Lesson 18

Grade 5

Includes:

• Blackline Masters organized by lesson
• Weekly Tests for Key Skills

Observation Checklists and other Informal Assessments can be found in the Assessment section of the Grab-and-Go™ Resources for this grade.
Contents

Lesson 18

Blackline Masters

Home Letter, Blackline Master 18.1 .................................................................3
Weekly To-Do List, Blackline Master 18.2 .......................................................4
Vocabulary Word Cards, Blackline Master 18.3 ..............................................5
Target Vocabulary, Blackline Master 18.4 ....................................................6
Leveled Reader Graphic Organizer, Blackline Masters 18.5–18.8 ..............7–10

Leveled Practice

Struggling Readers, SR18.1 ...........................................................................11
Advanced, A18.1 ..........................................................................................12
English Language Learners, ELL18.1 .........................................................13

Weekly Tests See Assessment for Weekly Tests Answer Keys

Test Record Form, Weekly Tests 18.1 ............................................................14
Skills in Context: Fact and Opinion, Main Ideas and Details, Narrative Pacing,
Target Vocabulary, Weekly Tests 18.2–18.6 ..................................................15–19
Vocabulary: Target Vocabulary, Homophones and Homographs,
Weekly Tests 18.7–18.8 ..............................................................................20–21
Comprehension: Fact and Opinion, Main Ideas and Details, Narrative Pacing,
Anchor Text, Weekly Tests 18.9–18.10 .........................................................22–23

English Language Learners

Oral Language Chant, Blackline Master ELL18.2 ......................................28
Selection Summary, Blackline Master ELL18.3 .........................................29

Answer Key ..................................................................................................30–33

Copyright © by Houghton Mifflin Harcourt Publishing Company

All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage or retrieval system, without the prior written permission of the copyright owner unless such copying is expressly permitted by federal copyright law.

Permission is hereby granted to individuals using the corresponding student’s textbook or kit as the major vehicle for regular classroom instruction to photocopy entire pages from this publication in classroom quantities for instructional use and not for resale. Requests for information on other matters regarding duplication of this work should be addressed to Houghton Mifflin Harcourt Publishing Company, Attn: Contracts, Copyrights, and Licensing, 9400 South Park Center Loop, Orlando, Florida 32819.

Printed in the U.S.A.

ISBN: 978-0-547-89357-0

4 5 6 7 8 9 10 XXXX 17 16 15 14 13 12

4500000000 D E F G

If you have received these materials as examination copies free of charge, Houghton Mifflin Harcourt Publishing Company retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited.

Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.
Dear Family,

Throughout the week, students will think about how to answer the question “What do facts and opinions contribute to a story?” Our main selection, *The Dog Newspaper*, is an autobiography of children’s author Peg Kehret. She fondly remembers her first effort as a ten-year-old author—a handwritten newspaper about neighborhood dogs. She wrote out twelve copies and sold them all! Students will then read *Poetry About Poetry* to see the fun poets have with…poetry!

This week’s…
**Target Vocabulary:** career, publication, household, edition, required, formula, background, insights, uneventful, destruction

**Vocabulary Strategy:** Homophones and homographs

**Comprehension Skill:** Fact and opinion—decide whether an idea can be proved or is a feeling or belief

**Comprehension Strategy:** Analyze/evaluate—think carefully about the text and form an opinion about it

**Writing Focus:** Narrative writing—autobiography

### Activities to Do Together

**Vocabulary**
Spend time with your child looking up *Target Vocabulary* in a print or an online dictionary. Then, in a conversation about your child’s favorite book, have him or her use as many vocabulary words as possible.

**Interview Practice**
Many good writers spend time interviewing people to get information for their stories. Have your child interview you as if he or she were going to write a biography about you. Afterward, discuss what was easy or difficult about conducting the interview.

**The Real Thing**
Have your child share the details of an event that recently happened in class. Then ask your child to write a paragraph about it, being sure to tell things in the same order in which they happened.

Go to the *eBook* to read and listen to this week’s selection.
Weekly To-Do List

Put an X in each box when you finish the activity.

