

GRADES 3-5

Writing Central

Start Writing Now





GRADES 3–5

Overview

Writing Central is a supplemental writing resource designed around key writing standards to provide focused instruction and writing practice across all three text types—Opinion, Informative, and Narrative.

Writing Central . . .

PROVIDES opportunities for students to write daily and **HELPS** students find purposes to write and audiences to reach. The instruction in **Writing Central EXPOSES** students to a variety of text types, **GETS** them writing with prompts for each genre, and **ENCOURAGES** them to collaborate with peers to share ideas, plan, and write.

Grade-Level Kits

Grade 3: GRLs N–P; Lexile® measures 500L–830L

Grade 4: GRLs Q–S; Lexile® measures 740L–970L

Grade 5: GRLs T–V; Lexile® measures 810L–1010L

Grade-Level Kit Components

- 12 Laminated Fiction and Nonfiction Mentor Leveled Passage cards (15 copies each)
- 12 Laminated Fiction and Nonfiction Practice Leveled Passage cards (30 copies each) with writing prompts for independent writing
- Teacher Guide with individual Lesson Plans and Blackline Masters for every Passage
- Student Resource Handbook (25 copies) with writing guidance



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Text Types and Genres

The **Sundance Newbridge *Writing Central* Kits** explore the three text types as outlined by the ELA Standards. Each text type explores four genres that progress in complexity of task and purpose across the grades.

- **Opinion:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **Informative:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **Narrative:** Write narratives to develop real or imagined experiences.

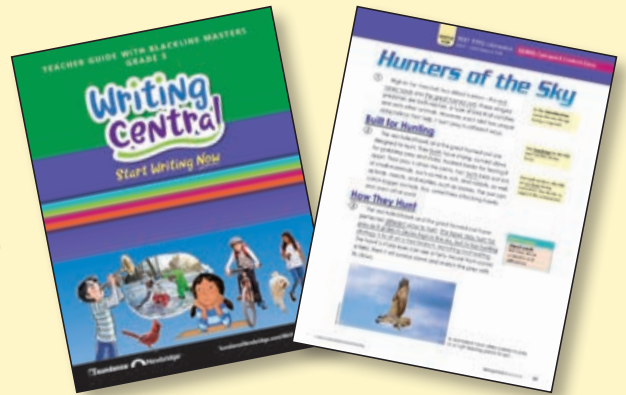
	Grade 3	Grade 4	Grade 5
OPINION	Book Review	→ Product Review	→ Literary Critique
	Letter to School Administrator	→ Letter to Editor	→ Letter to Town Council
	Flyer	→ Advertisement	→ Advertorial
	Response to Literature	→ Response to Literature	→ Response to Literature
INFORMATIVE	School Newspaper Article	→ Newspaper Article	→ Magazine Article
	Description	→ Description (place)	→ Description (natural event)
	Compare & Contrast Essay	→ Cause & Effect Essay	→ Problem & Solution Essay
	Procedural: How-to Text	→ Procedural: Recipe	→ Procedural: Experiment
NARRATIVE	Realistic Fiction	→ Fantasy	→ Historical Fiction
	Retelling of a Fable	→ Retelling of a Myth	→ Original Myth
	Personal Narrative	→ Autobiographical Sketch	→ Biographical Sketch
	Story Continuation	→ Drama Continuation	→ Retelling of a Story

These genres reflect the types that students most often encounter in their grade-level curriculum and on standardized tests.

