

Florida LANGUAGE! Live[®]

STUDENT BOOK

Louisa Moats, Ed.D., Author

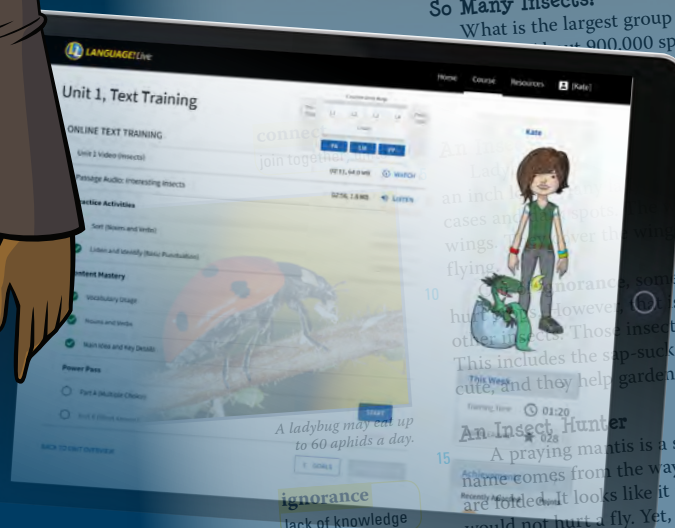
SAMPLE Unit Unit 4: Jazz



Mosquitoes can live in very cold places.

So Many Insects!

What is the largest group of animals in the world? There are over 900,000 species of insects have been discovered. Do you think that millions more species of insects are waiting to be discovered? How many interesting insects.



A ladybug may eat up to 60 aphids a day.

ignorance
lack of knowledge

They are less than half an inch long. They have red or orange wing cases and black spots on their wings. When the ladybug is flying, you can see its legs. Some people think ladybugs are harmless, but that is not true. Ladybugs eat other insects. Those insects would destroy plants. This includes the sap-sucking aphids. Ladybugs are cute, and they help gardeners!

An Insect Hunter

A praying mantis is a strong, clever insect. Its name comes from the way it holds its front legs. They are folded. It looks like it is praying. It looks like it would not hurt a fly. Yet, it is a strong predator. It has sharp spines on its front legs. These spines stick and hold its prey.



Let's Focus: "Jazz: The Journey"**Content Focus**

jazz music

Type of Text

informational

Author's Purpose

to inform

**Big Ideas**

Consider the following Big Idea questions. Write your answer for each question.

Where did jazz music come from?

Why do people make music?

Informational Preview Checklist: "Jazz: The Journey" on pages 119 and 120.

- Title: What clue does it provide about the passage?
- Pictures and Captions: What additional information is added here?
- Headings: What topics will this text include?
- Margin Information: What vocabulary is important to understand this text?
- Maps, Charts, Graphs: Are additional visuals present that will help me understand?

Reading for a Purpose

1. Where did enslaved people sing work songs?
2. What did enslaved people do to change church music?
3. What was ragtime?
4. What are some characteristics of blues music?
5. What happened in the early 1900s in New Orleans?
6. What were the stops along the journey of jazz?
7. What happened when jazz spread to other cities around the country?

Key Passage Vocabulary: "Jazz: The Journey"

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
plantation	0 1 2 3		
steady	0 1 2 3		
simple	0 1 2 3		
express	0 1 2 3		
social	0 1 2 3		
demand	0 1 2 3		
combine	0 1 2 3		
lower	0 1 2 3		



Jazz: The Journey

Many people agree that the music we now call jazz began in New Orleans, Louisiana. Jazz grew from other music and cultures that came before it. In fact, the growth of jazz has been like a journey with several

5 stops. Each stop added something new along the way.

The jazz journey began in the 1800s. It started with the work songs of enslaved Black Africans who had been brought to America from western Africa. The songs rose up from the fields of the southern

10 **plantations**. There, men, women, and children toiled under the constant watch of overseers and slave owners. The songs had a **steady**, or unchanging, beat. They also had patterns of call and response. One singer called out a line and the rest responded with a line.

15 The songs were more than work songs. They were a form of relief. They also were a form of rebellion. The enslaved people sang secret messages to tell what they could not talk about out loud.

plantation

a large farm that used enslaved people to harvest its crops

steady

not subject to change; constant

simple

having few parts; easy to understand

express

to communicate in words

social

friendly; involving several people

demand

requirement; need

combine

to put together or join

lower

to move down in sound or tone



From the fields, the enslaved people carried their musical styles into their worship. In the churches of their masters, they were taught to do as they were told. They did not trust this message. They held secret church services. They changed the plain, **simple** hymns they had learned from their masters.

The words, rhythms, and tunes were changed to **express** their faith in their own way. As in the work songs, patterns of call and response were common.

As the journey continued, there was more change. The music became **social**. A **demand** grew for musicians to play for ballroom dances and other entertainment. Many free and enslaved Black musicians played fiddles and flutes. They also began to make and play banjos, which were like instruments they had in Africa. Again, they **combined** their own sounds with those of the slave owners to change the music.

Another stop on the jazz journey was ragtime. It was piano music. It was lively with jumpy rhythms over the beat. It was composed, or written down for players to read.

