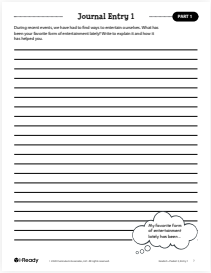
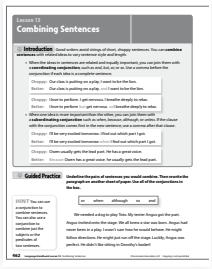
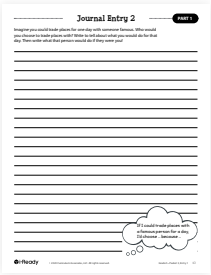
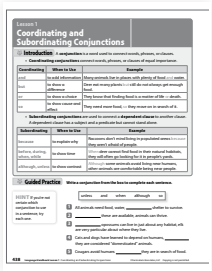
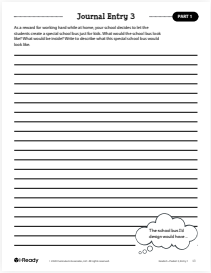
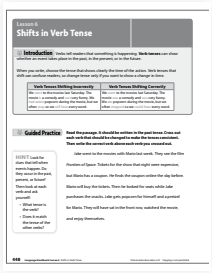
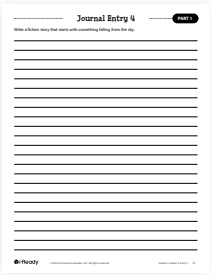
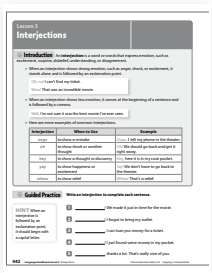
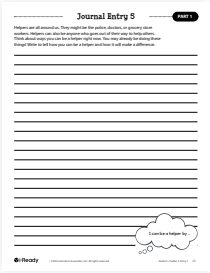
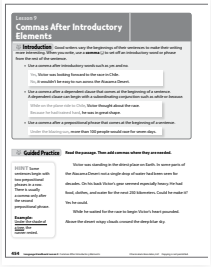
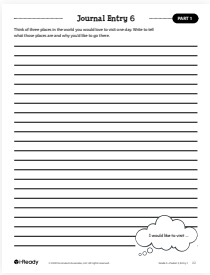
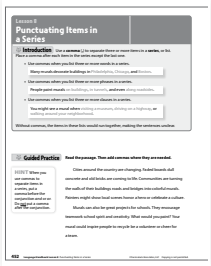
Grade 5 Writing and Language Activities

Entry	Writing Prompt	Resource	Page
1	Part 1  	Part 2 Grade 5 Ready Language Handbook Lesson 13 Combining Sentences  	**7**
2	Part 1  	Part 2 Grade 5 Ready Language Handbook Lesson 1 Coordinating and Subordinating Conjunctions  	**10**

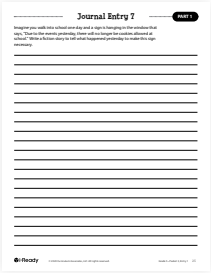
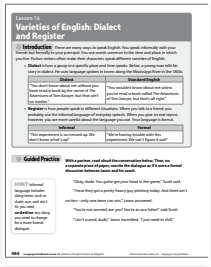
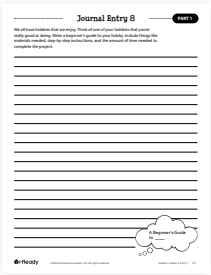
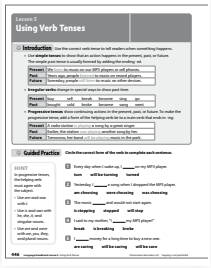
Grade 5 Writing and Language Activities (Cont.)

Entry	Writing Prompt	Resource	Page
3	Part 1  	Part 2 Grade 5 Ready Language Handbook Lesson 6 Shifts in Verb Tense  	**13**
4	Part 1  	Part 2 Grade 5 Ready Language Handbook Lesson 3 Interjections  	**16**

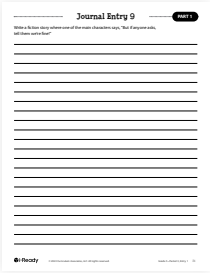
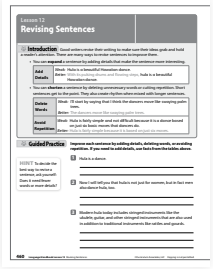
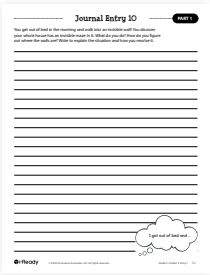
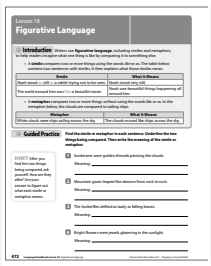
Grade 5 Writing and Language Activities (Cont.)