Implementing *Writing Central*

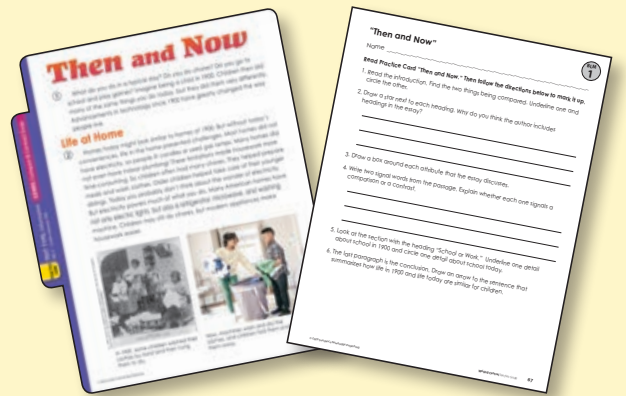
Teach/Model

- Use the **Teacher Version** of the **Mentor Card** (available in the **Teacher Guide** and as a **projectable PDF**) and the **Lesson Plan** to introduce and teach a genre.
- Model how to analyze and mark up the text.
- Students follow along on the **Student Version** of the **Write-On/Wipe-Off Mentor Card** and use the grayscale annotations to mark up their card.



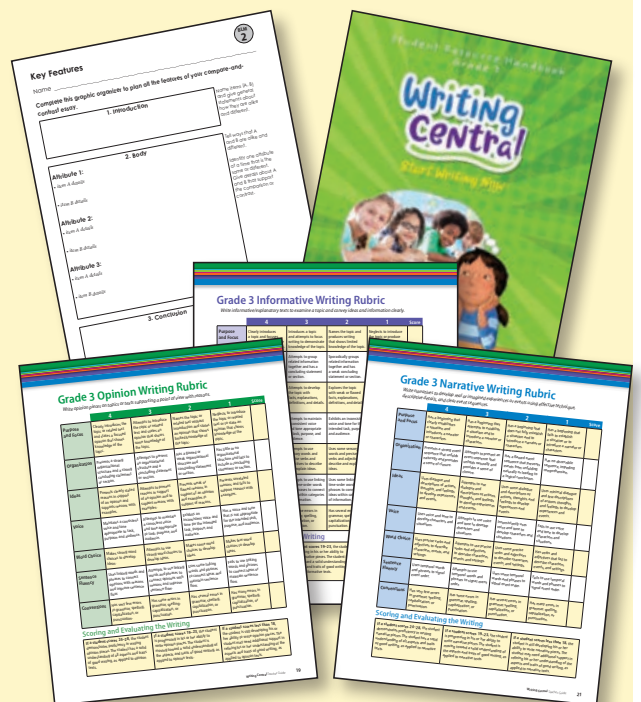
Guided Practice

- Use the **Write-On/Wipe-Off Practice Cards** and **Blackline Master 1 (BLM 1)** for practice with the genre.
- The **Practice Card** provides a second example of the type text.
- **BLM 1** gives students practice analyzing and marking up the text type.



Independent Writing/Publish & Share/Assessment

- Students use the writing prompts on the **Practice Card** along with the **Graphic Organizer (BLM 2)** to prewrite and draft their own piece.
- The **Student Resource Handbook** is an easy-to-use reference to facilitate students' independent writing with step-by-step guidance to complete the Writing Process.
- Confer with individual students at multiple times during the writing process. One-on-one conferencing provides opportunities for assessment and assistance.
- Rubrics for each text type for ease of use are provided.





Focus On: Mentor Card

The Great Pacific Garbage Patch

Informational Text/Cause & Effect Essay/Grade 4

Teach/Model

1

12 **Mentor Cards** (15 copies each): 4 Genre cards for each of the 3 text types, align to content standards.

The **Mentor Card** is available in the Teacher Guide and as a projectable PDF. The laminated Student **Mentor Cards** are annotated in grayscale to facilitate analysis and mark up.

2

Text Type/Genre; Guided Reading Level; Lexile measure®

3

Numbered paragraphs assist in locating text for analysis and markup.

MENTOR CARD

TEXT TYPE: Informative
GRL: 5 Lexile measure 920L

GENRE: Cause & Effect Essay

1

The Great Pacific Garbage Patch

1 The Great Pacific Garbage Patch is the largest collection of floating trash in the world. It extends across more than 600,000 square miles of the Pacific Ocean, between California and Hawaii. That's about as big as the Gulf of Mexico. Scientists believe that the patch contains at least 87 tons of floating plastic.

