



These answers will vary. Examples given.

Page 175

Name _____

Photographing Nature

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

1. Ansel Adams was an artist who _____.
 A painted nature
 B took photographs
 C made drawings of national parks

2. Adams's pictures showed the beauty of _____.
 A people who are artists
 B famous cities
 C our national parks

3. How did Ansel Adams use photographs to keep nature safe?

* He showed people nature's beauty so that they would make more national parks.

4. Describe the feeling of the photograph of Kings Canyon.

* It gives a feeling of the beauty of nature.

Write About the Topic

Use the Writing Form to draw and write about what you read.



Draw Adams's photograph. Write to tell about Adams and his life as a photographer.

© Evan-Moor Corp. • EMC 3232 • Nonfiction Reading Practice

Ansel Adams ■ ■ ■ 175

Page 179

Name _____

Sharing Nature with Others

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

1. What important event happened to Ansel when he was 14?
 A He went to Montana.
 B He got his first camera.
 C He got a job.

2. In Glacier National Park, Adams photographed _____.
 A grizzly bears
 B mountain goats
 C lakes and clouds

3. What fact from the text tells you why national parks are important?

* Adams wanted to make sure special places in nature were protected.

4. Describe the feeling the mountain photograph gives you.

* It gives me a feeling of strength and beauty.
It gives me a feeling of thankfulness.

Write About the Topic

Use the Writing Form to draw and write about what you read.



Draw Adams's photograph. Write to tell what Adams did for the United States and why.

© Evan-Moor Corp. • EMC 3232 • Nonfiction Reading Practice

Ansel Adams ■ ■ ■ 179

Page 177

Name _____

Mesa Verde Photographs

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

1. Ansel Adams got his first camera in _____.
 A 1902
 B 1916
 C 1941

2. The first place Adams photographed was _____.
 A Colorado Park
 B Mesa Verde National Park
 C Yosemite National Park

3. A family trip was important to young Ansel Adams. What facts from the text tell you this?

* His father gave him a camera. He took pictures of nature on the trip.

4. Why do you think the cliff dwellings interested Ansel Adams?

* They showed how people lived long ago.
He thought they were beautiful.

Write About the Topic

Use the Writing Form to draw and write about what you read.



© Evan-Moor Corp. • EMC 3232 • Nonfiction Reading Practice

Ansel Adams ■ ■ ■ 177

Sample Lesson



DAY 1

Read the rule aloud and introduce the concept of details. Display an item of clothing such as a sweater or sweatshirt. Say: *Let's pretend this sweater is our "topic." What are some things you could tell about it?* List students' suggestions on the board. (e.g., color, size, fabric, buttons) Then write the word **details** above the list and say: *All of these things are **details**. They tell more about the sweater.* Then guide students through the activities.

- Activity A:** Inquire if students have ever sent or received a thank-you note. Ask: *What details are good to put in a thank-you note?* (reasons why you like something, what made it special, etc.) Have a student read aloud Carlos's note. Ask: *What is the topic of the note?* (new raincoat) *What are some details Carlos gives about why he liked it?* (matches brown boots, has a hood, etc.) Have students underline the details.

Convention: Introduce or review the definition of a compound word. (a word made from two smaller words) Give examples such as sweatshirt, necktie, and outdoors. Then have students complete the activity.

- Activity B:** Say: *The details Carlos gives help us "see" the raincoat in our minds. Use those details to draw what you see.* If necessary, model how to label a picture.

DAY 2

Read the rule aloud to review the concept of details. Then ask: *Have you ever read a story about someone's life?* Inform students that today they will be reading a story that is not about a person's life, but about the life of a shoe! Then ask: *Can you predict what kinds of details we might read about the life of a shoe?* (e.g., how it was made, whom it belongs to, who wears it, where it goes, where it sleeps, what it looks like) Then guide students through the activities.

- Activity A:** Have students read the story "A Shoe Is Born" and work in pairs to identify the details.
- Activity B (Convention):** Review compound words. Have students find and write the four compound words from the story.

Name: _____

Week 2 • Day 1



Details tell more about the topic.

- A. Read this thank-you note. Underline the details that tell about the topic. Then circle the four compound words in Carlos's note.

Dear Aunt Suzi,

Thank you for taking me birthday shopping! I like my new brown raincoat. It matches my brown boots. I can wear it zipped up. The hood will keep me warm. The best thing is the soft, furry inside.

