

Brandon Valley School District  
District Learning Plan  
March 30 - April 3, 2020

Grade 5 ELA



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Unit 5.6: Mysteries!

SUBJECT/GRADE: ELA/5th

DATES: March 30 - April 3



<p>What do students need to do?  <a href="#"><u>PART ONE link to BV instructional video for week of March 30 - April 3, 2020</u></a>   <a href="#"><u>PART TWO link to BV instructional video for week of March 30- April 3, 2020</u></a></p>	<ul style="list-style-type: none"> <li>● Monday (3/30)                             <ul style="list-style-type: none"> <li>○ Complete Skill Assessment: <a href="https://quizizz.com/join?gc=747517">quizizz.com/join?gc=747517</a> OR on paper copy below. Please write your first and last name and team color on your quiz or paper.</li> <li>○ Complete WS 299 on Cause and Effect</li> </ul> </li> <li>● Tuesday (3/31)                             <ul style="list-style-type: none"> <li>○ Read “On the Hunt” on pages 304-305</li> <li>○ Answer text-based questions on WS 304-305</li> <li>○ Complete WS 297 on Author’s Purpose</li> </ul> </li> <li>● Wednesday (4/1)                             <ul style="list-style-type: none"> <li>○ Complete Mystery Story Outline</li> <li>○ Begin Introduction +1 body paragraph</li> </ul> </li> <li>● Thursday (4/2)                             <ul style="list-style-type: none"> <li>○ Continue working on Mystery Story</li> <li>○ Write 2 body paragraphs</li> </ul> </li> <li>● Friday (4/3)                             <ul style="list-style-type: none"> <li>○ Finish Mystery Story conclusion paragraph</li> <li>○ Revise and edit your Mystery Story using Revising/Editing Checklist</li> </ul> </li> </ul>
<p>What do students need to bring back to school?</p>	<ul style="list-style-type: none"> <li>● Skill Assessment</li> <li>● Cause and Effect: WS 299</li> <li>● Author’s Purpose: WS 297</li> <li>● Mystery Story Outline + Final Draft</li> </ul>
<p>What standards do the lessons cover?</p>	<p><b>5.RL.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>5.RL.5:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>5.RL.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><b>5.W.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.</p> <p><b>5.L.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p><b>Resources You Need:</b></p> <ul style="list-style-type: none"> <li>● Skill Assessment</li> <li>● “On the Hunt” Text: WS 304-305</li> <li>● Cause and Effect: WS 299</li> <li>● Author’s Purpose: WS 297</li> <li>● Mystery Story Outline</li> </ul>

	<ul style="list-style-type: none"> <li>● Mystery Story Final Draft</li> </ul>
<p>What can students do if they finish early?</p>	<ol style="list-style-type: none"> <li>1. State Testing Practice: <a href="https://sd.portal.airast.org/training-tests.stml">https://sd.portal.airast.org/training-tests.stml</a></li> <li>2. Independent Reading: Read Your AR book for 20 minutes.</li> <li>3. Storyline Online: <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></li> <li>4. Open Library: <a href="https://openlibrary.org/">https://openlibrary.org/</a></li> </ol>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Valley Intermediate School</b>  <b>Principal-</b> Mr. Skibsted- <a href="mailto:Nick.Skibsted@k12.sd.us">Nick.Skibsted@k12.sd.us</a>  <b>Assistant Principal-</b> Mr. Pearson- <a href="mailto:Rick.Pearson@k12.sd.us">Rick.Pearson@k12.sd.us</a>  <b>ELA Teachers:</b>  Ms. Relf- <a href="mailto:Baylee.Relf@k12.sd.us">Baylee.Relf@k12.sd.us</a> (white team)  Mr. Carroll- <a href="mailto:Aaron.Carroll@k12.sd.us">Aaron.Carroll@k12.sd.us</a> (red team)  Mrs. Klumper- <a href="mailto:Abby.Klumper@k12.sd.us">Abby.Klumper@k12.sd.us</a> (silver team)  Mrs. Block- <a href="mailto:Lindsey.Block@k12.sd.us">Lindsey.Block@k12.sd.us</a> (blue team)</p>
<p><b>Notes:</b></p> <p>You may submit your Mystery Story to your ELA teacher through Google Documents (Classroom) or turn in a paper copy at the school with your other work. We will accept either method. Please be sure to revise and edit your work carefully using the checklist we included. Please email if you have any questions--we would love to help!</p>	