Entry	Writing Prompt	Resource	Page
5	Part 1 	Part 2 Grade 5 Ready Language Handbook Lesson 9 Commas After Introductory Elements 	**19**
6	Part 1 	Part 2 Grade 5 Ready Language Handbook Lesson 8 Punctuating Items in a Series 	**22**

Grade 5 Writing and Language Activities (Cont.)

Entry	Writing Prompt	Resource	Page
7	Part 1 	Part 2 Grade 5 Ready Language Handbook Lesson 14 Varieties of English: Dialect and Register 	**25**
8	Part 1 	Part 2 Grade 5 Ready Language Handbook Lesson 5 Using Verb Tenses 	**28**

Grade 5 Writing and Language Activities (Cont.)

Entry	Writing Prompt	Resource	Page
9	Part 1 	Part 2 Grade 5 Ready Language Handbook Lesson 12 Revising Sentences 	**31**
10	Part 1 	Part 2 Grade 5 Ready Language Handbook Lesson 18 Figurative Language 	**34**

Journal Entry 1

PART 1

During recent events, we have had to find ways to entertain ourselves. What has been your favorite form of entertainment lately? Write to explain it and how it has helped you.



Lesson 13

Combining Sentences

Introduction

Good writers avoid strings of short, choppy sentences. You can **combine sentences** with related ideas to vary sentence style and length.

- When the ideas in sentences are related and equally important, you can join them with a **coordinating conjunction**, such as *and*, *but*, *or*, or *so*. Use a comma before the conjunction if each idea is a complete sentence.

Choppy: Our class is putting on a play. I want to be the lion.

Better: Our class is putting on a play, and I want to be the lion.

Choppy: I love to perform. I get nervous. I breathe deeply to relax.

Better: I love to perform but get nervous, so I breathe deeply to relax.

- When one idea is more important than the other, you can join them with a **subordinating conjunction** such as *when*, *because*, *although*, or *unless*. If the clause with the conjunction comes first in the new sentence, use a comma after that clause.

Choppy: I'll be very excited tomorrow. I find out which part I got.

Better: I'll be very excited tomorrow when I find out which part I got.

Choppy: Owen usually gets the lead part. He has a great voice.

Better: Because Owen has a great voice, he usually gets the lead part.

Guided Practice

Underline the pairs of sentences you would combine. Then rewrite the paragraph on another sheet of paper. Use all of the conjunctions in the box.

HINT You can use a conjunction to combine sentences. You can also use a conjunction to combine just the subjects or the predicates of two sentences.

or	when	although	so	and

We needed a dog to play Toto. My terrier Angus got the part. Angus trotted onto the stage. We all knew a star was born. Angus had never been in a play. I wasn't sure how he would behave. He might follow directions. He might just run off the stage. Luckily, Angus was perfect. He didn't like sitting in Dorothy's basket!

Independent Practice

For numbers 1–5, choose the best way to combine each pair of sentences.

1 Lori is creative. She was in charge of building the set.

A Lori is creative, because she was in charge of building the set.

B Lori is creative but was in charge of building the set.

C Lori is creative, so she was in charge of building the set.

D Although Lori is creative, she was in charge of building the set.

2 The Emerald City was hard to make. It all had to be green.

A The Emerald City was hard to make, so it all had to be green.

B When the Emerald City was hard to make, it all had to be green.

C The Emerald City was hard to make because it all had to be green.

D The Emerald City was hard to make, or it all had to be green.

3 The curtain finally rose. The audience gasped.

A When the curtain finally rose, the audience gasped.

B The curtain finally rose, but the audience gasped.

C The curtain finally rose, unless the audience gasped.

D Although the curtain finally rose, the audience gasped.

4 Green lights cast a strange glow. They made the set look scary.

A Green lights cast a strange glow, but they made the set look scary.

B Green lights cast a strange glow and made the set look scary.

C Green lights cast a strange glow or made the set look scary.

D Green lights cast a strange glow unless they made the set look scary.

5 Now nothing could go wrong. The set collapsed!

A Now nothing could go wrong, and the set collapsed!

B Now nothing could go wrong, or the set collapsed!

C Now nothing could go wrong when the set collapsed!

