

MAY 4TH

Day 1

Dylan never listened to what his teacher had to say. He disrupted class so much that he was moved to a desk in the back of the classroom and was completely sequestered from everyone else in the class. Of course, this didn't stop Dylan from continuing to distract his teacher and classmates. His favorite thing to do was lean back and balance on the back two legs of his chair. His teacher constantly told him to stop, and while he would stop briefly when his teacher asked, within a few minutes he was always back at it again. Finally, his teacher gave up and refused to say anything when he would recline backward. It wasn't too long afterwards that his balance gave out and he fell to the ground in the middle of class.

1. What is another word for sequestered?

- a. isolated
- b. included
- c. distracted

2. What word or words helped you determine the answer to # 1?

3. What is the theme of today's passage?

4. Underline evidence in the story that shows the development of the theme.

Day 2

Tyrone really did not want to sign up for Advanced Chemistry, but his dad made him. He'd heard some of his friends carp about how difficult the class was, and he didn't think he would do well. He was also concerned because he had made the A honor roll for the past few years and he didn't want to ruin his streak. He didn't really understand the homework, but underestimated how far behind he was until he got his first quiz back. The teacher offered tutoring to do corrections, so Tyrone stayed. He learned so much from his first tutoring session that he stayed for every session his teacher offered after that. He worked hard on his homework every night and made sure to ask questions in class. He brought his grade back up to an A. Tyrone would roll his eyes when all of his friends would complain about how it was unfair that Tyrone was naturally so good at chemistry.

1. What is another word for carp?

- a. brag
- b. complain
- c. joke

2. What word or words helped you determine the answer to # 1?

3. What is the theme of today's passage?

4. Underline evidence in the story that shows the development of the theme.

Day 3

Samantha and Savannah's mom came home later than usual. Earlier, Samantha had sent her mom a message grousing about being hungry. Savannah decided to go ahead and get started on dinner so it would be ready by the time their mom got home. When their mom arrived, Samantha had already eaten and was busy playing on her phone while Savannah talked to her mom and asked her how her day went. Afterwards, when Samantha was asked to clean up she pretended like she didn't hear anything. Savannah told her mom to relax and cleaned up after she had already cooked. A few hours later both sisters were invited to a party. Savannah asked first and her mom told her that she could go. When Samantha asked if she could go, her mother simply acted like she hadn't heard her.

1. What is another word for grousing?

- a. telling
- b. complaining
- c. screaming

2. What word or words helped you determine the answer to # 1?

3. What is the theme of today's passage?

4. Underline evidence in the story that shows the development of the theme.

Day 4

Evie did not want to go babysit. She had promised her neighbor last week that she could watch the twins today, but all she wanted to do was watch movies and chat with her friends. She contemplated telling her neighbor she was sick but didn't because she didn't want to cancel at the last minute. She was in a bad mood when she got to her neighbor's house, but the kids were so excited to see Evie that she quickly perked up. Her neighbor had bought all of her favorite snacks and Evie really enjoyed getting to watch movies and play make believe with the twins. She couldn't believe she had almost canceled because she was having such a great time. When her neighbor got home, she gave Evie a \$40 bonus for babysitting on a Saturday night.

1. What is another word for contemplated?

- a. wanted
- b. decided
- c. considered

2. What word or words helped you determine the answer to # 1?

3. What is the theme of today's passage?

4. Underline evidence in the story that shows the development of the theme.

Day 5

Carrie was very competitive and hated losing. She loved playing all sports but was especially good at soccer. Her team had enjoyed a long winning streak and had a chance to be the conference champions. The semifinal match had been extremely close and Carrie was nervous towards the end of the game. Carrie lost control of herself when her teammate scored the winning goal. She ran to hug her teammates and then started screaming at the losing team. She refused to shake hands with any of the other players and kept calling them losers. A couple of her friends admonished her rude behavior, but she ignored them and continued saying inappropriate things to the other team.

The next week, Carrie's team played in the final match. Carrie's team started strong, but it became clear that they could not keep up with the other team. The score seemed hopeless halfway through and soon the players on the other team began calling them losers and other tactless names. When the match finally ended, the opposing team's insults became even worse. Her teammates shrugged it off, but Carrie was furious about the disrespect she was encountering. She tried to complain to her coach but he was busy talking to parents. When Carrie went up to her friends to complain about the other team they completely ignored her.