**Must Do**

- Practice pages
- Comprehension and Fluency Literacy Center
- Word Study Literacy Center
- Think and Write Literacy Center
- Daily Independent Reading
- Other _______________________

**May Do**

- Reading Log
- Vocabulary in Context Cards
- Practice Spelling Words
- Work on Writing Assignment
- Other _______________________

Daily Independent Reading

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
<table>
<thead>
<tr>
<th><strong>career</strong></th>
<th><strong>formula</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>publication</strong></td>
<td><strong>background</strong></td>
</tr>
<tr>
<td><strong>household</strong></td>
<td><strong>insights</strong></td>
</tr>
<tr>
<td><strong>edition</strong></td>
<td><strong>uneventful</strong></td>
</tr>
<tr>
<td><strong>required</strong></td>
<td><strong>destruction</strong></td>
</tr>
</tbody>
</table>
Target Vocabulary

Fill in the missing Target Vocabulary word and definition in the T-Map below. Next, complete the example sentence using both of the related vocabulary words. Then fill out the next T-Map with another pair of related words and write an example sentence below it.

Example sentence:
If you want a _________ as a doctor, you will need a _________ in science.

Example sentence:

---

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. career</td>
<td>past experience</td>
</tr>
<tr>
<td>2. ____________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. ____________</td>
<td></td>
</tr>
<tr>
<td>4. ____________</td>
<td></td>
</tr>
</tbody>
</table>

---

© Houghton Mifflin Harcourt Publishing Company. All rights reserved.
**T-Map:**

**Title or Topic**

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Tallchief was born January 24, 1925, in Fairfax, Oklahoma.</td>
<td></td>
</tr>
</tbody>
</table>
### T-Map:

**Title or Topic**

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. B. had a great radio voice.</td>
</tr>
</tbody>
</table>

**B. B. King**
Graphic Organizer 12
T-Map:  

Title or Topic

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isabel Allende had lived in four different countries by the time she was sixteen.</td>
<td></td>
</tr>
</tbody>
</table>
B. B. had a great radio voice.
Homophones and Homographs

Think about the words in the first Word Bank below. Then choose a word from the Word Bank to complete each sentence.

Word Bank

blew  sea
blue  see

1. I can ____________ the boat.
2. The boat sailed across the ____________ .
3. My jacket is ____________ .
4. The wind ____________ through my jacket.

Think about the words in the Word Bank below. Then choose a word from the Word Bank to complete each sentence. You may use each word more than once.

Word Bank

lead  tear

1. Please ____________ the way.
2. A ____________ rolled down his cheek.
3. Try not to ____________ the paper.
4. The ____________ pipe is heavy.
Homophones and Homographs

Write a definition and an example sentence for each word in the Word Bank. Write definitions and example sentences for two meanings of each word that is asterisked. You may use a dictionary to help you.

Word Bank

| pair | pare | object * | permit * |

1. pair
   definition: ____________________________________________
   example sentence: ______________________________________

2. pare
   definition: ____________________________________________
   example sentence: ______________________________________

3. object
   definition: ____________________________________________
   example sentence: ______________________________________

4. object
   definition: ____________________________________________
   example sentence: ______________________________________

5. permit
   definition: ____________________________________________
   example sentence: ______________________________________

6. permit
   definition: ____________________________________________
   example sentence: ______________________________________
Homophones and Homographs

Look at the pictures. Then think about the meaning of the underlined word in each sentence. Match each underlined word to its definition.

1. Daffodils are my favorite flower.

2. She was sealing the envelope.

3. They bought flour to bake a cake.

4. We painted the ceiling green.

the upper surface in a room

powder made from grinding grain

blossom or part of a plant

shutting or closing something tight
### TEST RECORD FORM

<table>
<thead>
<tr>
<th>Skills in Context: Fact and Opinion, Main Ideas and Details, Narrative Pacing, Target Vocabulary</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary: Target Vocabulary, Homophones and Homographs</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension: Fact and Opinion, Main Ideas and Details, Narrative Pacing, Anchor Text</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decoding: Recognizing Suffixes</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar: Prepositions and Prepositional Phrases</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Student Score $\times 2 = \%$
Dear Diary

Sunday, October 5

What a weekend! I had a wonderful time yesterday at the park. I watched three soccer games in a row. It was really exciting when the Yellow Jackets won the whole tournament!