***Instructional materials are posted below (if applicable)***

*Brandon Valley School District*



NAME : \_\_\_\_\_

CLASS : \_\_\_\_\_

DATE : \_\_\_\_\_

## ELA Assessment 3/30

30 Questions

1. What is a generalization?

- a) A fact
- b) An opinion
- c) A broad statement about a subject based on information, observations, and experiences.
- d) What a passage is mostly about

2. Which of these sentences support the generalization that most dogs love to play at dog parks because they love to run around *without* a leash?

- a) My neighbor's dog hates his leash and loves to go to the dog park.
- b) Dogs that play without their leashes are likely to get lost.

3. The lunchroom workers have noticed that when they serve green beans, the green beans often remain uneaten. When they serve carrots, however, most carrots are gone when the students return their lunch trays.

Which of the following statements is a generalization?

- a) Carrots are a vegetable
- b) More kids at this school eat carrots than green beans
- c) Most kids don't like green beans.

4. The creature was enormous! The way it was gracefully gliding through the water was spectacular. Although it wasn't a mammal to fear, it wouldn't be a good idea to swim near it because of its size.

The animal is most likely:

- a) a shark
- b) a whale
- c) a starfish

5. Jim's finger hurt after he climbed the wooden fence. He could see the source of the pain, but couldn't fix it on his own. He would have to get his dad to help him.

Jim probably\_\_

- a) has a splinter from the fence
- b) broke his finger
- c) burned his finger

6. Margaret looked around in the dim light. Everything was covered in dust. It took awhile, but she finally found a box labeled "photos". She carried the box downstairs to her grandma, who was waiting in the kitchen.

Where did Margaret find the photos?

- a) basement  b) attic  
 c) garage  d) storage building

7. What does it mean to draw a conclusion?

- a) To take a random guess at something.  b) A decision based on evidence and detail from a source, as well as your own personal experience.  
 c) To draw a good guess based on the mood that you are in that day.  d) To base a good guess on your own personal experience.

8. Christmas is the best holiday of the year.

- a) fact  b) opinion

9. Valentine's Day is in February.

- a) fact  b) opinion

10. Fact or Opinion

Soccer is a difficult game to play.

- a) Fact  b) Opinion

11. The flag is sometimes called Old Glory, the Stars and Stripes, or the Star-Spangled Banner.

- a) Fact  b) Opinion

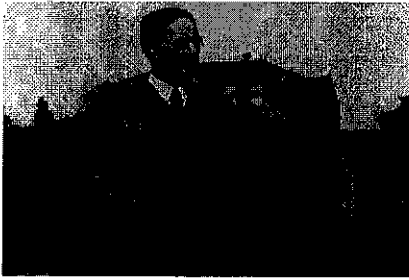
12. A fact is a statement that is true and can be verified objectively, or proven.

- a) True  b) False

13. An opinion, however, is a statement that holds an element of belief; it tells how someone feels.

- a) True  b) False

14.



IDENTIFY THE MAIN IDEA Sometime in December of 1891, Dr. James Naismith was teaching gym at the YMCA College in Springfield, Massachusetts. It was raining, and Dr. Naismith was trying to keep his students active. He wanted them playing a rough game that would keep them moving. He didn't like a few ideas that were too rough. Then Naismith had his breakthrough. He wrote out the rules for a game with peach baskets fixed to ten-foot elevated tracks. Naismith's students played against one another, passing the ball around and shooting it into the peach baskets. Dribbling wasn't a part of the original game. Also it took a while to realize that the game would run more smoothly if the bottoms of the baskets were removed. But this game grew to be one of the most popular sports in America today. Can you guess which one?

- a) The most popular sport in America
- b) Dr. James Naismith's career in teaching
- c) The invention of Basketball
- d) How to get students active

15.