1. What is the meaning of admonished as it is used in the passage?

- a. praised
- b. bragged
- c. scolded

2. What is the meaning of tactless as it is used in the passage?

- a. rude
- b. polite
- c. athletic

3. Underline the word or words that helped you determine the answer to 1 & 2.

4. What is the theme of today's passage?

5. Write a summary of today's passage.

Answer Key

Day 1

1. a
2. Answers will vary.
3. Answers will vary but potential answers include: sometimes people tell you not to do something for a reason.
4. Answers will vary.

Day 2

1. b
2. Answers will vary.
3. Answers will vary but potential answers include: you should take advantage of opportunities to help yourself.
4. Answers will vary.

Day 3

1. b
2. Answers will vary.
3. Answers will vary but potential answers include: if you are good to people then they will be good to you.
4. Answers will vary.

Day 4

1. c
2. Answers will vary.
3. Answers will vary but potential answers include: doing the right thing often pays off.
4. Answers will vary.

Day 5

1. c
2. a
3. Answers will vary.
4. Answers will vary but potential answers include: what goes around comes around.
5. Answers will vary.

DIGITAL *Journal*

Write about a recent
conflict you had.

Today I feel...

Today I am thankful for...

My goal for today is...

Today's

Lined writing area for journaling.

MAY 5TH



UNBREAKABLE: The Navajo Code Talkers

How did the United States and the Allies conquer the enemy in World War II? You probably know about the D-Day invasion on the coast of Normandy, and you've likely learned about the atomic bomb. But what about the Navajo Code Talkers?

The United States developed many complex strategies during World War II in the 1940s. One of those strategies was the use of the Navajo Code Talkers. They were credited for success in difficult battles, including Iwo Jima, an intense battle between the U.S. Marines and the Imperial Japanese Army. "They sent and received over 800 messages without an error. Were it not for the Navajo Code Talkers, the Marines never would have taken Iwo Jima," said Fifth Marine Division Signal Officer Major Howard Conner.



Navajo recruits had to be between 16 and 35 years of age. Since there were no birth records available, many lied about their age.

A Promising Idea

After Japan bombed Pearl Harbor on December 7, 1941, the United States entered World War II. Secret forms of communication were crucial, but it was very difficult to find a code that could not be cracked by the skilled Japanese **cryptographers**, those who code and decode messages.

Philip Johnston, a civil engineer from Los Angeles and a World War I veteran, had an idea. He remembered that Native Americans had been used as code talkers in World War I. Having grown up on a Navajo reservation himself, he thought that the military should base a secret code on the Navajo language.

In 1942, the Navajo language was nearly obsolete. That means very few people still spoke it. Navajo was not a written language, and schools did not allow students to speak it. In addition, it was a very complex language with peculiar, unfamiliar sounds. One word in Navajo could mean four different things depending on the way it was said.

Johnston felt certain it could work. He traveled to the U.S. Marine Corps Camp Elliot near San Diego, California. In a meeting with Signal Corp Communications Officer Lieutenant Colonel James E. Jones, Philip Johnston convinced him to use his idea.

The New Navajo Plan

The U.S. Marines began recruiting Navajo quickly. Many had never even left the reservation. Twenty-nine Navajo were recruited and trained at Camp Elliot as United States Marines. They worked to create more than 200 new Navajo words for military terms and memorized them. They also devised a 26-letter alphabet to code. Using translations of simple English words, they assigned Navajo words to each letter of the alphabet. With this new code, the Navajo could transmit messages in seconds. This was a huge improvement over the 30 minutes normally required for the machines at the time.

Code Talkers were given messages in English. They would translate the message to Navajo code and quickly send it on to another Navajo to receive the message. It would be written down in English and recorded. Now, the original message could be passed on to those who needed it. "The commanding officer, they give you a message that's written. It's just short talking about how much ammunition and certain map area that Marines are getting killed. They need more machine gun ammunition. You translate that as small as you can," said John Brown, Jr., Navajo Code Talker, in a 2004 interview.

Decode this message:

Gloe-ih Dzeh Be Dzeh Mosai Ne-ahs-jah Be Dzeh Be.