Thank you for making my birthday special! May I go shopping with you again next year?

Love,
Carlos

- B. Draw a picture of Carlos in his new raincoat. Label the picture with the details Carlos wrote.

A student drawing that shows a boy in a brown raincoat and boots. The coat has a zipper, hood, and furry lining. Labels may include details such as: new brown raincoat, brown boots, zipper, hood, soft and furry inside, Carlos.

18 IDEAS

Daily 6-Trait Writing • EMC 6022 • © Evan-Moor Corp.

Name: _____

Week 2 • Day 2



Add details to tell more about the topic.



- A. Read this story. Then list four details you read.

A Shoe Is Born

I was born in a poor old shoemaker's shop. He cut me out of his very last piece of leather. Then he placed me on his workbench. He went home. Late that night, two tiny elves danced into the shop. The elves worked and worked until sunrise. Then they ran off. The next morning, the shoemaker had a big surprise. I was a pair of beautiful red shoes!

1. Sample Answers: poor old shoemaker _____
2. very last piece, late that night _____
3. two tiny elves _____
4. beautiful red shoes _____

- B. Write the four different compound words in the story.

shoemaker

workbench

into

sunrise

© Evan-Moor Corp. • EMC 6022 • Daily 6-Trait Writing

IDEAS 19

Name: _____

Week 2 • Day 3

 Add details to make your writing more interesting.

A. Read about what Kayla likes to wear. Draw a line under each detail.

My Racing T-Shirt
by Kayla

Do you know what I like to wear best? It's my white T-shirt. I got it last year at the race track. It has a picture of car number seven. The car is bright green. I hope to get a new shirt this year at the race!

B. Read Tina's paragraph. She needs to add more details. Look at the picture and write three details she missed.

My New T-Shirt
by Tina

My new T-shirt is my favorite thing to wear. I saw it at the store. My grandmother bought it for me. It is pretty.

Details:
 1. a name (Tina)
 2. a butterfly
 3. flowers, a bow

C. Find the two compound words in the stories. Draw a line between the two smaller words.

20 IDEAS Daily 6-Trait Writing • EMC 6022 • © Evan-Moor Corp.

DAY 3

Read the rule aloud. Write the following sentences on the board: 1) *The lady had a big hat.* 2) *The tiny lady's huge purple hat was the first thing I noticed.* Ask: *Which sentence is more interesting?* (sentence 2) *Why?* (It has more details. It tells more things about the lady and her hat.) Have students identify the details in sentence 2. Then guide students through the activities.

- **Activity A:** Have students work in pairs to complete the activity. Then have them share what they underlined.
- **Activity B:** Help students recognize the missing details by asking questions, such as: *What is on the T-shirt? Why does Tina think it is pretty?*
- **Activity C (Convention):** Review compound words. On the board, model how to draw a line between the smaller words. (e.g., rain|bow)

Name: _____

Week 2 • Day 4

 Add details to make your writing more interesting.

Imagine your shoe could tell you about its life. Fill in the topic. Write a detail for each question. **Sample Answers:**

Topic: The Life of Molly's Running Shoe

Details:

What does it look like? gray and dirty with short shoelaces

What does it do? runs, jumps, plays basketball

Where does it go? outside, playground, bedroom floor

What does it like? sunny days outside, playing soccer

What doesn't it like? getting wet and smelly on rainy days

IDEAS 21

DAY 4

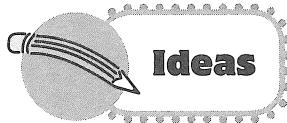
Say: *Look at your shoe. Imagine what its life might be like.* To elicit ideas and details from students, ask: *What does it look like? Is it old or young? Does it have a hard life or an easy one? Where does it go in a day? What does it like to do? What doesn't it like?* Then guide students through the activity.

Refer students to the organizer. Prompt students to choose a good topic by thinking of specific shoes to complete the topic frame. (e.g., The Life of Molly's Running Shoe, The Life of Marco's Sandal) Then have them write a detail about their shoe's life to answer each question. If necessary, model completing the organizer on the board. Encourage students to use at least one compound word.



DAY 5 **Writing Prompt**

- *Imagine your shoe could tell you about its life. Write what it would say. Use the details you listed on Day 4 to make your writing more interesting.*
- *Try to use at least one compound word in your writing.*



Details tell more about the topic.

