day 4 to describe your gift. Remember to begin your sentences in different ways.
- Include at least one interjection on its own or at the beginning of a sentence. Use correct punctuation.



When you start every sentence the same way,
your writing can sound boring.

- A. Read Kaylee's journal entries. Answer the question. Then find and fix the interjection that needs correct capitalization and punctuation.

June 10, 2009

We met a new kid in Drama Club today. Elijah is from Alaska. Elijah is very tall. Elijah wants to play Paul Bunyan in our school play. We made sets for the play. We went home. We had meatloaf for dinner. Yuck!

June 10, 2009

Today we met a new kid in Drama Club. Elijah is from Alaska. He is very tall! Since we are doing Paul Bunyan for the school play, Elijah wants to play Paul. After we made sets for the play, it was time to go home. Do you know what was for dinner? We had meatloaf. yuck

Which journal entry sounds better? What is the difference between the sentence beginning in each one?

- B. Read the short paragraph. Rewrite the paragraph so the sentences do not begin in the same way.

Cynthia wrote a story. Cynthia's story is called "Catch That Rat!" Cynthia wants Greg to draw pictures for her story.



Look for sentences that begin in the same way.
Rewrite them so your writing doesn't sound boring.

Read each paragraph. Write an X next to the paragraph with sentence beginnings that need to be improved. Then rewrite that paragraph on the lines. Try beginning the sentences in different ways. Also, fix the interjection that needs correct punctuation.

Sabrina's family went to the Neighborhood Cleanup Day.

There was a trash pickup contest. Quickly, Sabrina picked up trash in the park and in the schoolyard. She picked up so much trash that she won the contest! Overall, the neighborhood collected twenty bags of trash and recycling. Wow, that's a lot of litter! It's hard to believe there's so much junk hanging around the neighborhood.

For the summer, Henry went to Arizona. It was hot. It was fun. First, Henry met a lot of relatives. Then, he visited the Grand Canyon. Then, there was a party for his birthday. Then, there was a giant thunderstorm. Henry had never seen anything like it. "Yikes look at the lightning and clouds!" he shouted. His cousins laughed. They were used to the storms. They went to the movies a few times. They played a lot and rode bikes around town.



Revise your sentences so they begin in different ways.
Your writing will sound more interesting.

Read this thank-you letter. Look for sentences that begin in the same way. Then rewrite the body of the letter, revising the sentences so they begin in different ways. Also, fix any interjections that need correct capitalization and punctuation.

Dear Kate,

Thank you for giving me your old skateboard. The board is perfect. The board is just what I wanted. If I didn't have this board, I would have to borrow Miranda's! Miranda's board is pink. Miranda's board has flowers on it. ick Soon, I'll get some stickers for it. Soon, I'll also get a new helmet.

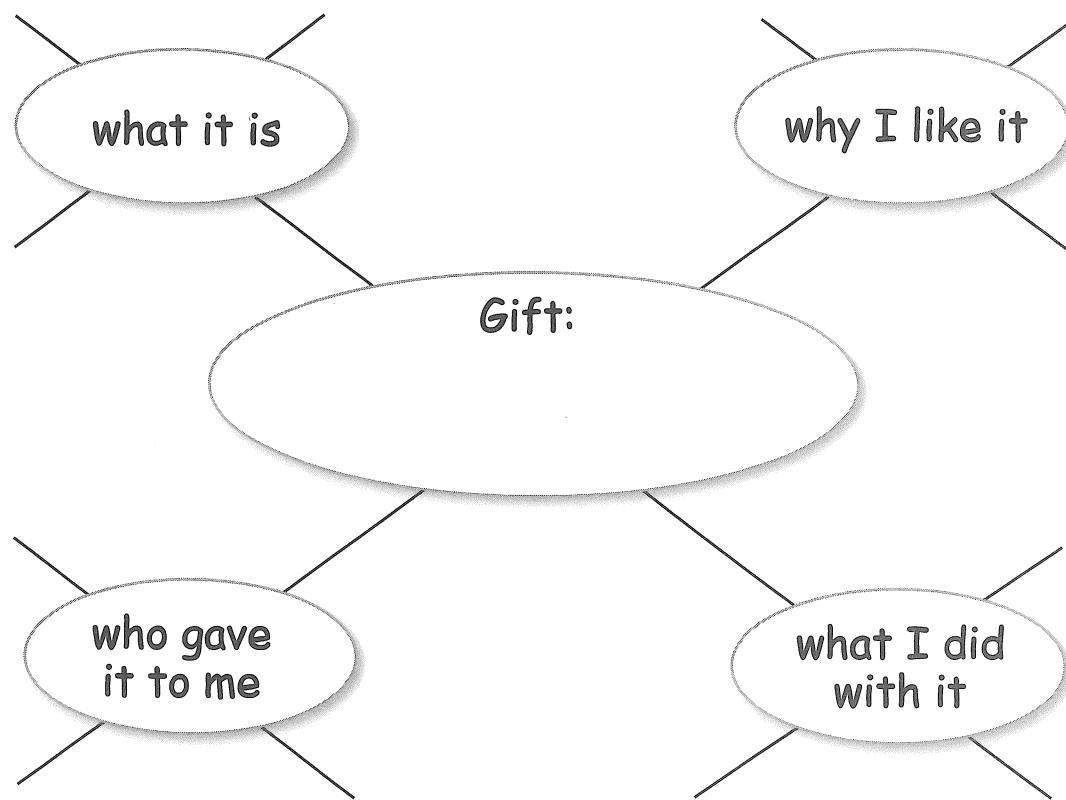
I want to try out the board soon. I want to go skateboarding with you! Patrick can come, too. Patrick is good at going down hills. The first time I went down a hill, I crashed! Whoa, Nelly!