Navajo Code Talkers' Alphabet

Letter	Navajo Word	English
C	Mosai	<u>C</u> at
D	Be	<u>D</u> eer
E	Dzeh	<u>E</u> lk
O	Ne-ahs-jah	<u>O</u> wl
W	Gloe-ih	<u>W</u> easel



Navajo Talkers in the Bougainville operation in December 1943. (USMC official photo)

Once in battle, the Code Talkers found themselves in very serious situations. In the middle of the battlefield, their messages could be the difference between winning and losing a battle. They also affected how many lives were lost.

Unbreakable

The Navajo Code Talkers and the secret code they created were a success. After their first battle, more Navajo were requested. In every battle, two communication systems were used. An English system was used for unclassified messages, and a Navajo system was used for all top secret communication. The Code Talkers worked in teams of two, in small holes that had been dug out in the ground, for hours on end. "We were almost always needed to transmit information, to ask for supplies and ammunition, and to discuss strategies. And after each transmission, to avoid Japanese fire, we had to move," Chester Nez wrote in his book *Code Talker*.

The secret Navajo code is the only spoken military code to never have been deciphered. In 2001, President George W. Bush presented the 29 original Code Talkers with the Congressional Gold Medal.

Comprehension Quiz

Answer each question according to the article.

1. Who was credited for the victory at Iwo Jima?

2. What does the word *cryptographer* mean?

3. What connection did Philip Johnston, the man who had the idea for Navajo Code Talkers, have with the Navajo?

4. How many original Code Talkers were recruited?

5. Where did the Code Talkers train?

6. Which branch of the military did the Code Talkers belong to?

7. Where did the Code Talkers typically work from?

8. President George W. Bush presented the original Code Talkers with what?

Comprehension Quiz

Answer each question according to the article.

1. Who was credited for the victory at Iwo Jima?

The Navajo Code Talkers

2. What does the word *cryptographer* mean?

those who code and decode messages

3. What connection did Philip Johnston, the man who had the idea for Navajo Code Talkers, have with the Navajo?

Johnston grew up on a reservation.

4. How many original Code Talkers were recruited?

29

5. Where did the Code Talkers train?

Camp Elliot

6. Which branch of the military did the Code Talkers belong to?

Marines

7. Where did the Code Talkers typically work from?

the middle of the battlefield

8. President George W. Bush presented the original Code Talkers with what?

Congressional Gold Medal

MAY 6TH

A. Development of Central Ideas

Use the article to answer the questions and complete the graphic organizers.

1. Reread the section titled **A Promising Idea**. What is the main idea of this section?
2. The author presents a problem and a solution. Briefly summarize the problem and the solution in the spaces provided.

A Promising Idea	
(1)	
<u>Problem</u>	<u>Solution</u>
(2a)	2b)

3. In your own words, explain how the text develops the main idea you identified for the section, **A Promising Idea**. (Your answer to Question 1)

B. Objective Summaries

Read the following statements about the article. Then, classify them as objective statements or non-objective (subjective) statements. Write each answer choice in the correct column in the table below.

4. Pearl Harbor was bombed by the Japanese on December 7, 1941.
5. The Navajo Code Talkers are the biggest reason the U.S. and Allies conquered the enemy in World War II.
6. It was not difficult for the Navajo to create 200 new military terms.
7. Many Navajo were leaving home for the first time.
8. The Code Talkers trained at Camp Elliot in San Francisco.

Objective Statements	Non-Objective Statements

9. In order to summarize the section **The New Navajo Plan**, follow these steps. In the spaces provided, use your own words to summarize each paragraph in one sentence that includes the main idea of the paragraph without including specific details. Then, on a separate sheet of paper, combine those sentences whenever possible to write a succinct summary of the section. Be sure that your summary is **objective**, or completely free of your opinions or any assertions that are not supported by the text.

¶ 1

¶ 2

¶ 3

C. Analyze Relationships Between Events

According to information from the article, how are these ideas related? Describe the relationship between ideas succinctly in the space provided. See the first example that is done for you.

10. Japan and the U.S. entering the war

← Pair of ideas

Japan bombed Pearl Harbor.
This caused the U.S. to enter
the war.

← How these ideas are related

11. Philip Johnston and Signal Corp
Communications Officer Lieutenant Colonel
James E. Jones

12. Navajo Code Talkers and Camp
Elliot

13. 26 letter alphabet and the Navajo
language

14. Transmitting information and
Japanese fire

A. Development of Central Ideas

Use the article to answer the questions and complete the graphic organizers.

