



These answers will vary. Examples given.

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Name _____

Story Quilts

Fill in the circle to complete the sentence. Then answer questions 3, 4, and 5.

1. The quilt blocks _____.
 - A were made in Africa
 - B tell stories of people, animals, and stars
 - C were made by Harriet's mother

 2. A quilt artist uses _____.
 - A needle, thread, and cloth
 - B color, paint, and form
 - C stars, animals, and clay

 3. What is the possible link between West Africa and Harriet Powers' quilts?
- * Her mother may have taught Harriet how to make colorful shapes like the ones in African art.
4. In your opinion, is it a good idea to put Harriet Powers' quilts in a museum? Support your opinion with facts from the text.
- * Yes, because a museum will take care of them, and many people can enjoy seeing them.
5. If you could go back in time, which quilt story would you like to hear Harriet Powers tell in person? Why?
- * The story of Betts, the hog that ran 500 miles, because it seems hard to believe!

Write About the Topic

Use the Writing Form to write about what you read.



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Harriet Powers, Quilter ■ 175

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Name _____

Harriet Powers, Quilt Artist

Fill in the circle to complete the sentence. Then answer questions 3, 4, and 5.

1. The National Museum of American History is in _____.
 - A Athens, Georgia
 - B Boston, Massachusetts
 - C Washington, D.C.

 2. A quilt artist uses _____.
 - A scissors, fabric, needle, and thread
 - B shapes, colors, and paint
 - C colors, fabric, and clay

 3. Describe two features of Harriet Powers' quilts that make them special.
- * The quilts have pictures that show stories. Her shapes are like fabric shapes made in Africa.
4. The story of Harriet Powers' life is also a story about American history. In what way? Explain.
- * Most African Americans were enslaved, but were freed after the Civil War, like Powers was.
5. Harriet Powers had a large family. How do you suppose she might have used her story quilts?
- * She may have used the quilts to teach her children by telling them stories.

Write About the Topic

Use the Writing Form to write about what you read.



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Harriet Powers, Quilter ■ ■ ■ 179

Page 177

Name _____

Story Quilts of Harriet Powers

Fill in the circle to complete the sentence. Then answer questions 3, 4, and 5.

1. Each quilt block shows _____.
 - A a meteor shower
 - B a story that Harriet Powers knew
 - C stars and animals

 2. After the Civil War, African Americans _____.
 - A became enslaved
 - B worked as slaves
 - C were free people

 3. What was the author's purpose in writing this text?
- * To give facts about Harriet Powers and the quilts she made.
4. Harriet Powers had a large family. How do you suppose she might have used her story quilts?
- * She may have used them to tell stories and teach her children and grandchildren.
5. Harriet Powers was born in 1837. How do you think she knew about the meteor shower of 1833?
- * She could have heard stories about it from her parents when she was a young girl.

Write About the Topic

Use the Writing Form to write about what you read.

If you could interview her, what questions would you ask Harriet Powers about her life and work?



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Harriet Powers, Quilter ■ ■ ■ 177

Sample Lesson



DAY 1

Read the rule aloud. Then say: *Details are ideas that make our writing more interesting. Some details tell who and others tell what. Who and what are two of the "5 W" details. Ask: Do you know what the others are? (when, where, why) Then guide students through the activities.*

- Activity A:** Read the articles together. Say: *A good who detail might give the name of someone. Ask: Which article has names of people? ("News from Room 12") Then say: A good what detail gives the name of a specific thing. Ask: Which is a more specific what detail: "we" or "all the third-grade classes"? ("all the third-grade classes") Have students draw a star next to the article with interesting details.*
- Activity B:** Have students complete the activity independently. Then review the answers. For item 4, point out that the students' names are both what and who. They tell what was found in the dictionary. But they also tell who is in the class.

DAY 2

Read the rule aloud. Then say: *Yesterday, we learned about who and what. Today, we'll learn about the other three Ws: when, where, and why. Then guide students through the activities.*

- Activity A:** Have students read the paragraph. Then ask: *What kind of detail is "one hundred years ago"? (a when detail)* Have students circle it. Continue guiding students through the paragraph, circling and underlining the details.
- Activity B:** Help students brainstorm details by asking: *What do you do at different times of the day? When is your favorite time? Where do you go?* Help students form complete sentences.
- Activity C (Convention):** Explain: *A contraction is a word formed from two words by leaving out some letters. Many contractions are made with the word not. An apostrophe takes the place of the missing o.* Help students brainstorm a list of contractions made with not, such as doesn't, didn't, wasn't, weren't, and isn't. Then have students find the contractions in the paragraph and write them.