Introduction

Introduce the topic and give an interesting fact about it.

How Was It Created?

2 The two main factors that contribute to the formation of the Great Pacific Garbage Patch are plastic waste and ocean currents.

Use **headings** to group related information.

3 Most plastic that is used in the world does not get recycled. As a result, it ends up as litter, in landfills, or dumped in the ocean. It can also be blown by the wind or washed into the ocean by storms or rivers. Some plastic trash comes from fishing gear and nets lost from fishing boats.

For each body paragraph, include one or more related **causes** and **effects**.

3 Ocean currents and winds in the Pacific Ocean carry plastic into the Great Pacific Garbage Patch. The currents in this area create a gyre, which is like a giant whirlpool that sucks in floating trash.

Mini Lesson

Use linking words and phrases to help signal cause-and-effect relationships.



Trillions of plastic pieces float in the Great Pacific Garbage Patch.

View Samples of the Passages and Blackline Masters at [SundanceNewbridge.com/WritingCentral](https://www.sundance.com/WritingCentral)

4

What Is It Made Of?

- 5 Scientists believe that the patch contains at least 1.8 trillion pieces of floating plastic. Imagine counting to a trillion. If you count for 24 hours a day, it would take you 94,000 years. That’s a lot of pieces!
- 6 Once plastic is in the ocean, it can be broken down into smaller pieces by the sun and waves. In fact, most of the plastic in the patch is smaller than a pencil eraser. However, more than half of the total weight of plastic comes from much larger pieces, such as fishing nets.

How Does It Affect Marine Life?

- 7 Plastic debris can be harmful to marine animals. Some animals mistake floating plastic for food and eat it. Others get tangled in lost fishing nets and can’t swim. In both cases, the animals could die.
- 8 For the present, the Great Pacific Garbage Patch will continue to grow because ocean currents keep bringing in plastic. Preventing new plastics from entering the ocean could slow its growth. However, the patch may never be completely cleaned since there are so many small pieces. An organization called The Ocean Cleanup is working to help reduce the size of the patch. Its plan will focus on cleaning up larger pieces of plastic.

5

Conclusion
The conclusion summarizes important causes and effects and may give added information.

4

Multi-paragraph complex, short texts to help students focus on the genre and prepare them for standardized tests.

5

Side-column notes identify features of the genre and guide the analysis and markup of the **Mentor Card**.

6

Photos and other text features support and enhance Nonfiction texts. Four-color illustrations enhance narrative texts.

6



Some ocean currents wash plastic up onto beaches.

7

Mark up the Passages with 30 Write-On/Wipe-Off Markers.



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All About Sleep

Informational Text/Cause & Effect Essay/Grade 4

Guided Practice

1 12 Practice Cards (30 copies each) correspond to the 12 Mentor Cards: 4 Genre cards for each of the 3 text types, align to content standards.

The laminated Practice Cards provide a second example of the text type.

2 Text Type/Genre; Guided Reading Level; Lexile measure®

3 Numbered paragraphs assist in locating text for analysis and markup in conjunction with BLM 1.

4 Photos, captions, and other text features support and enhance Nonfiction texts. Four-color illustrations enhance narrative texts.

