

### Educator Information and Directions

#### Student Objectives

1. Review and summarize key concepts and skills from the language arts course, such as fiction elements, grammar rules, and writing techniques
2. Describe three test-taking strategies

#### **DAY 1**

Watch the lesson video, review the Week-At-A-Glance, complete PDF assignments, and review material with online practice.

#### **DAYS 2-4**

Complete PDF assignments and review material with online practice.

#### **DAY 5**

Complete PDF assignments, review the Week At-a-Glance, and complete the one-question lesson assessment.

#### **“Week At-a-Glance”**


**P. 2** will help students organize their time. If you need to alter the schedule, you may combine or alter as needed; however, students should complete all lesson tasks – video, PDF materials, and online practice.


\*The writing assignments each day are all part of the course assessment, and students should do their best on them.


#### Suggested Reward

Use your account to reward 100 Gold/\$coops for each worksheet completed in this packet.

### Extension Activities

 **Activity Add-Ons:** Students can extend each writing activity by crafting more paragraphs or poems than instructed.

 **Concept Mapping:** Create a visual map or chart that connects the different topics you’ve learned throughout the course. This will help you understand the relationships between concepts and can be a valuable study tool.

 **You’re the Teacher:** Choose a topic (or two!) from the course and prepare a mini-lesson to teach it to your friends and family.



Complete While Watching Video



Example



Student Practice

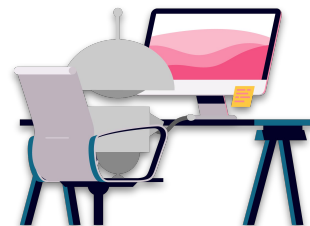


Write It Out!

## Week At-a-Glance

### Day One

- Watch the Video Lesson.
- Complete Your Guided Notes.
- Complete the Context Clues ID.
- Complete the Grammar Remix.
- Complete Online Practice 1.



### Day Two

- Complete the Mixed Review.
- Complete the Expository Writing.
- Complete Online Practice 2.

### Day Three

- Complete the Mixed Review 2.
- Complete the Poetry Writing.
- Complete Online Practice 3.

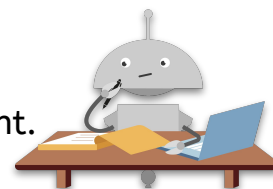


### Day Four

- Complete the Mixed Review 3.
- Complete the Micro-Story.
- Complete Online Practice 4.

### Day Five

- Complete the Passage Analysis.
- Complete the One-Question Online Assessment.



# Day 1

## Guided Notes



**Guided Notes:** While you are watching the video, fill in the information below for your notes.

## Welcome to the Test-Taking Showdown!

Today, our contestants will use effective strategies to conquer multiple choice questions.



### Strategy #1:

Use the process of elimination.  
First, rule out the clearly incorrect answer choices.

Where did I visit on my trip to the lightning capital of the world? **Circle the answer!**

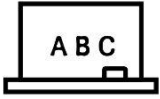
- A. Planet Novel
- B. Lake Maracaibo, Venezuela
- C. Paris, France
- D. The Amazon rainforest



How does an author usually present a theme in a work of literature?

- A. They show the theme through the plot, characters, setting, and conflict.
- B. They directly state the theme at the beginning of the story.
- C. They repeat the theme after each chapter.
- D. They include the theme in the title of the work.

## Guided Notes (cont.)



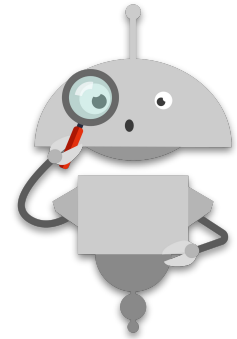
**Guided Notes:** While you are watching the video, fill in the information below for your notes.

### Strategy #2:

Read every answer choice carefully.

Out of all of our adventures, where did we travel to learn about character traits? ***Circle the answer!***

- A. Celestia
- B. Plot Mountain
- C. The Coral Reef of Character Traits
- D. Memory Mesa at Reflection Ravine

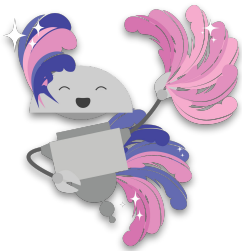


What is the role of the introduction in an expository essay?

- A. To tell a funny story to entertain the reader
- B. To provide a detailed explanation of the topic
- C. To announce the writer's plans for the essay
- D. To draw the reader in, give them context, and guide the essay

### Strategy #3:

Answer the question before reading the answer choices.