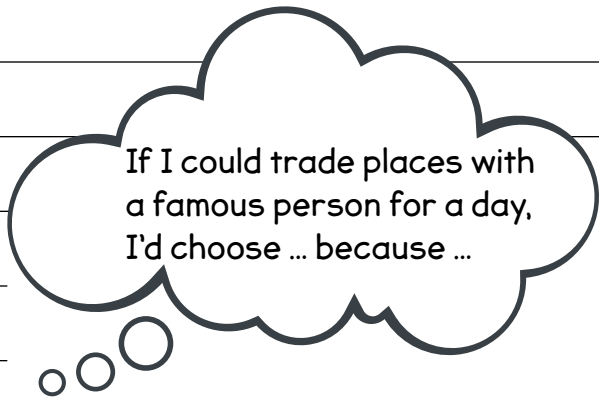
D Now nothing could go wrong unless the set collapsed!

▶ **Try It** Reread what you wrote in Part 1. Combine any choppy sentences by using what you have learned about conjunctions.

Journal Entry 2

PART 1

Imagine you could trade places for one day with someone famous. Who would you choose to trade places with? Write to tell about what you would do for that day. Then write what that person would do if they were you!



Lesson 1

Coordinating and Subordinating Conjunctions

Introduction

A **conjunction** is a word used to connect words, phrases, or clauses.

- **Coordinating conjunctions** connect words, phrases, or clauses of equal importance.

Coordinating	When to Use	Example
and	to add information	Many animals live in places with plenty of food and water.
but	to show a difference	Deer eat many plants but still do not always get enough food.
or	to show a choice	They know that finding food is a matter of life or death.
so	to show cause and effect	They need more food, so they move on in search of it.

- **Subordinating conjunctions** are used to connect a **dependent clause** to another clause. A dependent clause has a subject and a predicate but cannot stand alone.

Subordinating	When to Use	Example
because	to explain why	Raccoons don't mind living in populated areas because they aren't afraid of people.
before, during, when, while	to show time	When deer cannot find food in their natural habitats, they will often go looking for it in people's yards.
although, unless	to show contrast	Although some animals avoid living near humans, other animals are comfortable being near people.

Guided Practice

Write a conjunction from the box to complete each sentence.

HINT If you're not certain which conjunction to use in a sentence, try each one.

unless	and	when	although	so

1. All animals need food, water, _____ shelter to survive.
2. _____ these are available, animals can thrive.
3. _____ opossums can live in just about any habitat, elk are very particular about where they live.
4. Cats and dogs have learned to depend on humans, _____ they are considered "domesticated" animals.
5. Cougars avoid humans _____they are in search of food.

Independent Practice

For numbers 1–5, choose the best conjunction to complete each sentence.

1 Farming, construction, _____ other human activities are affecting wild tigers in Asia.

A but
B so
C and
D or

2 Many groups are working to protect the tiger, _____ studies show that the animals have lost a great deal of their habitat.

A but
B so
C and
D or

3 _____ habitat loss is a big problem for tigers, it is not the only danger they face.

A Since
B Because
C Before
D Although

4 Tigers in some areas are destroyed _____ poachers kill them for their skins.

A during
B because
C although
D before

5 _____ governments take action, these animals will remain in danger.

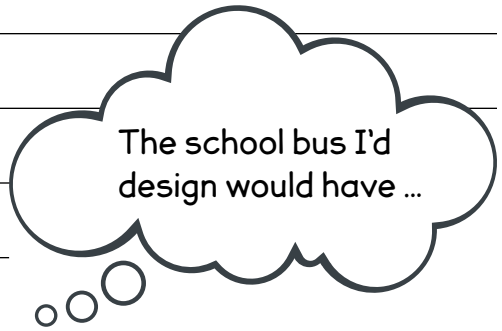
A Because
B During
C Although
D Unless

▶ **Try It** Reread what you wrote in Part 1. Check to be sure you used the correct conjunctions when explaining what you'd do for a day. Fix any errors.

Journal Entry 3

PART 1

As a reward for working hard while at home, your school decides to let the students create a special school bus just for kids. What would the school bus look like? What would be inside? Write to describe what this special school bus would look like.



Lesson 6

Shifts in Verb Tense

Introduction

Verbs tell readers that something is happening. **Verb tenses** can show whether an event takes place in the past, in the present, or in the future.

When you write, choose the tense that shows clearly the time of the action. Verb tenses that shift can confuse readers, so change tense only if you want to show a change in time.

Verb Tenses Shifting Incorrectly	Verb Tenses Shifting Correctly
We went to the movies last Saturday. The movie is a comedy and was very funny. We had eaten popcorn during the movie, but we often stop so we will hear every word.	We went to the movies last Saturday. The movie was a comedy and was very funny. We ate popcorn during the movie, but we often stopped so we could hear every word.