GENRE: Cause & Effect Essay

TEXT TYPE: Informative
GRI: 5 Lexile measure 900L

PRACTICE CARD

All About Sleep

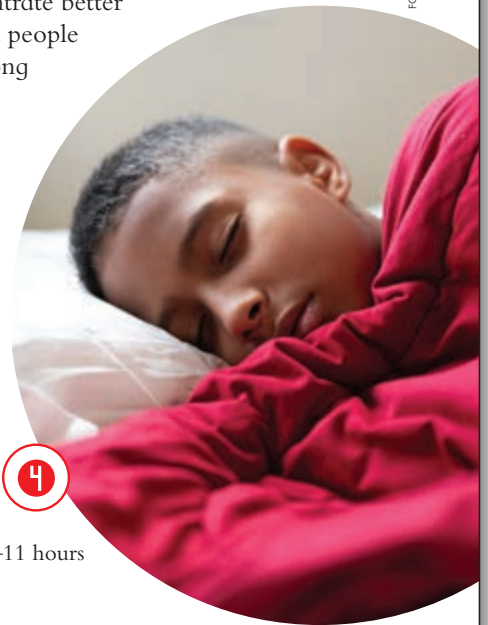
1 Do you wish you could stay up later every night? That's probably not a good idea. Scientists are learning more every day about the benefits of getting a good night's sleep. In fact, most agree that kids in elementary school need 10 to 11 hours of sleep every night to stay healthy. How can sleep, or lack of sleep, affect kids' bodies and brains?

Sleep Helps You Stay Healthy

2 Sleep helps keep your immune system strong, so that you'll get sick less often. People who get plenty of sleep have less chance of getting heart disease, high blood pressure, and infections.

Sleep Helps You Learn

3 Scientists think that sleep helps us learn new things. Kids who get plenty of sleep can concentrate better and do better in school. Well-rested people make better decisions. They get along better with other people. Getting enough sleep also helps improve your mood so that you enjoy your day more. In contrast, not getting enough sleep can make you cranky and make it hard to pay attention when you need to. Because getting enough sleep is important for learning, it can help you improve in sports, music, or anything else you want to do.



4 Growing children need 10–11 hours of sleep a night.

View Samples of the Passages and Blackline Masters at [SundanceNewbridge.com/WritingCentral](https://www.SundanceNewbridge.com/WritingCentral)

Sleep Helps You Grow

- ④ When you sleep, your body releases a growth hormone, a chemical that tells your body to grow. It also helps your immune system and helps you to maintain a healthy weight. As a result, kids who don't get enough sleep may not grow as fast as they should.

Good Habits Help You Sleep

- ⑤ Your habits can affect whether you get enough sleep every night. First, make sure you go to bed early enough that you can get your full 10-11 hours of sleep before you have to get up in the morning. Keeping to a regular bed time every night will help you fall asleep faster and sleep better. Keeping your bedroom dark, quiet, and comfortable and avoiding screens near bedtime will also help.
- ⑥ Eating a big meal close to bedtime or drinking anything with caffeine (like cola or iced tea) can make it harder to fall asleep. Getting plenty of exercise during the day will help you to sleep better.
- ⑦ Remember, getting plenty of sleep can help you stay healthy, learn faster, and grow taller. Good sleep habits will help you enjoy all the benefits that sleep brings.

PROMPTS

⑥ Write a cause-and-effect essay. Here are some ideas.

Or use your own! Write a cause-and-effect essay to explain . . .

- the effects of a natural disaster, such as a tsunami.
- an event that affected history, such as the California Gold Rush.
- a piece of technology that affects your everyday life.
- how music or sports affect you mentally or physically.

Be sure to—

- introduce the topic and make it clear what you will be writing about.
- organize your essay in a way that makes sense.
- use headings to divide the sections of your essay.
- use linking words to signal cause-and-effect relationships.
- develop the topic with facts, definitions, and details.

5

5

Multi-paragraph complex, short texts to help students focus on the genre and prepare them for standardized tests.

6

6

Prompts: Get students writing and finding the right topics with Prompts.



Focus On: Lesson Plan

The Great Pacific Garbage Patch/All About Sleep

Informational Text/Cause & Effect Essay/Grade 4


Guided Lesson Plans for every passage provide flexible and targeted instruction that builds strong and confident writers.

1 The Overview identifies the text type and genre of the **Mentor** and **Practice Cards** along with the GRL, Lexile® measure, word count, and objectives.

2 Pre-reading support builds background knowledge to introduce the genre.

3 Genre features are listed and provide an on-going reference for teachers and students.

4 Step-by-step instruction enhances analysis of **Mentor Card** text with scripted prompts and text annotation suggestions.