- A. Read this thank-you note. Underline the details that tell about the topic. Then circle the four compound words in Carlos's note.

Dear Aunt Suzi,

Thank you for taking me birthday shopping! I like my new brown raincoat. It matches my brown boots. I can wear it zipped up. The hood will keep me warm. The best thing is the soft, furry inside.

Thank you for making my birthday special! May I go shopping with you again next year?

Love,

Carlos

- B. Draw a picture of Carlos in his new raincoat. Label the picture with the details Carlos wrote.



Add details to tell more about the topic.

- A. Read this story. Then list four details you read.

A Shoe Is Born



I was born in a poor old shoemaker's shop. He cut me out of his very last piece of leather. Then he placed me on his workbench. He went home. Late that night, two tiny elves danced into the shop. The elves worked and worked until sunrise. Then they ran off. The next morning, the shoemaker had a big surprise. I was a pair of beautiful red shoes!

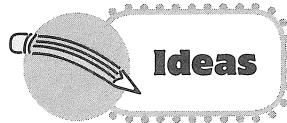
1. _____

2. _____

3. _____

4. _____

- B. Write the four different compound words in the story.



Add details to make your writing more interesting.

- A. Read about what Kayla likes to wear. Draw a line under each detail.

My Racing T-Shirt

by Kayla

Do you know what I like to wear best? It's my white T-shirt. I got it last year at the racetrack. It has a picture of car number seven. The car is bright green. I hope to get a new shirt this year at the race!

- B. Read Tina's paragraph. She needs to add more details. Look at the picture and write three details she missed.

My New T-Shirt

by Tina

My new T-shirt is my favorite thing to wear. I saw it at the store. My grandmother bought it for me. It is pretty.

Details:

1. _____
2. _____
3. _____



- C. Find the two compound words in the stories. Draw a line between the two smaller words.



Add details to make your writing more interesting.

Imagine your shoe could tell you about its life. Fill in the topic.
Write a detail for each question.

Topic: The Life of _____

Details:

What does it look like?

What does it do?

Where does it go?

What does it like?

What doesn't it like?



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

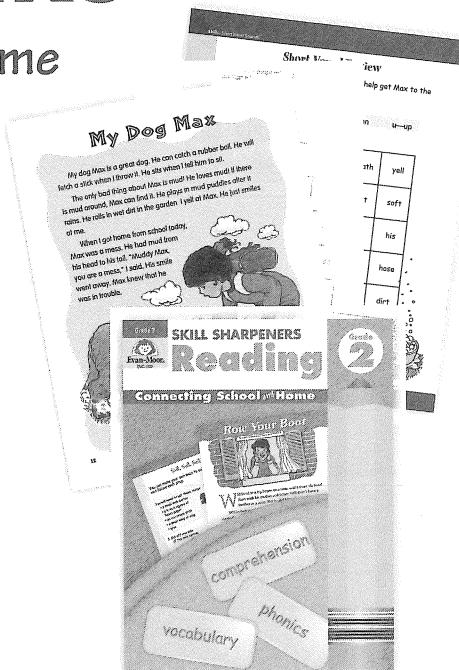
144 full-color pages. www.evan-moor.com/ssh



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

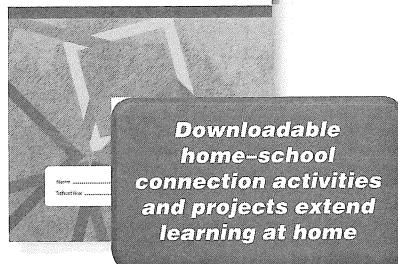
Teacher's Edition
E-book

Student Book
5-Pack

Student Book

Reading
Literary Text
Student Practice Book

5



GRADE	EMC	GRADE	EMC	GRADE	EMC	GRADE	EMC
1	3211	1	3211i	1	6491	1	6481
2	3212	2	3212i	2	6492	2	6482
3	3213	3	3213i	3	6493	3	6483
4	3214	4	3214i	4	6494	4	6484
5	3215	5	3215i	5	6495	5	6485
6	3216	6	3216i	6	6496	6	6486

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

—Parent, Cambridge, Idaho

Developed for
**COMMON
CORE**

**Reading
Literary Text**

Grade 5

Common Core State Standards Aligned
• Discrete examination of text
• Study of genre and craft and structure
• Supporting range of text complexity
• Close reading activities
• Close reading activities
• Test-based writing prompts