Guided Practice

Read the passage. It should be written in the past tense. Cross out each verb that should be changed to make the tenses consistent. Then write the correct verb above each verb you crossed out.

HINT Look for clues that tell when events happen. Do they occur in the past, present, or future?

Then look at each verb and ask yourself:

- What tense is the verb?
- Does it match the tense of the other verbs?

Jake went to the movies with Mario last week. They see the film *Frontiers of Space*. Tickets for the show that night were expensive, but Mario has a coupon. He finds the coupon online the day before. Mario will buy the tickets. Then he looked for seats while Jake purchases the snacks. Jake gets popcorn for himself and a pretzel for Mario. They will have sat in the front row, watched the movie, and enjoy themselves.

Independent Practice

For numbers 1–5, replace the underlined sentence with the choice that has the correct verb tense.

1 Ari went to the movies last Friday afternoon. She sit in the third row. The screen looked huge from there.

A She is sitting in the third row.

B She had sat in the third row.

C She will sit in the third row.

D She sat in the third row.

2 My family watched a DVD last weekend. It was a very old movie. We like it anyway.

A We liked it anyway.

B We had liked it anyway.

C We will have liked it anyway.

D We will like it anyway.

3 The first part of the movie is slow. The action in the second part was really exciting. The end of the movie is a total surprise.

A The action in the second part will be really exciting.

B The action in the second part is really exciting.

C The action in the second part will have been really exciting.

D The action in the second part had been really exciting.

4 Yesterday I watched *The Secret Garden*. I loved the movie so much, I watch it again. Mom watched it with me, too.

A I love the movie so much, I watch it again.

B I had loved the movie so much, I will have watched it again.

C I loved the movie so much, I had watched it again.

D I loved the movie so much, I watched it again.

5 My mom and I will go see another movie next weekend. We will go with Chantal and her dad. We meet in front of the theater.

A We met in front of the theater.

B We were meeting in front of the theater.

C We will meet in front of the theater.

D We had met in front of the theater.

▶ **Try It** Reread the description you wrote in Part 1. It should be written in future tense. Look for any places where you did not write in future tense and fix the verbs.

Journal Entry 4

PART 1

Write a fiction story that starts with something falling from the sky.

Lesson 3

Interjections

PART 2

Introduction

An **interjection** is a word or words that express emotion, such as excitement, surprise, disbelief, understanding, or disagreement.

- When an interjection shows strong emotion, such as anger, shock, or excitement, it stands alone and is followed by an exclamation point.

  Oh, no! I can't find my ticket.

  Wow! That was an incredible movie.

- When an interjection shows less emotion, it comes at the beginning of a sentence and is followed by a comma.

  Well, I'm not sure it was the best movie I've ever seen.

- Here are more examples of common interjections.

Interjection	When to Use	Example
oops	to show a mistake	Oops, I left my phone in the theater.
oh	to show shock or another thought	Oh! We should go back and get it right away.
hey	to show a thought or discovery	Hey, here it is in my coat pocket.
yay	to show happiness or excitement	Yay! We don't have to go back to the theater.
whew	to show relief	Whew! That's a relief.

Guided Practice

Write an interjection to complete each sentence.

HINT When an interjection is followed by an exclamation point, it should begin with a capital letter.

1. _____! We made it just in time for the movie.
2. _____! I forgot to bring my wallet.
3. _____, I can loan you money for a ticket.
4. _____! I just found some money in my pocket.
5. _____, thanks a lot. That's really nice of you.

Independent Practice

For numbers 1–3, choose the purpose of the underlined interjection.

1 Yay! We are going to another movie today!

- **A** to show agreement
- **B** to show excitement
- **C** to show a mistake
- **D** to show anger

2 Whew! I thought we would have to stay home and do chores.

- **A** to show a mistake
- **B** to show understanding
- **C** to show surprise
- **D** to show relief

3 Oh, I think we are doing chores tomorrow.

- **A** to show happiness
- **B** to show surprise
- **C** to show another thought
- **D** to show relief

For numbers 4 and 5, choose the example that is punctuated correctly.

4

- **A** Wow! That was a very scary movie.
- **B** Wow that was a very scary movie.
- **C** Wow that, was a very scary movie.
- **D** Wow! That was, a very, scary, movie.