The next stop was the blues. It was about sadness, hard times, and lost love. Performers showed this by **lowering** some notes in the tune of the songs. Unlike ragtime, blues songs were often not written down. The performers felt free to sing or play however they wanted. This freedom came to be important in jazz.

The early 1900s marked the start of jazz as we know it. Among the people who began playing in New Orleans were players who had been classically trained in European styles of music; it was a mix of what are called “readers” and those who play “by ear.”

Players formed small jazz bands. Each player had a special part. At the time, Black jazz bands often had less success than White bands who copied their music. Still, they played. They played with a freedom that they could not find in everyday life.

Jazz spread to other cities around the country. It kept changing. There were big jazz orchestras. Solo players became more common. They played piano, trumpet, and guitar. They played the saxophone too. Jazz singers also became part of the ever-changing landscape.

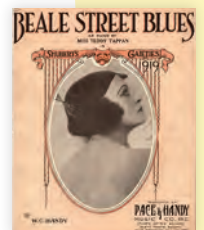
The journey of jazz music is like a trip with no end in sight. It has always been a changing art form, and it still is.



1860



1904



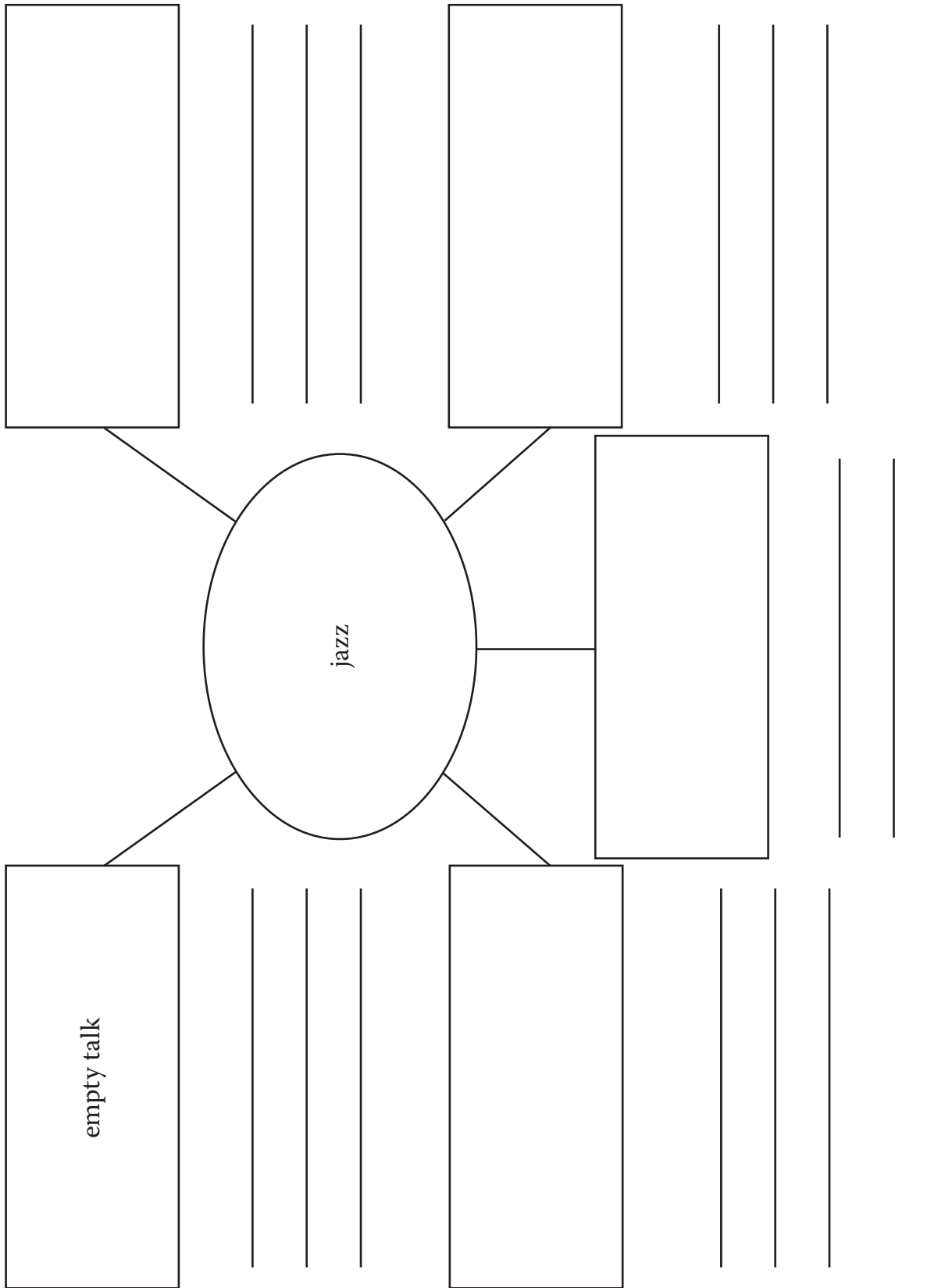
1917



1923

Multiple-Meaning Map

Determine the meanings of the word *jazz*. Write the definitions in the boxes. Use the word in a sentence on the lines below the boxes.