1. Reread the section titled **A Promising Idea**. What is the main idea of this section?
2. The author presents a problem and a solution. Briefly summarize the problem and the solution in the spaces provided.

A Promising Idea	
(1) Philip Johnston had an idea to use the Navajo as Code Talkers in war.	
<p style="text-align: center; border-bottom: 1px solid black; margin-bottom: 10px;">Problem</p> <p>(2a) They knew they had to have a secret communication system that the Japanese could not break.</p>	<p style="text-align: center; border-bottom: 1px solid black; margin-bottom: 10px;">Solution</p> <p>2b) The Navajo language was barely spoken and hard to understand. It also had sounds that were unfamiliar.</p>

3. In your own words, explain how the text develops the main idea you identified for the section, **A Promising Idea**. (Your answer to Question 1)

The main idea that Philip Johnston had an idea to use the Navajo in war was developed by giving the problem and the solution. The text explains that there was a need for a secret code that the Japanese could not break during the war. Then, it explains why Johnston's idea was a good solution. It gives several reasons why the Navajo language was a good language to use as a secret code.

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¶ 1

29 Navajo were recruited to train as US Marines and got to work creating a code.

¶ 2

Code Talkers would translate the messages from English to Navajo code and send them to another Code Talker to record.

¶ 3

The jobs of the Code Talkers were serious and crucial.

C. Analyze Relationships Between Events

According to information from the article, how are these ideas related? Describe the relationship between ideas succinctly in the space provided. See the first example that is done for you.

10. Japan and the U.S. entering the war

← Pair of ideas

Japan bombed Pearl Harbor. This caused the U.S. to enter the war.

← How these ideas are related

11. Philip Johnston and Signal Corp Communications Officer Lieutenant Colonel James E. Jones

Philip Johnston presented his idea to Lieutenant Colonel James E. Jones about using Navajo as Code Talkers. Jones liked the idea.

12. Navajo Code Talkers and Camp Elliot

The Code Talkers trained to be Marines at Camp Elliot.

13. 26 letter alphabet and the Navajo language

The Code Talkers assigned a Navajo word to each letter of the alphabet.

14. Transmitting information and Japanese fire

The Code Talkers had to move every time they transmitted a message to avoid Japanese fire.

MAY 7TH

Skills Test

Choose the best answer.

1. Which statement below is the main idea of this article?
 - a. The Navajo secret code consisted of 26 letters and 200 new military terms.
 - b. Philip Johnston had a great idea to use Navajo men to develop a secret code.
 - c. The Navajo left their reservations to train at Camp Elliot in San Francisco.
 - d. The Navajo Code Talkers helped the U.S. to conquer the enemy in World War II.

2. What does the article suggest about Japanese cryptographers?
 - a. The Japanese cryptographers were an elite group of fighters.
 - b. The Japanese cryptographers had difficulty developing new codes.
 - c. The Japanese cryptographers were known to be able to crack most secret codes.
 - d. The Japanese cryptographers already knew the Navajo secret codes.

3. What is the main idea of the subsection **Unbreakable**?
 - a. The unbreakable Navajo Code was a great success in the battles of World War II.
 - b. The Navajo men found it difficult to code in such stressful conditions.
 - c. The Navajo Code Talkers were awarded the Congressional Medal of Honor.
 - d. The Code Talkers had to work hard to avoid Japanese fire during intense battles.

4. Which statement below could be added to the subsection **The New Navajo Plan** to support the main idea?
 - a. Major Howard Conner liked Philip Johnston's plan to use the Navajo.
 - b. The Navajo recruits worked hard to develop a code that could be used quickly.
 - c. The U.S. used many brilliant strategies in the second World War.
 - d. After the bombing of Pearl Harbor, the U.S. knew they must enter the war.

5. Which sentence below belongs in a summary of the article?
 - a. Philip Johnston was a very brilliant man.
 - b. Some of the Code Talkers were too old to go to war.
 - c. The Navajo Code Talkers developed a code that no one could break.
 - d. One Navajo word could mean many different things depending on how it was said.