I think the entire fifth grade was there, cheering the team on. Even Principal Shaffer came. Now, though, I have homework to do and my chores to finish before supper. Today, my mother asked that I fold the clean laundry and take out the trash before I do anything else. I’d better get moving.

Wednesday, October 8

Today, Ms. Tilden asked my class to write reports. We have four weeks to finish our reports. We have to work in teams of three. Our grade is based on the report, so each team member gets the same grade.
I am happy with my team because it was easy to choose roles. Yari loves to do research. She will find the books we need. I am a fast reader, so I will go through what she brings us. I will make notes about our topic. Seth loves to write. He puts information together in an interesting way. We will all help proofread. We will check for things such as grammar and spelling. It might just be fun!

Saturday, October 18

My desk is piled with books. I hope I can find all the background information we need about marine life in the Pacific Ocean. We will need a lot of facts for our report. It looks like I will be too busy to write in my diary for the next couple of weeks.

Wednesday, November 5

I am actually looking forward to an uneventful weekend. I am glad there is nothing going on because I need to rest! Who knew writing a report with two other people would be such a challenge? Still, we had a great time working together. Seth is so funny! When we got worried about getting done on time, he would come out with a silly poem or riddle\(^1\) to make Yari and me laugh. We think we will get a good grade. We KNOW we were relieved to turn it in today. Writing that report was like running a marathon!

Sunday, November 9

I almost got my wish for a restful weekend, but I am glad I did not. Mom surprised me with a treat. She said I have been working hard for a long time. She was so proud of me that she wanted to reward me for being such a good student. Guess what we did? We drove two hours to my grandparents’ house for a visit!

I love going to the country. Grandma had freshly baked pumpkin bread waiting when we pulled up. Grandpa told me I was getting smarter every day. He says that every time he sees me. Still, it makes me feel good. When we left, they promised to come to our house soon. I cannot wait!

Thursday, November 20

I am on cloud nine! We made a 93 on our report! Ms. Tilden said that our teamwork was among the best in the class and that the report was well written and showed a lot of research. I am glad that ordeal\(^2\) is over and we will be getting back to our regular class schedule.

---

\(^1\) **riddle:** a question or game that takes cleverness to solve

\(^2\) **ordeal:** a difficult or painful experience
Tuesday, December 2

Seth and Yari have become two of my best friends. We learned a lot about whales, dolphins, and fish, as well as each other! We decided to make plans to get together over the winter break. I am curious to see if we can decide what to do as easily as we divided up the jobs for the report. At any rate, I know we will laugh and have a ton of fun.

Friday, December 12

This weekend Mom and I will begin what she calls deep cleaning to prepare the whole household for my grandparents’ visit. I think I will paint a landscape and hang it in the guest room. Grandpa and I always go bowling when they come. He is an amazing bowler; I think I have only beaten him three times. It is fun spending time with him, and Mom and Grandma love to cook together without us underfoot in the kitchen.
Now answer Numbers 1 through 10 on your Answer Sheet. Base your answers on the passage “Dear Diary.”

1. Which sentence from the passage states the narrator’s opinion?
   A. “Even Principal Shaffer came.”
   B. “It was really exciting when the Yellow Jackets won the whole tournament!”
   C. “Now, though, I have homework to do and my chores to finish before supper.”
   D. “Today, my mother asked that I fold the clean laundry and take out the trash before I do anything else.”

2. Read these sentences from the passage.
   Now, though, I have homework to do and my chores to finish before supper. . . I’d better get moving.

   The author most likely included these sentences
   F. to create suspense for the next entry.
   G. to slow down the pace of the description.
   H. to show why that day’s entry would have to end.
   I. to show that more description of the chores would follow.