IDENTIFY THE MAIN IDEA Before you put on that skeleton costume and rove door-to-door pandering for candy, take a minute to reflect on this tradition. Halloween is believed to have come from an ancient Celtic festival dating back some 2,000 years. November 1st was the Celtic New Year and marked the end of summer to the Celts. They celebrated on its eve by wearing costumes made of animal skins and dancing around bon fires. Over the next two millennia, this primitive celebration grew to be the candy fueled costume ball that we know today.

- a) The origins of Halloween
- b) The New Celtic Year
- c) Primitive traditions
- d) Why the skeleton costume is the best for Halloween

16. Seated on his throne, King Midas wore a golden crown. He had golden rings on each finger and held a golden scepter. His vest was embroidered with golden thread and even his shoes had golden ornaments. He had a golden box filled with gold coins. He named his daughter Marigold. What is the main idea of this paragraph?

- a) King Midas loved gold.
- b) King Midas sold lots of gold.
- c) King Midas had a heart of gold.
- d) King Midas hated gold.

17. What is the main idea?

- a) Its the authors point of view
- b) Is what the passage is mostly about
- c) It is the sequence of the story.

18. What are examples of graphic sources?

- a) maps
- b) charts
- c) timelines
- d) pictures
- e) all of the above

19. What are graphic sources for?

- a) to help you understand more about what is being read
- b) to grab your attention
- c) to show you pictures

20.

Animals	Daily Hours of Sleep
Brown Bat	20
Squirrel	15
Lion	13.5
Cat	12
Dog	10.5
Chimpanzee	9.5
Guppy (fish)	7
Asianic Elephant	4
Horse	3
Giraffe	2

From the chart which animal gets the least amount of sleep during the day

- a) Brown Bats
- b) Giraffe
- c) Dog
- d) Cat

21. The message or lesson that the author wants you to learn from the story is called the

- a) thesis
- b) summary
- c) theme
- d) plot

22. Lucy is a superhero. There is an evil villain approaching Lucy's small-town of Gray. Lucy hears of this news, and she instantly begins training so she can defeat him. What theme can we take away from this summary of a story?

- a) Friendship is important.
- b) Treat others how you would like to be treated.
- c) You must work hard to reach your goals.

23. There was a ragged old woman following behind me as I walked down each aisle. She had a strange look on her face, as her missing teeth distorted her smile. I rushed to try to avoid her, as I was a little nervous about what she might do. Come to find out, I dropped some money and she was trying to return it to me.

- a) Old people are always mean
- b) don't judge a book by its cover
- c) you should be aware of others
- d) it takes courage to stand up to bullies

24. "You can do it!" shouted her father, as he pushed Chloe and let go. She was going on her own, but suddenly fell. She cried, but said, "Again, daddy!" This time she went farther but fell into the ditch. A few moments later, she was riding down the street, smiling from ear to ear.

- a) you should sacrifice for others
- b) your family will do anything for you
- c) when you are greedy, you will fall down
- d) you should never give up

25. Jaki is a wonderful piano player. But Emily is more VERSATILE; she sings, acts, paints and writes poetry, and also plays the piano. What does the word VERSATILE mean?

- a) many abilities  b) boring  
 c) not skilled  d) exciting

26. Animals live in DIVERSE and varied communities. What is the meaning of the word DIVERSE?

- a) very different  b) the same  
 c) weird  d) muggy

27. Tristin couldn't see the school building; it was SHROUDED by smoke and dust." What does the word SHROUDED mean?

- a) Covered  b) ruined  
 c) bounced  d) invisible

28. Julie and Stewart are brother and sister. One afternoon, their mother had to go to a business meeting. Julie looked after Stewart. They had a fun afternoon in the park. When their mother came home, Stewart said, "I'm glad that Julie is my sister."

What happened right before Julie and Stewart went to the park?

- a) Mother came home  b) Julie looked after Stewart.  
 c) Stewart told his mom he was glad Julie is his sister.  d) Mom went to a business meeting.

29. It was spring. Cathy decided to plant seeds in her garden. First, she planted the seeds. Then, she watered them everyday. Soon the seeds grew into beautiful flowers.

What happened right before she watered the plants?

- a) She decided to start a garden.  b) It was spring.  
 c) The seeds grew into flowers.  d) She planted seeds.