INFORMATIVE LESSON PLAN

Text Type: Informative

Genre: Cause & Effect Essay

"The Great Pacific Garbage Patch"
Word Count: 384 • GRL 5 • LEX 920L

"All About Sleep"
Word Count: 383 • GRL 5 • LEX 960L

LESSON OBJECTIVES:
RI.4.5, RI.4.10, W.4.2, W.4.4, W.4.5

Study the Model

2 **Tap Prior Knowledge** (2–3 minutes)

Ask volunteers what they do when they leave home and they see that it is raining outside. (get an umbrella or wear a rain jacket) Help students understand that this is a cause-and-effect relationship: The cause is the rainy weather. The effect is bringing an umbrella or jacket. Explain that one structure writers can use when they write essays is to organize the details by cause-and-effect relationships.

3 **Teach the Genre** (3 minutes)

Display and discuss the following features of a cause-and-effect essay. Retain the list of features for students' reference.

- It has an organized structure that includes an introduction, body, and conclusion.
- The introduction presents the topic that the essay is about.
- The body includes facts, definitions, and details organized by cause and effect.
- The conclusion summarizes important ideas and gives the reader something to think about.

4 **Read and Analyze** (10 minutes)

Read the essay with students. Use the call-outs and the following suggestions to discuss the model's structure and features. Have students mark up the features on their cards as you identify them.

Paragraph 1

- Point to the introduction. **SAY:** *The first sentence gives the topic of the essay. What will this essay be about?* (the Great Pacific Garbage Patch)
- Explain that this is a cause-and-effect essay, so the essay will tell about events, or causes, and what effects they have on the garbage patch.

Paragraphs 2–4

- Draw attention to the heading. **SAY:** *The headings group information into sections. They tell what each section is about. Draw a dashed line under "How Was It Created?" and the other headings.*
- Discuss the organization of the body. **SAY:** *The middle paragraphs develop the topic with cause-and-effect relationships.*
- Draw attention to paragraph 3. **SAY:** *A cause is an event that makes something else happen. Underline the first sentence. The effect is what happens. Double underline "ends up as litter, in landfills, or dumped in the ocean."*
- **ASK:** *What other causes result in litter?* ("blown by the wind or washed," "from fishing gear and nets lost from fishing boats")
- Continue with paragraph 4. Work with students to identify causes and effects.

Paragraphs 5–8

- Guide students to identify a cause-and-effect relationship in paragraphs 5 and 6 and mark them. (cause: count to a trillion, effect: take 94,000 years; cause: sun and waves, effect: break down plastic)
- In paragraph 7, have students identify two effects of plastic in the ocean. (Animals mistake it for food and eat it; others get tangled in fishing nets.)
- Point to the conclusion. **SAY:** *The conclusion summarizes the important ideas from the essay. It leaves the reader with something to think about. Discuss how the conclusion restates the topic and provides additional information.*

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5

Mini-Lesson (5 minutes)

Linking Words and Phrases

- Explain that linking words and phrases help writing flow by showing how ideas, sentences, and paragraphs are related. Examples of cause-and-effect linking words and phrases include *because, as a result, therefore, since, and as a consequence.*
- Display Mentor Card “The Great Pacific Garbage Patch.” Direct attention to the phrase “As a result” in paragraph 3.
- **SAY:** *The phrase “as a result” connects a cause and an effect. Draw a wavy line under “as a result.”*
- **ASK:** *What is the cause? (Plastic does not get recycled.) What is the effect? (It ends up in landfills or the ocean.)*
- Ask students to identify linking words in paragraph 8 by drawing a wavy line underneath them. (*because, since*) Then have students explain the causes and effects that the linking words connect.

6

Student Practice

Distribute Practice Card “All About Sleep” and BLM 1. Have students work with a writing partner to read the essay and then follow the directions on BLM 1. Work with partners to guide their analysis of the text. Point out that the body is organized by cause-and-effect relationships. Help students identify linking words and phrases that connect causes and effects.