3. Read this sentence from the passage.
   Yari loves to do research.

   Which word in the sentence above shows that it is an opinion?
   A. loves
   B. to
   C. do
   D. research

4. Which sentence from the passage supports the main idea that the narrator likes his or her report-writing team?
   F. “We will need a lot of facts for our report.”
   G. “We have four weeks to finish our reports.”
   H. “Writing that report was like running a marathon!”
   I. “He puts information together in an interesting way.”

5. Which statement best expresses the main idea of the diary entry for Saturday, October 18?
   A. There are books on the narrator’s desk.
   B. The narrator is busy with report research.
   C. The group’s report is about marine animals.
   D. There are many sources about marine animals.
Read this sentence from the passage.

I am actually looking forward to an uneventful weekend.

What is the meaning of the word *uneventful* as used in the sentence above?

F. unusual
G. not busy
H. not predictable
I. without friends

Which sentence from the passage expresses a main idea?

A. “I love going to the country.”
B. “He says that every time he sees me.”
C. “Grandpa told me I was getting smarter every day.”
D. “When we left, they promised to come to our house soon.”

Read these sentences from the passage.

We decided to make plans to get together over the winter break. I am curious to see if we can decide what to do as easily as we divided up the jobs for the report.

The second sentence above has the effect of

F. providing foreshadowing.
G. bringing the narrative to a sudden halt.
H. showing the narrator’s fear of the future.
I. making the narrative move more quickly.

Read this sentence from the passage.

This weekend Mom and I will begin what she calls deep cleaning to prepare the whole household for my grandparents’ visit.

What is the meaning of the word *household* in the sentence above?

A. pets that a family has adopted
B. valuable and fragile belongings
C. guests who are coming for a party
D. everything and everyone in a home

Which sentence from the passage states a fact about the narrator’s life?

F. “We made a 93 on our report!”
G. “At any rate, I know we will laugh and have a ton of fun.”
H. “He is an amazing bowler; I think I have only beaten him three times.”
I. “I am glad that ordeal is over and we will be getting back to our regular class schedule.”
Vocabulary

Answer Numbers 1 through 10 on your Answer Sheet. Choose the best answer for each question.

1. What does the word *destruction* mean in the sentence below?
   - The community fought against the destruction of the old building.
   A. cleaning
   B. repainting
   C. tearing down
   D. choosing furniture

2. What does the word *required* mean in the sentence below?
   - The teachers told their students that they were required to prepare a science fair project.
   F. advised
   G. elected
   H. inclined
   I. obliged

3. What does the word *career* mean in the sentence below?
   - Jamar wanted to select a career in which he could use his writing skills and talent.
   A. boss
   B. job
   C. plot
   D. treat

4. What does the word *formula* mean in the sentence below?
   - The formula for creating the special flavor is a closely guarded secret.
   F. chart
   G. mystery
   H. recipe
   I. unique

5. What does the word *edition* mean in the sentence below?
   - My dad read this morning’s edition of the newspaper.
   A. bridle
   B. detail
   C. humor
   D. version
6. Which word pair consists of two homophones?
   F. due, dew  
   G. relief, relieve  
   H. desert, dessert  
   I. conductor, conducted

7. Which sentence demonstrates correct usage of the words scene and seen?
   A. I’ve just scene the seen where the hero saves the day.  
   B. Have you seen the scene that takes place in Bali?  
   C. The officer has scene much evidence at the crime seen.  
   D. This sunset seen is the prettiest landscape I have ever scene.

8. Which of these demonstrates correct usage of two different meanings of the word entrance?
   F. The north entrance is closed, but the south entrance is open.  
   G. I hope the music will entrance you as much as the decorations entrance you.  
   H. Workers are replacing the old highway entrance with a new entrance for trucks.  
   I. The movie star’s entrance was meant to entrance her fans, but their reaction disappointed her.

9. What does the word bass mean in the sentence below?
   The bass in the hip-hop song actually shook our car on the way to the lake.
   A. fish  
   B. chorus  
   C. low sounds  
   D. poetic words

10. What does the word row mean in the sentence below?
    We decided to row from the shore to the island in the middle of the lake.
    F. go quickly  
    G. an argument  
    H. a line of people  
    I. use oars to move
Comprehension

Answer Numbers 1 through 10 on your Answer Sheet. Base your answers on the passage “The Dog Newspaper.”