30. Jerry went fishing with his father. They left early in the morning. When they got to the lake, Jerry put a worm on his fishing hook. He threw the hook into the water. Jerry was so excited that he caught the biggest fish.

What happened right after they got to the lake?

- a) Jerry put a worm on his hook.  b) Jerry and his father went fishing.  
 c) Jerry threw the hook into the water.  d) Jerry caught the biggest fish.



Name \_\_\_\_\_

## Cause and Effect

- A **cause** is why something happens, and an **effect** is what happens. Sometimes an effect may have more than one cause, and a cause may have more than one effect.

**Practice** Read the story and then answer the questions below.

Last Thursday, Hector woke up late. He was supposed to get up at 6:45 but didn't get out of bed until 7:15. Because he left his house late, Hector missed the school bus. As a result, Hector's father had

to drive him to school. When he arrived at school, class had already started. Hector's teacher looked up from writing on the board and asked, "Did you oversleep again, Hector?"

1. What caused Hector to miss the bus?

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2. Why did Hector get a ride from his father to school?

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3. What is a possible cause of why Hector woke up late?

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4. In this example, were there multiple causes, multiple effects or both?

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5. What is another possible effect of Hector waking up late?

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**On Your Own** Use what you know about cause and effect as you read "On the Hunt." Make a list showing examples of causes and effects in the story.



**Home Activity** Your child reviewed how to determine cause and effect. Make a list of things your child does every day. Ask him or her to list the effect of each of these activities.

Name \_\_\_\_\_

### On the Hunt

**Character/Plot** What is the problem in the story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Unfamiliar Words**

Find the word *eagerly* in the first paragraph and circle it. Define this word. What context clues can help you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cause and Effect**

What caused the shouts and cheering in paragraph 2?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The gym was full of excitement as the fifth-grade school scavenger hunt was about to start. Deval, Sofia, and Evan chattered together eagerly as the sky grew dark outside. They were determined to win the scavenger hunt and the prize of the free movie passes.

When all of the kids had settled down, Principal Taylor began to speak. "Good evening, everyone," she said. "I know you're all eager to begin, so I'll make this introduction quick. Your teachers and I will soon be passing out the list of scavenger hunt questions. First team to answer all of the questions correctly wins the prize! When the game is over, we'll finish the evening with a pizza party here in the gym." At the end of this announcement, the entire fifth grade erupted in shouts and cheering.

Papers were quickly handed out, and the teams plunged into action. Deval, Sofia, and Evan high-fived and ran to their starting location: Ms. Kyle's first-grade classroom. Evan looked at the paper and read clue number one aloud. "My name is Ted. I like to rhyme. I wrote *Green Eggs* in little time."

"Green eggs?" asked Deval. "Sounds pretty gross, if you ask me."

Sofia thought for a moment and ran over to the bookshelf. "Maybe the clue means *Green Eggs and Ham*. You know—the book by Dr. Seuss." She found a copy of the story and opened the front cover. Lying inside was a little note. *Congratulations, super sleuth!* it read. *You've answered the first question. Ted Geisel, otherwise known as Dr. Seuss, was the writer of Green Eggs and Ham. Now head to the library where you'll find the answer to question two.*

"Nice!" Deval said to Sofia. Then the group bolted to the library, and Evan read the next clue.

"According to this book, yesterday always follows today."

"What could that possibly mean?" Sofia pondered. All of the kids scratched their heads and waited for a burst of inspiration. Deval began pacing through the aisles, skimming the library titles as he went. The scavenger clue didn't seem to make any sense.

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Name \_\_\_\_\_

Evan peered into a heavy reference book that was sitting on a podium. "Hey, check it out—Dr. Seuss's name is listed in the dictionary!"

"Wait a second!" Deval shouted. "That's it! When you look up something in a dictionary, *yesterday* comes after *today*. Alphabetical order!" He raced over to where Evan was standing and lifted the front cover of the dictionary. Sure enough, another slip of paper was waiting for them there. *You know your ABCs, detective! Now head to the main office where the answer to your last clue awaits.*

"I can almost feel those movie tickets in my hand right now," Sofia said. Quickly, the team abandoned the library and took off for the main office.