5

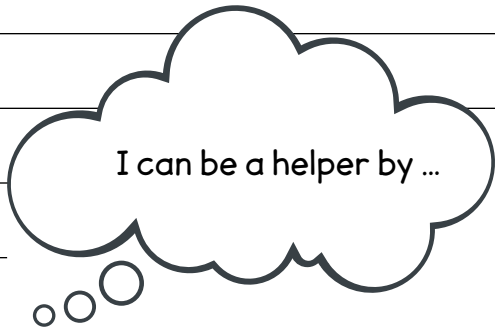
- **A** Well I wasn't very scared.
- **B** Well! I wasn't very scared.
- **C** Well, I wasn't very scared.
- **D** Well I, wasn't very scared.

▶ **Try It** Reread your story. Find places where you could add interjections to make your story more exciting and interesting.

Journal Entry 5

PART 1

Helpers are all around us. They might be the police, doctors, or grocery store workers. Helpers can also be anyone who goes out of their way to help others. Think about ways you can be a helper right now. You may already be doing these things! Write to tell how you can be a helper and how it will make a difference.



Lesson 9

Commas After Introductory Elements

Introduction

Good writers vary the beginnings of their sentences to make their writing more interesting. When you write, use a **comma** (**,**) to set off an introductory word or phrase from the rest of the sentence.

- Use a comma after introductory words such as *yes* and *no*.

  Yes**,** Victor was looking forward to the race in Chile.

  No**,** it wouldn't be easy to run across the Atacama Desert.

- Use a comma after a dependent clause that comes at the beginning of a sentence. A dependent clause can begin with a subordinating conjunction such as *while* or *because*.

  While on the plane ride to Chile**,** Victor thought about the race.

  Because he had trained hard**,** he was in great shape.

- Use a comma after a prepositional phrase that comes at the beginning of a sentence.

  Under the blazing sun**,** more than 100 people would race for seven days.

Guided Practice

Read the passage. Then add commas where they are needed.

HINT Some sentences begin with two prepositional phrases in a row. There is usually a comma only after the second prepositional phrase.

Example:
Under the shade of a tree, the runner rested.

Victor was standing in the driest place on Earth. In some parts of the Atacama Desert not a single drop of water had been seen for decades. On his back Victor's gear seemed especially heavy. He had food, clothes, and water for the next 250 kilometers. Could he make it? Yes he could.

While he waited for the race to begin Victor's heart pounded. Above the desert wispy clouds crossed the deep blue sky.

Independent Practice

For numbers 1–5, choose the correct way to rewrite the underlined part of each sentence.

1 At the end of the first day Victor collapsed in his tent.

A At the end, of the first day Victor

B At the end of the first day, Victor

C At the end of the first day, Victor,

D At the end, of the first day, Victor

2 Before the sun rose the runners set out across the plains.

A Before the sun rose, the runners

B Before the sun, rose the runners

C Before, the sun rose, the runners

D Before the sun rose, the runners,

3 Although sand stung his face Victor kept running.

A Although, sand stung his face, Victor

B Although, sand stung his face Victor

C Although sand stung his face, Victor

D Although sand stung his face Victor,

4 When he finally reached the finish line he was thrilled.

A When he finally, reached the finish line he

B When he finally reached, the finish line, he

C When, he finally reached the finish line he

D When he finally reached the finish line, he

5 Yes he had achieved the goal of a lifetime.

A Yes he had, achieved

B Yes, he had achieved,

C Yes, he had achieved

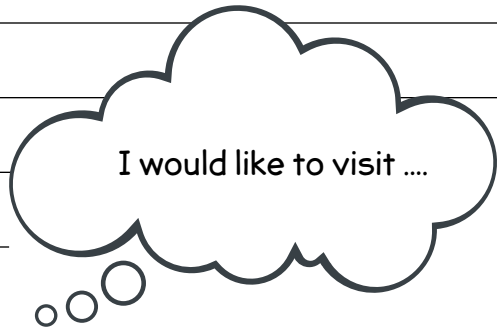
D Yes, he had, achieved

▶ **Try It** Reread what you wrote in Part 1. Use what you just learned about commas to make your sentences more interesting for readers.

Journal Entry 6

PART 1

Think of three places in the world you would love to visit one day. Write to tell what those places are and why you'd like to go there.



Lesson 8

Punctuating Items in a Series

Introduction

Use a **comma** (**,**) to separate three or more items in a **series**, or list. Place a comma after each item in the series except the last one.

- Use commas when you list three or more words in a series.

  Many murals decorate buildings in Philadelphia**,** Chicago**,** and Boston.

- Use commas when you list three or more phrases in a series.

  People paint murals on buildings**,** in tunnels**,** and even along roadsides.

- Use commas when you list three or more clauses in a series.

  You might see a mural when visiting a museum**,** driving on a highway**,** or walking around your neighborhood.

Without commas, the items in these lists would run together, making the sentences unclear.