1. The author expresses the opinion that
   A. soldiers found B.J. when he was a puppy.
   B. B.J.’s life was as uneventful as other dogs’ lives.
   C. her Uncle Bill could not keep a dog at his college.
   D. she wrote the *Dog Newspaper* when she was ten.

2. How does the author give more information about the characters at the beginning of the passage?
   F. by providing information on Uncle Bill’s childhood
   G. by inserting a flashback to explain where B.J. came from
   H. by summarizing all of the issues of the *Dog Newspaper*
   I. by describing different dog breeds and their characteristics

3. Which sentence from the passage states a main idea of the passage?
   A. “He slept with them in foxholes.”
   B. “He helped search rubble for signs of life.”
   C. “As the soldiers fought to protect the free world, B.J. did his duty, too.”
   D. “While in Germany, his unit went into a town that had recently been bombed.”

4. Which detail supports the main idea that B.J. was showered with loving attention?
   F. Uncle Bill got to keep B.J.
   G. The author read aloud to B.J.
   H. B.J. was flown to Minneapolis.
   I. B.J. destroyed the gingerbread house.

5. Read this sentence from the passage.
   The gingerbread house was absolutely breathtaking.

   Which word in the sentence above shows that it is an opinion?
   A. gingerbread
   B. house
   C. was
   D. breathtaking
The details about the various articles in issue two of the *Dog Newspaper* show the reader that the author

F. was aware of her publication’s faults.
G. thought all of her articles were exciting.
H. wanted to speed up the story with more action.
I. wanted to bore her readers as much as possible.

Which of these sentences from the passage states a fact?

A. “The next issue was even worse.”
B. “B.J. still had not done anything newsworthy.”
C. “Issue number three was a publishing disaster.”
D. “Less than one month after its launch, the *Dog Newspaper* went out of business.”

Read this sentence from the passage.

*I believed my writing career was over.*

Which word from the sentence above indicates that this is an opinion?

F. believed
G. my
H. career
I. over

Which sentence from the passage states a fact?

A. “I need exciting plots, unique information, and fresh insights.”
B. “What was in it for them? Except for the first issue, not much.”
C. “He lived to be sixteen, a good long life for an orphaned puppy who entered the world during a wartime bombing.”
D. “B.J. took one more plane ride, from Minneapolis to Fresno, California, where my parents moved shortly after I got married.”

Which statement best expresses one of the main ideas of the entire passage?

F. Having multiple owners is unhealthy for a dog.
G. A newspaper about dogs could never be successful.
H. Dull material will eventually cost a writer his or her audience.
I. Dog owners should create more exciting lives for their dogs.
Decoding

Answer Numbers 1 through 10 on your Answer Sheet. Choose the best answer for each question.

1. What is the base word for the word *happier*?
   A. hap
   B. happ
   C. happi
   D. happy

2. Which base word will change its spelling when the ending *-er* is added?
   F. bright
   G. deep
   H. early
   I. green

3. Which word correctly completes the sentence below?
   *If the pavement had more ice than any other place, it was the __________.*
   A. icest
   B. iciest
   C. iciest
   D. icyest

4. Which word correctly completes the sentence below?
   *Of the two mice, the brown one is __________.*
   F. smaler
   G. smaller
   H. smallerest
   I. smallr

5. Which word has the suffix *-est* correctly added?
   A. happyest
   B. smartest
   C. thinest
   D. wideest

6. What is the base word for the word *cozier*?
   F. cozie
   G. cozy
   H. cozi
   I. cozzzy
7. Which word correctly completes the sentence below?

If John beat the other runners in the race, he was the ___________.

A. faster
B. fasterest
C. fastest
D. fastter

8. Which word correctly completes the sentence below?

Of all the acts at the talent show, the last one was the ___________.

F. craziestest
G. craziest
H. crazyer
I. crazyier

9. Which word correctly completes the sentence below?

The mother looked at her three children and knew whose room would be the ___________.

A. sloppest
B. sloppier
C. sloppiest
D. sloppyer

10. Which word correctly completes the sentence below?

There were two trucks, but one was much ___________.