Choose the Function: Noun or Verb

Read each pair of sentences. Decide if the bold word is a noun or a verb. Then, place an X in the proper column.

	Noun	Verb
1. She licks the candy.		
It takes 20 licks to finish the candy.		
2. The car made two stops on the trip.		
The car stops at the corner.		
3. The rack of hats is full.		
They rack the hats at night.		
4. She blocks him.		
She has six blocks .		
5. The ships stop at the docks .		
The ship docks here.		
6. Dad grills hot dogs.		
The grills were hot.		
7. He spots the asp in the grass.		
There are spots on that asp.		
8. We have trick locks .		
She locks the gift in the attic.		

Adverbs and Prepositional Phrases that Answer *When*, *Where*, or *How*

Read the passage. Decide if the underlined words and phrases tell *when*, *where*, or *how*. Write the words or phrases in the correct column.

What a Wonderful World of Jazz

Jazz is a popular style of music in Louisiana. Thankfully, there are many local musicians who play. They play at clubs. They play in the streets. They play on the radio.

Jazz became a part of Louisiana culture in the early 1900s. From the beginning, jazz has entertained residents, visitors, and people from all cultures.

Louis Armstrong is possibly the most popular jazz musician in the world. Born in Louisiana, Armstrong grew up in a family who did not have much money. He learned to play the cornet at school in his early teens. However, Armstrong had no money to buy an instrument of his own. Luckily, after leaving school at the age of 14, he spent time with a jazz musician who taught him and gave him his first instrument. With hard work, Armstrong became a respected musician and began playing with bands in local clubs.

Armstrong lived in Louisiana until jazz music took him to St. Louis, Chicago, and all over the world. He recorded 12 albums and his song “What a Wonderful World” can be heard in countless movies, television shows, and commercials. Eventually, Armstrong died at the age of 70 in New York. Louis Armstrong’s music and influence on jazz cannot be matched.

When	Where	How

Elaborations: Examples, Explanations, and Evidence

The paragraph below has a topic sentence and supporting details. Use the elaborations provided to complete the paragraph.

Possible E's

Music creates bonds because as a wise person once said, "When words fail, music speaks."

Listening to music relieves stress and elevates moods.

For example, a study of cyclists found that, while riding stationary bicycles, the cyclists pedaled harder while listening to music.

A 2009 study found that children with autism socialized more when music was being played.

Athletes use music to motivate them to work hard and distract them from feeling pain and fatigue.

Research has also shown that listening to background music while taking tests can improve test scores.

<p>Music makes life better in many ways. First, music enhances physical abilities. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Second, music improves mental function. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Third, music provides the means for humans to connect with one another. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____ Music makes people better.</p>

Word Fluency

Read the words fluently.

	Correct	Errors
1st Try		
2nd Try		

socks	fuzz	stuff	fast	yell	puffs	missing	spilled	pass	desk	10
stuff	fast	yell	puffs	missing	spilled	pass	desk	fixed	pulled	20
yell	puffs	missing	spilled	pass	desk	fixed	pulled	telling	off	30
missing	spilled	pass	desk	fixed	pulled	telling	off	gasp	snack	40
pass	desk	fixed	pulled	telling	off	gasp	snack	slots	quick	50
fixed	pulled	telling	off	gasp	snack	slots	quick	deck	boxing	60
telling	off	gasp	snack	slots	quick	deck	boxing	fuzz	socks	70
gasp	snack	slots	quick	deck	boxing	fuzz	socks	fast	stuff	80
slots	quick	deck	boxing	fuzz	socks	fast	stuff	puffs	yell	90
deck	boxing	fuzz	socks	fast	stuff	puffs	yell	spilled	missing	100

Nonexamples

Read the category. Then, read the list of words under the category. All of the words are examples, except for one. This word is a nonexample. Circle the nonexample in each set of words.

<p><u>mammals</u></p> <p>bat</p> <p>lizard</p> <p>tiger</p> <p>dog</p>	<p><u>constellation</u></p> <p>Big Dipper</p> <p>Orion</p> <p>Ursa Major</p> <p>Ursa Minor</p>
<p><u>fragile</u></p> <p>porcelain doll</p> <p>glass house</p> <p>coffee mug</p> <p>plastic cup</p>	<p><u>pattern</u></p> <p>quilt</p> <p>constellation</p> <p>songs</p> <p>circle</p>
<p><u>ancient</u></p> <p>dinosaur bones</p> <p>smartphone</p> <p>fossils</p> <p>mummies</p>	<p><u>star</u></p> <p>LeBron James</p> <p>your teacher</p> <p>America Ferrera</p> <p>Tom Cruise</p>
<p><u>brilliant</u></p> <p>cave</p> <p>star</p> <p>lamp</p> <p>flashlight</p>	<p><u>expert</u></p> <p>doctor</p> <p>lawyer</p> <p>baby</p> <p>professional athlete</p>
<p><u>sturdy</u></p> <p>brick house</p> <p>steel house</p> <p>wood house</p> <p>straw house</p>	<p><u>mortal</u></p> <p>teacher</p> <p>mom</p> <p>Zeus</p> <p>dad</p>

Commas and Prepositional Phrases

When a sentence begins with an introductory element that answers when or where, a comma is used to separate the element from the rest of the sentence. Read each sentence. If the sentence begins with an introductory prepositional phrase, underline the phrase and circle the comma. Every sentence has a comma in it, but not every sentence begins with an introductory element. Write the prepositions from the underlined phrases on the line at the bottom of the page.