Guided Practice

Read the passage. Then add commas where they are needed.

HINT When you use commas to separate items in a series, put a comma before the conjunction *and* or *or*. Do not put a comma after the conjunction.

Cities around the country are changing. Faded boards dull concrete and old bricks are coming to life. Communities are turning the walls of their buildings roads and bridges into colorful murals. Painters might show local scenes honor a hero or celebrate a culture.

Murals can also be great projects for schools. They encourage teamwork school spirit and creativity. What would you paint? Your mural could inspire people to recycle be a volunteer or cheer for a team.

Independent Practice

For numbers 1–4, answer the questions.

1 Read this sentence. Then answer the question.

Three famous artists who painted murals were Rivera Orozco and Siquieros.

What is the correct position of commas in the underlined section of the sentence?

A Rivera Orozco, and Siquieros

B Rivera, Orozco, and Siquieros

C Rivera Orozco, and, Siquieros

D Rivera, Orozco and, Siquieros

2 Read this sentence. Then answer the question.

They painted murals to educate inspire and unite people across Mexico.

What is the correct position of commas in the underlined section of the sentence?

A educate inspire, and, unite people

B educate inspire and unite people

C educate, inspire, and unite people

D educate, inspire, and unite, people

▶ **Try It** Reread what you wrote in Part 1. When you listed places or reasons, be sure you used commas correctly. Fix any errors.

3 Read this sentence. Then answer the question.

Siquieros sprayed paint used bold lines and splattered colors.

What is the correct position of commas in the underlined section of the sentence?

A sprayed paint, used bold lines, and

B sprayed, paint used bold lines, and

C sprayed, paint used bold, lines, and

D sprayed paint, used bold lines and,

4 Read this sentence. Then answer the question.

You can see murals painted by Rivera in San Francisco Detroit and Mexico City.

What is the correct position of commas in the underlined section of the sentence?

A San Francisco, Detroit, and, Mexico City

B San Francisco, Detroit and Mexico, City

C San Francisco Detroit, and, Mexico City

D San Francisco, Detroit, and Mexico City

Journal Entry 7

PART 1

Imagine you walk into school one day and a sign is hanging in the window that says, "Due to the events yesterday, there will no longer be cookies allowed at school." Write a fiction story to tell what happened yesterday to make this sign necessary.

Lesson 14

Varieties of English: Dialect and Register

Introduction

There are many ways to speak English. You speak informally with your friends but formally to your principal. You use words common to the time and place in which you live. Fiction writers often make their characters speak different varieties of English.

- **Dialect** is how a group in a specific place and time speaks. Below, a young man tells his story in dialect. He uses language spoken in towns along the Mississippi River in the 1800s.

Dialect	Standard English
"You don't know about me without you have read a book by the name of *The Adventures of Tom Sawyer*; but that ain't no matter."	"You wouldn't know about me unless you've read a book called *The Adventures of Tom Sawyer,* but that's all right."

- **Register** is how people speak in different situations. When you talk to a friend, you probably use the informal language of everyday speech. When you give an oral report, however, you are more careful about the language you use. Your language is formal.

Informal	Formal
"This experiment is so messed up. We don't know what's up!"	"We're having trouble with this experiment. We can't figure it out!"

Guided Practice

With a partner, read aloud the conversation below. Then, on a separate piece of paper, rewrite the dialogue as if it were a formal discussion between Jason and his coach.

HINT Informal language includes slang terms such as *dude, ace,* and *ain't*. As you read, **underline** any slang you need to change for a more formal dialogue.

"Okay, dude. You gotta get your head in the game," Scott said.

"I hear they got a pretty heavy guy pitching today. And there ain't no ties—only one team can win," Jason answered.

"You're not worried, are you? You're an ace hitter!" said Scott.

"I ain't scared, dude," Jason mumbled. "I just need to chill."

Independent Practice

This dialogue from *The Adventures of Tom Sawyer* is written in dialect. Tom is whitewashing a fence when his friend Ben Rogers comes along. Rewrite this dialogue as if two friends were talking today.

1 BEN: Hello, old chap, you got to work today, hey?
TOM: Why, it's you Ben! I warn't noticing.

_____

_____

2 BEN: Say, I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther *work*—wouldn't you? Course you would!

_____

_____

_____

3 TOM: What do you call work?
BEN: Why, ain't *that* work?
TOM: Well, maybe it is and maybe it ain't. All I know is, it suits Tom Sawyer.