Your friend,
Nelly



If you begin your sentences in different ways, your writing will sound more interesting.

- A. Think of a gift someone has given you. Complete the web, describing the gift and the person who gave it to you.



- B. Write one sentence about the gift. Use an interjection in your sentence.

Interjections

cool	hey	oops
wow	yikes	whoa

SKILL SHARPENERS

PreK-6



Connecting School & Home

Grades PreK-6 Skill Sharpeners: Reading provides at-home practice that helps students master and retain skills. Each book in this dynamic series is the ideal resource for programs such as summer school, after school, remediation, school book fairs, and fundraising.

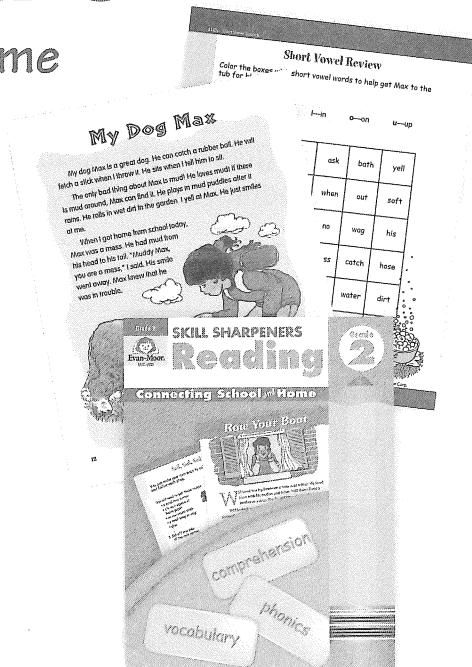
- Activities aligned with national and state standards
 - Assessment pages in standardized-test format
 - Full-color, charmingly illustrated, and kid-friendly
- 144 full-color pages. www.evan-moor.com/ssh



The National Parenting Center, Seal of Approval Winner



iParenting Media Awards Outstanding Product



Reading



Activity Book Print

GRADE	EMC
PreK	4527
K	4528
1	4529
2	4530
3	4531
4	4532
5	4533
6	4534

Reading Literary Text

Grades 1-6 Builds strong literary analysis and comprehension skills. Each unit provides literary text in a variety of genres such as myth, folk tale, comedy, realistic fiction, and historical fiction, as well as supporting activities that are easy to scaffold, including close reading, vocabulary, comprehension, literary analysis, and writing.

Includes guided reading levels and correlations to Common Core State Standards and TEKS for easy reference. 144 pages. Correlated to state standards and Common Core State Standards. Federal funding sources: I, 21 www.evan-moor.com/rlt

*Grade 1 includes minibooks

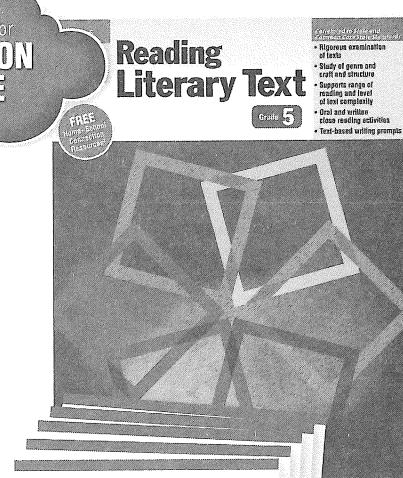


Teacher's Edition
Print

Teacher's Edition
E-book

Student Book
5-Pack

Student Book

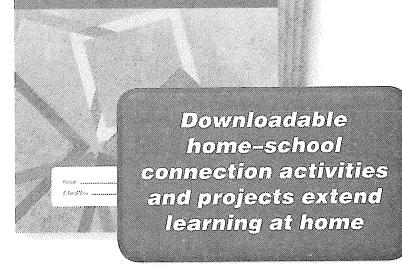


GRADE	EMC
1	3211
2	3212
3	3213
4	3214
5	3215
6	3216

GRADE	EMC
1	3211i
2	3212i
3	3213i
4	3214i
5	3215i
6	3216i

GRADE	EMC
1	6491
2	6492
3	6493
4	6494
5	6495
6	6496

GRADE	EMC
1	6481
2	6482
3	6483
4	6484
5	6485
6	6486



"Colorful and fun!
Skill Sharpeners has successfully
engaged my very easily distracted
son. I highly recommend it."

—Parent, Cambridge, Idaho