1. From the beginning of jazz, artists and photographers have tried to capture its spirit in art.
2. In the 1920s, there was a new spirit.
3. They did the Charleston, the most popular jazz dance.
4. By the 1940s, photography had improved.
5. Film was faster, and the flash became portable.
6. Over the years, artists and photographers have tried many ways to capture the look and feel of jazz.
7. The paintings and photographs are strong, alive, and free.
8. On August 4, 1901, Louis was born in New Orleans.
9. Within a year, he proudly led the band through his old neighborhood.
10. For the first time, he had enough food to eat.

Prepositions: _____

What's in a Question?

Read each question. Circle the correct answer. Pay close attention to what the question is asking.

1. What time does class begin?
 - a. Class begins with a warm-up exercise.
 - b. The class is very difficult.
 - c. Class begins at 9:00 a.m.
 - d. That is my last class of the day.

2. Where did they find the dinosaur bones?
 - a. It took a long time for them to find the bones.
 - b. They had to dig very carefully to preserve the bones.
 - c. The Touareg tribe helped them find the bones.
 - d. They found the bones in the desert.

3. Are you going on the field trip?
 - a. No, I have not been on a field trip.
 - b. Yes, I like going on field trips.
 - c. Yes, I am going on the field trip.
 - d. No, I do not want to go on the field trip.

4. What is tonight's homework assignment?
 - a. The assignment is written on the board.
 - b. Tonight's assignment is to read pages 99–121.
 - c. Tonight's assignment is going to be very time-consuming.
 - d. I have so much homework tonight!

5. Who won the contest?
 - a. Seventeen people entered the contest.
 - b. Sarah did not enter the contest.
 - c. Beth and Stan wanted Melissa to win the contest.
 - d. Jill won the contest and Hank came in second place.

6. How do I look?
 - a. It looks scary.
 - b. You look sleepy.
 - c. They look sad.
 - d. We look carefully at the paper.

Phrase Fluency

Read each phrase fluently.

Correct	Errors		Correct	Page
	1st Try	2nd Try		
			at dusk	2
			as well as she can	7
			to the back pen	11
			Dad's full cup	14
			from the west	17
			in my desk	20
			into the well	23
			kicked well	25
			off the deck	28
			one speck	30
			on top of the hill	35
			not telling yet	38
			ran fast	40
			Sam's best vest	43
			sick of the smell	47
			still spilled	49
			ten tasks	51
			the duck's back	54
			the hot rocks	57
			with the sad doll	61
			the fat duck's leg	65
			to our sled	68
			up to the wet jet	73
			was spilling less	76
			with your fun pal	80
			a buzz cut	83
			a tan bell	86
			by the tall men	90
			for your mom	93
			his wet socks	96
			into my spot	99
			Jeff's pet cat	102
			less mess	104
			on his cell	107
			onto his back	110
			not on his leg	114
			past the nets	117
			Russ's big dog	120
			she is not	123
			on six tests	126
			Tess's best stuff	129
			the dim well	132
			the big hogs	135
			on the red steps	139
			the sick gal said	143
			to get a pen	147
			up your leg	150
			was packing last	153
			the wet pet's smell	157
			on the big hog's back	162

Phrase Dictation: Prepositional Phrases

Part A

Listen to each phrase and repeat it. Write it on the line. Place an X to show which question the phrase answers.

Phrase	When	Where	How
1.			
2.			
3.			
4.			
5.			

Part B

Use the phrases to complete the following sentences:

- Jill put the cat _____.
- Sam left the park _____.
- We ran _____.
- The bug hopped _____.
- Jan is packing her bag _____.

Sentence Morphs

Read the phrases. Scoop them in the complete sentences.

<ul style="list-style-type: none"> • Jim's stuff • • was spilling • • onto the steps • <p>Jim's stuff was spilling onto the steps.</p>	<ul style="list-style-type: none"> • The big hogs • • will nap • • in the slop • <p>The big hogs will nap in the slop.</p>	<ul style="list-style-type: none"> • He kicked • • his wet socks • • onto the bed • <p>He kicked his wet socks onto the bed.</p>
<ul style="list-style-type: none"> • As she fell • • off the deck • • Bess yelled • <p>As she fell off the deck, Bess yelled.</p>	<ul style="list-style-type: none"> • The red van • • did laps • • in the wet mud • <p>The red van did laps in the wet mud.</p>	<ul style="list-style-type: none"> • Ned and Ted • • sped by • • in the sled • <p>Ned and Ted sped by in the sled.</p>
<ul style="list-style-type: none"> • When he fell • • Jeff checked his leg • • for cuts • <p>When he fell, Jeff checked his leg for cuts.</p>	<ul style="list-style-type: none"> • The ten chicks • • were kicking up • • specks of dust • <p>The ten chicks were kicking up specks of dust.</p>	<ul style="list-style-type: none"> • The six kids • • were packing • • and missed the bus • <p>The six kids were packing and missed the bus.</p>

Questions and Answers

Use the picture to ask questions using *who*, *what*, *when*, *where*, *how*, and *why*. Answer the questions.