_____

_____

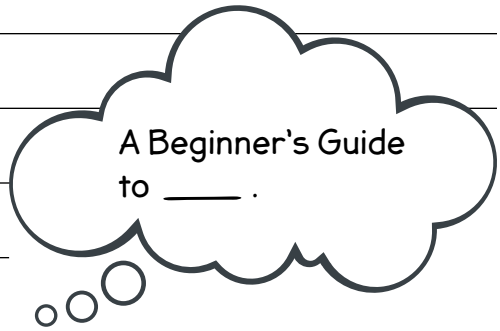
_____

▶ **Try It** Look back at your story from Part 1. Add in dialogue that is informal and some that is formal.

Journal Entry 8

PART 1

We all have hobbies that we enjoy. Think of one of your hobbies that you're really good at doing. Write a beginner's guide to your hobby. Include things like materials needed, step-by-step instructions, and the amount of time needed to complete the project.



Lesson 5

Using Verb Tenses

Introduction

Use the correct verb tense to tell readers when something happens.

- Use **simple tenses** to show that an action happens in the present, past, or future. The simple past tense is usually formed by adding the ending *-ed*.

Present	We listen to music on our MP3 players or cell phones.
Past	Years ago, people listened to music on record players.
Future	Someday, people will listen to music on other devices.

- **Irregular verbs** change in special ways to show past time.

Present	buy	sell	break	become	sing	go
Past	bought	sold	broke	became	sang	went

- **Progressive tenses** show continuing actions in the present, past, or future. To make the progressive tense, add a form of the helping verb *be* to a main verb that ends in *-ing*.

Present	A radio station is playing a song by a great singer.
Past	Earlier, the station was playing another song by her.
Future	Tomorrow, her band will be playing music in the park.

Guided Practice

Circle the correct form of the verb to complete each sentence.

HINT

In progressive tenses, the helping verb must agree with the subject.

- Use *am* and *was* with *I*.
- Use *is* and *was* with *he*, *she*, *it*, and singular nouns.
- Use *are* and *were* with *we*, *you*, *they*, and plural nouns.

1. Every day when I wake up, I _____ on my MP3 player.

   turn **will be turning** **turned**

2. Yesterday, I _____ a song when I dropped the MP3 player.

   am choosing **were choosing** **was choosing**

3. The music _____ and would not start again.

   is stopping **stopped** **will stop**

4. I said to my mother, "I _____ my MP3 player!"

   break **is breaking** **broke**

5. I _____ money for a long time to buy a new one.

   are saving **will be saving** **will be save**

Independent Practice

For numbers 1–5, replace the underlined verb with the word or words that make the sentence correct.

1 In the late 1990s and early 2000s, portable MP3 players becoming popular.

A will become
B will be becoming
C became
D was becoming

2 Soon after that, people download music from the Internet.

A were downloading
B is downloading
C will be downloading
D was downloading

3 Our neighbors still have an old record player, and they listen to a record on it right now.

A is listening
B will be listening
C listened
D are listening

4 Next month, my class go on a field trip to the Music History Museum.

A be going
B will be going
C was going
D went

5 I hope that we see some old musical instruments and recording devices there.

A am seeing
B will see
C is seeing
D were seeing

▶ **Try It** Reread the beginner's guide you wrote in Part 1. It should be written in present tense. Make sure all of your verbs are present tense. Fix any errors.

Journal Entry 9

PART 1

Write a fiction story where one of the main characters says, "But if anyone asks, tell them we're fine!"

Lesson 12

Revising Sentences

Introduction

Good writers revise their writing to make sure their ideas grab and hold a reader's attention. There are many ways to revise sentences to improve them.

- You can **expand** a sentence by adding details that make the sentence more interesting.

Add Details	*Weak:* Hula is a beautiful Hawaiian dance. *Better:* With its pulsing drums and flowing steps, hula is a beautiful Hawaiian dance.

- You can **shorten** a sentence by deleting unnecessary words or cutting repetition. Short sentences get to the point. They also create rhythm when mixed with longer sentences.

Delete Words	*Weak:* I'll start by saying that I think the dancers move like swaying palm trees. *Better:* The dancers move like swaying palm trees.
Avoid Repetition	*Weak:* Hula is fairly simple and not difficult because it is a dance based on just six basic moves that dancers do. *Better:* Hula is fairly simple because it is based on just six moves.

Guided Practice

Improve each sentence by adding details, deleting words, or avoiding repetition. If you need to add details, use facts from the tables above.

HINT To decide the best way to revise a sentence, ask yourself: Does it need fewer words or more details?

1. Hula is a dance.

_____

_____

2. Now I will tell you that hula is not just for women, but in fact men also dance hula, too.

_____

_____

3. Modern hula today includes stringed instruments like the ukulele, guitar, and other stringed instruments that are also used in addition to traditional instruments like rattles and gourds.