6. Which evidence below **best** supports the idea that the messages needed to be short?
- Navajo was not a written language, and schools did not allow students to speak it.
 - "They need more machine gun ammunition," said John Brown, Jr.
 - Their messages could be the difference between winning and losing a battle.
 - "You translate that as small as you can," said John Brown, Jr.
7. Which statement **best** describes the relationship between the 26 letter alphabet and the Navajo language?
- A Navajo word was assigned to each letter of the alphabet as the code.
 - The 26 letters of the alphabet were used to spell the Navajo language.
 - The Navajo language was too difficult to spell out with the letters of the alphabet.
 - The Navajo made up all new letters for the alphabet.
8. Which statement from the article is **not objective**?
- Being able to communicate is an important part of winning a war.
 - Navajos that were 16-years-old were much too young to be recruited to go to war.
 - The Japanese cryptographers could decipher secret codes very well.
 - The Navajo code is the only code that was never cracked.
9. Based on the article, which statement below explains **why** the Code Talkers were awarded the Congressional Medal of Honor?
- Some of the Navajo left their reservations for the first time to join the Marines.
 - The Japanese caused the U.S. to enter the war when they bombed Pearl Harbor.
 - The Code Talkers' unbreakable code was crucial to the WWII victory.
 - The Navajo Code talkers had to be brave to go to war.
10. What evidence from the article most **strongly** supports your answer to the previous question?
- "We were almost always needed to transmit information, to ask for supplies and ammunition, and to discuss strategies."
 - The Code Talkers worked in teams of two, in small holes that had been dug out in the ground, for hours on end.
 - Once in battle, the Code Talkers found themselves in very serious situations.
 - In every battle, two communication systems were used.

11. Write a brief **objective** summary for the text excerpt below in the space provided.

Philip Johnston, a civil engineer from Los Angeles and a World War I veteran, had an idea. He remembered that Native Americans had been used as code talkers in World War I. Having grown up on a Navajo reservation himself, he thought that the military should base a secret code on the Navajo language.

In 1942, the Navajo language was nearly obsolete. That means very few people still spoke it. Navajo was not a written language, and schools did not allow students to speak it. In addition, it was a very complex language with peculiar, unfamiliar sounds. One word in Navajo could mean four different things depending on the way it was said.

Johnston felt certain it could work. He traveled to the U.S. Marine Corps Camp Elliot near San Diego, California. In a meeting with Signal Corp Communications Officer Lieutenant Colonel James E. Jones, Philip Johnston convinced him to use his idea.



12. Look back at the Navajo Code Talkers' Alphabet chart at the bottom of the second page of the article. How does this chart help to develop the central idea of the article?

Skills Test

Choose the best answer.

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Philip Johnston had the idea to use the Navajo language as a secret code in World War II. The language was perfect as it was complex, peculiar-sounding, and nearly obsolete. Johnston convinced the Marines to use his idea.

12. Look back at the Navajo Code Talkers' Alphabet chart at the bottom of the second page of the article. How does this chart help to develop the central idea of the article?

The central idea of the article is the Navajo Code Talkers helped the U.S. to conquer the enemy in World War II. The chart gives some examples of regular letters, the Navajo word for them, and the English word that they were derived from. The chart develops the central idea by giving readers a concrete idea of how the Navajo code worked. By practicing deciphering a small message, the reader can get a much better understanding of exactly how the Navajo Code Talkers worked.

MAY 8TH

Fictional Narrative Writing Prompts

- You are shipwrecked on an island. What happens next?
- You and your friend find a time machine. What happens?
- You meet a friendly alien from another planet.
- **Write about the following:**
- A frightening experience *A great day
- An embarrassing experience *An awful, disastrous day
- A fun vacation *A tragic event
- A joyful event * A situation that requires courage

Narrative Checklist

BEFORE you type your final draft, check to make sure you have completed each item on the list. Put a check mark next to each item.

Do you have...

- A setting _____ * Transition words to help your story flow _____
- 2 – 4 characters _____ * Adjectives and adverbs for vivid details _____
- A conflict (problem) _____ * Figurative language (simile, metaphor, personification...) _____
- An interesting plot _____ * Sensory details (sights, sounds, smells...) _____
- A resolution (Is the problem solved?) _____ *Dialogue _____

***Don't forget to avoid dead or boring words.**

Your narrative must be 250 - 500 words long, 11 pt font, Times New Roman or Calibri, and double-spaced. (Title ~~16 point font~~; name, and date ~~14 point font~~)

Have you...