They slowed their steps as they got near Principal Taylor's doorway. "This place gives me the creeps," Evan said.

"That's because the only time you're ever here is when you've gotten in trouble."

"Teachers shouldn't blame me for talking in class all of the time!" Evan said. "I can't help it. Everyone in my family talks—just look at my parents, and my sisters, and my auntie, and my dog—"

"Later," Sofia said. "We don't have the time. Deval, what's the last clue?"

Deval looked at the paper and read, "You'd think my name would mean 'I sew,' but actually I run the show."

"Oh, that's an easy one!" Evan said.

Sofia and Deval stared in disbelief. "Easy?" they asked. "So what's the answer?"

"Principal Taylor, of course," Evan said. "Get it? Taylor? Tailor?"

Sofia and Evan laughed hysterically. "Who knew your spectacular feat of genius would be inspired by all your visits to the office!" Sofia said. Then all three of them ran to find their principal.

Principal Taylor smiled at the kids when they arrived. "Looks like you've solved my little puzzle," she said.

"And just in time for dinner," Sofia replied. "I'm starving for some pizza!"

**Cause and Effect** What effect does going to the principal's office have on Evan?

\_\_\_\_\_

\_\_\_\_\_

**Character/Plot** Underline two sentences on this page that help you to understand Evan's personality.

**Greek and Latin Roots** The Latin root *spec-* means "look or see." How does this root help you to understand the meaning of *spectacular*?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child read a selection and used comprehension and vocabulary skills from Unit 5. Have your child retell the selection, focusing on the sequence of events in the plot.

Name \_\_\_\_\_

## Author's Purpose

- The **author's purpose** is the reason the author writes a story. Authors can write to inform, persuade, entertain, and express themselves.

### Local student is a fine example to others

Jamal Williams, a student at Centerville Middle School, is an outstanding example of how hard work leads to success. Once a D student, Jamal recently earned all As in his classes. Was this remarkable accomplishment due to some educational video? No, says the young man, it was just deciding he wanted to do better and figuring out how to reach that goal....

**Practice** Read the article and answer the questions below.

1. Why was the article about Jamal written?

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2. What does the article's author think of Jamal?

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3. Which words helped you identify how the author felt?

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4. What was Jamal's 'remarkable accomplishment'?

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**On Your Own** Use what you know about author's purpose as you read "Diamond Discoveries." Write about the author's purpose in this passage. Did the author succeed?



# MYSTERY PAPER

Once students have completed the plan for their mystery, they will begin writing it in the form of a story. Your story needs to be **AT LEAST FIVE PARAGRAPHS** long. Make sure your story includes a clear beginning, middle, and end. You will be graded on the six writing traits. A rubric is attached to show you how we will be assessing these mysterious papers!

## Paragraph 1: Introduction paragraph

In this section, the characters are introduced and the reader learns the mystery. Introduce the setting. Make sure to be very descriptive when describing the main characters and setting. Use your imagery/adjectives! Set your story up and don't forget to draw your reader in! Build the tension/suspense!

## Paragraph 2-4: Supporting paragraphs

In this section, your mystery builds. Describe scenes that lead up to the climax of your story. Get creative!!! Use your organizer you completed to assist and to review the sequence of events, the main suspects, and the clues you decided to include in their story. Keep building the suspense!!!

## Paragraph 5: Concluding paragraph

In this section, the mystery is solved. Make sure to include some evidence in this section to how the mystery got solved. (Who was involved, what their motive was, etc...) Wrap up the story! Bring closure and make it a jaw dropping ending!!!