Who has funded nearly all of our amazing adventures in this course? ***Circle the answer!***

- A. Mia
- B. Chewbarka
- C. Justin
- D. Aunt Muriel



## Context Clues ID



**DIRECTIONS:** Match the sentences on the left with the type of context clue on the right. The words using context clues have been underlined.

- A. The arid, meaning very dry, region didn't have any water.
- B. The teacher was elated, or extremely happy, when every student passed the test.
- C. While Jenny is very loquacious, her brother barely speaks a word.
- D. After seeing the dog's wagging tail and playful leaps, it was clear he was ecstatic.
- E. In many tropical countries, mangoes, papayas, and rambutans are popular.

### *Type of Clue:*

Definition \_\_\_\_\_

Example \_\_\_\_\_

Synonym \_\_\_\_\_

Antonym \_\_\_\_\_

Inference \_\_\_\_\_



**DIRECTIONS:** Now, choose one of the words from the sentences above. Create a new sentence using a different context clue for the word in the space below.

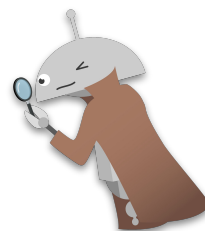
My Word: \_\_\_\_\_

Type of Clue: \_\_\_\_\_

My Sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

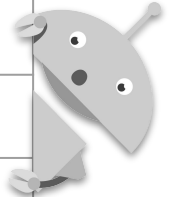


# Grammar Remix



**DIRECTIONS:** Below is a word bank of homophones – words that sound the same but have different meanings. Choose the correct word to fill in the blanks in the sentences below. You will use each word only once!

Word Bank			
Accept	Capital	Capitol	Desert
Dessert	Except	Than	Then
Their	There	Your	You're



1. After dinner, I always want a sweet \_\_\_\_\_.
2. The \_\_\_\_\_ building is where the state's legislators meet.
3. I can't believe \_\_\_\_\_ going to the concert tonight!
4. The \_\_\_\_\_ is a large, dry, sandy region with few plants.
5. She invested her \_\_\_\_\_ in a new business venture.
6. If it rains tomorrow, \_\_\_\_\_ we'll have to cancel our picnic.
7. The children couldn't find \_\_\_\_\_ shoes anywhere.
8. \_\_\_\_\_ is more to this story than meets the eye.
9. He makes better pancakes \_\_\_\_\_ his mother.
10. Did you hear that? \_\_\_\_\_ phone is ringing.
11. I would love to come to the party, so I \_\_\_\_\_ your invitation.
12. Everyone is invited to the picnic \_\_\_\_\_ for the Smith family.

## Grammar Remix Part 2



**DIRECTIONS:** Identify whether the following are complete sentences or fragments. If it's a fragment, revise it to make it a complete sentence. If it's a complete sentence, write "Complete Sentence."

1. Laughing out loud at the joke.

---

2. Although she wanted to go to the store.

---

3. The cat, which was black and white.

---

4. Birds chirping early in the morning.

---

5. She studied hard for the exam and passed with flying colors.

---



**DIRECTIONS:** Find the pronouns and their antecedents in the sentences below. You will circle the pronoun and draw an arrow from the pronoun to the antecedent. The first one has been completed for you as an example!

1. Maria lost her keys, so she will be late for the meeting.

2. The dogs barked because they were excited.

3. After reading the book, Jenny said it was her favorite.

4. Students should always remember to bring their ID cards to school.

5. The city has grown rapidly, and its skyline has changed dramatically.

# Day 2

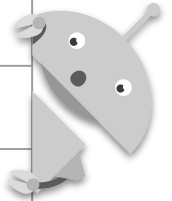
## Mixed Review



**DIRECTIONS:** Use the words from the word bank to fill in the blanks in the following sentences. Careful – you won't use all the words!

### Word Bank

Antagonist	Climax	Expository	Free Verse
Haiku	Hyperbole	Main Idea	Metaphor
Personification	Protagonist	Simile	Theme



- a. The \_\_\_\_\_ is the main character of a story.
- b. When poetry doesn't have a structured rhythm or rhyme, it is called \_\_\_\_\_.
- c. The intense part of a story where the main conflict reaches its peak is called the \_\_\_\_\_.
- d. A comparison using "like" or "as" is known as a \_\_\_\_\_.
- e. \_\_\_\_\_ is a type of writing that explains or informs.
- f. When something nonhuman is given human characteristics, it's called \_\_\_\_\_.
- g. The main lesson or message an author wants to convey in a story is called a \_\_\_\_\_.

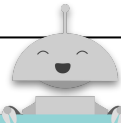


# Expository Writing



**DIRECTIONS:** Write a brief expository essay explaining why a particular season is your favorite. Use the outline below to guide your writing!