- Proofread your paper? Does it make sense? _____
- Asked a classmate to edit and sign your paper _____



Fictional Narrative Writing Outline

➤ Setting: _____

➤ Characters: 1. _____

2. _____

3. _____

4. _____

➤ Conflict: _____

➤ Basic plot: _____

➤ Resolution (How is problem solved?):

Descriptive Words Adjectives

quantity – scarce, rare, uncommon, several, numerous, plentiful, abundant

opinion – fantastic, superior, wonderful, splendid, mediocre, awful, terrible, dreadful, beautiful, gorgeous, unattractive, hideous, fresh, filthy, difficult, challenging, demanding, cherished, worthy, worthless, significant, wicked, angelic, unfortunate, wealthy, lovely, disgusting, repulsive, amazing, loathsome

personality/emotion – ecstatic, joyful, miserable, gloomy, thrilled, terrified, frightened, outgoing, hilarious, humorous, zany, grumpy, cheerful, jolly, carefree, quick-witted, blissful, lonely,

sound - loud, soft, silent, raucous, screaming, shouting, thunderous, blaring, boisterous, talkative, rowdy, deafening, faint, muffled, mute, speechless, whispered, hushed, ...

taste - sweet, sour, acidic, bitter, salty, tasty, delicious, savory, delectable, tangy, bland, delicious, yummy, luscious, appetizing, tasteless, spicy, watery, tart, bland, buttery

touch - hard, soft, silky, velvety, bumpy, smooth, grainy, coarse, damp, rough, lopsided, scaly, polished, glossy, lumpy, wiry, scratchy, glassy, metallic, dusty, shaggy, oily

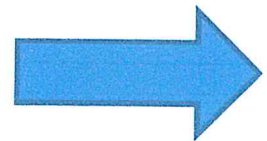
size - heavy, light, immense, gigantic, enormous, slight, miniature, petite, wee, soaring, towering, squat, obese, plump, heavysset, portly, slender, slim, willowy, lean, svelte, scrawny, skeletal, underweight, lanky, vast, monstrous, mountainous, hulking, hefty

smell - perfumed, aromatic, fragrant, acrid, putrid, burnt, stench, reeking, noxious, pungent, rank, smoky, stale, musty, fresh, clean

temperature - freezing, icy, frigid, wintry, frosty, frozen, nippy, chilly, sweltering, sizzling, scalding, burning, feverish, fiery, steaming, scorching

age - babyish, infantile, youthful, teenage, adolescent, ancient, antique, old-fashioned, elderly, mature

brightness - bright, radiant, shining, glowing, shimmering, luminous, gleaming, dark, gloomy, murky, shadowy, drab, pale, dull



Adverbs

- A** - accidentally, annoying, anxiously, awkwardly, arrogantly
- B** - bashfully, beautifully, bitterly, boastfully, boldly, brutally
- C** - calmly, carefully, carelessly, cautiously, clumsily, courageously, cowardly, cruelly, curiously
- D** - dangerously, darkly, dramatically, dreamily
- E** - eagerly, emotionally, enthusiastically
- F** - faithfully, fashionably, ferociously, foolishly, frantically
- G** - gently, gracefully, greedily, grimly
- H** - happily, hopelessly, hysterically
- I** - impatiently, inappropriately, innocently, intensely, irritably
- J** - jealously, joyfully
- K** - kindly, knowingly
- L** - lightly, loudly, lovingly
- M** - merrily, miserably, mysteriously
- N** - neatly, nervously, noisily
- O** - obediently, obnoxiously
- P** - painfully, passionately, patiently, perfectly
- Q** - quickly, quietly
- R** - rapidly, recklessly, reluctantly, ruthlessly
- S** - selfishly, shyly, silently, suspiciously, swiftly, sweetly
- T** - tenderly, tensely, thankfully, thoughtfully
- U** - unfortunately, unexpectedly, urgently
- V** - valiantly, viciously, vigorously, violently
- W** - warily, weakly, wearily, wickedly, wildly, wisely
- Y** - youthfully
- Z** - zealously

THINGS I LEARNED *this year*



Name: _____

Date: _____

Class: _____

THINGS I LEARNED *this year*