8



CONFERENCE

After students complete the Prewrite steps, have writing partners share their work on BLM 2. Work with students to develop or review their graphic organizers and help them focus their ideas. Suggest that they make sure each cause has at least one effect and each effect has a cause.

Write the Essay

Prewrite (5–10 minutes)

- Have students read the writing prompts on Practice Card “All About Sleep.” Guide them to identify the audience, the purpose, and form. Ask students to choose a topic.
- Distribute BLM 2. Have students use this graphic organizer to plan their essay. Explain that each body paragraph should include at least one cause-and-effect relationship. Allow students time to find additional information about their topic, as necessary.
- If students need additional support, model how to complete BLM 2 with details from the Mentor Card text.

7

Draft (5–10 minutes)

- Review the purpose and structure of a cause-and-effect essay.
- Guide students to use their completed graphic organizers on BLM 2 and feedback from the prewriting conference to begin their drafts.
- If students need additional support, suggest that they look back at the call-outs and markups on the Mentor Card.

Continue the Writing Process

Have students use pages 28–43 in the Student Resource Handbook to revise, edit, publish, and share their essays.

ELL Support: Academic Vocabulary

cause, effect: Use pictures to help students understand the terms.

Collect picture sets that show causes and effects and arrange them in a random order. Model how to identify a cause and effect. For example,

SAY: **Cause.** Hold up a picture of a pin touching a balloon. **Effect.** Hold up a picture of popped balloon.

Have students work together to identify cause and effect pairs, saying “cause” or “effect” for each picture.

5

Mini-Lessons target a language or reading skill specifically chosen for the genre. The Mini-Lesson may be taught at point of use with the **Mentor Cards** or later in support of students’ writing.

6

Student Practice: Read and mark up the **Practice Card**. Analyze the text using **BLM 1**.

7

Use the **Practice Card Prompts** to help determine students’ independent writing topic.

Guide the Prewriting and Drafting steps of the Writing Process with **BLM 2**, a **Graphic Organizer** for each Text Type.

8

Conferences are opportunities to work with students individually or in small groups to offer support and assess strengths and weaknesses.

9

ELL Support clarifies academic vocabulary associated with each genre.



Focus On: Blackline Masters

Information Text/Cause & Effect Essay/Grade 4

1

Students follow directions on **BLM 1** to analyze and mark up the Write-On/Wipe-Off Practice Card.

2

In addition to marking up the **Practice Card**, short-answer items call for written responses supported by evidence from the text. A mix of literal, inferential, and evaluative questions appear on each BLM.

3

Check students' responses against the Answer Key in the **Teacher Guide**.

4

Use the **Practice Card** markups and **BLM 1** to assess students' understanding of the genre.

1

BLM 1

"All About Sleep"

Name _____

Read Practice Card "All About Sleep." Then follow the directions below to mark it up.

- Reread paragraph 1. Underline the topic.
- Draw a star next to each heading. What is the purpose of the headings in this essay?

- Reread paragraph 2. Circle the causes. Double underline an arrow from each cause to its effect.
- In paragraph 3, which ideas does the linking word _____

- Reread the section "Good Habits Help You Sleep." Underline each habit that can result in better sleep.
- What information does the author include in the _____

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3

4

Answer Key
"All About Sleep"
BLM 1

- Underline "the benefits of getting a good night's sleep."
- Draw a star next to: "Sleep Helps You Stay Healthy," "Sleep Helps You Learn," "Sleep Helps You Grow," and "Good Habits Help You Sleep." Possible response: The headings tell what information is included in each section. They help readers easily find information.
- Circle "Sleep helps keep your immune system strong," draw a double line under "you'll get sick less often," and draw an arrow between them. Circle "People who get plenty of sleep," draw a double line under "less chance of getting heart disease, high blood pressure, and infections," and draw an arrow between them.
- Possible response: The word *because* links a cause and effect. It shows that "getting enough sleep" is a cause and "improve in sports, music, or anything else you want to do" is an effect.
- Draw a wavy line under: "go to bed early," "keeping a regular bed time," "keeping your bedroom dark, quiet, and comfortable," "avoiding screens near bed time," and "getting plenty of exercise."
- Possible response: The author summarizes the main points of the essay about the benefits of sleep and keeping good sleep habits.