1. **Choose Your Season:** Think about which season you like the most: spring, summer, fall, or winter. This will be the topic of your essay.
2. **Introduction:**
  - Start with a hook that grabs the reader’s attention.
  - Provide some general information about your chosen season.
  - State the main idea of your essay: why this season is your favorite.
3. **Body Paragraph:** Write a single detailed paragraph explaining why you love this season.
  - Begin with a topic sentence that outlines the main point of the paragraph.
  - Provide a supporting detail that backs up your topic sentence.
  - Offer an explanation or reason for this supporting detail.
  - Conclude with a closing sentence that reinforces the paragraph’s main point.
4. **Conclusion:**
  - Restate your main idea.
  - Summarize the point from your body paragraph.
  - Finish with a connection sentence that ties back to the introduction or gives the reader something to think about.
5. **Revise:** After writing, read over your essay. Check for any mistakes and think about how to make your writing clearer.



## Helpful Tip:

For a review of expository writing, go back to Unit 8!





# Day 3

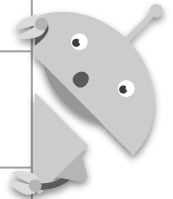
## Mixed Review 2



**DIRECTIONS:** Use the words from the word bank to fill in the blanks in the following sentences. Careful – you won’t use all the words!

### Word Bank

Fiction	Foreshadowing	Fragment	Homophones
Meter	Nonrestrictive Details	Ode	Resolution
Simile	Summarizing	Supporting Character	Theme



- a. A \_\_\_\_\_ is a sentence that is incomplete because it might lack a subject, verb, or complete thought.
- b. The aspect of poetry that refers to the rhythm created by a pattern of stressed and unstressed syllables is \_\_\_\_\_.
- c. The eerie music in the movie served as \_\_\_\_\_ to hint at the upcoming danger.
- d. Words like “two,” “to,” and “too” are examples of \_\_\_\_\_.
- e. \_\_\_\_\_ is a type of writing from the author’s imagination.
- f. In the sentence “My brother, who loves pizza, is coming to visit,” the phrase “who loves pizza” is a \_\_\_\_\_ because it provides extra, nonessential information.

# Poetry



**DIRECTIONS:** Write a poem about a natural element or phenomenon you find fascinating. This could be anything from a rainbow to a mountain or from a river to the night sky. Follow the steps below to create your poem:

1. **Choose Your Subject:** Think about a natural element or phenomenon that captivates you or holds special meaning for you.

My subject: \_\_\_\_\_

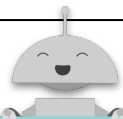
2. **Choose Your Poetry Type:** Circle the type of poetry you will use:

★ Haiku: a three-line poem with a 5-7-5 syllable count

★ Ode: a lyrical poem that celebrates or praises its subject; doesn't have a fixed pattern but is usually longer and more detailed

★ Free verse: a poem without a strict rhyme or rhythm pattern

3. **Write Your Poem:** Use the next page to write your poem. Keep in mind the characteristics of the poetry type you've chosen. Use vivid imagery and strong emotions to convey the beauty or significance of your chosen natural element or phenomenon.
4. **Revise and Share:** After writing, read your poem to yourself to see how it flows. Revise if needed and then share it with a family member or a friend.



## Helpful Tip:

For a review of poetry, go back to Unit 5!



# Day 4

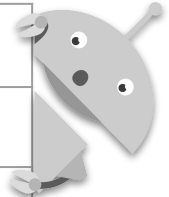
## Mixed Review 3



**DIRECTIONS:** Use the words from the word bank to fill in the blanks in the following sentences. Careful – you won't use all the words!

### Word Bank

Climax	Context Clues	Expository	Formal Writing
Haiku	Hook	Inference	Informal Writing
Nonrestrictive Detail	Summarizing	Supporting character	Theme



- a. When composing an essay for academic purposes, one should use \_\_\_\_\_, using proper grammar.
- b. A \_\_\_\_\_ is a traditional form of Japanese poetry consisting of three lines with a 5-7-5 syllable count.
- c. The \_\_\_\_\_ essay she wrote for her English class explained the process of photosynthesis in detailed steps.
- d. When \_\_\_\_\_ a long article, it's crucial to be concise and objective.
- e. In the introduction of an essay, the \_\_\_\_\_ is designed to grab the reader's attention and make them want to read further.
- f. In emails to friends and casual blog posts, one might use \_\_\_\_\_ style, which has a more relaxed tone compared to academic essays.

## Micro-Story: The Mysterious Letter



**DIRECTIONS:** Craft a fiction micro-story based on the provided prompt, incorporating the essential components of fiction.