1. Who is involved in the recycling project? Students from Mrs. Jones's class are involved in the project.
2. What are they recycling? The students are recycling the newspapers they use in class.
3. When did they begin the project? They began the project when school started.
4. How are they collecting the newspapers? Each class has a special recycling bin and a representative to monitor the recycling.
5. Where do they take the paper? They take the paper to the local recycling center.
6. Why are they doing this project? The students wanted to help reduce waste and earn money at the same time.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Ask and Answer Questions

Reread “Jazz: The Journey.” After each section, write a question for your partner to answer using question words that you have learned so far. Use the chart on page 14 to help you. Try not to use the same question word twice. Be prepared to answer your question orally.

Paragraph 1  

1. _____

Paragraph 2  

2. _____

Paragraph 3  

3. _____

Paragraph 4  


4. _____

Paragraph 5  

5. _____

Paragraph 6  

6. _____

Paragraph 7  

7. _____

Paragraphs 8–9  

8. _____

Passage Comprehension

Underline the question word in each question. Then, answer each question using a complete sentence. Write the evidence from the text.

1. Where did enslaved people sing work songs?

Text Evidence: _____

2. What did enslaved people do to change church music?

Text Evidence: _____

3. What was ragtime?

Text Evidence: _____

4. What are some characteristics of blues music?

Text Evidence: _____

Spelling

Write the words your teacher dictates.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Define It

Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attributes
blues	=		+	

Definition:

Word		Category		Attributes
musician	=		+	

Definition:

Word		Category		Attributes
banjo	=		+	

Definition:

Word		Category		Attributes
dance	=		+	

Definition:

Masterpiece Sentences: Stage 3

Use the picture to answer the questions. Then, write a sentence that uses all the answers.



Who or What did it?	What did they (he/she/it) do?	What did they (he/she/it) do it to?
	When?	
	Where?	
	How?	

Final Sentence

Sentence Four-Square

Determine synonyms for the words in the sentence. Then, write three sentences that restate the ideas in the model sentence.

<p>Everyone in our class likes listening to music.</p> <p>Synonyms</p> <p>everyone: _____</p> <p>_____</p> <p>likes: _____</p> <p>listening: _____</p> <p>music: _____</p>	<p>Sentence 1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 2</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 3</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p>Many varieties of music inspire teens.</p> <p>Synonyms</p> <p>many: _____</p> <p>_____</p> <p>varieties: _____</p> <p>inspire: _____</p> <p>_____</p> <p>teens: _____</p> <p>_____</p>	<p>Sentence 1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 2</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 3</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Close Reading

Read the text and complete the tasks.

Jazz: The Journey

Ragtime	Neverending Journey	Music as Entertainment	Growth of Jazz
Fields to the Church	Freedom of the Blues	Jazz Comes of Age	Work Songs



Many people agree that the music we now call jazz began in New Orleans, Louisiana. Jazz grew from other music and cultures that came before it. In fact, the growth of jazz has been like a journey with several stops. Each stop added something new along the way.



- 5 The jazz journey began in the 1800s. It started with the work songs of enslaved Black Africans who had been brought to America from western Africa. The songs rose up from the fields of the southern **plantations**. There, men, women, and children toiled under the constant watch of overseers and slave owners. The songs had a **steady**, or unchanging, beat.
- 10 They also had patterns of call and response. One singer called out a line and the rest responded with a line. The songs were more than work songs. They were a form of relief. They also were a form of rebellion. The enslaved people sang secret messages to tell what they could not talk about out loud.



- 15 From the fields, the enslaved people carried their musical styles into their worship. In the churches of their masters, they were taught to do as they were told. They did not trust this message. They held secret church services. They changed the plain, **simple** hymns they had learned from their masters. The words, rhythms, and tunes were changed to **express** their faith in their own way. As in the work songs, patterns of call and response were common.



- 20 As the journey continued, there was more change. The music became **social**. A **demand** grew for musicians to play for ballroom dances and other entertainment. Many free and enslaved Black musicians played fiddles and

Close Reading (*cont.*)

continued

flutes. They also began to make and play banjos, which were like instruments they had in Africa. Again, they **combined** their own sounds with those of the
25 slave owners to change the music.



Another stop on the jazz journey was ragtime. It was piano music. It was lively with jumpy rhythms over the beat. It was composed, or written down for players to read.



The next stop was the blues. It was about sadness, hard times, and lost
30 love. Performers showed this by **lowering** some notes in the tune of the songs. Unlike ragtime, blues songs were often not written down. The performers felt free to sing or play however they wanted. This freedom came to be important in jazz.



The early 1900s marked the start of jazz as we know it. Among the people
35 who began playing in New Orleans were players who had been classically trained in European styles of music; it was a mix of what are called “readers” and those who play “by ear.” Players formed small jazz bands. Each player had a special part. At the time, Black jazz bands often had less success than White bands who copied their music. Still, they played.
40 They played with a freedom that they could not find in everyday life.



Jazz spread to other cities around the country. It kept changing. There were big jazz orchestras. Solo players became more common. They played piano, trumpet, and guitar. They played the saxophone too. Jazz singers also became part of the ever-changing landscape.