76 Sundance Newbridge

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Cause-and-Effect Essay Chart

Name _____

Complete this graphic organizer to plan all the features of your cause-and-effect essay.

1. Introduction			
Topic:	Introduce the topic of your essay. Include facts, definitions, and details about the topic in the body. Organize details by cause and effect. Show how one event makes something else happen. Summarize the main points of your essay. Give the reader something to think about.		
2. Body			
A. Supporting paragraph:			
<table border="1"><tr><td>Cause</td><td>→</td><td>Effect</td></tr></table>		Cause	→
Cause	→	Effect	
B. Supporting paragraph:			
<table border="1"><tr><td>Cause</td><td>→</td><td>Effect</td></tr></table>	Cause	→	Effect
Cause	→	Effect	
C. Supporting paragraph:			
<table border="1"><tr><td>Cause</td><td>→</td><td>Effect</td></tr></table>	Cause	→	Effect
Cause	→	Effect	
3. Conclusion			
Summary:			
Closing:			

5

Graphic Organizers are genre specific with side column notes to guide students' writing.

6

Students complete the **Graphic Organizer** provided on **BLM 2** to plan their independent writing pieces. Each organizer is genre specific and mirrors the structure of the **Mentor and Practice cards**.

7

Side-column notes explain the parts of the **Graphic Organizer** and reinforce features of the genre to guide planning and writing of students' independent pieces.

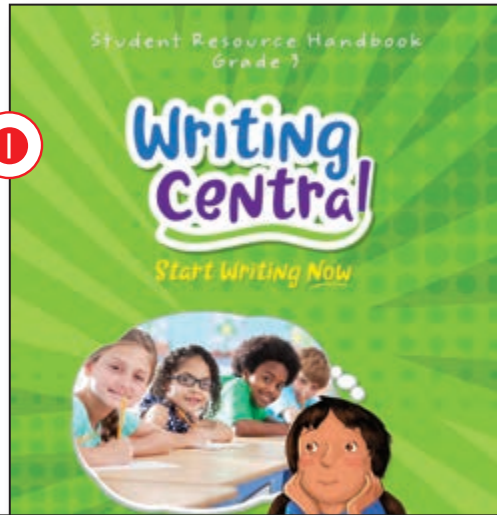


Focus On: Student Resource Handbook

Independent Writing/ Publish & Share/ Assessment

1

The **Student Resource Handbook** explains each step of the Writing Process and distinguishes between the steps used when writing Opinion and Informative Texts, (such as research and note-taking), from those of Narrative Texts (such as a character profile or setting description).



1

2

The Handbook is organized by the 3 Text Types.

Identify Your Task, Audience, and Purpose

Now ask yourself some questions about your task, audience, and purpose for writing. Write your ideas.

	Questions	Your Ideas
Task	What will you write? Will it be an essay, a letter, a brochure, or something else?	
Audience	Who will be reading your writing? Will it be your teacher, your classmates, the school principal, or someone else?	
Purpose	No matter what your topic is, the overall purpose of opinion writing is to share your claim, or point of view, and support it. What is your claim?	

Gather Facts and Evidence

Just because you have strong feelings about a topic doesn't mean that you know a lot about it. Opinion texts may involve research. Using facts to back up your reasons makes your claim strong.

But where to begin?

How do you know what kinds of facts you need? We started by filling out this chart. You can use it as a model for filling out your own chart.