**Prompt:** Your main character receives a mysterious letter in the mail. The envelope is old, the handwriting unfamiliar, and the postmark is from a place they've never heard of. When they open it, they find a message that changes their day, or perhaps their life. What does the letter say? How does your character react? What happens next?

**Include the following elements of fiction in your story:**

1. **Characters:** Describe the main character and at least one secondary character (friend, family, foe, etc.).
2. **Setting:** Briefly outline where and when your story takes place.
3. **Plot:** Detail each part of the plot, outlined on the next two pages.
4. **Conflict:** Present a challenge or problem linked to the letter.
5. **Foreshadowing:** Include subtle hints early on that provide clues about the story's outcome.
6. **Theme:** Convey a central message or insight through your story.



### Helpful Tip:

For a review of fiction, go back to Unit 6 and Unit 9!



## Micro-Story (cont.)



**DIRECTIONS:** Use the outline pages that follow to help you write your story. You may also create your story on a device of your choice!

***Exposition - introduce your characters and setting:***

---

---

---

---

---

***Inciting incident - introduce the conflict:***

---

---

---

---

***Rising action - explain how the conflict starts to unfold (make sure to include a piece of foreshadowing):***

---

---

---

---

---

---

---

---

---

---

## Micro-Story (cont.)

***Climax - the most exciting part of my story:***

---

---

---

---

---

---

---

---

***Falling action - how the characters start to resolve the conflict:***

---

---

---

---

---

---

---

---

***Resolution - how my story ends:***

---

---

---

---

---

---

---

---

***The message the reader can take away:***

---

---

---

---

# Day 5

## Passage Analysis



**DIRECTIONS:** Read the passage below. You can also listen to a recording. Remember to use your close reading skills and underline important details as you read.

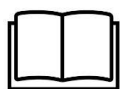
### “The Last Page”

Mrs. Eleanor Green, with her silvered hair and spectacles perched on her nose, sat at her aged wooden desk, a soft lamp casting a golden hue that illuminated the room’s corners. The library walls, a witness to her journey, bore shelves that were filled to the brim. Each book teetered precariously, a testament to her decades of dedication.

Today was no ordinary day. It marked the last day before her retirement from the Meadows Town Library. With a sigh, she leaned back, reminiscing about the early days. The library was then a small room, filled more with dreams than with books. Over the years, Eleanor had nurtured it, and just like a tree, it had grown, extending its branches and shade to those in search of knowledge.

She opened the diary she’d kept since her first day and began to pen her thoughts, “To think, when I started, this library was half its current size, a budding flower waiting to bloom. Today, it stands tall as a sanctuary of stories. I’ve seen children become adults, and adults share stories with their little ones right here. The bittersweet ache in my heart today comes from knowing I’m leaving behind more than just books—it’s a legacy of memories and dreams. I trust, though, that the next custodian will cherish these tales and memories as much as I have.”

Outside, the window framed children playing in the town square, their innocent laughter echoing into the library. Eleanor smiled, thinking of the countless young minds she’d watched blossom, the stories she’d shared, and the tales she’d heard. The town had grown around its beating heart – the library. And as Eleanor prepared to turn the page to a new chapter, she knew the story of Meadows Town Library was far from over.



**Audio option:** Use the URL below to listen to the text, and read along:

[Audio File: The Last Page](#)



## Passage Analysis (cont.)



**DIRECTIONS:** Now, use the following pages to answer the questions below. This will create a passage analysis. You may also use a device of your choice.

- 1. Summarize the plot of the story. Where is the setting? Who is the protagonist?**

---

---

---

---

---

---

---

---

---

---

- 2. What is the main idea of the story? How do you know?**

---

---

---

---

---

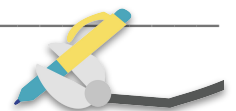
---

---

---

---

---

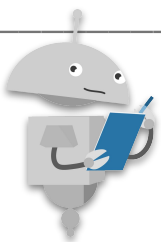


## Passage Analysis (cont.)

3. Quote a section from the passage that highlights Eleanor's deep connection to the library and the people who have visited there.



4. Why did the author choose to show the growth of the library and the town side by side?



## Passage Analysis (cont.)

5. What point of view is the story told from? Explain how you know and include one quote from the passage that supports your answer.



---

---

---

---

---

---

---

---

6. What central message or theme can you infer from this story? Explain your thinking by using a quote from the passage.

---

---

---

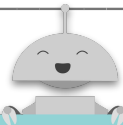
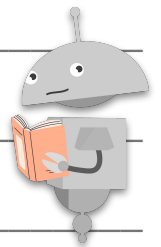
---

---

---

---

---



### Helpful Tip:

For a review of close reading and Fiction, go back to Unit 3 and Unit 6!