45 The journey of jazz music is like a trip with no end in sight. It has always been a changing art form, and it still is.

Word Fluency

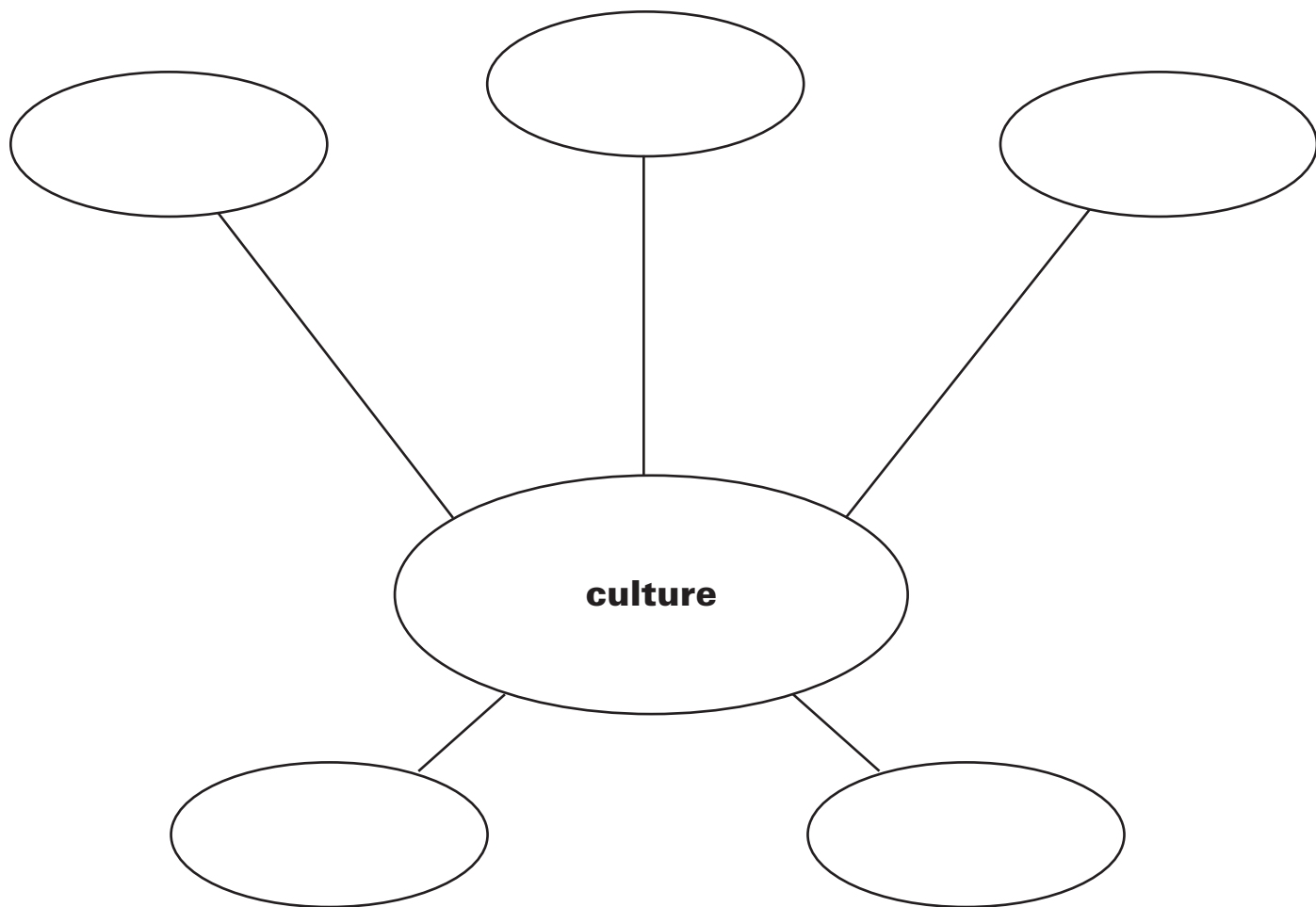
Read the words fluently.

Correct	Errors
1st Try	
2nd Try	

socks	fuzz	stuff	fast	yell	puffs	missing	spilled	pass	desk	10
stuff	fast	yell	puffs	missing	spilled	pass	desk	fixed	pulled	20
yell	puffs	missing	spilled	pass	desk	fixed	pulled	telling	off	30
missing	spilled	pass	desk	fixed	pulled	telling	off	gasp	snack	40
pass	desk	fixed	pulled	telling	off	gasp	snack	slots	quick	50
fixed	pulled	telling	off	gasp	snack	slots	quick	deck	boxing	60
telling	off	gasp	snack	slots	quick	deck	boxing	fuzz	socks	70
gasp	snack	slots	quick	deck	boxing	fuzz	socks	fast	stuff	80
slots	quick	deck	boxing	fuzz	socks	fast	stuff	puffs	yell	90
deck	boxing	fuzz	socks	fast	stuff	puffs	yell	spilled	missing	100

Making Connections

Make connections to the word *culture* by mapping other words related to the word.



Adverbs and Prepositional Phrases

Read the base sentence and add a predicate painter that answers the *how*, *when*, or *where* question. Move the predicate painter and rewrite the sentence.