_____

_____

Independent Practice

For numbers 1–3, choose the best way to revise the sentence.

1 Hula dancers often wear things they find in nature.

A Hula dancers wear costumes.

B Hula dancers wear natural things.

C Hula dancers often wear headbands and bracelets made of leaves.

D Hula dancers often wear things from nature such as natural leaves.

2 Some types involve chanting.

A Chanting is in some types.

B Chanting is an important part of some types of hula.

C When hula dancers dance the hula, sometimes they chant as they dance.

D Sometimes people chant during the hula when they do certain types of hula.

3 Queen Lili'uokalani wrote lots of songs, and one song she wrote was the famous song called "Aloha Oe."

A Queen Lili'uokalani wrote many songs, including the famous "Aloha Oe."

B Queen Lili'uokalani wrote "Aloha Oe."

C Queen Lili'uokalani wrote songs, and she wrote "Aloha Oe," a famous song.

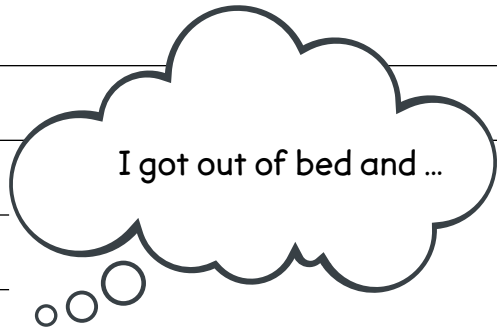
D Queen Lili'uokalani wrote songs, and one she wrote was famous.

▶ **Try It** Reread your story from Part 1. Look for places where you can revise sentences to make the story grab the reader's attention. Find at least one sentence to add details to.

Journal Entry 10

PART 1

You get out of bed in the morning and walk into an invisible wall! You discover your whole house has an invisible maze in it. What do you do? How do you figure out where the walls are? Write to explain the situation and how you resolve it.



Lesson 18

Figurative Language

Introduction

Writers use **figurative language**, including similes and metaphors, to help readers imagine what one thing is like by comparing it to something else.

- A **simile** compares two or more things using the words *like* or *as*. The table below contains two sentences with similes. It then explains what those similes mean.

Simile	What It Means
Noah stood as still as a *rabbit* trying not to be seen.	Noah stood very still.
The *world* around him was like a *beautiful movie*.	Noah saw beautiful things happening all around him.

- A **metaphor** compares two or more things *without* using the words *like* or *as*. In the metaphor below, the clouds are compared to sailing ships.

Metaphor	What It Means
White *clouds* were *ships sailing* across the sky.	The clouds moved like ships across the sky.

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

HINT After you find the two things being compared, ask yourself: How are they alike? Use your answer to figure out what each simile or metaphor means.

1. Sunbeams were golden threads piercing the clouds.

   Meaning: _____

   _____

2. Mountain goats leaped like dancers from rock to rock.

   Meaning: _____

   _____

3. The butterflies drifted as lazily as falling leaves.

   Meaning: _____

   _____

4. Bright flowers were jewels gleaming in the sunlight.

   Meaning: _____

Independent Practice

For numbers 1–5, choose the correct meaning of the underlined simile or metaphor.

1 The landscape <u>was a patchwork quilt</u> of sights and sounds.

- **A** The quilt showed a variety of sights and sounds.
- **B** The quilt had a picture of the landscape on it.
- **C** The landscape had a blanket covering it.
- **D** The landscape had a variety of sights and sounds.

2 A waterfall gushed <u>like a faucet</u> down the side of the mountain.

- **A** The waterfall was powerful.
- **B** The waterfall was narrow.
- **C** A faucet was on the mountain.
- **D** A faucet made the waterfall.

3 The brook gurgled <u>as happily as a well-fed baby</u>.

- **A** A baby made pleasant sounds near the brook.
- **B** The brook made a pleasant sound.
- **C** There were many fish in the brook.
- **D** The well-fed baby sounded happy.

4 Croaking frogs sounded <u>as loud as a marching band</u>.

- **A** The frogs marched as they made croaking sounds.
- **B** The frogs were very musical.
- **C** The frogs croaked very loudly.
- **D** The marching band sounded like loud croaking.

5 Noah <u>was a sponge</u>, soaking up the landscape's sights and sounds.

- **A** Noah was good at cleaning.
- **B** Noah fell into the water and got soaked.
- **C** Noah was thirsty as he watched and listened.
- **D** Noah looked at and listened to everything.

▶ **Try It** Reread what you wrote in Part 1. Find places to add a simile and a metaphor to your story.