Claim Cats are better pets than dogs.		
Reason	Where to Look for Facts/Evidence	Facts/Evidence You Found
Cats are easier to care for than dogs.	books and websites about caring for cats and dogs	Cats use a litter box. You don't have to time to walk them. (source: Cat Care website: www.catcare.com)

Peer Conferencing Checklist—Opinion Texts

Questions	Ideas for Revision
How does the introduction grab the reader's attention?	
Is the claim described briefly and clearly?	
How well does the writing explain the main reasons and evidence for the claim?	
How well is the information organized?	
Does each paragraph have one main reason followed by facts and evidence that support it?	
Does the writing connect opinions, reasons, and evidence by using linking words such as because and for example?	
Does the writing use transition words to move smoothly from one paragraph to the next?	
Does the conclusion restate the opinion and sum up the main reasons for it?	
How does the conclusion include some detail to leave in readers' minds?	

3

3

Specific tasks within each Writing Process step are supported with questions to think about while planning and writing. Checklists assist students in self-monitoring their work.

4

Peer conferencing checklists for each Text Type target specific features and help students focus their discussion and feedback.

4

5

Signal Words and Sample Language

Persuasive Language

When you want to convince someone of an opinion or claim, use persuasive language.

Examples:

I think . . .	in my opinion . . .	I encourage you to . . .
I feel . . .	You should . . .	Think about . . .
I believe . . .	I recommend . . .	

Signal and Linking Words

Use signal and linking words to connect ideas. These words show how ideas are related. Some words show cause-and-effect relationships. Others link an opinion with a reason or a reason with an example.

Examples:

as a result	for example	since	in addition
because	therefore	finally	

Emotive Language

Using strong verbs and adjectives can help you get your point across. By opposing to readers' feelings, you can strengthen your opinion or claim. Replace weak verbs and adjectives with stronger ones when you revise and edit your writing.

Examples:

pleasant	amazing	overwhelming	uplifting
ecstatic	delicious	discouraging	enthusiasm
vivid	brittle		

5

Explanations of literary terms such as lists of signal words, sample language, and sentence starters, assist students in their writing.

6

Students can use the additional passages provided in the **Handbook** for genres that require a literary source, such as a *Response to Literature*, *Retelling a Fable*, and *Writing a Story Continuation*.

Opinion: Response to Literature

Mystery Marks

1 "This way, Jenna!" Ethan called to his big sister as he ran down the path. The two were spending the day in New York's Central Park, and Ethan couldn't wait to ride the carousel.

2 He paused at a statue of a sled dog to wait for Jenna. While he waited, he noticed a strange pattern on the trunk of a nearby tree.

3 "Hey, Jenna," he said, pointing, "what's that?"

4 Jenna glanced at the pattern of little boxes, which were neatly arranged in a grid. The grid looked like an apartment building at night, its rooms aglow with light.

5 "I have no idea," said Jenna. "Come on, let's get in line!"

6 Ethan thought about the pattern as he rode the carousel. As soon as it stopped, he hopped off, then he dashed back to the tree.

7 "It's so weird. Who would climb halfway up a tree to make that?"

8 "It is weird," Jenna agreed, grabbing his hand and yanking him toward her. "Come on, let's go to the zoo now."



66

6

9 Along the way, Ethan spotted another tree with a grid of dots.

10 At the zoo, Ethan liked visiting the penguins, polar bears, and other animals. But he couldn't stop looking up into trees to see "what to get hot dogs?" asked Jenna as they left the zoo.

11 "Not right now," said Ethan. "I want to track down who's making those mysterious marks!"


12 Ethan led Jenna on a long walk, zig-zagging through the gardens. Jenna kept an eye on the path while Ethan peered up into trees.

13 Then Ethan grabbed Jenna's arm and hissed, "Stop! Look up!"

14 High up in a tree, a brightly colored bird pecked at the bark. It slung up sticky sap that oozed from the holes.

15 "Mystery solved," said Jenna.

16 Ethan grinned at her. "Oh, I'm ready for that hot dog now, if you are!"



67

Writing Central

GRADES 3-5



Each Grade-Level Kit contains:
12 Mentor Passages (15 each), 12 Practice Cards (30 each),
1 Teacher Guide/Blackline Masters Book,
Student Resource Handbook (25 each),
30 Markers, 3 Text Type Storage Boxes

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