1. The band played _____.
(when)

2. The twins jog _____.
(where)

3. The clock ticks _____.
(how)

4. The fans clapped _____.
(when)

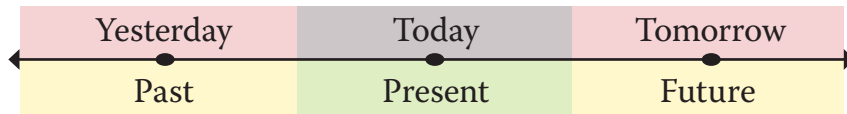
5. Jazz, rock, and hip-hop were classics _____.
(when)

Verb Forms

Verbs signal time, and some verbs show action.

Tense Timeline

A **tense timeline** shows three points in time—past, present, and future.

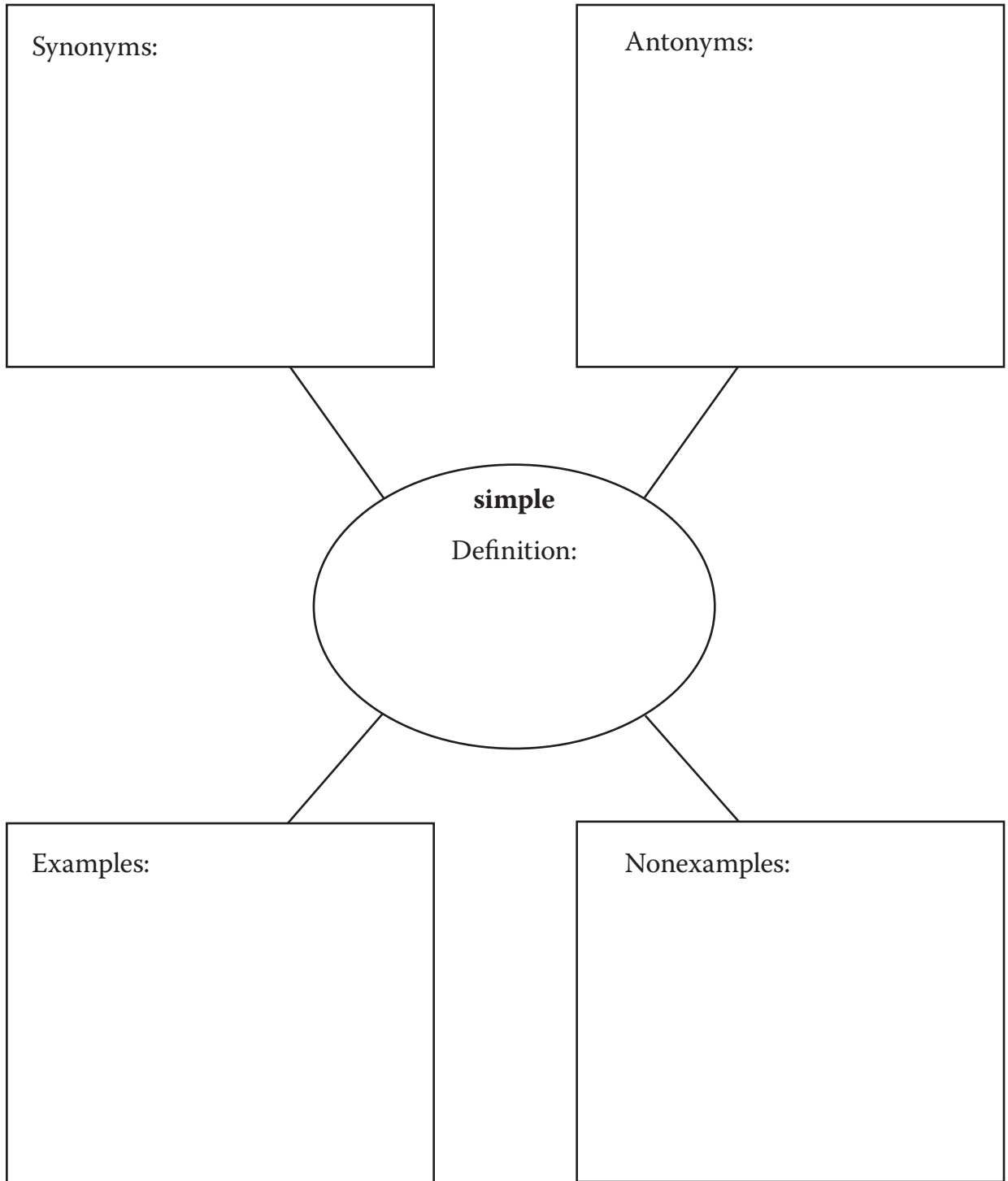


Rewrite each present tense sentence to show that it happened in the past. Then, rewrite each sentence to show that it will happen in the future.