Name: _____

Week 3 • Day 1



Details make your writing more interesting.
Add details telling who and what.

- A. Read these articles from a school newspaper. One article gives interesting details telling who and what. Draw a star next to it.

News from Room 7

We had Dictionary Day this week. Everyone got a new dictionary! We learned about a man who wrote a dictionary. We found some of our names in the dictionary.

News from Room 12

All the third-grade classes got new dictionaries on October 16. That is Dictionary Day. It is also the birthday of Noah Webster. He wrote the first American dictionary. It was fun to look for our names in the dictionary. We found Victor, Grace, Lily, and Mason.

- B. Look at these details from the second article. What kind of details are they? Write who or what next to each one.

1. All the third-grade classes what
2. Noah Webster who
3. The first American dictionary what
4. Victor, Grace, Lily, and Mason what or who

24 IDEAS

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Name: _____

Week 3 • Day 2



A good writer includes details that tell when, where, and why.

- A. Read the paragraph. Circle the details that tell when. Underline the details that tell where. Draw two lines under the details that tell why.

School was very different one hundred years ago. In farming states such as Iowa, many families lived in the country. The children went to school in one-room schoolhouses. They came from far and wide, because there weren't many schools. Children didn't take a bus to school. They walked, sometimes for miles. One teacher taught all the grades, because the students were all different ages. The teacher went to school at dawn. She had to light the wood stove. She used chalk to write the lessons on a blackboard. At eight o'clock, she rang a bell to start school. She rang it again at the end of the day.

- B. Write a sentence about your school. Use a detail that tells when, where, or why.

Sample Answer: At my school, we eat lunch outdoors when the weather is warm and dry.

- C. Write the two contractions in the paragraph above that are made from the word not.

weren't didn't

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IDEAS 25

Name: _____

Week 3 • Day 3

 Ideas Use the "5 Ws" to make your writing interesting. Tell who, what, when, where, and why.

A. Write the missing details to tell who, what, when, where, or why.

Details
to Danville Junior High fifty years ago cellphone my grandma Beth it was against the rules at 4:00 her friend Selma in Selma's locker skirt

When my grandma Beth ^(who) went to school,
 some things were different. It was fifty years ago ^(when)
 . Grandma went to Danville Junior High ^(where)
 . She wore a skirt ^(what) or dress every day.
That's because it was against the rules ^(why)
 for girls to wear pants. Also, she did not have a cellphone ^(what)
 . It was not invented yet. So if she wanted to
 send her friend Selma ^(who) a message, she had to put
 a note in Selma's locker ^(where). They often walked
 home together after school at 4:00 ^(when). Grandma says
it's hard to believe how much has changed.

B. Read each pair of words. Write their contractions. Then circle those contractions in the paragraph.

that + is = that's it + is = it's

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DAY 3

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

- **Activity A:** Have students read the words and phrases in the box. Then read aloud the first sentence. Ask: *Which who word or phrase makes sense with this sentence?* ("my grandma Beth") Have students complete the paragraph on their own. Then go over the answers as a class.
- **Activity B (Convention):** Review the definition of a contraction. Then say: *Many contractions are formed from the word is. The apostrophe takes the place of the i.* On the board, write *what + is = what's*. Say: *What and is form the contraction what's.* Have students brainstorm additional contractions made from is. (*that's, it's, she's, etc.*) Then have students complete the activity.

DAY 4

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

- Ask questions to help students brainstorm ideas. For example, ask: *Did you meet anyone new that day? Did you get any new school supplies? Where did you sit? Did we do anything special on that day?*
- You may want to have students work in pairs, using the "5 Ws" to ask each other questions. For example: *Whom did you talk to that day? What did you do at recess?*
- After students have completed their charts, invite volunteers to share what they wrote.

DAY 5 *Writing Prompt*



- Use the details from your chart on Day 4 to write about the first day of school this year.
- Use a contraction made from not or is, such as didn't or that's. Be sure to use an apostrophe.

Name: _____

Week 3 • Day 4

 Ideas Use the "5 Ws"—who, what, when, where, and why—to help you plan your writing.