F. widder
G. wideer
H. wider
I. widr
Grammar

Answer Numbers 1 through 10 on your Answer Sheet. Choose the best answer for each question.

1. Which of these words is a preposition in the sentence below?
   The teacher asked some of the students to meet before class.
   A. some  
   B. of  
   C. the  
   D. class

2. Which of these words is a preposition in the sentence below?
   I remembered everything except the keys to my house.
   F. remembered  
   G. everything  
   H. to  
   I. my

3. Which of these words is a preposition in the sentence below?
   The fifth-grade students will go on a field trip next Thursday.
   A. fifth  
   B. will  
   C. on  
   D. trip

4. Which group of words is a prepositional phrase?
   F. took short naps  
   G. under his window  
   H. watched and waited  
   I. walked quietly away

5. Which group of words is a prepositional phrase?
   A. the new song  
   B. a friend wrote  
   C. my sister and I  
   D. between our houses

6. Which group of words is a prepositional phrase?
   F. near the lake  
   G. and her sister  
   H. threw the ball  
   I. will be copying
7. What is the function of the preposition *inside* in the sentence below?

   My mother moved some of her plants inside because she expected cold weather.

   A. conveys time
   B. conveys location
   C. conveys purpose
   D. conveys ownership

8. What is the function of the preposition *toward* in the sentence below?

   The map says we should next walk toward the tallest tree.

   F. conveys time
   G. conveys purpose
   H. conveys direction
   I. conveys ownership

9. What is the function of the prepositional phrase *with their owner* in the sentence below?

   The horses trotted with their owner to the grassy field.

   A. conveys time
   B. provides details
   C. conveys location
   D. conveys direction

10. What is the function of the prepositional phrase *for over three hours* in the sentence below?

    We had to wait in line for over three hours.

    F. conveys time
    G. conveys location
    H. conveys purpose
    I. conveys direction
Spread the News!

Read the chant with a partner. Then talk about exciting true stories in the news.

Every publication has a rule:
Make your stories exciting! Make them cool!
An uneventful story isn’t interesting.
One reporter wrote an article about a man who loved his chair.
The reporter’s boss was angry.
He said, “We just don’t care!
That story is boring! It makes me tired!
A more exciting story is required!
Learn this formula for your career:
Give us insights! Tell us what you hear!
In the next edition, make me laugh, or make me cry.
Just make sure that you don’t lie.”
The Dog Newspaper

Peg’s writing career started when she was ten. That is when she started her own publication, the Dog Newspaper. First, she interviewed all her neighbors about their dogs. But Peg thought that the neighbors’ stories were boring. So she decided to write about her own dog, B.J.

B.J. had a very interesting background. He was born in Germany during World War II. It was a terrible war. When he was a puppy, his mother and all her other puppies died. American soldiers saved B.J. from the war’s destruction. Peg’s Uncle Bill was one of those soldiers. After the war, Uncle Bill got to take B.J. home to America. Then B.J. lived at Peg’s house.

Peg’s first news story required very little research. She felt that it was exciting. She sold twelve copies of her newspaper to the neighbors. She thought that her story was a big success. So Peg decided to repeat her winning formula. She decided to write about B.J. again.

But B.J.’s life in her family’s household was uneventful. Peg reported that B.J. chewed up the gingerbread house she made for him out of a large box. Her readers thought this story was not interesting. Soon, the neighbors stopped buying her newspaper.

These are the lessons that Peg learned: She needed to have fresh insights. She needed good ideas. She needed to write about exciting events. Then her readers would be happy. These lessons were important. They helped her become an excellent writer when she grew up.
Target Vocabulary

Fill in the missing Target Vocabulary word and definition in the T-Map below. Next, complete the example sentence using both of the related vocabulary words. Then fill out the next T-Map with another pair of related words and write an example sentence below it. Possible responses shown.

Example sentence: If you want a career as a doctor, you will need a background in science.

T-Map: Fact and Opinion

Title or Topic: Maria Tallchief: American Ballerina

Possible responses shown.