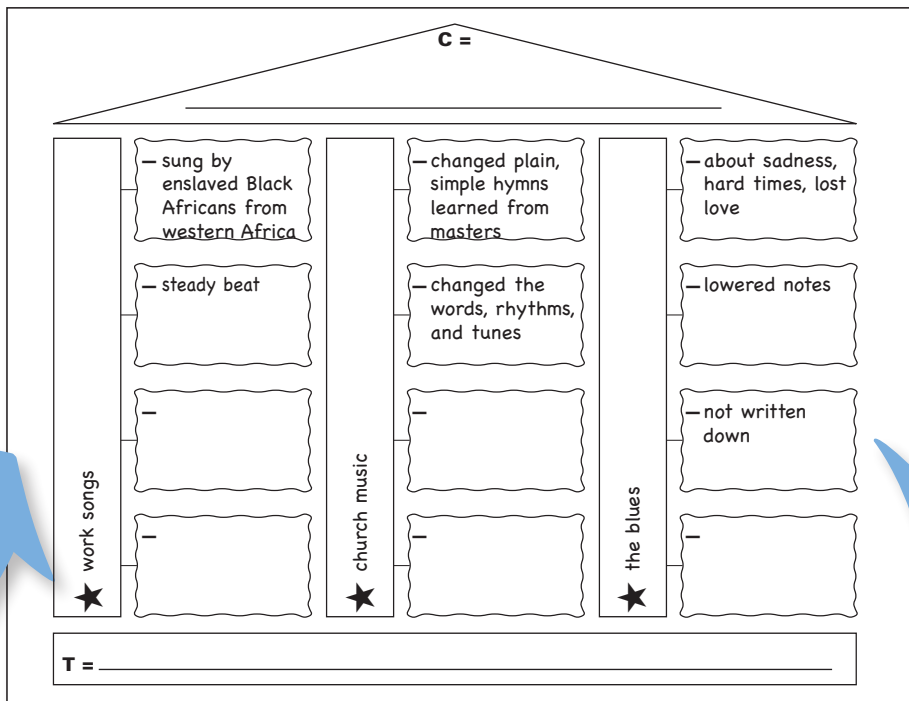
Yesterday	Today	Tomorrow
Past	Present	Future
He _____.	-s	He _____.
She _____.	He bats.	She _____.
It _____.	She jogs.	It _____.
	It rests.	

Four-Square

Write the definition of *simple*. Then, write synonyms, antonyms, examples, and nonexamples of the word in the appropriate boxes.



Using Two-Column Notes



Both graphic organizers can organize the same information.

Informal (Two-Column) Notes

Topic: Foundation	
★ Wall: Supporting Detail	-Window: Elaboration -Window: Elaboration -Window: Elaboration -Window: Elaboration
★ Wall: Supporting Detail	-Window: Elaboration -Window: Elaboration -Window: Elaboration -Window: Elaboration
★ Wall: Supporting Detail	-Window: Elaboration -Window: Elaboration -Window: Elaboration -Window: Elaboration

Prepare to Write: From Prompt to Two-Column Notes

Part A

Read the prompt. Circle the topic. Underline the directions.

Identify three “stops,” or types of music, along the jazz journey. Tell about them in a paragraph.

Part B

Turn the prompt into the topic sentence for a paragraph. Write the topic sentence.

Part C

As you read, take notes on the “stops” along the jazz journey.

Topic:	
★	— — —
★	— — —
★	— — —
★	— — —
★	— — —

Concluding Sentences

Read each topic sentence. Circle the topic in each sentence. Then, use synonyms and changes in word order to create a concluding sentence. Write your new sentence on the lines below the topic sentence.

1. Topic Sentence:

A library is a great place to find new things to enjoy.

Possible Concluding Sentence: _____

2. Topic Sentence:

A dancer creates moves to express a song's rhythm and feeling.

Possible Concluding Sentence: _____

3. Topic Sentence:

Riding a bike is a healthy, money-saving way to travel.

Possible Concluding Sentence: _____

4. Topic Sentence:

If someone gets hurt or lost, a cell phone can be a lifesaver.






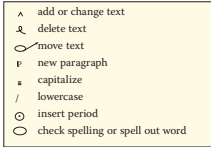
Possible Concluding Sentence: _____

5. Topic Sentence:

A good breakfast can make the whole day better.

Possible Concluding Sentence: _____

Six Traits of Effective Writing

Trait		What does this mean?
	Ideas and Content	<ul style="list-style-type: none"> • The writing meets the expectations of the assignment and answers the prompt. • The writing starts and ends in an interesting way. • Important ideas are fully developed, with enough elaborations and relevant details. • The content is strong, accurate, detailed, interesting, and appropriate to the audience.
	Organization	<ul style="list-style-type: none"> • The purpose of the writing is clearly stated in the introduction. • Ideas are presented in a clear order (which aligns with the plan), with varied transitions to connect them. • For narrative writing: There is a clear beginning, middle, and end. • For informational and argumentative writing: There is a clear introduction, body, and conclusion. • Varied transitions connect ideas, facilitating the flow.
	Voice and Audience Awareness	<ul style="list-style-type: none"> • The voice and style are appropriate to the purpose and audience. • The information is presented in the right tone and mood for the purpose and audience.
	Word Choice	<ul style="list-style-type: none"> • Rich, interesting, and precise words are used. • Word choice is appropriate for the topic and audience.
	Sentence Fluency	<ul style="list-style-type: none"> • Sentences are varied in structure and length. • There are no sentence fragments or run-on sentences.
	Conventions	<ul style="list-style-type: none"> • The text doesn't contain errors in capitalization, usage, punctuation, or spelling. • Paragraphs are properly formatted.



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