## When you are writing.....remember great paragraph rules!

- \_\_\_ VARY BEGINNINGS (use your transition words). Do not begin with And or So or Because!!!
  - \_\_\_ ADD IMAGERY/ADJECTIVES (spice up your nouns). Paint a picture for your reader! Not just a dog but what kind of dog??
  - \_\_\_ DO NOT USE THE WORDS STUFF/THINGS
  - \_\_\_ ELIMINATE BORING WORDS (don't say good or big all the time. Use gigantic or awesome)
  - \_\_\_ VARY SENTENCE LENGTHS (no short and choppy sentences!) Aim for 7
  - \_\_\_ MAIN TOPIC to each paragraph
  - \_\_\_ MAKE IT INTERESTING (don't make us yawn!)
  - \_\_\_ Add VOICE! Set the tone of your paper.
  - \_\_\_ At least 5 complete sentences.
  - \_\_\_ Look your paper over for mistakes! Capitalizations, spelling, punctuations, etc...
  - \_\_\_ If you use dialogue, make sure to indent every time a new person speaks! Don't have your whole paper be dialogue. We want a story not a conversation.
- Introduction paragraph -Draw the reader in
  - Body paragraphs- Give details. Support! At least 3
  - Conclusion- Wrap up your paper. The finale! Make the reader remember your paper.

	<b>Super Sleuth (3 pts) Outstanding</b>	<b>Daring Detective (2 pts) Strong</b>	<b>Interesting Investigator (1 pt) Adequate</b>
<b>Ideas &amp; Content</b>	Well stated mystery. Strong evidence of characters, plot, clues, distractions, and a conclusion	Good set up of mystery; Evidence of characters, plot, clues that can be followed in sequence to a solution	Mystery semi-defined. Use of characters, plot, clues, and some ability of creating a mystery and solving it.
<b>Organization</b>	Use of a plan with an effective beginning, middle, and ending; good flow of ideas from beginning to end. 5 paragraphs	Has a good beginning, middle, and end section; details are sequential as appropriate; mystery can be solved with clues. 4 paragraphs.	Attempts beginning, middle and end section; some order of clues in sequence order. 3 or fewer paragraphs.
<b>Voice</b>	Draws the reader in. Uses emotion through their words and paints a picture for the reader. Has a mystery feel.	Signs of emotion throughout. Written in own words. Some signs of imagery and excitement for visualization.	No emotion. Sentences written that don't bring the story to life.
<b>Word Choice</b>	Strong words. Words have clear meaning. Catches reader's attention. Great adjectives. Nouns are interesting and exciting.	Repeats a few of the nouns. Some phrases with little clarity. Some nouns don't have their "dancing partner" (adjective).	No adjectives. Words don't have a clear message/meaning. Uninspiring nouns.
<b>Sentence Structure</b>	It flows smoothly throughout the paper. Sentences are varied in lengths. Sentence beginnings are varied. Uses transitions.	Attempts to transition between paragraphs. Some beginnings are repeated. Few instances of short, choppy sentences in paragraphs.	Hardly any transition between paragraphs. Sentences are short; don't vary. No flow from one sentence to the next.
<b>Writing Conventions (mechanics)</b>	Correct spelling, grammar, and punctuation; complete sentences; correct use of capitalization	Few spelling and grammar errors; correct punctuation; complete sentences	Some spelling and grammar errors; most sentences have punctuation and are complete; uses upper and lower case.

Mystery Story -Title \_\_\_\_\_ Name \_\_\_\_\_

CHARACTERS:	1. 2. 3.
SETTING:	
PUZZLING EVENT:	
PLOT: Beginning	1. 2. 3. 4.
Middle	1. 2. 3. 4.
End	1. 2.

# Revising/Editing Checklist

**Directions:** Review the ROUGH DRAFT of your Mystery Story using the list of revisions and edits below.

**Name:**

**Period:**

Revision/Edit	Check When Complete
1. I read my story to myself to be sure all parts make sense.	
2. My story includes a title that captures the reader's attention and includes all elements from my outline.	
3. I indented each paragraph. <u>Draw an arrow to show the space you used to indent.</u>	
4. Each sentence starts with a capital letter. <u>Circle all capital letters.</u>	
5. I use capital letters for proper nouns AND any time I use "I". <u>Circle all capital letters used for proper nouns.</u>	
6. I include proper punctuation at the end of each sentence. <u>Highlight each punctuation mark.</u>	
7. I use quotation marks to show when characters are talking to one another. <u>Highlight all quotation marks.</u>	
8. I spell all words correctly. <u>Cross out any misspelled words and make the correction above.</u>	
10. Use this space to make a list of other revisions/edits you can make to your Mystery Story!	