Maria Tallchief was born January 24, 1925, in Fairfax, Oklahoma.

In 1947, Balanchine left the Ballet Russe.

The Firebird is about a magical bird.

Tallchief danced as the Firebird on November 27, 1949.

- Maria Tallchief was born January 24, 1925, in Fairfax, Oklahoma.
- In 1947, Balanchine left the Ballet Russe.
- The Firebird is about a magical bird.
- Tallchief danced as the Firebird on November 27, 1949.
T-Map: Fact and Opinion

Title or Topic: B. B. King

Fact

- B. B. never played recordings of his own music on his radio show.
- B. B. has won more than a dozen Grammy awards.
- Many musicians credit B. B. King with influencing their careers.
- Before his mother died, she told B. B. to always be kind to people.

Opinion

- B. B. had a great radio voice.
- B. B. is one of the greatest blues musicians in the world.
- B. B. taps into something universal with his music.
- B. B. has always had mature insights into people's emotions.

T-Map: Fact and Opinion

Title or Topic: Isabel Allende

Fact

- Isabel Allende had lived in four different countries by the time she was sixteen.
- Allende wrote the book *The Infinite Plan* about her husband Willie.
- Panchita moved her children to Chile to live in her parents' house.
- Allende's second novel is called *Of Love and Shadows*.
- After her daughter died, Allende created a foundation in her honor.

Opinion

- It is not surprising that Allende felt like an outsider.
- Allende's novels are filled with colorful characters and events.
- Allende had unusual relatives.
- Allende has a superb gift for storytelling.
- Allende has a great inner strength and spirit.
**T-Map: Fact and Opinion**

**Title or Topic:** The Life of B. B. King

**Possible responses shown.**

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. B. never played recordings of his own music on his radio show.</td>
<td>B. B. had a great radio voice.</td>
</tr>
<tr>
<td>B. B. has won more than a dozen Grammy awards.</td>
<td>B. B. is a great blues musician.</td>
</tr>
<tr>
<td>Many musicians say B. B. influenced their careers.</td>
<td>B. B. taps into something universal with his music.</td>
</tr>
<tr>
<td>Before his mother died, she told B. B. to be kind to people.</td>
<td>From the time he was young, he had mature insights into people's emotions.</td>
</tr>
</tbody>
</table>

---

**Homophones and Homographs**

Think about the words in the first Word Bank below. Then choose a word from the Word Bank to complete each sentence. (1 point each)

1. I can **see** the boat.
2. The boat sailed across the **sea**.
3. My jacket is **blue**.
4. The wind **blew** through my jacket.

Try not to **tear** the paper.

Think about the words in the Word Bank below. Then choose a word to complete each sentence. You may use each word more than once. (1 point each)

1. Please **lead** the way.
2. A **tear** rolled down his cheek.
3. Try not to **tear** the paper.
4. The **lead** pipe is heavy.
Homophones and Homographs

Write a definition and an example sentence for each word in the Word Bank. Write definitions and example sentences for two meanings of each word that is asterisked. You may use a dictionary to help you. (1 point per definition and example sentence)

Word Bank:
- pair
- pare
- object *permit *

1. pair
   definition: a set of two things/two of something
   example sentence: Responses will vary.

2. pare
   definition: to trim or cut away at something
   example sentence: Responses will vary.

3. object
   definition: to not agree with something
   example sentence: Responses will vary.

4. object
   definition: an item
   example sentence: Responses will vary.

5. permit
   definition: to allow something
   example sentence: Responses will vary.

6. permit
   definition: a piece of paper that says you can do something
   example sentence: Responses will vary.

Assessment Tip: Total 12 Points

1. Daffodils are my favorite flower. (1 point each)
2. She was sealing the envelope.
3. They bought flour to bake a cake.
4. We painted the ceiling green.

Responses will vary.

Responses will vary.

Responses will vary.

Responses will vary.

Responses will vary.
Lesson 18

Includes:
- Blackline Masters organized by lesson
- Weekly Tests for Key Skills

Observation Checklists and other Informal Assessments can be found in the Assessment section of the Grab-and-Go™ Resources for this grade.