Think back to your first day of school this year. What details can you remember about it? Fill in the chart.

The First Day of School

Who was there:	Sample Answers: my teacher Ms. Alder, my friend Tran, new kid Leo
What you did:	made covers for our books, played a math game
When it took place:	sunny day at the beginning of September, started at 8:00, got out at 3:20
Where things happened:	Classroom 6, ate lunch outside
Why you liked or didn't like it:	liked the math game because I won, didn't like lunch because my sandwich had mustard!

IDEAS 27



Details make your writing more interesting.
Add details telling *who* and *what*.

- A. Read these articles from a school newspaper. One article gives interesting details telling *who* and *what*. Draw a star next to it.

News from Room 7

We had Dictionary Day this week. Everyone got a new dictionary! We learned about a man who wrote a dictionary. We found some of our names in the dictionary.

News from Room 12

All the third-grade classes got new dictionaries on October 16. That is Dictionary Day. It is also the birthday of Noah Webster. He wrote the first American dictionary. It was fun to look for our names in the dictionary. We found Victor, Grace, Lily, and Mason.

- B. Look at these details from the second article. What kind of details are they? Write *who* or *what* next to each one.

1. All the third-grade classes _____

2. Noah Webster _____

3. The first American dictionary _____

4. Victor, Grace, Lily, and Mason _____



A good writer includes details that tell *when*, *where*, and *why*.

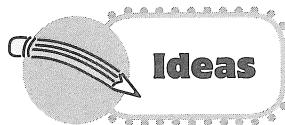
- A. Read the paragraph. Circle the details that tell *when*. Underline the details that tell *where*. Draw two lines under the details that tell *why*.

School was very different one hundred years ago.

In farming states such as Iowa, many families lived in the country. The children went to school in one-room schoolhouses. They came from far and wide, because there weren't many schools. Children didn't take a bus to school. They walked, sometimes for miles. One teacher taught all the grades, because the students were all different ages. The teacher went to school at dawn. She had to light the wood stove. She used chalk to write the lessons on a blackboard. At eight o'clock, she rang a bell to start school. She rang it again at the end of the day.

- B. Write a sentence about your school. Use a detail that tells *when*, *where*, or *why*.

- C. Write the two contractions in the paragraph above that are made from the word *not*.



Use the “5 Ws” to make your writing interesting.
Tell *who*, *what*, *when*, *where*, and *why*.

- A. Write the missing details to tell *who*, *what*, *when*, *where*, or *why*.

Details		
to Danville Junior High	fifty years ago	cellphone
my grandma Beth	it was against the rules	at 4:00
her friend Selma	in Selma's locker	skirt

When _____ went to school,
(who)

some things were different. It was _____
(when)

_____. Grandma went _____
(where)

_____. She wore a _____ or dress every day.
(what)

That's because _____
(why)

for girls to wear pants. Also, she did not have a _____
(what)

_____. It was not invented yet. So if she wanted to
send _____ a message, she had to put
(who)

a note _____. They often walked
(where)

home together after school _____. Grandma says
(when)

it's hard to believe how much has changed.

- B. Read each pair of words. Write their contractions. Then circle those contractions in the paragraph.

that + is = _____

it + is = _____



Use the “5 Ws”—*who, what, when, where, and why*—to help you plan your writing.

Think back to your first day of school this year. What details can you remember about it? Fill in the chart.

The First Day of School

Who was there:	
What you did:	
When it took place:	
Where things happened:	
Why you liked or didn't like it:	

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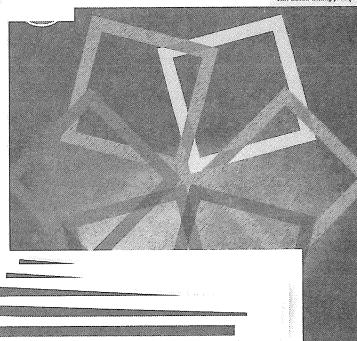


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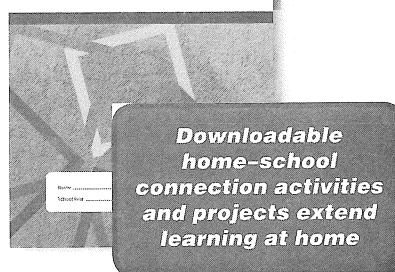
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